



COMMUNITY REPORT

September 2014

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Chancellor Mark Wrighton convened the Mosaic Project in the spring of 2013 to examine issues of diversity and inclusion related to the student experience. The Mosaic Project was charged with identifying concrete ways to create lasting change by developing permanent systems and infrastructure within the University. The focus areas of the Project were determined after a number of conversations with students, staff, faculty, alumni, and parents. This report summarizes the mission, tangible outcomes, and next steps for diversity and inclusion, as it pertains to the student experience, on Washington University's campus.

Mission

The Mosaic Project supports the university's ongoing commitment to strengthen diversity, foster inclusion and promote social justice in all aspects of the student experience. Our students and our community represent the intersection of different races, ages, ethnicities, religions, sexes, sexual orientations, socioeconomic statuses, national origins, gender identities and expressions, and ability statuses. Our differences should not only be accepted and celebrated but also fully woven into the fabric of the university. The Mosaic Project seeks to facilitate dialogue, support the ongoing work of existing campus diversity efforts and develop new initiatives to cultivate a community that furthers our goal of making all Washington University members feel welcomed and supported.

Working Groups

Eight different working groups were created to address various aspects of the student experience: Assessment and Benchmarking, Bias Report and Support System, Center for Diversity and Inclusion, Community Values and Expectations, Diversity in the Classroom, Diversity and Inclusion within Student Groups, Policies and Procedures, and Social Media. Groups were composed of students, staff, faculty, and administrators. Each group was asked to identify concrete tasks at the beginning of the fall semester, and to report on the outcomes of these tasks at the end of the spring semester. Their progress will be summarized in this report.

- Assessment & Benchmarking: Quantitatively and qualitatively evaluate students' experiences with inclusion, bias, and comfort on WU's campus.
- Bias Report and Support System: Create and implement a system through which WU community members can report incidents of bias involving students.
- Center for Diversity and Inclusion: Work with key stakeholders to create a diversity center on WU's campus.
- Community Values and Expectations: Develop principles and standards that reflect our ideal WU community.
- Diversity and Inclusion in the Classroom: Explore ways of incorporating more consistent and thorough respect for diverse perspectives and diverse students in WU classrooms.
- Diversity and Inclusion within Student Groups: Examine ways that undergraduate student groups can better foster inclusive environments.
- Policies and Procedures: Gather and make available all relevant University policies on diversity, bias, and harassment.
- Social Media: Develop a range of educational initiatives related to online speech and social media use and make recommendations for University social media policy.

Next Steps

The Mosaic Project was always intended to be a transitional initiative, as the goal was to create an infrastructure to support continued work towards building a more inclusive campus. To that end, the

Mosaic Project will conclude upon the opening of the new Center for Diversity and Inclusion. As stated in the Center Task Force report, the Center will become the hub for student diversity work on campus. The work of the following committees will be housed out of the Center: Assessment and Benchmarking, Bias Report and Support System, Community Values and Expectations and Policies and Procedures. The work done by the Diversity in the Classroom working group will be addressed by the Office of the Provost. The Diversity and Inclusion within Student Groups committee will remain under the supervision of the Office of the Vice Chancellor for Students with assistance from the Center. The Social Media group will expand its scope and the Office of the Provost will determine where it should be housed.

Though the Mosaic Project is concluding, the work of building a more diverse and inclusive community must continue. We challenge each member of the Washington University community to live our community values as fully as possible; through engagement, learning, respect and inclusion, we will work toward a community where all Washington University members feel welcomed and supported.

Respectfully submitted by the Mosaic Project Leadership Committee:

Josh Aiken, College of Arts & Sciences, Class of 2014 (May 2013-June 2014)

Robert Brown, Former Residential College Director (October 2013-April 2014)

Adrienne Davis, Vice Provost and William M. Van Cleve Professor of Law (April 2013-present)

Julian Nicks, Olin Business School, Class of 2013 (April 2013-June 2013)

Sharon Stahl, Vice Chancellor for Students (April 2013-present)

Rob Wild, Associate Vice Chancellor for Students and Dean of the First Year Center (August 2013-present)

Jessica Wilen, Special Projects Coordinator (August 2013-present)

Executive Summary

Assessment and Benchmarking: The Assessment and Benchmarking committee was charged with examining data at the university that could shed light on the climate of diversity and inclusion on campus. The committee created, administered, and analyzed a Campus Climate Survey focused on diversity and inclusion for all students on the Danforth Campus. Results of the survey are available on the Mosaic Project website. The new Center for Diversity and Inclusion will work with a team of students to update and administer the survey every other year.

Bias Report and Support System: The Bias Report and Support System (BRSS) working group was charged with developing and implementing a BRSS at Washington University. The working group designed the structure, selected and trained BRSS team members, and coordinated the website, publicity, and roll-out of the system. The BRSS launched on January 13, 2014 and has been used consistently by students ever since. The reporting form and quarterly summary reports can be found on the BRSS website. The BRSS will be housed in the new Center for Diversity and Inclusion.

Center for Diversity and Inclusion: The Center for Diversity and Inclusion task force was responsible for creating a mission and developing the scope for the new diversity center at Washington University. In collaboration with key campus stakeholders and an external consultant, the task force recommended that the Center focus on four primary areas: advocacy, support, collaboration, and education/outreach. In January 2014, the Center Advisory Board was created along with a Center Director search committee. A director was hired, an inaugural space secured, and the Center opened in August 2014.

Community Values and Expectations: The Community Values and Expectations group was charged with developing expectations and values that reflect an ideal Washington University community. In doing so, the working group reviewed best practices at other institutions and engaged in conversations with different groups of students, staff, and faculty. The working group ultimately agreed upon a list of four values that will be distributed to the community through a number of different venues, including Bear Beginnings, Residential Life programming, and signage.

Diversity and Inclusion in the Classroom: The Diversity and Inclusion in the Classroom group was responsible for exploring ways of incorporating respect for diverse perspectives and diverse students in Washington University classrooms. They identified recommendations regarding institutional framework, curriculum and assessment, and faculty and graduate school training, all of which are detailed in this report. In response, the Provost has created a standing committee for Facilitating Inclusive Classrooms.

Diversity and Inclusion within Student Groups: The Diversity and Inclusion within Student Groups committee was tasked with examining the issues of fostering diversity and building inclusive communities within undergraduate student organizations. In doing so, the committee is in the process of developing a self-evaluation tool for student groups that could be used in consultation with members

of Diversity Affairs Council. Groups would also have the option of submitting additional paperwork to receive funding and publicity for events through the Center.

Policies and Procedures: The Policies and Procedures working group was charged with collecting and cataloging all procedures and policies addressing bias-related behavior on campus and to check for consistencies among policies. The group then made the list available on the BRSS website in an effort to make them readily available to students.

Social Media: The Social Media working group was responsible for creating initiatives aimed at encouraging civility in online speech and identifying when intervention in online speech and social media may be required. To address the first task, the working group is developing a number of educational initiatives, including programming to first-year students, creating a video campaign, and working with the Career Center to create reputation management training. To address the second task, the group examined the Student Judicial Code and the University Computer Use Policy; their recommendations for these policies are listed in this report. Moving forward, the University will convene a standing committee on social media.

Assessment and Benchmarking

Charge: The Assessment and Benchmarking Committee was charged with examining data at the university that could shed light on the climate of diversity and inclusion on campus. Additionally, this working group considered new data that could be useful to strengthen these efforts in the future.

Tasks: 1. Examine data from existing surveys such as those administered by Residential Life, individual student organizations, and Institutional Research; 2. Create a Campus Climate Survey that would provide additional insight targeted specifically to issues of diversity, inclusion, and bias.

Outcomes: After reviewing existing data sets, the committee realized that the campus has a lot of data that can be split by various demographic categories, but none that specifically aimed to understand bias and inclusion. Therefore, the primary task of this committee shifted to the creation of a campus climate survey. They reviewed examples from other institutions and began to craft a survey specific to WU.

Survey Structure. After a series of demographic questions, twelve questions related to diversity and inclusion on campus were posed to all undergraduate and graduate students on the Danforth Campus. Responses were analyzed to assess how individuals with different identities perceive the University climate.

Survey Questions

PART ONE: Demographic Questions

What is your primary academic division at Washington University?

What is your current year in your program?

Where do you live?

What is your gender?

What is your race?

Are you an international student?

What is your sexual orientation?

What is your ability status?

What is your socioeconomic background?

What is your religion?

What is your age?

What is your veteran status?

PART TWO: Items relevant to the student experience

I am satisfied with the sense of community I have on campus.

I believe that meaningful interactions with those different from me is an essential part of my college education.

There is a fellow student on campus that I feel comfortable turning to if I need support.

There is a faculty or staff member on campus that I feel comfortable turning to if I need support.

During my time at WU, I have felt isolated or out of place on campus.

During my time at WU, I have been treated fairly by faculty.

During my time at WU, I have been treated fairly by staff.

During my time at WU, I have been treated fairly by other students.

During the past school year, I have experienced an incident of bias (as defined above) on the basis of my: Ability Status, Age, Gender, National Origin, Race, Religion, Sexual Orientation, Socioeconomic Status, Veteran Status

If you were to experience an incident of bias (as defined above), how likely would you be to talk about it with each of the following: Another student/friend, A professor, A University staff person, My RA or RCD, My academic advisor, The BRSS, Student Health Services

Have you ever considered leaving Washington University?

Do you know anyone who has left Washington University due to bias or discrimination on the basis of some aspect of their identity?

Survey Results

A total of 2641 students responded to the survey (21.11% of the student body). The results are available at the following links:

Undergraduate Student results: <http://diversity.wustl.edu/wp-content/uploads/2013/04/FINAL-Undergrad-Results.pdf>

Graduate/Professional Student results: <http://diversity.wustl.edu/wp-content/uploads/2013/04/FINAL-Grad-Prof-Results.pdf>

A town hall meeting convened on Monday, March 31, to discuss these results and get feedback from community members. Further, the committee shared these results with the seven academic Deans and the newly-appointed Diversity & Inclusion Center Director to explore developing actions and programs that address the findings.

Next Steps:

1. The Campus Climate survey will continue to be administered every other year by the Center for Diversity and Inclusion.
2. Each year the survey is administered, a committee of undergraduate, graduate, and professional students will meet with Center staff to evaluate the survey and make changes as necessary.
3. Survey administrators will continue to make additional analyses available to community members, as requested.

Members:

Chair: Vivek Biswas, School of Engineering and Applied Sciences, Class of 2015

Chair: Tim Bono, Assessment Coordinator, Campus Life

Chair: Sandy Graham, Administrative Assistant, Campus Life

Adam Joyce, Doctoral student, Arts & Sciences

Judie Lee, Olin School of Business, Class of 2016

Jessica Miller, MD/PhD student

Aaron Rutledge, Residential College Director

Sonya Schoenberger, College of Arts & Sciences, Class of 2015

Bias Report and Support System

Charge: The Bias Report and Support System (BRSS) working group will work towards the development and implementation of a BRSS at Washington University. Through the BRSS, students will be able to report incidents of bias. The working group will conduct thorough research on existing bias reporting systems at several institutions across the country and will work with students, staff, and faculty to elicit feedback on the structure, mission, and roles of the BRSS team. The working group will then implement their recommendations.

