

Diversity, Equity, & Inclusion Summary Report

CENTRAL WASHINGTON
UNIVERSITY



EASTERN WASHINGTON
UNIVERSITY



THE EVERGREEN STATE
COLLEGE



UNIVERSITY OF
WASHINGTON



WASHINGTON STATE
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The Council of Presidents (COP) is the association of Washington’s public baccalaureate degree-granting college and universities. Located in Olympia, Washington, COP strives to be a common voice for the public baccalaureate sector and the most respected and trusted resource for decision makers on issues affecting public higher education. COP serves as the coordinating role for initiatives and activities common to the public baccalaureate institutions, fostering coordination and collaboration among the public baccalaureates as well as with other educational partners, both in Washington and nationally.

This report is also available online at councilofpresidents.org.

Introduction

In 2021, the Legislature passed [E2SSB 5227](#), an act related to diversity, equity, inclusion, and antiracism training and assessments at institutions of higher education. The bill required institutions to report on campus climate starting in 2022. This year, [RCW 28B.10.151](#) requires a biennial report that provides information on professional development programs implemented by our institutions and a summary of the results from the campus climate assessments.

Commitment to Advancing Diversity, Equity, and Inclusion

Washington's public baccalaureate institutions are committed to advancing efforts to promote greater diversity, equity, and inclusion (DEI) on our campuses to offer a supportive and positive campus climate to enable students to succeed in their education and career goals.

The foundation for our work is the belief that faculty, staff, and students benefit from a vibrant, rich learning community composed of many differing perspectives and life experiences, allowing them to succeed and meet their personal and professional goals in an interdependent, globally connected world rooted in 21st century ideals of opportunity and discovery.

Institutions that offer a supportive and positive campus climate enable students to be successful and fulfill their potential. This dynamic is essential to supporting employee satisfaction and also encourages university faculty and staff to provide a higher level of service to students, families, and the broader community.

When people across a university develop respectful and supportive relationships with one another, they help create a warmer, more welcoming atmosphere that recognizes everyone as an equal. The space in which we learn, work, and live matters to students, faculty, and staff. Research consistently shows that student success is directly tied to a diverse, inclusive environment that does not discriminate. Bringing in a more diverse faculty with a wide range of racial, ethnic, and socioeconomic experiences—and a student body that is free from racism and discrimination—gives students more opportunities to thrive.

Below is a summary from each of COP's six member institutions regarding the implementation of RCW 28B.10.151. The summaries represent the progress of each institution in their professional development programs, a summary of the results of campus climate assessments, and, when applicable, listening and feedback sessions.

Central Washington University

Central Washington University (CWU) has taken a multi-tiered approach to meet the requirements of SB 5227. These tiers offer different entry points to accommodate varying skills and understandings of diversity, equity, inclusion, and antiracism. As members of the university communities participate in these tiers, they expand and deepen their knowledge and skills both intra- and interpersonally, as well as within specific content areas, to advance antiracist, inclusive, and equitable practices in their work.

Tier One Training – Virtual Professional Development

In the 2023-24 academic year, Vector Solutions’ *DEI for the Workplace* was offered to all current and new faculty and staff. This approximately one-hour online asynchronous foundational offering provides a basic understanding of diversity, equity, and inclusion, related terminology, and the significance of this work. Case studies are used to identify and understand microaggressive behavior, and the related unconscious and implicit biases. In addition, the course offers strategies and practices for allyship. Course goals include defining diversity, equity, and inclusion, and identifying categories of difference. *DEI for the Workplace* replaces *Recognizing and Addressing Micro-Behaviors in the Workplace*, which was offered the year prior.

New Active and Permanent Employees (Employment Began September 19, 2023 or Later)						
Completed	Staff (n=111)		Faculty (n=18)		Total 342	
Completed	111	100%	17	94%	128	99%

All Active and Permanent Employees						
Completed	Staff (n=969)		Faculty (n=429)		Total 1320	
Completed	553	58%	118	28%	671	48%

Participant Evaluation of DEI for the Workplace	Mean (4-point scale)	Total respondents
How satisfied are you with your participation?	3.35	253
How confident are you in your ability to define DEI?	3.52	253
How confident are you in your ability to identify categories of difference?	3.44	253
How confident are you in your ability to identify and mitigate microaggressive behavior?	3.34	253
How confident are you in your ability to identify and mitigate your own unconscious bias in the workplace?	3.29	253

Tier Two Training – Additional Professional Development

Central Washington University employees, both faculty and staff, could further their learning by participating in a variety of opportunities offered throughout the academic year. Several professional development opportunities were offered online synchronously across multiple meetings, while others were offered in face-to-face formats.

Living Social Justice uses a cohort model to provide foundational knowledge including fundamental concepts of diversity, equity, inclusivity, and antiracist history, terminology, theory, and application. Topics such as race and intersectionality are covered to advance the identification of a wide scope of social identities and their relationship to the systemic and social effects of institutional and structural racism. A critical goal of this

professional development program is to build relationships and foster community. *Living Social Justice* was offered during the 2024 winter quarter and was co-facilitated by Drs. Sigrid M. Davison and M. Eliatamby-O'Brien.

- ◆ Number of times offered: 1
- ◆ Number of participants: 8
- ◆ Participants enjoyed the opportunity to create a supportive community for deepening and extending their learning and reflecting on the complexity of identity, inequities, and structural racism.

Anti-Racist Emotional Intelligence introduces contemporary emotional intelligence theory, concepts, and tools to deconstruct implicit biases and support a move toward allyship and advocacy. A digital workbook is used for independent journaling and self-reflection. The course was offered during the 2024 spring quarter for 7.5 hours and was facilitated by Anderson Parks.

- ◆ Number of times offered: 1
- ◆ Number of participants: 12
- ◆ All participants indicated that they believe they have increased their awareness of cultural bias.

The ***Diversity Advocate Workshop*** is a prerequisite for participation in the Diversity Advocate Program (DAP). This program supports CWU's goal for employees to reflect on the diversity of its student body in its workforce by fostering equity, integrity, validity, and inclusivity in the hiring process. Participants who complete the workshops become search committee advocates, external to the hiring department, who assist search committees by guiding inclusive hiring practices, which include position descriptions, recruitment, screening, interviews, and assessment. A *Diversity Advocate Workshop* was offered in the winter quarter of 2024, followed by another in the spring quarter. Each session lasted four hours and was co-facilitated by Dr. Sigrid M. Davison and Teresa Divine.

- ◆ Number of times offered: 2
- ◆ Number of participants: 17
- ◆ The majority of participants indicated that they would like to continue as diversity advocates.

The ***Equity-Minded Teacher Certificate*** was offered to faculty to encourage and provide knowledge and skills to create an equitable culture and environment in the classroom. The workshop series includes topics on culture and environment, curriculum, content and cultural wealth, language and discourse, and assessments for learning. To earn the certificate, participants were required to attend four workshops, a town hall, a keynote presentation by Dr. Xyanthe Neider, and adapt a teaching artifact to be more culturally responsive.

- ◆ Number of times offered: 1
- ◆ Number of participants: 38
- ◆ The majority of the participants rated this development opportunity 4 out of 5 based on their experience.

During the Supervisor Summit on June 13, 2024, the ***Intersectionality, Equity, and Belonging in the Workplace*** module was offered to attendees to further their understanding of these topics. Participants were encouraged to consider these concerns in the context of their own identities and the identities of those they supervise. The discussion focused on the importance of building an inclusive workplace that values and respects employees' unique experiences, perspectives, and needs. Supervisors experienced various life stories to understand the dangers of a "single story," which can lead to bias and discrimination. The training emphasized the importance of the employee experience, ensuring that everyone feels safe, supported, and heard. The module lasted approximately one hour and was facilitated by Dr. Charlita Shelton.

- ◆ Number of times offered: 1
- ◆ Number of participants: 194
- ◆ The majority of the participants felt empowered by the development opportunity and gained a better understanding of intersectionality, equity, and belonging as it relates to them personally and to their understanding of the employees they supervise.

Human Resources at CWU offers First Friday Leadership Talks from October to May, welcoming all employees. During the winter quarter, Dr. Tonya Buchanan presented ***From Rhetoric to Reality: Aligning Language and Action to Promote Inclusion***. Attendees were encouraged to explore the powerful impact of language on social outcomes and to examine research on the positive impact of (re)framing disparities, the use of empowering micro-messaging, and inclusive, humanizing language. They also discussed the importance of aligning words with meaningful action within their teams and the broader culture.

- ◆ Number of times offered: 1
- ◆ Number of participants: 58

Equity and Belonging: A Toolkit to Live into CWU's Mission and Vision was offered to leadership groups by Rodrigo Renteria-Valencia. In the context of national efforts to dismantle DEI practices in higher education, what is the meaning and relevance of centering equity and belonging at the core of our institutional mission and vision? Why and how do we swim against these turbulent waters? This workshop aimed to provide CWU leadership with a critical understanding of key concepts that inform daily practices, which at times lack clarity in their concrete articulation. Finding a common understanding of notions such as race, ethnicity, power, and servingness will undoubtedly elevate the work at CWU as a critical community of practice.

- ◆ Number of times offered: 1
- ◆ Number of participants: 37
- ◆ Among those who completed the survey, participants agreed that they could confidently apply what they learned, were inspired to help others, learned more than they had before, and felt the workshop was worth their time.

Responsible Employee Introductory Training outlined the types of sexual misconduct, reporting options, responsible employee reporting requirements, what happens after a report, and how to respond to student or employee disclosures in a trauma-informed way. This training was offered multiple times throughout the academic year and was facilitated by Laura Brant.

- ◆ Number of times offered: 8
- ◆ Number of participants: 128

Advanced Responsible Employee Training: Having a Trauma-Informed Response to Disclosures equipped individuals with the skills to respond to disclosures of interpersonal violence in a trauma-informed manner. Participants learned the basics of trauma and interpersonal violence, how to support students who have experienced such violence, and about campus and community resources that offer additional support. This workshop was facilitated by Katie Parks.

- ◆ Number of times offered: 2
- ◆ Number of participants: 55

Special Topic Responsible Employee Training: Barriers to Reporting and Patterns of Disclosing Sexual Violence aimed to enhance the knowledge of responsible employees so they can best assist anyone who has knowledge of or discloses an experience with sexual misconduct. This workshop outlined common barriers to

reporting sexual violence on and off campus, including specific barriers faced by historically marginalized and misrepresented populations, as well as patterns related to the disclosure of experiences of sexual violence (e.g., when, how, and to whom).

- ◆ Number of times offered: 2
- ◆ Number of participants: 25

Responsible Employee Training: Stalking: Know It, Name It, Stop It was provided to raise awareness about stalking on campus and encourage the prevention of this behavior. One of the workshop's goals was to help everyone understand their role in knowing, naming, and stopping stalking.

- ◆ Number of times offered: 1
- ◆ Number of participants: 25

Race: Identity, Systems, and Power is designed to help participants understand race as identity/ies, race as a social system, and racism as a system of power and oppression. Participants engaged in exercises to reflect on their own racial identity/ies, develop critical analysis around how social systems (e.g., housing) perpetuate racism, and examine how racialized power manifests in our everyday lives. This workshop was facilitated by the Diversity and Equity Center.

- ◆ Number of times offered: 2
- ◆ Number of participants: 11

Diversity, Equity, Inclusion, and Antiracism for Students

The Diversity and Equity Center offers multiple learning opportunities for students to deepen their understanding of diversity, equity, inclusion, and antiracism (DEIA). These opportunities are expected to continue and supplement the plans for the SB 5227 implementation for students in the fall. The workshops are peer-led, offered on demand, and last 1 to 1.5 hours in length.