Tasks: 1. Research best practices of Bias Report and Support Systems across the country; 2. Create a BRSS that addresses the University's unique needs; 3. Launch a BRSS by January 2014.

Outcome: The goal of creating a Bias Report and Support System (BRSS) at Washington University in St. Louis is to promote an inclusive community by supporting students through a clear and streamlined process for reporting incidents of hate, bias, and/or discrimination. To achieve this goal, the BRSS is tasked with three primary responsibilities:

- *Support:* Support BRSS reporters by acknowledging and validating their experiences
- *Refer:* Refer BRSS reporters to appropriate University resources
- *Inform:* Inform the larger Washington University community of the number and nature of bias incidents reported to the BRSS

Membership Structure, Roles, and Responsibilities

Staff and faculty members of the BRSS are appointed annually, to two-year terms, by the Washington University Vice Chancellor for Students. In other words, after the first year, half the team will be in their first year of service and the other half will be in their second year of service. Student members will be appointed to one-year terms, to allow for greater student participation. The membership of the BRSS consists of one BRSS Coordinator and eight to ten BRSS team members. The BRSS Coordinator leads the BRSS Team in promoting an inclusive and welcoming campus environment, supporting students who have witnessed or been the target of bias related incidents, and referring students to the most appropriate campus partners, groups, and individuals to receive ongoing support.

Methods of Reporting

There is a single, standardized form used for reporting, including via the online reporting system, phone, hard copies, and in-person intake sessions.

- Online report: The BRSS Coordinator receives a notification when a report is filed through the online reporting system (found at brss.wustl.edu)
- Phone report: The phone reporting system is answered by a staff member, when available, during business hours. After business hours, the system is automated and the BRSS Coordinator will follow up with any and all messages within a reasonable timeframe (314-935-8118).

- Paper report: All paper reports can be submitted in person or via campus mail to the BRSS Coordinator's office at Campus Box 1061.
- In-person report: If the reporter prefers to file a report in person, they may request a meeting with the BRSS Coordinator or a BRSS team member by emailing the BRSS email address at brss@wustl.edu

Report Classification

Each reporter will select a classification of their report— “For Information Only” or “For Support & Referral”. Reports that are classified as “For Information Only” will be incorporated into the semester and annual reports, but will not receive a follow-up contact by a BRSS member. Reports that are classified as “For Support and Referral” will follow the same process used with “For Information Only” reports, but will additionally include a meeting to provide support and discuss appropriate referrals to other resources. At the end of this process, the reporter will receive a follow-up email from the assigned team member and the case will be considered closed by the BRSS; the file can be reopened or augmented as needed.

BRSS Response

If the reporter selects the “For Support and Referral” option, they can either request to meet with a specific team member or one will be assigned to them. The purpose of the meeting is to provide support and detailed referrals to campus partners.

If more than one individual separately files a report for the same incident, BRSS members will meet with each individual separately, and also provide the option for group meetings if desired.

When possible, it will be up to the reporter to follow up on referrals given. This is intentional, since the BRSS team wishes to empower individuals to make their own decisions about disclosure. However, because the university may have an obligation to address certain reported incidents, the university cannot guarantee complete confidentiality where it would conflict with the university's obligation to investigate meaningfully or, where warranted, take corrective action. Even when some disclosure of the university's information or sources is necessary, it will be limited to the extent possible.

Summary of Reports

Each quarter, reports will be generated and made available to the WUSTL community by the BRSS on their website. Reports will reflect a brief summary of each incident reported, and will respect the confidentiality of all parties involved by not including information that would allow a community member to know the identity of any party. These reports will be freely accessible. With the release of the summary report, the BRSS Coordinator will meet with the Vice Chancellor for Students, the Vice Provost, and the Senior Associate Dean for Education at the School of Medicine to discuss trends and potential University action.

Next Steps:

1. The BRSS will be housed in the Center for Diversity and Inclusion and will be coordinated by the Director.
2. BRSS team members will continue to assess the system as it relates to campus needs, and seek feedback from community members when needed.
3. The BRSS will create an online system for anonymous assessment; that is, a way for people who do file reports "For Support and Referral" to provide de-identified feedback on their experience with the system.

Members:

Chair: Gaby Dinkin, College of Arts & Sciences, Class of 2014

Chair: Naomi Sigg, Former Assistant Director of Student Involvement and Leadership

Chair: Ashley Viager, Residential College Director

Stan Braude, Senior Lecturer in Biology

Amy Gassel, Assistant Director of Graduate School Financial Services and Diversity Programs Coordinator

Linda Lindsey, Adjunct Professor in American Culture Studies

Nate Lucena, Doctoral Student, Arts & Sciences

Gwen Patton, Police Sergeant

Essie Rochman, Director of Student Affairs, Brown School of Social Work

Seiko Shastri, College of Arts and Sciences, Class of 2015

Reuven Shechter, College of Arts and Sciences, Class of 2015

Christiane Merritt, Doctoral Student, Arts & Sciences

Jessica Wilen, Special Projects Coordinator

Jonathan Williford, College of Arts and Sciences, Class of 2016

Center for Diversity and Inclusion

Charge: The charge of the Task Force was to lead a public, transparent discussion with key stakeholders regarding the creation of a new Center for Diversity and Inclusion. Specifically this conversation focused on the mission of the Center, the communities it would serve, and the type of facility that would most effectively address the broad interests of the campus community. There are many noteworthy examples of similar centers at other institutions around the country, but ultimately the Task Force was charged with providing ideas for a Center to support the unique educational and co-curricular experiences at Washington University, and meet the needs of our students in the context of a modern global community.

Tasks: 1. Benchmark other centers for best practices; 2. Hire an outside consultant to provide recommendations for a new center; 3. Provide a report with recommendations to the Vice Chancellor for Students by December 2013; 4. Implement the recommendations of the report in the spring of 2014, and open a Center in fall 2014.

Outcome:

Center Mission

The mission of the new Center was a topic of spirited debate during the Fall 2013 process. It is important for the future success of the Center that there be a clearly defined mission and set of achievable goals from the outset. It should also be noted that while the Task Force offered clear direction on the initial mission and goals for the Center, it is expected that the mission, like that of all healthy organizations, will change over time to adjust to changes in the needs of the University community. The mission statement for the Center is as follows:

The Center will enhance and strengthen Washington University's commitment to fostering a diverse and inclusive community. The Center will support and advocate for students from traditionally underrepresented or marginalized populations, create collaborative partnerships with others on campus, and promote dialogue and social change. The Center will be an integral part of the University's core mission to develop students as future leaders in the diverse global community of the 21st Century.

Focus Areas

The Task Force recommends that the Center focus on the following four key areas.

Advocacy: The Center, its staff, and its programs should advocate for the type of a community aspired to in the University's mission statement: "an inclusive community that is welcoming, nurturing, and intellectually rigorous". To be an effective advocate, the Center must have a direct line of communication with senior University leadership to effectively champion ongoing progress and institutional change in the area of diversity and inclusion. The Center must also be a place that supports other campus organizations that are sources of advocacy for positive social change.

Support: The new Center must be a place where students from marginalized or traditionally underrepresented populations at Washington University can find a safe, inviting, supportive, and friendly environment. It must be a place where students can be empowered as leaders in the community. The Center must also be a place where students seek guidance and nurturing support as they explore identity, identity formation, and the intersection of multiple identities. The staff in the Center must be knowledgeable, accessible, approachable, and helpful.

Collaboration: Collaboration for the new Center has two meanings. First, the Center must be a place where organizations and people who want to bring in speakers, put on programs, and plan activities related to diversity can come together. Center staff must look for opportunities to bring together groups and people with similar interests. Resources should be made available to individuals and organizations that are willing to partner on activities related to diversity.

Second, the Center should actively maintain cross-campus partnerships. This past fall, the Task Force identified many organizations that have strong interests in working with the Center and individuals who are key stakeholders in making the Washington University community more inclusive. These include school-based efforts such as those in the Brown School of Social Work and the School of Medicine, as well as other, more specific organizations and departments such as the Undergraduate Admissions Office, the Office of Student Involvement and Leadership, Residential Life, the Teaching Center, Student Health and Counseling Services, the First Year Center, Campus Ministries, the Kathryn M. Buder Center for American Indian Studies, and the Social Justice Center. Rather than replace other campus efforts related to diversity, the Center should become the hub of activity that encourages and supports others as they engage in their work. The importance of sharing responsibility for diversity-related programs with the Center and others on campus was a key recommendation of Professor Lori Patton Davis and several directors of similar centers on other campuses.

Education and Outreach: Inspiring and empowering individuals to learn more about their own unique identities and to explore the identities of others will be a key objective for the new Center. Over time, the Center should develop a resource library and far-reaching programs that touch everyone on the Washington University campus. There are important places where outreach can take place, such as programs in the First Year Center where all new students will participate. Student leaders in organizations such as Greek Life, Residential Life, the Graduate and Professional Council, and Student Union should be encouraged to collaborate on programs and trainings developed by the new Center.

Throughout the process, students asked for more academic courses related to diversity and intercultural communication. While there are already courses and majors within the existing curricula that focus on diversity, the Center, in concert with the faculty, must play a key role in expanding these offerings and finding ways to increase the numbers of students enrolled in these types of courses.

Programs of the Center should help people to understand privilege and power, systems of oppression, interculturalism, intersectionality, identity, equality vs. equity, and intent vs. impact. There should be resources available through the Center that students, faculty, and staff can access to develop programs that focus on these important concepts, as well as other topics related to diversity and social justice.

Center Advisory Board:

In January of 2014, the Center Advisory Board chairs were appointed. The chairs met throughout the spring semester and appointed a smaller steering committee comprised of 14 people. The steering committee met three times during the spring semester. The committee will continue to meet in the fall and will host several larger meetings to include a larger group of representatives from the campus community, to ensure that many different voices are heard.

Center Location:

The fall task force recommended that the new Center be located in a central, accessible space on the Danforth Campus. The Center should be highly visible to prospective members of the University community, and it should be in a location that is viewed as accessible to undergraduate, graduate, and professional students, faculty, and staff. The space should have an office for the Director and office spaces for additional staff. It should have space that can be reserved for meetings and should also include places where students can informally gather during the day and into the evening. Students should actively be involved in the design of the space. It was also suggested that the Center include permanent artwork such as a mural or other student art.

In April 2014, the Center Steering Committee formally approved the inaugural space for the New Center on the 2nd floor of the Olin Library. They approved this as a temporary location, as the mission of the new Center continues to develop. Planning is currently underway with a group that includes the new Center Director as well as both graduate and undergraduate students to design the new space so that it will open in time for the arrival of new students in August.

Center Staffing:

The fall task force recommended that the Director of the Center must be the first hire and that this person should report to both the Provost and the Vice Chancellor for Students. A search committee was appointed by Provost Holden Thorp and Vice Chancellor Sharon Stahl in January 2014. In May, the committee announced that LaTanya Buck would be the Center's founding Director and she began her role on July 1, 2014. Ms. Buck has hired an administrative coordinator and both undergraduate and graduate student workers.