Equity & Identity is designed to introduce participants to the concepts of equity, identity, and privilege. Participants reflected on their own identities and how these identities connect to systems of power and privilege in our society.

- ◆ Number of times offered: 3
- ◆ Number of participants: 95
- ◆ Many found the presentation informative, with one person suggesting that all athletes should take this training.

Agents of Social Change is designed to introduce participants to the “Social Change Ecosystem” and the different roles one can have within it. Participants reflected on their experiences with activism and confronting injustice, and discussed how their role fits into the greater CWU community in Ellensburg.

- ◆ Number of times offered: 2
- ◆ Number of participants: 38

Beyond Binaries: Inclusive Language is designed to encourage participants to reflect on their understanding of gender identity, the binaries created by societal norms, and how those norms create social hierarchies and enforce systems of oppression. Participants explored ways to create inclusive and welcoming environments for their peers and colleagues that respect individuals' dignity and right to self-determination.

- ◆ Number of times offered: 2
- ◆ Number of participants: 24

Student Learning Opportunities for Academic Year 2024-2025

Vector Solutions' (formerly Get Inclusive) *Diversity, Inclusion, and Belonging for Students* will be offered through Canvas, a learning management system used for all curricula.

This approximately one-hour online asynchronous foundational course is designed for incoming and current students and provides a basic understanding of diversity, equity, and inclusion, as well as opportunities for self-reflection, skill-building in dialogue practices, knowledge about identities, self-care, and bystander intervention strategies. Students will be informed about the course one month prior to the first day of class via email and within their orientation materials. Canvas will send automatic reminders to complete the training by the day before classes begin. Additionally, efforts are being made to include a short assignment in UNIV101, a required onboarding course for all students with fewer than 45 credits. A team is currently working on plans to communicate with Running Start, College in the High School, and transfer students with more than 45 credits.

In fall 2024, a curriculum change was implemented in the general education program, requiring students to complete a minimum four-credit course on antiracism, diversity, and inclusion (ADI) from an approved list of courses prior to graduation. As of March 2024, 32 courses have been approved to fulfill this requirement. These courses are offered in various learning modalities, such as face-to-face, online, hybrid, and distance education, to provide equitable access to all CWU students. All approved courses must include the following five learning outcomes: (1) define key concepts in relation to the study of Antiracism, Diversity, and Inclusivity, including antiracism, racism, race, ethnicity, discrimination, privilege, diversity, equity, inclusivity, and intersectionality; (2) analyze the role of race, racism, and antiracism in the United States; (3) describe intersections between race and ethnicity and other minoritized identities; (4) explain systematic and structural mechanisms that perpetuate both privilege and inequities; and (5) compare and contrast their own core values, assumptions, and biases with those held by other individuals, cultures, or societies.

The Diversity and Equity Center (DEC) will continue to offer diversity, equity, and inclusion learning opportunities on demand (see above for learning opportunities offered).

Employee Learning Opportunities for Academic Year 2024-2025

Central Washington University expects to continue offering this academic year's DEI professional development opportunities. Additionally, CWU's online learning system, CLA Online, features just-in-time courses that will be promoted as additional opportunities to expand DEI knowledge.

- ▶ **DEI: Inclusive Hiring** (60 minutes, asynchronous online course): This course invites individuals to explore specific ways to create an inclusive and equitable hiring experience for all applicants and candidates.
- ▶ **Workplace Diversity, Equity, and Inclusion in Action** (31 minutes, asynchronous online course): This course serves as a guide to defining diversity, equity, and inclusion while advancing meaningful and impactful DEI practices in the workplace. Participants will learn to recognize key characteristics of DEI and practices for building and sustaining a healthy DEI culture. They will also identify behaviors that signal a breakdown in achieving an inclusive culture, key elements that enable diversity, equity, inclusion, and belonging to take root, and the steps for demonstrating agility and resilience in their DEI journey.

- ▶ ***Moving from Bias to Inclusion in a DEI Journey*** (32 minutes, asynchronous online course): In this course, individuals learn about various kinds of implicit bias and how to recognize them in action. They also learn about the importance of committing to thoughtful inclusion in the workplace.
- ▶ ***Adopting an Inclusion Mindset at Work*** (24 minutes, asynchronous online course): This course teaches individuals about the power of inclusion and how to support DEI in the workplace. Participants will learn the basics of inclusive recruitment and hiring, as well as what it looks like when a company supports inclusion from onboarding through to retirement.

Eastern Washington University

Eastern Washington University (EWU) developed the curriculum for the required DEI and antiracism training in August 2022. This training, titled *DEI for the Workplace*, aligns with a similar online product created by Get Inclusive and used by EWU. The University launched this required training for faculty and staff on September 1, 2022.

Two years into implementation, EWU has received strong support from its executive leadership team in encouraging employees to complete the required DEI and antiracism training. Of note, the Provost and Vice President for Academic Affairs has been integral in championing faculty participation in this training. Faculty are often more difficult to persuade to engage in mandatory training, and Provost Anderson has communicated that this training is not only important as a state requirement, but it aligns with the values of Eastern Washington University. Each of the Vice Presidents and the President have continuously supported these efforts by requesting progress reports for their divisions and following up to ensure faculty and staff understand that this is a priority.

As of September 1, 2024, 81.5% of all full-time and part-time employees have completed the required training. EWU is extremely proud that by year two, over 97% of full-time employees have completed the training, and 96% of tenured faculty and administrators are in compliance. Below are the details:

Nearly 2,000 employees (1,998) are in active status, and 1,628 have completed the training. The completion rate is 81.5%.

	Completed		Not Completed		Total
	# of EE	% of EE	# of EE	% of EE	# of EE
Classified	437	98%	11	2%	448
Administrators	374	97%	11	3%	385
Full-Time Faculty	378	96%	14	4%	392
Adjunct Faculty	63	79%	17	21%	80
Part-Time Hourly	133	51%	129	49%	262
Student Employees	238	56%	186	44%	424
Grad Student Assistants	5	71%	2	29%	7
Total	1,628		370		1,998

	Completed		Not Completed		Total
	# of EE	% of EE	# of EE	% of EE	# of EE
Full-Time Employees	1,189	97%	36	3%	1,225
Part-Time Employees	439	57%	334	43%	773
Total	1,628		370		1,998

	Completed		Not Completed		Total
	# of EE	% of EE	# of EE	% of EE	# of EE
Tenured Faculty and Admin	216	96%	8	4%	224

EWU currently offers the training multiple times per quarter in three modalities: 1) Get Inclusive module online (asynchronous), 2) in-person training on campus, and 3) live Zoom training with a facilitator (synchronous).

One strategy that encouraged faculty and staff to complete the required DEI and antiracism training was making it a prerequisite for serving on a search committee. Anyone who serves as a search committee member at EWU must complete this training. If they have not completed the training, they must do so immediately or refrain from participating in search meetings. This requirement created a sense of urgency for those who wish to have a voice in the selection of future faculty and staff.

Another strategy involved using it as a prerequisite for the [Search Advocates Program](#). Search Advocates are non-voting members of a search committee who, through an equity lens, advise on position development, recruitment, screening, interviews, references, evaluation, and the integration of new faculty or staff members into the institution. Anyone wishing to serve as a Search Advocate must first complete the required DEI and antiracism training. This created two advantages. First, with over 180 Search Advocates trained in the last two years, EWU ensured that a large number of people met the state training requirement. Second, by having faculty and staff already trained in baseline DEI and antiracism, EWU was able to reduce the Search Advocates curriculum by at least two hours, resulting in a more efficient and effective training module.

One challenge that EWU is facing is that its selected online product, Get Inclusive, was recently acquired by Vector Solutions. As a result, Vector Solutions will no longer offer the Get Inclusive product. The Get Inclusive training for employees and students was vetted by EWU's SB 5227 Curriculum Development workgroup in 2022 and was selected because it was considered an exceptional training resource that promotes an impactful user experience, encouraging reflection on DEI and antiracism topics, as well as the application of new knowledge. Vector Solutions has announced that it will sunset the Get Inclusive modules on December 31, 2024 and EWU is currently reviewing replacement products. To date, EWU has not been impressed with any products, including those from Vector Solutions, which has led the university to consider developing its own DEI and antiracism online training by the end of the year. For the employee module, this should be achievable because EWU already has in-house DEI and antiracism training. EWU used some of the videos from the Get Inclusive product in its in-person and Zoom modules, so some content will need to be replaced. However, the student module will be more challenging to replace because it includes other topics such as bullying and hazing, Title IX, and alcohol and drug use. EWU is actively working with Student Affairs to identify a product for the student training program after January 1, 2025.

Since the Get Inclusive product is comprehensive and will only be available until December 31, 2024, the SB 5227 Student Implementation workgroup decided to make a large-scale effort for students to complete this all-inclusive training during the 2024 fall quarter, while EWU still has access. In September 2024, all students received an email from the training partner, Get Inclusive, with a link to the required training, *Voices for Change - Comprehensive*. This self-paced training takes approximately 40-60 minutes to complete. EWU also decided that students who had already taken *DEI for the Workplace* as student employees would satisfy the requirement for DEI and antiracism training, thus avoiding duplication of effort.

As of October 31, 2024, EWU has 1,576 students (who are not employed by EWU) who have completed the DEI and antiracism module, *Voices for Change*, along with another 512 student employees who have completed *DEI for the Workplace*, resulting in 2,088 students who have met the state requirement.

In addition to the baseline DEI and antiracism training, EWU is launching an advanced development program called *Doing the Work* in November 2024. This program encourages faculty and staff to pursue advanced

education on topics related to DEI and antiracism. Faculty, administrators, and staff who complete six units (six hours) of advanced DEI workshops, reading, and/or programming within each fiscal year will receive a placard for “Doing the Work,” as well as recognition during a ceremony each fall. Each year will feature a new placard with a unique design, and participants will receive an electronic badge to add to their signature lines. The Office for Diversity, Equity & Inclusion will promote this program and provide information on specific workshops, book readings, and development opportunities that qualify for units toward the placard.

EWU currently has a website for the [DEI & Anti-racism Professional Development Program](#) that includes training dates and other opportunities for advanced workshops. In addition, the Human Resources training website also provides information about all required training opportunities.

Following the previous Campus Climate Survey conducted in 2018, the Office of Institutional Research, in collaboration with the Office for Diversity, Equity & Inclusion, administered the HEDS Campus Climate Survey in April 2023. EWU received the results of the [2023 Campus Climate Survey](#) in September 2023, and completed an executive summary and published the full report on the Institutional Effectiveness website. EWU also added a link to the surveys on the [SB 5227 webpage](#) on the Office for Diversity, Equity & Inclusion website. To ensure that the entire campus was aware of the results, President Shari McMahan shared links to both the executive summary and full survey results in the February 2024 Executive Leadership Update.

Since the climate survey data became available, EWU has embarked on listening sessions and feedback opportunities through several methods. The University has engaged several campus groups specifically focused on diversity, equity, and inclusion to gather feedback and ideas. Examples of these groups include the Student DEI Advisory Council, the Pro-Equity Anti-Racism Committee, the DEI Investment Committee, the EWU Strategic Planning Committee, the Disability Pride Days Panel, DEI Employee Affinity Groups, the EWU Basic Needs Committee, and the President’s Cabinet.

Additionally, several DEI-related and administrative departments regularly receive feedback directly from students, faculty, and staff throughout the year. EWU continues to collaborate and share this information to work on solutions.