Center Name:

The name of the new Center is of critical importance. The name should convey the mission of the Center and the populations it will serve. Several key phrases and terms were suggested as possibilities to include in the name. These terms cross-cultural, identity, inclusion, advocacy, and intercultural

should be considered in the name of the new Center. The fall task force recommended that the Advisory Board should finalize the name of the new Center in collaboration with the new Director.

Conclusion

The New Center for Diversity and Inclusion opened in the fall of 2014. The Center, and its new Director, have already had an immediate impact on the campus community. Many students, faculty and staff have been involved in the process. While much work related to the Center remains to be done, it has been a productive year related to the development of this new program and new space.

Next Steps:

1. The Center will be staffed with a full-time Director, an administrative assistant, and undergraduate and graduate student workers. Additional staffing needs will be re-examined after the first year of operation.
2. As recommended by the Task Force, the Center will become “the hub” for student diversity-related activity, housing the BRSS, administering the campus climate survey, reviewing diversity policies and procedures on a regular basis, and assisting with initiatives developed by the Community Values and Expectations working group and the Diversity and Inclusion within Student Groups effort.

Task Force Members:

Chair: Seiko Shastri, College of Art & Sciences, Class of 2015

Chair: Rob Wild, Associate Vice Chancellor for Students

Ayah Abo-basha, College of Arts & Sciences, Class of 2014

Josh Aiken, Mosaic Project Co-Chair, College of Arts & Sciences, Class of 2014

Amee Azad, College of Arts & Sciences, Class of 2015

Christine Dolan, Coordinator of LGBT Student Involvement & Leadership

Tyler Hackmann, College of Arts & Sciences, Class of 2015

Tabea Linhard, Associate Professor of Spanish

Leandra Martinez, MSW Student, Brown School

Nick Miller, Doctoral student, Graduate School of Arts & Sciences

David Patterson, Assistant Professor of Social Work

Michelle Purdy, Assistant Professor of Education

Valronica Scales, Assistant Director of Residential Life

Naomi Sigg, Former Assistant Director of Student Involvement and Leadership

Jessica Wilen, Mosaic Project Coordinator

Brendan Ziebarth, Sam Fox School of Design & Visual Arts, Class of 2015

Center Advisory Board Members:

Chair: Heather Corcoran, Associate Professor of Art, Sam Fox School of Design & Visual Arts

Chair: Trevor Dawes. Associate University Librarian

Chair: Sam Lai, College of Arts & Sciences, Class of 2015

Brian Carpenter, Associate Professor of Psychology

Empris Durden, College of Arts & Sciences, Class of 2016
Mike Hayes, Executive Director of Campus Life
Bianca Kaushal, Arts & Sciences, Class of 2017
Nick Miller, Doctoral student, Graduate School of Arts & Sciences
David Patterson, Assistant Professor of Social Work
Valronica Scales, Assistant Director of Residential Life
Seiko Shastri, College of Art & Sciences, Class of 2015
Erika Wesonga, Doctoral Student, Graduate School of Arts & Sciences
Rob Wild, Associate Vice Chancellor for Students (ex officio)
Jessica Wilen, Special Projects Coordinator (ex officio)

Community Values and Expectations

Charge: The Community Expectations and Values Committee was charged with developing expectations and values that reflect our ideal university community. These values will reflect the many voices within the Washington University community.

Tasks: Develop a set of values informed by community voices and research that represents the university's commitment to diversity, inclusion, and providing safe and welcoming community for all of its members.

Outcomes: In order to create a set of values that most accurately conveys our institution's commitment to diversity and inclusion, the committee set out to collect a wide array of voices and perspectives from students, staff, and faculty. Furthermore, the committee believed it was important to explore current value statements in place for the university as well as to benchmark community values statement initiatives at peer institutions. Research on 15 peer or near-peer institutions was conducted during the summer of 2013.

Building on this research, the committee created a template of questions that was utilized in focus groups. During Fall 2014, more than 30 focus groups were conducted engaging a wide representation of students, staff and faculty to collect a breadth and depth of input from the Washington University community around these issues. Data collected from the focus groups is represented in the word cloud below.

Word Cloud of focus group data



Nine major themes were present in all focus groups. These themes included:

- Responsibility to self and community: accountability, integrity
- Community: social whole is greater, not less than the sum of its parts
- Knowing each other by name and story

- Discovery: growth, learning, critical thinking, listening
- Kindness: compassion, vulnerability, empathy
- Courage, conviction, challenge
- Respect, civility
- Visibility: valued, being seen and heard
- Seeking out and valuing different perspectives

Using these nine themes, the committee was able to craft a values statement that represented the university, the students, and a wide range of community voices. This statement was presented to the National Council and the Board of Trustees for input in March 2014. Below is the final version of the Washington University Community Values Statement.

Final Values Statement

We, as members of the Washington University community, strive to Engage, Learn, Respect, and Include in order to know each other by name and story.

Engage

- We are valued members of the Washington University community.
- We seek out different perspectives and experiences.
- We share our stories and listen to others.

Learn

- We hold the courage to speak up, take risks and make mistakes.
- We challenge ourselves to think critically and reflect upon our actions and words.
- We discover and explore identity.

Respect

- We act with kindness and empathy.
- We are responsible to our community and for our actions.
- We will forgive and be forgiven.

Include

- We welcome differences as well as commonalities.
- We learn from others.
- We value others.

Next Steps:

1. New WU students will be introduced to the values document through the new Bear Beginnings program, “Our Names, Our Stories”, as well as other orientation programming (First Year Reading Program, floor meetings, etc.).
2. The values document will be part of training for: resident advisers (RAs), Greek leaders, SU presidents and treasurers, and pre-orientation counselors.

3. The values statement will be placed on University blue books and faculty will be encouraged to adopt the values statement in their syllabi.
4. Continued dialogue, at the behest of the Center for Diversity and Inclusion will be needed to create strong staff and faculty support for these community values.

Members:

Chair: Adam Flores, College of Arts & Sciences, Class of 2014

Chair: Julia Macias, Associate Director of Student Involvement and Leadership

Chair: Jill Stratton, Associate Dean of Students

Georgia Binnington, Associate Dean of Students, Sam Fox School of Design & Visual Arts

Courtney Brewster, Residential College Director

Danielle Bristow, Director, First Year Center

Kaavya Cherukuri, College of Arts & Sciences, Class of 2015

Gaby Dinkin, College of Arts & Sciences, Class of 2014

Steve Givens, Associate Vice Chancellor and Chief of Staff

Nicole Gore, Assistant Dean, College of Arts & Sciences

Alyssa Kaitz, Faculty Initiatives Intern

Kristin Kerth, Assistant Dean, College of Arts & Sciences

Vaishnavi Kosuri, College of Arts & Sciences, Class of 2015

Steve Malter, Associate Dean, Olin Business School

Madhanamenaka Pandian, College of Arts & Sciences, Class of 2015

Andres Parra, Student Leadership Intern

Molly Pierson, Assistant Director for Off-Campus Housing and Residential College Director

Guillermo Rosas, Associate Professor of Political Science

Diversity and Inclusion in the Classroom

Charge: This working group was asked to explore ways of incorporating, more consistently and thoroughly, respect for and inclusion of diverse perspectives and diverse students in Danforth Campus classrooms.

Tasks: 1. Explore the kinds of initiatives other institutions have taken to incorporate respect and inclusion of diverse perspectives and students in the classroom; 2. Think through the kinds of tools that might be useful to WU faculty in regards to incorporating respect and inclusion of diverse students and perspectives; 3. Develop a set of recommendations for the Office of the Provost and faculty to consider for achieving greater respect for diverse perspectives and students across the University.

Outcomes: The Diversity in the Classroom working group issued the following report with recommendations. They also compiled a list of diversity and inclusion practices currently in use in Danforth Campus classrooms, which is found in the Appendix. The report is below:

Introduction

We at Washington University are committed to excellent teaching. Self-reflection is a critical piece of developing and improving our teaching across our professional careers. The committee hopes this report and the recommendations it offers will help all faculty to rethink how we teach, how we treat the students in our classes, and how our pedagogical approaches might shape student learning, student success, and student retention.

The work of this Mosaic Project committee is a response to strong demands by students to address diversity and inclusion in classes, courses, and course requirements. Students have expressed concerns about the dearth of diversity requirements in the general education curriculum, about the lack of inclusion in some classrooms, and about marginalization of certain topics or groups in course content and discussion.¹ According to the Bias Report and Support System first quarter findings, 60% of the bias reports filed were filed against faculty; the remainder involved students and staff.

This committee believes that the commitment to diversity and inclusion in the classroom and the kinds of training, incentives, and rewards Washington University develops to institutionalize this commitment can be powerful tools for attracting and retaining undergraduate students, graduate students, and faculty.

The University community is in process of adopting a statement about the values governing all of our activities in this campus community—teaching, learning, social interactions, formal and informal

¹ According to Lori Patton Davis, "Center for Diversity and Inclusion: External Consultant Report," students were concerned about the lack of white faculty involvement in diversity and inclusion efforts and about unexamined white privilege on campus, particularly in the classroom, and believe it is critical for faculty to be supported in developing ways to "infuse diversity into the curriculum" and in engaging more extensively in service-related activity (21). <http://diversity.wustl.edu/featureboxes/the-mosaic-project/>

intellectual exchanges. These values include engaging with students and valuing their perspectives and identities; listening carefully to and respecting all students' contributions to the learning process; attempting to understand difference and how it might shape student learning. The Diversity and Inclusion in the Classroom Committee makes its report with these values in mind.

Research demonstrates that diversifying course content and developing measures to make the classroom environment more inclusive to all students leads to stronger student success and retention. In addition, training in diversity and inclusion in the classroom can enhance faculty and graduate student confidence in engaging and interacting with students in both their formal and informal teaching.² It is in this spirit that the committee offers this report and set of recommendations.

In order for diverse and inclusive classrooms to develop and proliferate in all schools on the Danforth Campus, it is important to address four areas critical to support for these initiatives: data and feedback, infrastructure, faculty, and funding. This report presents findings and recommendations in relation to two other key areas, in addition to institutional framework concerns: curriculum and assessment and faculty training.

Institutional Framework Issues

Faculty have a central role in developing and maintaining inclusive environments in the classroom, the laboratory, and the field, as well as in informal interactions with students. For faculty to be successful in these efforts, they need administrative support. The committee strongly urges deans and assistant deans in all of the schools to make inclusive teaching and learning a high priority of their leadership agenda and provide faculty the guidance, resources, and support they need.

Data and Feedback

In order to have a powerful impact on inclusivity in our classrooms, the University needs ongoing, transparent, and well analyzed data to share with faculty and students about the problems as they arise, about the effects any training might be having, and about faculty and student responses to any reforms in our curriculum, pedagogy, and training.

- The Campus Climate Survey findings can be used to persuade faculty of the necessity of addressing inclusivity in the classroom.
- The Bias Report and Support System can be critical to assessing where the University might have problems and which problems can and should be addressed through training or other interventions.