Furthermore, the University has partnered with [CORE Perspectives, LLC](#), a national consulting firm, to identify and bridge systemic gaps within the institution. The goal is to ensure that every member of EWU’s community feels included, heard, and supported. EWU began working with CORE Perspectives in March 2024. Since then, CORE Perspectives has conducted two rounds of focus groups and interviews with on- and off-campus constituents, surveyed campus and community members, reviewed existing documentation and data about DEI at EWU, compiled the results of their findings, and recently made recommendations for potential DEI frameworks on campus. EWU facilitated an open forum for the campus community in the first two weeks of November 2024 to gather feedback on the recommendations submitted by CORE Perspectives. Information about this process and findings can be found on our [Investing in DEI](#) website.

Since September 2022, EWU has requested evaluations from all participants upon completing the *DEI for the Workplace* training. Participants receive an email asking them to complete an evaluation that measures their satisfaction, assesses how well the learning objectives were met, explores how they will apply their new knowledge in the workplace, and includes other informational questions. Recognizing that this is just the beginning of the journey toward DEI and antiracism learning, EWU also offers employees the opportunity to have a debrief meeting with the Senior Director for Diversity & Inclusion if they feel the need to process the

content. This is another tool used to gather feedback from employees, asking about how EWU can support their DEI journeys, and how EWU can make the culture more inclusive for them.

Since September 2022, EWU has collected 1,520 evaluations. Below are several examples of the information gathered. The full data set is available upon request.

How would you rate your satisfaction with the overall quality of DEI for the Workplace training?

98.62% of respondents rated the training as satisfactory or better.

Excellent	880	57.90%
Good	462	30.39%
Satisfactory	157	10.33%
Poor	21	1.38%
Total	1520	

Rate how well we achieved the objectives of the training.

99.08% of respondents said the objectives of the training were achieved at a satisfactory level or better.

Excellent	1034	68.03%
Good	359	23.62%
Satisfactory	113	7.43%
Poor	14	0.92%
Total	1520	

EWU is pleased with these results, which indicate that employees are generally satisfied with all modalities of the training. Additionally, employees overwhelmingly believe that the University is effectively meeting the training objectives. EWU has also been energized by the thoughtful responses to the reflection questions created to better support employees. Below are examples of some of the questions included, along with a sample of the responses received.

Reflecting on the topics we discussed in this training, what are some ways you will apply this knowledge at EWU?

Sample responses:

- ◆ “Increased mindfulness when communicating with students, peers, and community members.”
- ◆ “I am going to be more aware of my own personal behavior first. I think it’s easy to judge or watch someone else make a mistake, but much harder to notice it in yourself. So, I’m going to start there.”
- ◆ “I will maintain awareness of how I treat others and make efforts to correct any wrongs I may commit. I will utilize the Platinum Rule.”
- ◆ “Stay vigilant. Not just for the students but for other employees as well. My plan is to implement professionalism, inclusion, and understanding the way other employees learn, think, and behave. I want to learn from others and teach when I can. I believe that we are never too old to learn new things and that no ONE of us knows it all! I walked away from the training, and I felt excited. Excited to be better, do better, and learn every day. With positivity shining each day.”
- ◆ “Beyond applying diversity, equity and inclusion with the adults I interact with, I have unique opportunities within field supervision to help guide application with my practicum students, and therefore their students in the classroom.”

- ◆ “I will use this knowledge to try to identify microaggressions and unconscious biases so I can work on fixing them.”
- ◆ “I will actively work to include topics from the training (such as microaggressions) in my coursework to the extent possible. I’ll also work to include diverse perspectives and peoples in my activities outside of my teaching.”
- ◆ “Honestly, I thought the whole thing was useful. I think having constant reminders helps us to see our biases and enables us to change them. Otherwise, people become complacent and just fall back into habits or behaviors that are the problem in the first place. I hope this makes sense.”
- ◆ “It was a refresher but presented in a much more exciting and engaging way than my last encounter with fully online or face-to-face encounters. So, thank you.”
- ◆ “I think I will try to be more other-centered, especially in the classroom. I’m going to try to make small changes to my curriculum so that the content I cover is more inclusive.”

This was an introductory course on diversity, equity, and inclusion. What could EWU do to support your growth and development in DEI? Tell us actions we could take as an institution to encourage you in this journey.

Sample responses:

- ◆ “I appreciate all the topics that you covered. Thank you for being a university that values these topics and offers these trainings.”
- ◆ “I feel pulled to so many topics and want to dive in. A few topics come to mind when answering these questions. 1) Being able to contribute positively to meaningful discussions around DEI, whether leading or facilitating those discussions. 2) Supporting women in leadership and how I can do and be a better advocate for supporting my female colleagues.”
- ◆ “I want more information regarding student-athletes and how diversity, equity, and inclusion affect them and how to meet their needs.”
- ◆ “Taking responsibility for our own actions. If we mess up at work, please do not blame everyone else under the sun. Accountability is a stepping stone to learning. Sure, it may be embarrassing to admit little failures but it beats turning those little failures into a huge problem in the end. Treat employees with respect, we never know what they are going through. Treat employees with compassion. Treat employees with the attitude of including them into the discussions of projects.”
- ◆ “Perhaps more in-depth training on neurodivergence.”
- ◆ “Calling in instead of calling out. That was some great insight. Speaking over others is also a valuable lesson to learn in the workplace. Biases are also some inevitable issues dealing within the workplace. Some are intentional, some are unintentional, and some are accidental. But it is something to keep in mind at all times. Sometimes our personalities and the way we have always thought, maybe, may not be politically correct.”
- ◆ “The parts of the training involving real world experiences with differential treatment were interesting and insightful. Further training with recognizing and responding to real world situations would be useful.”
- ◆ “I would be interested in learning how to diffuse conversations which turn toxic due to political disagreements or “culture wars”; more people having the skillset to establish common ground with the people they disagree with would be valuable.”