Infrastructure

For diversity and inclusion to become integrated into the life of the campus, the following should be created to support these efforts:

² "Measuring and Promoting Diversity on Campus," Educational Advisory Board, 2013; (publications of the Association of American Colleges and Universities at [www://aacu.org](http://www.aacu.org))

1. A Standing Committee on Diversity and Inclusion in the Classroom, whose members would serve three-year terms and include at least one faculty representative from each school and four faculty representatives from Arts & Sciences, one each from humanities, social sciences, physical sciences, and life sciences. This committee would appoint a liaison to the new Center on Diversity and Inclusion. In addition, each member would be responsible for reporting initiatives in his/her school, for sharing any data (see above) with the Dean of the school, chairs of departments, and at regular faculty meetings, and for helping to promote training initiatives within his/her school.

2. A scholar in diversity and inclusion, whose research would focus on higher education research and diversity and who would have a tenured appointment in a department and in the Teaching Center. Her/his responsibilities would include investigating and providing data on interventions that work to inform ongoing training of faculty and graduate students; developing approaches to research to assist in student retention; and maintaining contacts and networks with others working in these areas. If funding were available, this scholar might also be appointed to an endowed chair.

Faculty

Research demonstrates that the commitment to diversity and inclusion cannot be accomplished fully without also increasing diversity among the faculty. The Administration should consider cluster hires in particular areas lacking diversity and explore the success of cluster hires at other institutions. The Provost's Target of Opportunity funding should be enhanced to foster cluster hires and individual hires in departments and schools.

Funding

Funding will be necessary to support diversity and inclusion training for faculty, graduate students, and staff. Details on the shape such training could take are below. The question remains: how do we persuade faculty, staff, and graduate students to participate in such training? Incentives and some disciplined measures should be developed to support and encourage and, in some cases, require members of the community responsible for interacting with students to receive such training. Some examples follow:

- Deans and Chairs would have to be driving interactions with faculty over inclusive teaching strategies; chairs would have to be where the buck stops.
- Require diversity and inclusion training in pedagogy for all newly hired faculty, all graduate student TA's, and all staff interacting with students. The kind, frequency, and sequencing of such training are addressed below.
- For staff interacting on a daily basis with students, this training is crucial—students need to feel welcomed and encouraged by staff and staff need to know that their first responsibility is to be responsive to and civil with students. One effective training program the University has already offered is the Provost Leadership Academy & Networking (PLAN) for staff.
- Encourage faculty to attend diversity and inclusion training initially and then periodically as needed to improve teaching performance (based on student and peer evaluations) through the

diversity training offered regularly on campus (for example, instilling the commitment to attending one workshop every 5 years, unless an earlier intervention is needed).

- It is critical for chairs to ensure that faculty receive the additional training they need.

Curriculum and Assessment

In order to address curriculum and assessment issues, the committee explored what Washington University currently offers in the curriculum and examined how other institutions have approached the issue of diversity and inclusion through curriculum and assessment. After describing efforts that exists at the University, this report offers recommendations and describes some of the challenges the institution faces in providing students and faculty the opportunity to explore diversity issues together through course work in all of its many forms.

What Currently Exists at Washington University

The University does not have a mandated degree requirement for diversity and inclusion for either undergraduate or graduate students. However, students can explore issues of diversity and inclusion in a variety of experiences established by the academic schools and/ or the individual academic departments. These experiences are driven by curriculum and take place in the classroom or are a part of special programming and community based activities.

In the **College of Arts & Sciences**, the *Discovery Curriculum's* guidelines state that all undergraduates are required to take two courses on Cultural and Social Perspectives. One of the courses should be selected from the Social Differentiation (SD) category and one from the Cultural Diversity (CD) category. It appears that both categories would satisfy a diversity requirement; however foreign languages satisfy the (CD) category, which does not provide a diversity and inclusion experience as described in the SD definition. Therefore, students' required engagement and experience with issues of diversity is reduced to one course for the entire four years, a course that may or may not prepare them to engage with competence in situations demanding understanding of diversity and inclusion. Finally, the requirement can be completed as late as the senior year, and can be taken pass/fail, which means it is possible that this experience will have little influence on the student's understanding of diversity during much of the four years of undergraduate education.

Cultural Diversity Courses (CD)	Social Differentiation Courses (SD)
Courses designated Cultural Diversity (CD); deepen your understanding of the diversity of cultures beyond those that are Anglo-American. Such courses may also explore diversity of values and cultures within nations and regions.	Courses designated Social Differentiation (SD); consider the organization and possible division of societies by social categories, such as race, class, ethnicity, and gender.

In addition to the *Discovery Curriculum* diversity requirements for undergraduates in the College of Arts & Sciences, some academic departments and graduate programs have developed diversity and inclusion curriculum and opportunities as a part of their programs in order to adhere to the core values inherent

within their disciplines. In the area of campus life, many orientation programs are designed to address diversity and inclusion, but these are not always required of every entering student and they often focus on out-of-the-classroom student experiences.

Some academic departments within the School of Arts & Sciences such as **Education, Women, Gender, and Sexuality Studies (WGSS)**, **African and African American Studies**, and **History** naturally engage in issues of diversity and inclusion. For example, WGSS has developed curriculum in some areas to respond to student concerns about understanding marginal groups and expanded the topics in critical race and gender studies and in sexuality studies and race. In the case of Education, diversity and inclusion have been key components in curricular development; most of the courses deal explicitly with racial, ethnic, and social class diversity among learners and teachers. History has created courses to meet the diversity and inclusion requirement and needs funding to expand and enhance this effort. **Art History** has expanded its collection of art work that addresses gender, ethnic, and race diversity issues, for use by faculty in developing curriculum and teaching courses.

The **Olin School of Business** offers many courses in Organizational Behavior that provide opportunities to learn about being more inclusive and respectful of diversity. Business also sponsors “GO WEEK”, a week-long orientation for incoming students that prepares them to engage with a diverse student population. Within the **School of Engineering** students are required to take two one-credit-hour courses that could satisfy a diversity and inclusion requirement mandated by the ABET accreditation program. The **Brown School** requires all incoming students in Social Work and Public Health to participate in day-long diversity training as part of orientation. All Social Work students are required to take the Social Justice and Human Diversity course during their first semester. However, Public Health students are exempt from this requirement. The **School of Architecture** provides diversity and inclusion community-based opportunities through the Alberti Program and a number of elective service learning courses. The **Law School’s** Career Placement Office hosted a “Diversity in the Profession” session for first year students during the intersession period.

Recommendations

Given the current availability of courses dealing with social diversity on campus, the committee strongly urges undergraduate and graduate students to take such courses in their own or other schools. Unfortunately, none of the courses is required of all undergraduates. The committee discussed a number of possibilities and considered two kinds of models the university might develop, one using existing resources and the other requiring new resources. Committee members believe they should be created in tandem and thus recommend that they be carefully considered by each school's curriculum committee:

- Use existing models and develop them further and/or require them of all undergraduates:
 - Bolster the criteria for the Social Diversity (SD) course designation to include only courses dealing extensively with social justice issues and require an SD course of all undergraduates in all schools; have the Committee on Diversity and Inclusion in the Classroom vet such courses as satisfying *this SD requirement* once they are approved by the respective school's curriculum committee

- Require 2 SD courses of all undergraduates in all schools, much as the University of Texas at Austin or the University of North Carolina at Chapel Hill or the University of Vermont require such courses for all students
- Allow service-based courses to fill this SD requirement (if they contain sufficient attention to race, gender, ethnicity, class, religion as aspects of diversity)
- Have each school develop a template statement to be placed on all faculty syllabi, outlining the values governing all activities on campus (see Values Committee Statement) and stating expectations regarding classroom climate, much as the University of Missouri does.³
- With additional resources, develop a one-credit course to be required of all undergraduate and graduate students and to be taken in the first or second year of enrollment.
 - This one-credit course would familiarize students with some of the major challenges and issues of diversity in a pluralistic, democratic society and introduce them to the concepts that will prepare them for more intensive exploration in their SD course(s).
 - This one-credit course should provide opportunities for students to engage in discussions and experiences that explore issues of race, gender, sexuality, identity, religion, and ethnicity.
 - The sections of this one-credit course could include undergraduate and graduate students together.
 - This course should be supplemented by activities that introduce students to the campus and to the concept of being a student. In the case of undergraduates these activities include the Freshmen Reading Program, Freshmen Orientation, and awareness activities sponsored by student groups. For graduate students these would include Graduate Student Orientation, department and school orientation activities, and other kinds of efforts.

Challenges

In thinking about what kinds of one-credit courses would prepare students for formally engaging in learning about diversity and inclusion, the working group realizes that there are challenges that would have to be resolved. The following list is by no means exhaustive.

- Instructors would need to have substantial background and training in diversity. Content expertise is critical for these courses to succeed.
- Class size is also critical, particularly with respect to the institutional resources available, the need to address difficult content, and the large numbers of first- and second-year undergraduate and graduate students enrolled each year.
- Competing curricular demands on students; some programs make extensive demands on students' time and academic schedules, particularly in the first two years of study.
- Student resistance to required courses; the reason our working group recommends requiring completion of the one-credit course in the first or second year is to capture students not long

³ The statement reads: "The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact" the department chair and, in the case of Washington University, the student ombudsperson. Different units could develop their own wording for this statement.

after they have gone through other diversity exercises in orientation and before they spend too much time on campus. Members of the working group would like them to be better informed as they encounter people different from themselves and have to negotiate our diverse campus environment. Students would also be better prepared for deeper exploration of diversity issues as they advance through their curricular programs.

- Resources: the working group kept in mind that the University needs to capitalize on existing resources as much as possible, including faculty and student time, financial support and compensation, and institutional space.

Assessment

Course evaluation questions should be written in a way that the student can report on the extent to which the classroom environment has been inclusive; the extent to which the instructor shows respect for student engagement; and the extent to which and how a perceived bias impacted them personally within the classroom or in a way that an individual can report on what s/he witnessed as bias affecting others within the classroom.

- All courses designated SD should include on their course evaluations questions that address issues of diversity and inclusion as outlined in the course goals, objectives, and expectations for civility in the classroom.
- All other course evaluations should have at least two questions that address issues of diversity and inclusion within the classroom, particularly those shaping classroom climate and respect for students of all backgrounds in the classroom.
- Department chairs should be encouraged to use these evaluation responses, along with other kinds of teaching evaluations (peer-conducted evaluations, for example) in conducting the faculty member's annual review and in considering candidates for tenure and promotion.

Faculty and Graduate Student Training in Diversity and Inclusion in the Classroom

The recommendations that follow are based on what the working group has learned about other institutions and each of the school's practices on the Danforth Campus. There are numerous initiatives underway in the schools and they offer strong models for emulation across schools with accommodations for different disciplinary demands. Please see the Appendix for more detail on Washington University practices already in development.

- We recommend that the University hire a scholar with a PhD and a record of research in diversity and inclusion in higher education. This person should be a tenured faculty member within a department, jointly appointed in The Teaching Center. This person would develop and deliver regular research and programming on diversity and inclusion in the classroom for faculty, graduate students, and any postdoctoral appointees who have teaching responsibilities. This person would communicate frequently with the Standing Committee on Diversity and Inclusion in the Classroom (see below) to develop, evaluate, and improve this programming.
- The working group recommends that the University also hire a full-time diversity and inclusion in the classroom coordinator who could develop and implement processes for coordinating and advertising events and programs on diversity and inclusion in the classroom. This person might

also be located in the Teaching Center.

- The working group recommends that each Danforth Campus school appoint or elect a faculty committee on diversity and inclusion, if the school does not yet have one. It would be best if each school's committee include a student or students and possibly a staff member.
- The working group recommends that the Provost appoint a university-wide standing committee on diversity and inclusion (DI) in the classroom, a practice of many institutions engaged in serious efforts to address diversity initiatives. This committee would include a faculty representative from each Danforth Campus school, and four from Arts & Sciences, one each from the physical sciences, the natural sciences, the humanities and the social sciences. The committee would appoint a liaison to the Teaching Center and the Center for Diversity and Inclusion. Each faculty representative would serve for a three-year term. The purpose of this committee would be to contribute to the development of DI programming that is relevant and useful to faculty within disciplines and to help increase faculty participation in this programming. The committee would establish regular methods for reporting to each school's deans and faculty and the Provost on relevant, de-identified data collected from the Bias Report and Support System, campus-climate survey, course evaluations, and other instruments, as well as data on enrollment and retention of a diverse student population at Washington University. The committee would prepare annual reports for the Provost and the deans and faculty at each school, to be presented at faculty meetings during the academic year.
- The working group recommends that the Deans of all Danforth Campus schools create incentives to encourage faculty to participate in faculty-development programs on inclusive teaching and diversity in the classroom. (Such incentives should not include course "buy-outs.") We also recommend that Deans and Department Chairs develop formal means for recognizing faculty participation in programming on diversity and inclusion in the classroom. Incentives could include salary raises tied to participation in workshops, public recognition of faculty who do participate, and opportunities for participating faculty to share their experiences with others in their departments and/or schools. Rewards could include placards for each workshop and certificates for those who complete a series of workshops. These could be publicly displayed in the department or on the office door.
 - Some institutions offer awards for course diversity initiatives as an incentive for faculty course development in diversity and inclusion
- The working group recommends to the Deans of all Danforth Campus schools that all new faculty orientation programs include a session on strategies for inclusive teaching and that faculty be strongly encouraged by their deans and department chairs or directors to attend.
- The working group recommends that the University support the expansion and development of a wide range of faculty workshops and events on Diversity and Inclusion topics relevant to teaching and advising students. These kinds of workshops are offered at such institutions as the University of Texas-Austin, the University of Vermont, the University of North Carolina-Chapel Hill, and UCLA. The development of these workshops should involve building on, expanding, and coordinating a menu of programs and events developed by The Teaching Center, by departmental faculty and staff, or as part of cross-university efforts to improve the classroom

climate for students in under-represented groups. Examples include:

- faculty training on LGBT issues that influence teaching and learning;
- department- and school-specific panel discussions on diversity in the classroom;
- speaker series on discipline-specific issues related to Diversity and Inclusion in the classroom; workshops on strategies to retain women and under-represented minorities, particularly in fields with pipeline issues related to gender and the intersections of gender and race.

Other kinds of programs and events to help train faculty and graduate students should include:

- A foundational Best Practices workshop, as well as more advanced, discipline-specific topics tailored for specific schools or departments. These workshops could potentially be a part of a formalized teaching certificate program developed and offered by The Teaching Center. (Expansion of Teaching Center staff would be needed to implement this recommendation).
- Such workshops should be informed by relevant research in higher education and also by (de-identified) data gathered via the Campus Climate Survey, the Bias Report and Support System, student evaluations of WUSTL courses, and informal feedback from students, so that the content is reflective of concerns of WUSTL students (creating a feedback loop to ensure that faculty are responding to issues that students are reporting).
- These programs and events should be designed to explore diversity and inclusion in a wide range of teaching and learning contexts, e.g. large and small classes; discussions, lectures; and group work; laboratories and fieldwork; and with attention to discipline-specific issues and opportunities.
- All workshops should design and collect post-workshop survey assessments and develop informal mechanisms to use for assessing faculty response to the program content. These assessments should be regularly reviewed and used to design subsequent workshops.
- The working group recommends that The Teaching Center incorporate additional training on strategies for inclusive teaching in Teaching Assistant (T)-Training programs, including the required TA Orientation for new graduate-student TAs (run by The Teaching Center, cosponsored by the Graduate School of Arts & Sciences and the Division of Biological and Biomedical Sciences). In addition, we recommend that departments include discipline-specific Diversity and Inclusion topics in both formal and informal training of graduate-student TAs. Such institutions as the University of Texas, the University of Vermont, the University of North Carolina, and UCLA offer these kinds of workshops three or four times a year for faculty and graduate student TAs.
- The working group recommends the development of formal systems and tools for faculty to conduct peer-observation, and self-reflection, on the effectiveness of current teaching practices, including specific attention to practices that can either promote or hinder an inclusive environment for teaching and learning. To this end, it is recommended that The Teaching Center, in collaboration with faculty, develop templates for observation and self-reflection on diversity and inclusion in teaching. These templates can be used by departments and schools for providing constructive guidance for all faculty being observed by peers.

Next Steps

1. Provost Thorp is appointing a standing committee on Facilitating Inclusive Classroom that will be announced in the fall semester.
2. A session on facilitating inclusive classroom was piloted during new faculty orientation.
3. The Provost has asked the Dean of the College of Arts & Sciences to lead an effort to strengthen the Social Diversity requirement in the College.

Members:

Chair: Mary Ann Dzuback, Director of Women Gender and Sexuality Studies & Associate Professor of Education

Chair: Rich Loomis, Associate Professor of Chemistry

R. Martin Arthur, Newton R. and Sarah Louisa Glasgow Wilson Professor of Engineering

Tonya Edmond, Associate Professor of Social Work

Beth Fisher, Director of Academic Services, Teaching Center

Andrea Friedman, Associate Professor of History

Cheryl Holland, Education Librarian, Olin Library

Tiffini Hyatt, College of Arts & Sciences, Class of 2014

Dorothy Kittner, Assistant Dean and Director of Corporate Relations, Olin Business School

Igor Marjanovic, Associate Professor of Architecture

Meredith Schlacter, School of Law, Class of 2014

Jen Smith, Dean, College of Arts & Sciences

Diversity and Inclusion within Student Groups

Charge: The focus of this committee is on undergraduate student organizations (Student Union recognized student groups, sororities, and fraternities, as well as the five governing bodies: Student Union, Congress of the South Forty, Northside Association, Interfraternity Council, and Women's Panhellenic Association) and how we think about creating and sustaining more diverse and inclusive communities within the various organizations as well as across organizations

Tasks: 1. To define the terms "diversity" and "inclusion" as each relates to student groups at WU; 2. To assess student organizations' desires related to additional diversity and inclusion education and planning; 3. To establish an advisory/education board to work with student organizations regarding diversity and inclusion; 4. To share progress from the various Mosaic Project committees with leaders of student organizations.

Outcomes: The Diversity and Inclusion within Student Organizations working group was formed with the intention of creating more inclusive environments in undergraduate student-run organizations. Initially, the specific mission of the working group was of great debate during its start. The chairs felt it was important to have a clearly defined mission that could inspire future discussions after their tenure. Thus, the mission is shaped from the goals and outcomes that were discussed throughout the course of the 2014 spring semester. The flexibility of the mission statement is intended to allow any organization that may later connect with the outcomes of the committee the ability to change it for the needs of the Washington University community.

We aim to enable change within and across student organizations that will foster greater diversity and inclusion for all of Washington University. We will accomplish this by setting expectations, creating resources and tools that will help groups self-evaluate, and implementing an initiative that will allow our community to celebrate and elevate the great work being done.

In defining "diversity" and "inclusion" as it relates to the over 300 student organizations on campus, the working group created the following structure to highlight best practices used and maintained by the ideal diverse and inclusive student group. These pillars will serve as a foundation to the initiative created by the working group.

Support

The initiative that will be created must promote the support of students within organizations on campus. This message must be communicated to the advisors and mentors of the student organizations on campus, but also to the leaders of these groups. Organizations must be encouraged to provide initiatives of support such as mentoring programs (e.g., bigs/littles), annual retreats, family structures, workshops, or social gatherings. These structures are meant to foster relationships within student organizations and to provide support for those of other identities that may choose to join. The initiative must provide members with the opportunity to find a safe and welcoming environment in whichever student organization they choose to join.

Education

Education both within and between student organizations is essential to the success of this initiative. The initiative must encourage reflection on student identities, current issues, relationships, commitments, etc. In addition, the initiative must also encourage educational opportunities to occur between student organizations. Through advocacy, forums, or panels, the initiative should reward student organizations for opening their programming up to the entire WU community and for providing opportunities to learn about different identities. Such tools of implementation include co-programming, councils that connect similar groups, debates, etc. The initiative should empower members of student groups to learn more about their own identities, while promoting the intersectionality of identities across groups.

Collaboration and Outreach

Promotion of programming or events that encourage collaboration and outreach must also be a focus of the initiative. For this to happen, student organizations must become more open and inclusive to the diverse student population on campus. By promoting the multitude of activities and experiences each student organization has to offer, the initiative will support groups that pursue the mission to engage students of all identity groups. Cross-campus partnerships and inclusive and open recruitment processes must be incentivized for this same reason.

Elements of the Initiative:

Evaluation

The working group will create a questionnaire/form that is intended to be a point of access into this initiative. It will allow leaders of student organizations to self-evaluate their own practices and presence on campus through a series of reflective questions. The tool will be available online, on Portfolio, and in print. The structure of the form will include reflection on the strengths, weaknesses, and opportunities of, and threats to, the organization as perceived by the executive or leading board. The form may be coupled with a consultation, if desired, with the Student Union Diversity Affairs Council or Center staff members that would provide the student groups with a formalized action plan to improve the state of diversity and inclusion in their organization. There would also be a section that serves as a proposal for a diverse and inclusive event for which a group, or groups, may request additional funding.

Creating Awareness

The working group is also creating a system through which student organizations can register events in an effort to raise awareness and seek additional funding for events that conform to the best practices listed above. In creating this system, the group is paying particular attention to its promotion and name.

Promotion

In order to promote this system, the Working Group proposes a variety of mechanisms that include marketing through President's training and Treasurer's training, conveying it as a tool for improving the student organization, and as a responsibility to the members of each group. To incentivize the process, there must be a monetary prize for groups that choose to submit the form. Those proposals that fit the above-mentioned criteria would be selected by the Diversity Affairs Council and would receive the funding and additional marketing. To begin, the Working Group suggests that a pilot program with a few student organizations should be used to set an example for the form and process.

Naming

The branding of this campaign/process has been the focal point of recent discussions. The name should align with the criteria for the certification process. The initial proposal of "Everybody's Welcome" was perceived as not fully portraying the initiative. Thoughts included using verbiage such as "stretch" to imply the notion of stretching the attendees' minds and exposing them to new experiences.

Next Steps:

1. This working group will reconvene in Fall 2014, under the direction of the student co-chairs.
2. The group will continue to develop and release the self-assessment tool for student groups during the 2014-2015 academic year.
3. The group will work closely with the Center for Diversity and Inclusion, the Diversity Affairs Council, and other key stakeholders to further explore and implement other recommendations.