- ◆ “I would like to learn more about ways to be more inclusive for the LGBTQ community. This is something I see all the time when interacting with others. Our rhetoric needs to change. The most common example I see is someone making small talk with another and asking a woman if she has a husband/asking a man if he has a wife. This immediately causes turmoil when the individual has to correct them and say “Actually...” This is something I think we could all use further training on.”
- ◆ “I enjoyed the focus on diversity across all facets of identity. It helped give perspective to a wide variety of categories of unconscious biases and helped show that we can all be celebrated for our unique characteristics as humans. Based on this, I have loved the concept of cultural humility vs. cultural competence. This was presented to a physical therapy clinic I work at, and I think is a good idea for future programming.”

What steps could EWU take to make our organizational culture more inclusive for you?

Sample responses:

- ◆ “I feel it’s adequate currently.”
- ◆ “I would prefer that EWU maintain or expand DEI resources rather than reduce them. Their value is important to me even though I do not feel the need to explore further at this time.”
- ◆ “I feel like change in organizational culture, requires two things, 1) Being intentional and 2) Creating Systems. As a new employee, I feel like I could be included or feel a sense of belonging. I’m not sure I fully feel that there has been intention in making that happen or a system to support it long term....more to come on this I’m sure.”
- ◆ “I have been here for a short time, but I already feel included.”
- ◆ “I feel that EWU is doing a fantastic job with the student organizations. Each week, there is something different to look forward to. To engage in. And I believe that it is only going to get better.”
- ◆ “Remote opportunities; flexible schedules.”
- ◆ “Regulate hate-speech better. Promote safety more.”
- ◆ “I see EWU taking strides to make everyone feel safe and welcome. I can’t think of anything I would want to change, but I think this is an important question to ask so that people who do think the culture needs to become more inclusive are able to tell you what they need.”
- ◆ “I’m new, so I don’t have much experience to draw from, but It’s been a great experience so far! I feel included. Maybe some of the information from the DEI emails could be put on department screens around campus, so that everyone is reminded of inclusionary principles throughout their days.”
- ◆ “I would love more diversity in ethnicities represented within the training modules. I personally think religion, race and sexuality are the subjects that are most interesting.”

The Evergreen State College

The Evergreen State College’s equity-focused professional development is stewarded by the Social Justice Center under the leadership of the Associate Dean of Equity and Belonging within the Student Engagement Equity and Support (SEES) division. The Center was formed in 2021 alongside SB 5227 to coordinate the College’s equity and belonging work.

The Social Justice Center aims to amplify campuswide equity-focused education as it leads new programs and initiatives to bring cohesion, focus, and connection to Evergreen’s equity and belonging efforts. The Center acknowledges that equity work is inherently collaborative, as all share responsibility for increasing equitable outcomes and dismantling institutional barriers. The Center is dedicated to building partnerships and increasing capacity to co-create a more welcoming and respectful community.

As Evergreen continues to learn about the community’s unique needs through listening sessions, climate survey data, and engagement in cross-campus partnerships, it utilizes frameworks that ensure professional development opportunities and initiatives focus on the following goals:

- ◆ Developing skillfulness in understanding and challenging racism and oppression
- ◆ Creating mutual understanding and connections across differences
- ◆ Increasing community well-being, community care, and belonging

The College elevates learning opportunities that center relational equity practices and support a culture of care because its work is situated in a relational context that values connection and community building.

Virtual Professional Development

Vector Solutions’ *Diversity, Inclusion, and Belonging* online module has been offered to all faculty and staff since 2022. This asynchronous module covers introductory DEI topics, including foundations of belonging, identity exploration, addressing bias, understanding impact, and allyship tools. It integrates scenario examples and reflective practices to provide a baseline of DEI and anti-racism content.

Total staff/faculty completions	571
Percentage of recorded staff/faculty who completed	65%
Total staff completions	361
Percentage of recorded staff who completed	64%
Total faculty completions	110
Percentage of recorded faculty who completed	40%

Additional professional development opportunities sponsored by the Social Justice Center

The *Accessibility Practices for Presentations* workshop was offered to students, staff, and faculty, and covered best practices for providing an accessible and more inclusive experience for audiences and participants when presenting in-person and remotely (e.g., Zoom, Microsoft Teams, webinar) and applying universal design strategies to slide-based presentations.

- ◆ Number of times offered: 2
- ◆ Total number of participants: 20

A weekly *Mindfulness Practice* was offered to students, staff, and faculty, creating a space to increase awareness skills and practice self-regulation, two necessary skills for fostering connection and respect among community members.

- ◆ Number of times offered: 15
- ◆ Total number of participants: 50

The *LGBTQ+ Lunch and Learn* was offered to students, staff, and faculty and consisted of three parts: an introductory LGBTQ+ 101 workshop, LGBTQ+ history, and a more advanced Gender Deep Dive workshop.

- ◆ Number of times offered: 3
- ◆ Total number of participants: 30

The *Colors and Connections* workshop, which uses a curriculum developed by the Foundation for Art and Healing, was offered to students, staff, and faculty with the intention of fostering community and connection while decreasing loneliness among our campus community members.

- ◆ Number of times offered: 2
- ◆ Total number of participants: 15

Evergreen’s annual two-day *Equity Symposium* provides a vital space for community learning in the areas of equity, social justice, and belonging. Students, staff, and faculty center their workshops around the current symposium theme. The 2024 Equity Symposium’s theme, “Building Skillful Coalition,” focused on empowering the community with the skills to challenge the systems of oppression that attempt to keep it apart. In addition to the eighteen workshop sessions facilitated by community members, the Symposium featured an interactive plenary session on the role of song circles in building a skillful coalition and a keynote session featuring human rights leader Loretta J. Ross, which was open to the public.

Session Titles and Number of Participants

“Team Access! Cross-Campus Collaborations for Disability and Accessibility Support”	50
Mackenzie Scott Won’t Save Us: Equity and Fundraising at Evergreen	21
Building Skillful Coalitions, Celebrating Spring, Retelling the Stories of Love, Beauty, & Ancient Beginnings	211
To Craft a Better Future: Welcoming Jews Into Evergreen Coalitions	39
Consciousness Raising on Oppressive Systems and Barriers	32
Critical Edge Alliance: an Ever-evolving, Creative International Coalition	15
Weaving as a Worldview	21
Deconstructing the Evergreen Condition: a conversation and collaborative art session	18
Cultivating Skillful Coalitions through Food and Agricultural Education	38
Resilience in Two-Spirit Art	45
Building Coalition to Support Immigrant and Undocumented Communities on Campus	34
Genealogy of the Evergreen Condition: Archival Interventions Towards Stronger Coalition	67
Building Belonging: Creating Capacity for Transformative Connection & Radical Inclusion	18
Free Speech and the Inclusive Campus	32
Settler-Indigenous Alliances and Evergreen Student Projects	17
Think Tank: How to Start a Conversation	6
Building belonging in the outdoors	7
Our Vision Garden: Cultivating Community	25

Equity Coaching - For the third year, individual and group equity coaching sessions facilitated by the College's equity consultant and coach, Dr. Leticia Nieto, were offered to staff, faculty, and administrators.

Beyond Inclusion, Beyond Empowerment informed coaching includes personalized attention, appreciative feedback, and tailored action steps to expand participants' capabilities. With a focus on equity and belonging, well-being, and accountable relationality, equity coaching honors diversity and addresses issues of power and privilege as they arise through various scenarios and stories. The goal is to confront oppression and promote social justice while learning how to foster demonstrated capacity, cultural humility, deep listening, and authentic voice.

- ◆ Number of individual sessions: 96
- ◆ Number of group sessions: 13

Social Justice Skills Labs - Equity coach and consultant, Dr. Leticia Nieto, continued for the second year to facilitate quarterly Social Justice Skills Labs for staff and faculty. Skills Labs provide opportunities for employees to gain greater awareness, build skills for anti-oppression, and receive support from colleagues for their work. This interactive invitational space allows staff and faculty to address specific equity challenges, practice anti-oppressive social analysis, strengthen liberatory leadership skills, and expand their repertoires of strategies for change.

- ◆ Number of times offered: 4
- ◆ Total number of participants: 77

Learning and Teaching Commons Summer Institutes - Evergreen's Learning & Teaching Commons (LTC) promotes a generative culture of interdisciplinary teaching and learning that is student-centered, equity-minded, inquiry-oriented, and committed to access and excellence. The Commons aims to enhance classroom experiences that lead to increased student learning and retention. The Commons provides Summer Institute professional development opportunities to faculty and staff each year. Equity-focused 2024 summer institutes included the following:

Session Titles and Number of Participants

Embracing Open for Equity: Integrating Open Educational Resources and Open Pedagogy into Your Teaching	5
Challenging Our Assumptions: Creating Spaces Where Neurodivergent Students Thrive	20
Community Based Learning: Theory to Practice	7
Jews, Judaism, and Racism: Connections, Distinctions, and Our Students	8
Understanding Palestine/Israel and the Gaza War	18
Rhetorical Grammar: Antiracist Approaches to Grammar Instruction	5

In addition to these professional development opportunities, the LTC convened a two-day faculty workgroup to refine the Culturally Sustaining and Inclusive Teaching Framework and develop additional examples and tools for faculty. The Commons' Culturally Sustaining and Inclusive Teaching Framework was developed in collaboration with a team of Evergreen faculty to articulate Evergreen's approach to inclusive and culturally sustaining teaching and learning. The guiding principles are based on a review of the literature surrounding inclusive and culturally sustaining teaching, and the recommended practices were developed with the Evergreen context in mind.

Evergreen’s Human Resource Services offered a variety of professional development opportunities to faculty and staff focused on developing communication skills essential to increasing inclusion and belonging in our community, including the following:

Session Title	Number of Times Offered	Number of Participants
Customer Service Training	3	9
Conflict De-escalation Training	2	32
Skills for Active Listening	1	50 registered (number of participants not recorded)
Skills for Forward Movement	1	50 registered (number of participants not recorded)
Skills for Negotiations	1	50 registered (number of participants not recorded)

Equity and Belonging Initiatives

In addition to equity-focused professional development opportunities provided by the College, the Social Justice Center leads educational initiatives designed to increase equitable outcomes, improve structural inequities, and support community-led equity projects.

The Equity and Belonging Grant supports educational activities and events that advance equity, inclusion, and belonging at Evergreen. Students, staff, and faculty apply for grants to fund equity-focused educational activities and events open to the Evergreen community.

2024 Equity and Belonging Grant-funded activities:

- ▶ *Ethnic Studies in This Current Moment: ¡La Lucha Continúa!* featured Dr. Anita Fernández, who spoke on how the current political context is impacting the movement for Ethnic Studies and how the Xicanx Institute for Teaching & Organizing (XITO), along with a coalition of organizations, is organizing in response to these attacks. Dr. Fernández emphasized the importance of solidarity in this moment to defend the voices and narratives of BIPOC students in service of collective liberation. (70 participants)
- ▶ The Intersectional Ecofeminism program, Afrofuturism, hosted guest speaker Dr. A. Breeze Harper, who writes on Black Feminism, food justice, critical studies of race, racial justice, and ethical consumption. Dr. Harper is the editor of the groundbreaking anthology *Sistah Vegan* and the author of the speculative fiction novel *Seeds of Sankofa*. (50 participants)
- ▶ Evergreen’s annual José Gomez Farmworker Justice Day event holds profound importance and serves as a beacon of recognition, empowerment, and solidarity. The event features local farmworkers sharing knowledge and experiences about current working conditions and grassroots political movements to support farmworkers. The event uplifts underrepresented student voices and gives them an opportunity to contribute to a cause that requires visibility. (75 participants)

Divisional Equity Action Plans

Divisional Equity Action Plans (DEAP) provide a method for work areas to develop equity goals focused on the professional development needs of their specific groups. These plans must connect to four strategic, college-wide equity goals, which are based on the AAC&U’s Inclusive Excellence framework. The equity goal related to SB 5227 is:

Increase opportunities for and participation in professional development for faculty and staff aimed at increasing student and institutional success.