Members:

Amea Azad, Co-Chair, College of Arts & Sciences, Class of 2015
Jill Carnaghi, Co-Chair, Former Associate Vice Chancellor for Students and Dean of Campus Life
Jeremy Sherman, Co-Chair, Olin Business School, Class of 2015
Vivek Ashok, College of Arts & Sciences, Class of 2014
Josh Cohen, College of Arts & Sciences, Class of 2014
Lindsay Cozen, College of Arts & Sciences, Class of 2016
David Dwight IV, School of Engineering and Applied Sciences, Class of 2015
Katie Gong, School of Engineering and Applied Sciences, Class of 2014
Haley Hill, College of Arts & Sciences, Class of 2015
Lemoine Joseph, College of Arts & Sciences, Class of 2016
Jeffery Kallen, College of Arts & Sciences, Class of 2014
Cameron Kinker, College of Arts & Sciences, Class of 2016
Matt Re, College of Arts & Sciences, Class of 2014
Carrick Reddin, Sam Fox School of Design & Visual Art, Class of 2016
Reuven Schechter, College of Arts & Sciences, Class of 2015
Daniel Scher, College of Arts & Sciences, Class of 2016
Katie Shin, College of Arts & Sciences, Class of 2016
Anastasia Sorokina, College of Arts & Sciences, Class of 2015
Hannah Waldman, College of Arts & Sciences, Class of 2016
Will Waldron, Olin Business School, Class of 2015
Jackie Wilson, Olin Business School, Class of 2015
Ben Yu, College of Arts & Sciences, Class of 2016
Julia Zasso, College of Arts & Sciences, Class of 2016

Policies and Procedures

Charge: Collect and catalog all procedures and policies addressing bias-related behavior on campus. The group will review the policies and make a recommendation as to where the policies should be located so that they are easily accessible to the WU community.

Tasks: 1. Review and compile a list of all relevant WU policies and procedures; 2. Provide a recommendation as to where these policies and procedures should be published.

Outcomes: The committee was convened in the summer of 2013 and met a number of times to determine how to approach its assigned work and gather information. The charge of the committee was to collect and review all policies and procedures that might affect someone who has experienced an incident of bias. The committee was not charged with rewriting these policies, but did seek to identify whether there were any obvious inconsistencies.

The Committee identified the following key University policies below. In addition, each individual school has additional policies that may govern incidents involving alleged bias against students:

General Student Policies

University Student Judicial Code

(http://wustl.edu/policies/assets/pdfs/UNIVERSITY_STUDENT_JUDICIAL_CODE_2011.pdf)

Policy against Discrimination and Discriminatory Harassment

(<http://hr.wustl.edu/policies/Pages/DiscriminationAndDiscriminatoryHarassment.aspx>)

Non-Discrimination Statement (<http://hr.wustl.edu/policies/Pages/Non-DiscriminationStatement.aspx>)

Grievance Policy & Procedures for Allegations by Undergraduate Students Against Faculty

(<http://wustl.edu/policies/grievance1.html>)

Equal Opportunity (<http://hr.wustl.edu/policies/Pages/EqualOpportunityAffirmativeAction.aspx>)

Rights and Responsibilities of Resident Students (<http://wustl.edu/policies/rights.html>)

USAIB Procedures for Complaints of Sexual Assault Filed against Students

(<http://wustl.edu/policies/sexualassault.html>)

Policy against Sexual Harassment (<http://hr.wustl.edu/policies/Pages/SexualHarassment.aspx>)

Although all of these are available on the University's Compliance and Policies page, students are not familiar with that page and the Committee discussed and recommended an additional website page where students might first look to find the policies and procedures. This page is up and located on the Mosaic site and is easily accessible from the Bias Response Report and Support System page (<http://diversity.wustl.edu/students/mosaic/bias-report-support-system/university-bias-related-policies/>). The committee also created a list of meta-tags to make the page easier to find.

The Committee members individually reviewed the policies, and the Office of General Counsel will continue to review policies submitted to it for consistency.

Next Steps:

The Center will work with the Office of General Counsel to review the list of policies annually to make sure that the links to the relevant policies are present and updated.

Members:

Chair: Mark Smith, Associate Vice Chancellor for Students and Director of the Career Center

Chair: Tamara King, Associate Dean of Students and Director of Judicial Programs

Georgia Binnington, Associate Dean of Students, Sam Fox School of Design & Visual Arts

Carolyn Burns, Financial Aid and Student Services Coordinator, School of Law

Jill Carnaghi, Former Associate Vice Chancellor for Students and Dean of Campus Life

Mary Elliott, Former Associate Director, Residential Life

Grace Feenstra, College of Arts & Sciences, Class of 2014

Liz Hay, College of Arts & Sciences, Class of 2014

Dirk Killen, Associate Dean, College of Arts & Sciences

John Kroeger, Associate Dean, School of Engineering and Applied Sciences

Paige LaRose, Director of Student Development and Strategic Initiatives, Olin Business School

Wendelyn Oswald, College of Arts & Sciences, Class of 2014

Katharine Pei, Assistant Director, First Year Center

Kaaren Quezada, Senior International Student and Scholar Advisor

Ryan Sasse, College of Arts & Sciences, Class of 2014

Sean Janda, College of Arts & Sciences, Class of 2014

William Waldron, Olin School of Business, Class of 2015

Deanna Wendler Modde, Associate General Counsel

Social Media

Charge: Address challenges related to social integrity at Washington University within the context of online speech and social media use. The group will focus on two primary areas: encouraging civility in and setting community values for online speech and identifying when intervention in social media use may be required.

Tasks: 1. Develop a range of education initiatives related to online speech and social media use; 2. Review existing Washington University policies and assess how other institutions have handled online speech in order to make recommendations for policy updates.

Outcome: The group began its work by developing a set of values for online speech oriented around the principles of respect, reputation, privacy, and free expression. The values were used to inform a comprehensive set of educational and policy initiatives that promote these community values for online speech.

Community Values for Expression

Respect: Remember that your actions online affect other people.

- Words can wound: Consider the consequences of what you say on the larger community.
- It's not just about what you say, but how you say it.
- Write it, but then read it before you share it.
- Respect goes both ways: be open to the opinions of others, even if they are different than yours.

Privacy: Respect other people's boundaries, and establish your own.

- Just because something happens in public doesn't mean that it should be publicized.
- Gossip hurts, and revenge isn't sweet. Let people choose what they want to share about themselves, or keep to themselves.
- Some things don't need to be repeated.

Reputation: You take care of your physical appearance; take care of your online appearance, too.

- Brand yourself the way you want to be perceived.
- Manage your privacy settings.
- Think before you share, because others can share it too.
- Remember that once it's online, it's permanent.
- Consider your social karma: negative actions online may return to you in unexpected ways.

Free Expression Exercise your right to free expression constructively and responsibly.

- Just because you can say something, it doesn't mean you should.
- Choose your words wisely.
- Own what you say; don't post anonymously.
- Respect other people's rights to speak their mind, even if you disagree with them.
- Your voice has power, so use it to evoke positive change, thought, and innovation.

Educational Initiatives

Working with the First-Year Center, Office of Residential Life, Career Center, and Public Affairs, among others, our group has developed a series of educational initiatives to prepare students for life in our Digital Campus. These initiatives—developed in collaboration with the appropriate university units—include:

- Programming for first-year students to encourage early adoption of online leadership principles, including information in BearFacts and scenario-based activities at first-year orientation
- A variety of activities within Residential Life, including resident advisor training in modeling positive online behavior and best practices for online conflict resolution; activities based on online speech values at floor orientation and community engagement nights; and a digital signage campaign promoting online leadership
- A dynamic video campaign promoting responsible and thoughtful online behavior
- Reputation management training designed to encourage digital leadership, in coordination with the Career Center
- A guide that outlines both potential scenarios for challenging instances of online speech
- Development of a set of community best practices for responding to challenging instances of online speech, based on the principles of respect, reputation, privacy, and free expression

Proposed Policy Reforms

Our policy review identified two University Policies that are in need of revision in light of the emergence of the Digital Campus – the Student Judicial Code, and the University Computer Use Policy.

1. Student Judicial Code

The Student Judicial Code (SJC) is a living document that effectively manages the line between student responsibility and the University's need for academic integrity, discipline, safety, and security on campus. [<http://wustl.edu/policies/judicial.html>] The University is of course (with the exception of the Campus Police) a private institution, which has broad legal authority to regulate activities on campus. It is not formally bound by constitutional rules like the First Amendment, which places substantial legal limits on the ability of public universities to manage activities on campus that have a substantial effect on the freedom of speech. Nevertheless, consistent with Washington University's long-standing commitments to academic freedom, the SJC is highly deferential to student expression. Thus, the SJC begins with the broad declaration that:

“The primary purpose for the maintenance of discipline in the University setting is the protection of the campus community and the maintenance of an environment conducive to learning and inquiry. Freedom of thought and expression is essential to the University's academic mission. Nothing in this Code should be construed to limit the free and open exchange of ideas and viewpoints, even if that exchange proves to be offensive, distasteful, disturbing, or denigrating to some.”

Consistent with this commitment to the free exchange of ideas, and given the SJC's role as a disciplinary, quasi-judicial policy, our committee has two recommendations with respect to the SJC.

First, the working group does not recommend the addition of broad new categories of offenses for student expression. After studying this problem in detail, working group members believe that the best way to deal student expression that is at odds with the goals of the Mosaic Project is proactively through curricular development and community programming. When offensive student speech occurs (which is inevitable in a complex, diverse, and vibrant Digital Campus), it should be counter-acted in the first instance by prompt and measured messaging rather than University judicial proceedings under the SJC.

Second, the working group does recommend amendment to the SJC to provide greater definition to the University's role in the adjudication process and more clarity to students about what is acceptable and what is sanctionable under the SJC. The University is fortunate that we currently have an administrator in place who possesses great experience and good judgment in questions of this sort, but best practices mandate that we have clear rules for students that do not depend on individual discretion, and which make transparent the sorts of activities that are prohibited. Our current Code does not do this as well as it should.

The working group understands that the University needs to have discretion to deal with the wide variety of misconduct that our student body will, from time to time, engage in. The working group is also mindful of both the difficulty of crafting specific offenses and the need to have flexibility in a time of rapid technological change. Just as the Code proscribes "Use or possession of a hookah on the Danforth Campus or in any Residential Life managed facility" in Student Judicial Code III.A.9, it should give consideration to threats to the dignity and equality of all of our students, regardless of race or gender. It is therefore recommended that consideration of reforms along these lines be added to the charge for the next round of revisions to the SJC.

2. University Computer Use Policy

The Washington University Computer Use Policy was drafted in 1997 and adopted by the Faculty Senate to "provide guidelines for appropriate use by students, faculty, and staff of computer facilities and services at Washington University." (<http://wustl.edu/policies/compolicy.html>) It was then revised and approved by the Faculty Senate Council in 2007. The Policy governs use of University-owned computers, servers, and computing facilities, but does not govern non-university-owned technology, except to the extent that such devices are used to access and use University networks. The Policy is divided into four "Principles and Guidelines," which are:

- Respect the rights and sensibilities of others;
- Be aware of the legal implications of your computer use;
- Respect the mission of the University in the larger community;
- Do not harm the integrity of the University's computer systems and networks.

The Policy was remarkably forward-thinking at the inception of widespread popular adoption of the Internet, but its provisions show its age. For example, the policy has no discussion of mobile connectivity to the university network (though this is covered in the Network Security policy), no

discussion of social media usage, and it contains dated language such as “Electronic mail should adhere to the same standards of conduct as any other form of mail.” (Computer Use Policy Principles and Guidelines A.1.)

The working group recommends that the Faculty Senate Council be charged with amending the Policy to reflect the new technological realities and capabilities of the Digital Campus in the twenty-first century, using technology-independent language when possible.

Embracing the Opportunities of a Digital Campus

Most fundamentally, our work has heightened our awareness of the difficult and persistent issues raised by the use of digital technologies both on campus and in broader society. These problems transcend our narrow charge to consider digital and social media usage as part of the Mosaic Project, but they deserve equally sustained and thoughtful attention going forward. The rapid pace of technological change and adoption ensures that new questions and challenges will continue to emerge, with the ongoing potential to impact the WUSTL community and beyond. Like many institutions, WUSTL is currently without an obvious mechanism for staying on top of, let alone ahead of, these trends. With these concerns in mind, the working group proposes a pilot project called “The Digital Campus” that will not only advance the initial efforts of the Social Media Working Group, but further examine WUSTL’s potential to be a leader in addressing the larger and inevitable problems posed by the ongoing digital technology revolution.

Leveraging the existing strengths of our world-class research university, the working group proposes that the “The Digital Campus” project explore educational, research, and administrative solutions to the problems inherent in a digital society. Under the oversight of the Office of the Provost, the project could initially be developed and facilitated by a working group composed of key players identified by the Social Media Working Group with responsibility for continuing their initiatives; additional members of the university community, including as yet identified faculty and staff with a vested interest and expertise in issues related to new technology use and adoption; and students who will serve as both advisors on and barometers for technological change and adoption. While the specific initiatives of the project will be at the discretion of the Office of the Provost and the proposed working group, the chairs of the Social Media Working Group have identified the following areas for consideration:

Education

- Continue to evaluate and oversee educational programming to promote digital leadership based on the social media values established by the Social Media Working Group
- Expand the reputation management training curriculum (to be offered to students through the WUSTL career center starting in the Fall of 2014) to a broader curriculum in digital leadership
- Explore ways to integrate digital and social media literacy into the academic curriculum
- Provide professional development opportunities in the areas of digital identity and social media education for faculty and staff
- Develop a community lecture series on topics related to the digital society

- Hire more teaching faculty with expertise in the study of digital issues more generally, including but not limited to the initial group of hires in sociology.

Research

- Identify existing faculty whose areas of interest extend to digital society topics (these may include faculty in law, film and media studies, psychology, business, engineering, English, and history, among others)
- Continue to facilitate ongoing collaboration amongst faculty on digital society topics, including discussion groups, cross-disciplinary courses, and potential interdisciplinary programs of study
- Pursue faculty hires whose research addresses and examines digital society concerns
- Identify and develop a mechanism for technology trend forecasting, where emerging technologies are identified, the manner in which they are being adopted and used scrutinized, and their potential impact and scenarios that might emerge from their use assessed

Administration

- Identify a central individual or individuals responsible for oversight of all WUSTL digital society initiatives
- Determine who will advise on and provide a coordinated administrative response when issues related to new technology use arise
- Provide resources to individual administrative sub-units of the University so that problems can be better diagnosed and remedied as they inevitably arise in the course of university operations
- Assess and benchmark WUSTL policies to ensure they are nimble and responsive to new technological uses and trends

Problems of inclusion and problems of the Digital Campus are thorny enough on their own terms, but in combination they present Washington University with a truly Big or “Wicked” Problem. We know with certainty that this set of issues is not unique to Washington University. But we also know that they are inevitable, and Washington University needs to be prepared to confront and manage the viral digital expression that will only expand in the future. We need to think hard about the problems of the Digital Campus, we need to devote substantial resources to it, and we need to have a plan. This report suggests such a plan – substantial educational efforts to forestall many of these problems, measured reform of the relevant policies, and substantial investment in the human capital, most notably faculty and administration, to respond to crises of digital expression when they inevitably arise.

Yet although the working group has identified a substantial problem, our ultimate recommendation is optimistic. The problems of the Digital Campus identified in this report represent a real opportunity for Washington University to take a national and international leadership role in solving them. Universities exist to educate and to solve the concerns that face our human societies, and there are few greater areas of promise and peril than those posed by our rapid and widespread adoption of digital

technologies. We are thus ultimately hopeful that we can do innovative work as a University in this area, and make a difference in a manner that is consistent with Washington University's commitment to interdisciplinary excellence and leadership.

Next Steps:

The University will convene a standing committee on social media and online speech.

Members:

Chair: Sahil Patel, College of Arts & Sciences, Class of 2014

Chair: Neil Richards, Professor, School of Law

Chair: Betha Whitlow, Curator of Visual Resources

Dahlgren Baker, College of Arts & Sciences, Class of 2017

Trevor Dawes, Associate University Librarian

Steven Harowitz, Coordinator of Student Involvement, Student Involvement and Leadership

Gokul Krishnan, School of Engineering and Applied Sciences, Class of 2016

Jessica Martin, Executive Director of Strategic Communications, Public Affairs

Ryan Miller, Assistant Director for Special Facilities and Programs, Residential Life

Bisma Mufti, College of Arts & Sciences, Class of 2017

Cassaundra Sigaran, Director of New Media Strategy, Public Affairs

Appendix: Supplementary Material

Community Values and Expectations: Spreadsheet of Collected Values

Values	Process	Other
Integrity-academically/living environments, human dignity	Values need to guide process-the "why", what guides us?	Which comes first? Values or implementation-concurrent, mutually reinforcing
Excellence	Can refer back to in every step of the process	How do we make these values accessible?
Engagement (across co-curricular and curricular)	Something that creates infinite space/realm for unpacking	How do we keep this grounded in WU mission? w/in identifiable frame of reference?
Support-Staff to student + Student to faculty	placing ownership on everyone individually "you" language vs. "we"	how can these values/expectations create a true visceral reaction (not just "duh")?
Respect for human dignity	holds accountability, bold, audacious, inspiring like a pledge	focus on the fundamental, basic values that can build into the larger concepts
understanding and making room for diverse perspective	subscribed to by all	How do we really get at the heart of the fact that we don't live in a post-racial society-confronting, not avoiding truth
drive-move forward - impact	Realistic	there isn't social justice training for faculty/staff;
celebrating the whole person + process to the whole; congruence, multiple identities=interpretation in all aspects of life	How do we look at "People", see them for who they are	What is our identity?
compassion=genuine care w/ intentionality	don't make assumptions about individuals-leads to stereotypes	how to pull in all different models
Critical thought + respectful dialogue	talking about a change in culture, our campus is already aware	messaging in admissions process-judge our incoming students based on values
Reflective of + prepare students fro global world-cultural competence-living together respectfully	Basic values that underlie all these "larger" values	All of the values involve respect for each other in some way. Good leadership qualities.
taking care of one another-how	who do they apply to-always	

we treat each other	aspirational	
tolerance-move beyond harmony (not comfortable, but safe)	basic vs. visceral-too basic/not too basic	
challenge yourself (socially + academically) expand horizons	translating into universal values	
safe space to explore, challenge, make mistakes, take risks-not always challenging, but safe; encourage risks for sake of learning, hang your assumptions out in front, acknowledge, move past	Thinking of Arête-something overarching that embodies the 3-5 values	
Openness of thought-dialogue with one another	beyond the 9-5	
safe/free to share thoughts-academic and socially	WU is a place to cultivate personal growth	
owning one's impact	show up wherever you are, meet people wherever they are; place where we can learn and unlearn dynamics, assumptions, stereotypes, testing/subconscious biases, questioning, unpacking the numbness	
living the leadership institution-serving, self aware, integrity based, visionary, connected	Weaving values: take the conversation home. Get the faculty involved-they get students involved=publicize faculty and staff involvement	
appreciation of where one's from	learn and unlearn-bring into orientation	
Forgiveness, discomfort, vulnerable	universal but personal	
willingness to learn	A phrase per year/class	
educational/learning, kindness, listening, respect, open to mistakes + learning + developing, meeting people w/ their own place	Building a new foundation-tuck pointing	
Openness of thought	Reaffirming our values	

process to the whole person	learning for faculty and staff	
care/compassion	build a space for open grappling dialogue where everybody matters	
safe space to explore, challenge, make mistakes, take risks-not always challenging, but safe; encourage risks for sake of learning, hang your assumptions out in front, acknowledge, move past	Be mindful of others' situations, experiences and values	
Life skills	open discussion	
respectful dialogue coupled w/ critical thinking	respecting others' beliefs	
no judgment-cultural competence		
Respect is base/foundation-to each other		
Know yourself-know what you do and do not know-self awareness		
Recognize/acknowledge assumptions, biases, judgments		
commitment to whole people-and whole person development		
commitment to /striving for personal/academic/etc. excellence		
A commitment to educating staff and faculty		
pursuing new knowledge		
valuing each member of the community		
Excellence		
Feel accepted		
Good citizens		
socioeconomic diversity-need to do a better job		
Respect is critical		
collaboration & cooperation		
academic diversity and flexibility		
governance, excellence		
acceptance		

respect		
supportive		
open mindedness		
exploration, global exploration		
Exposure, communication-let it be known what WUSTL expectations are		
Empathy		
Self-examination of privilege and bias		
Personal responsibility		
Productive action		
Self-responsibility and respect		
Diversity and inclusion		
Critical thinking		
exploring new ideas and new possibilities		
civility		
kindness		
hard work/commitment		
integrity		
respect		
truthful		
cooperation		
valuing community		
pursuit of knowledge		
academic integrity		
hard work		
inclusion		
honesty		
respect		
inclusion		
safety		
respect		
diversity		
pursuit of knowledge		

Diversity in the Classroom: Diversity and Inclusion Initiatives Practices on the Danforth Campus

Arts & Sciences:

The A&S Curriculum Committee currently vets all courses for the social differentiation (SD) requirement, which all A&S students must satisfy to graduate. The SD courses are offered in many departments and programs. Many programs and departments explicitly address diversity and inclusion issues in the courses they offer. Some require such a course or courses to complete the major.

Arts & Sciences does not have a committee on diversity and inclusion in the classroom, but does encourage faculty to participate in Teaching Center offerings.

Contact: N/A

School of Engineering:

Current Activities in SEAS to Promote Diversity and Inclusion in Student Experience:

- ABET Accreditation Requirements (<http://www.abet.org/>) for the BS degree
- ABET Student Outcomes Related to Diversity and Inclusion
- An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- An ability to function on multidisciplinary teams
- An understanding of professional and ethical responsibility
- An ability to communicate effectively
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- A recognition of the need for, and an ability to engage in life-long learning
- A knowledge of contemporary issues
- Required course: Engr 4501. Engineering Ethics and Sustainability (1 unit)

This course introduces tools and skills required to understand, evaluate, and resolve ethical problems in engineering practice. By studying both historic and hypothetical engineering cases, as well as theory, the student will more fully appreciate a professional's responsibilities in applying emerging technologies to modern challenges. Special attention will be given to sustainability in response to global social issues. Students will have opportunities to demonstrate mature decision making skills and to appreciate the importance of lifelong learning about both professional practice and ethical issues.

The Engineering Virtual Studio (Engr 123B (1 unit), Engr 124B (1 unit), Engr 223B (1 unit), led by Kurt Thoroughman, Director of Undergraduate Studies

Engineering Virtual Studio (EVS) is a series of one-credit, pass-fail, online courses to assist students with connecting core material with integrative, innovative ideas in engineering research. Students will read, model, and discuss these connections with peers and upperclassman mentors. The pass will require active online participation and a semester-ending reflective essay. The EVS sequence is required for BME majors who matriculate in 2012 or later.

This sequence is offered with the support of the Teaching Center and the National Society of Black Engineers. Presently it is offered to Biomedical Engineering Students, but is planned to go School wide in the fall of 2014.

Contact: N/A

Brown School of Social Work:

From the Committee on Diversity & Inclusion in the Classroom, GWB, December 9th, 2013:

Social Work and Public Health as disciplines have a strong commitment to social justice and explicit values regarding the importance of diversity and inclusion. There is an emphasis placed on addressing issues of oppression, marginalization, inequality, and inequity, with particular concern for impoverished and vulnerable populations. The Council on Social Work Education (our accrediting body) mandates the inclusion of social justice and human diversity content in our curriculum. As a school our approach to this has been to have both a stand-alone Social Justice & Human Diversity course but also an expectation of the infusion of diversity content across the curriculum. This course is an approved elective with our public health program but not a requirement. As a school we have not been satisfied with how we have been addressing issues of social justice and diversity and for the past few years have had several initiatives to address our concerns. We have had two faculty retreats in the past 4 years focused on diversity and inclusion. We convened a taskforce of faculty, staff and students that met for two years that conducted an extensive assessment of our school and developed an 80 page report with a core set of recommendations:

- Adopt inclusive recruitment, hiring, and retention/advancement practices.
- Increase diversity among faculty at the Brown School.
- Increase diversity among administrators and staff at the Brown School.
- Increase diversity of the student body at the Brown School.
- Increase academic capacity for American Indian studies at the Brown School.
- Foster a climate for diversity and inclusion at the Brown School.
- Institutionalize diversity training and resources for Brown School leadership.
- Connect diversity and inclusion commitment to the St. Louis community.
- Make diversity and inclusion on-going commitments at the Brown School.
- Model a positive, diverse academic life for Washington University.

One of the products of the taskforce recommendations is a new standing committee on diversity that is developing a strategic plan to operationalize the taskforce recommendations. The membership of the committee is a combination of faculty, staff and students, all of whom have been elected by their peers. It is co-chaired by a faculty member and a staff member. The committee plans to develop action steps that will address issues of diversity and inclusion inside and outside the classroom. Current efforts and activities that have been in place for several years include:

- A required day-long Diversity Orientation (emphasizing self-awareness of one's own identities) for all incoming masters' students. This is facilitated by faculty, staff and second year students that attend a day-long facilitation training and was intended to be a mechanism for enhancing facilitation skills of faculty and staff around diversity.

- International student orientation on American classroom expectations
- Content added to our week-long orientation for new students on professionalism, which includes content on how to respectfully engage in dialogue
- Teaching workshops led by award winning teachers within our school to enhance overall teaching skills, including facilitating difficult topics
- Series of workshops on working effectively with international students developed by our International Student Association
- Several courses designed to teach students cultural competency with different groups (Native Americans, students of color. LGBT, spirituality, women, children, gerontology)
- A skills based course on Inter group Dialogue
- Support for (funding & faculty advising) for over 20 students several of which are identity focused (LGBT, international, African American, Latino, American Indian) that organize social and educational programming outside the classroom
- Implementation of a climate survey for faculty & staff
- Exit survey for students with specific questions about diversity

Contact: Tonya Edmond (tee1@wustl.edu)

Law School:

Most of the efforts in the Law School have been led by students. Students organized and led a cultural competency training workshop for first-year law students in the past year. They have been working with the Dean of Students and the Interim Dean of the Law School to advance institutional efforts in diversity and inclusion training. This past year, the Career Placement Office moved the student-led session to later and hosted its own Diversity in the Profession session for first year students during the intersession period.

Contact: Elizabeth P. Walsh (ewalsh@wulaw.wustl.edu) and Daniel Keating (keating@wulaw.wustl.edu)

LGBT Advisory Board:

The LGBT Advisory Board brings together faculty, staff, graduate and undergraduate students to provide support and advice to the Coordinator of LGBT Student Involvement and Leadership. In response to undergraduate student concerns about classrooms that were not inclusive of sexual and gender minority students, in 2011 the Advisory Board constituted a Faculty Safe Zones Committee that would build upon existing undergraduate peer training programs to make Washington University classrooms more welcoming to a gender- and sexually-diverse student body. In 2013, in response to numerous staff requests for such training, the committee's purview was expanded. This volunteer committee of 7-10 individuals has worked for three years to assess need, identify best practices, and develop faculty-, staff-, and teaching assistant-appropriate curricula. They have offered several workshops and, with support and funding from the Office of the Provost and the Vice Chancellor for Students, are launching pilot trainings that will result in a permanent and regular system of trainings intended to enhance instructional and professional staff's competence as allies to and advocates for the LGBTQIA student population. The pilot is launching in the summer of 2014.

Contact: Andrea Friedman (afriedman@wustl.edu)

University Libraries-Danforth Campus:

The Washington University Libraries' Diversity Committee supports the University's values with respect to diversity and is dedicated to creating a more inclusive, welcoming, and respectful organizational culture that appreciates and supports individual differences.

The Committee provides leadership in reinforcing a broad interpretation of diversity by providing resources and programs that expand knowledge and experiences of diversity for the library staff and the wider university community.

Activities of the Committee include but are not limited to the following:

- Foster an inclusive work environment - one that values each individual's culture, social economic status, experience, racial/ethnic background, age, marital status, religion, sexual orientation, disabilities, gender and gender expression, language, philosophy or diversity of thought
- Ensure that library staff, services, and collections reflect the diversity of the WU community and the world
- Support efforts to recruit and retain library staff and University faculty and staff from under-represented groups
- Plan programming and diversity-related training that supports the mission of the Diversity Committee
- Participate in University-wide diversity initiatives and endeavors that to promote a culturally inclusive community
- Consult and communicate regularly with University Library Council (ULC), Heads, and staff on progress toward goals

Contact: Rudolph Clay (rudolphc@wustl.edu)

Olin School of Business:

With *Diversity* and *Collaboration* as a key components of Olin's core values; our faculty, students and curriculum demonstrate engagement in a variety of initiatives in this area.

Recruitment Practices

- Faculty recruiting initiatives are focused on diversity of thought, ethnicity, and gender.
- The Olin recruiting process seeks classes that represent diversity across a number of dimensions including but not limited to; academic, cultural and geographic.

Curricular

- BSBA
 - OB 360 Organization Behavior within the Firm
- Graduate
 - B56 HRM 620 Seminar in Organizational Behavior I

- B56 HRM 621 Seminar in Organizational Behavior II
- B56 HRM 624 Leadership & Social Exchange in Organizational Behavior
- B56 HRM 626 Negotiations & Conflict Management
- In Fall 2014, a new course taught by Professor Michelle Duiguid and Maxine Clark will focus on Women in Business.
- Executive Programs
 - Olin's offers multiple 1-2 day non degree seminars; Conflict management, Leadership & Personal Development
 - Women's Leadership Forum Certificate, with multiple St. Louis area business leaders as advisors to the program
 - <http://www.olindu.edu/EN-US/Executive-Programs/Executive-Education/Certificates/Pages/Women%27s-Leadership-Forum.aspx>

Co-Curricular

- "Go Week" takes place where cohorts of the students are mixed into a variety of teams with the objective of aiding international students in acclimating to St. Louis and the Washington University culture as well as preparing all students in a given class to engage with a diverse student population.
- In all graduate programs, working teams of 4-5 students are assigned to include diversity based on gender, nationality and functional background.
- BSBA
 - Olin Women's Mentor Program for Sophomores
- Graduate - More than 1/3 of the MBA's come from countries outside of the USA.
 - Pre-Program Workshop – Diversity
 - Preprogram Workshop – Cultural Integration
 - In addition to services and resources offered by Washington University's Office for International Students & Scholars.
- All Programs
 - Olin supports multiple student clubs established by African American, Chinese, Indian, Japanese and Korean students. Each year, each club offers multiple cultural celebrations for which the entire faculty, staff and student population is encouraged to participate.
 - OWIB – Olin Women In Business

Other

- Olin is a founding member of the Consortium for Graduate Study in Management, an organization that works to diversify the ranks of Corporate America and student bodies of its 15 member schools.
- Olin is a member of the National Black MBA Association (NBMBA).
- Olin has a chapter of MBA Women International (MBAWI).
- Olin is a member of the Forte Foundation which provides scholarship awards to women.

Contact: Kurt Dirks, Senior Associate Dean-Programs and Bank of America Professor of Managerial Leadership, Olin Business School, 314.935.6365, dirks@wustl.edu

Sam Fox School of Art and Architecture

Sam Fox School Committee for Fairness and Diversity

- Advises the SFS Dean's Office on issues related to fairness and diversity, including the improvement of recruitment and retention effort; strengthening the environment for women and members of minority group; and stimulating and responding to opportunities that promote and encourage diversity, tolerance, and equity among all groups of faculty in the Sam Fox School. Meets each semester with additional meetings scheduled as needed.
- Membership: Five tenured or tenure-track faculty members or full-time senior lecturers (alternating 2-3 split between Art and Architecture faculty) serving 2-year staggered terms. Committee members are nominated and elected by the full-time faculty members of the colleges. The Dean and Assistant Dean of the Sam Fox School serve as non-voting ex-officio members.

Diversity Workshops for Faculty

In collaboration with the Teaching Center, the College of Architecture is organizing a series of workshops for all current faculty to raise sensitivity and awareness relative to issues of diversity and inclusion in the classroom. The first session is scheduled for Thursday April 3, 2014.

Contact: Sarah Birdsall, Diversity Officer at the Sam Fox School (sbbirdsall@gmail.com)

The Teaching Center

Programs for Faculty

- Developed a session for *i teach* (held January 9, 2014) entitled "Strategies for Inclusive Teaching," open to all Washington University faculty and, on an ongoing basis, to individual departments and schools.
- Is including a workshop entitled "Increasing Diversity and Improving Learning in STEM" to be offered during the summer 2014 *Summer STEM Pedagogies Institute (SSPI)*.

Programs for Graduate Students and Postdoctoral Appointees

- "Increasing Diversity and Learning through STEM", a workshop offered for graduate students and postdocs, which is a requirement for the WU-CIRTL program for future faculty.
- "Strategies for Inclusive Teaching" workshop was offered to graduate student TAs in February of 2014.

Contact: Beth Fisher (bfisher@wustl.edu)