Through a process of values clarification, asset mapping, and identifying areas in need of resources, the team designs an iterative annual action plan that includes milestones and an assessment plan to evaluate progress. The Divisional Equity Action Plan Team meets with the Associate Dean as needed and reports annually on their progress.

Plans for Academic Year 2024-2025:

- ◆ Administer the College's second Campus Climate Survey during Spring 2025.
- ◆ Connect Evergreen's Equity Symposium theme to its Climate Survey to increase participation and relevance.
- ◆ Create asynchronous introductory equity and belonging online modules that will provide a cohesive and satisfactory learning experience for Evergreen's students, staff, and faculty.
- ◆ Build capacity to collect and track data by hiring a full-time program coordinator to support the administrative work of the Social Justice Center.
- ◆ Expand the reach of the Equity and Belonging Grant by relaunching and rebranding it to the community to increase the success of Evergreen's equity-focused education goals.
- ◆ Continue building the campus-wide resource library to support best practices in communities of practice engaged in equity and belonging learning.
- ◆ Continue to offer Equity Coaching and Skills Labs facilitated by an equity coach and consultant.
- ◆ Improve coordination with faculty through the Learning and Teaching Commons, faculty agenda committee, curricular area teams, academic deans, and other faculty partnerships.
- ◆ Increase student involvement by developing partnerships with students, working within current student governance structures to design internships and paid opportunities for student engagement.
- ◆ Continue clarifying and refining Evergreen's purpose, mission, vision, and values and update its promotional materials to reflect the evolution of this work.

University of Washington

Faculty and Staff Training Update

During the winter quarter of 2022, the University of Washington (UW) assembled a steering committee of students, faculty, and staff from across all the UW campuses (Seattle, Bothell, Tacoma, and School of Medicine) to develop and implement the staff and faculty training as outlined in SB 5227 legislation. The steering committee decided to develop a new training specifically for members of the Seattle, Bothell, and Tacoma campuses, while School of Medicine (SOM) employees would continue to participate in a pre-existing training developed by SOM leadership that meets the criteria of RCW 28B.10.145.

The University of Washington completed its first full year utilizing the *Cultivating Community at UW: Anti-racism and DEI&B in the Workplace* training in accordance with SB 5227, which launched in March 2023. The training consists of eight separate sections that cover four primary areas: Intersectionality and Anti-racism; Exploration of Race in the Workplace; LGBTQ+ Identities; and Disability and Accessibility. The training is presented in an online, self-paced format designed to take 2.5-3 hours to complete, and employees can complete it over multiple sessions or days if necessary. This training is specifically designed for members of the Seattle, Bothell, and Tacoma campuses.

UW Medicine employees continue to participate in a pre-existing training developed by UW Medicine leadership that meets the criteria of RCW 28B.10.145. This training, *Advancing Equity, Diversity, and Inclusion*, is also presented in an online, self-paced format that can be completed over multiple sessions. It takes individuals approximately one hour to complete and includes sections on UW Medicine's Vision for Healthcare Equity; the impacts of structural inequities within healthcare; how biased behaviors, attitudes, and stereotypes affect the way people interact in the workplace and healthcare; cultural humility and behaviors that promote an inclusive environment; UW Medicine's policies promoting an inclusive environment; and sexual orientation/ gender identity.

UW Medicine employees who work at any clinical sites are automatically enrolled in the training and are required to complete it annually. Alternative methods of delivery are available for non-clinical faculty and staff, including the Foundational Training series, which consists of five instructor-led 90-minute classes. Because the UW Medicine training was developed and administered before the trigger date of this Senate Bill, it has not included an associated evaluation survey. The survey has recently undergone revision, with results expected for the next reporting period.

As of June 30, 2024, 2,079 unique and current UW employees completed the *Cultivating Community at UW* training. During the 2023-24 academic year, 1,117 newly hired UW employees completed the training. Table 1 lists the number and completion rates for each training by position type for all employees, while Table 2 lists the same information only for new employees in the 2023-24 academic year.

Table 1: SB 5227 Training Completions for All UW Employees

	Total Employees	Completed training	%	Goal %
Seattle, Tacoma, and Bothell Campuses				
Tenure-track academic personnel	1915	69	4%	35%
Non-tenure-track academic personnel	2073	148	7%	--
Administrators	50	8	16%	35%
Staff	11131	1854	17%	--
UW Medicine				
Tenure-track academic personnel	2223	894	40%	35%
Non-tenure-track academic personnel	10280	1367	13%	--
Staff and Administrators	23507	16344	70%	--
ALL EMPLOYEES	51179	20684	40%	80%

Table 2: SB 5227 Training Completions for New UW Employees (July 2023 – June 2024)

	Total Employees	Completed training	%	Goal %
Seattle, Tacoma, and Bothell Campuses				
Tenure-track academic personnel	55	7	13%	35%
Non-tenure-track academic personnel	1049	82	8%	--
Administrators	2	1	50%	35%
Staff	2062	1027	50%	--
UW Medicine				
Tenure-track academic personnel	117	63	54%	35%
Non-tenure-track academic personnel	1412	301	21%	--
Staff and Administrators	4188	2484	59%	--
ALL EMPLOYEES	18326	3965	22%	80%

Faculty and Staff Training Evaluation Results

The *Cultivating Community at UW* training evaluation consists of 12 Likert scale items (strongly disagree/strongly agree) evaluating participants’ self-reported achievement of broad learning objectives, the application of the training to their work at UW, and their satisfaction with the training, as well as one open-ended comment box for general feedback. The evaluation items were designed to serve both formative and summative purposes, allowing UW to report on the outcomes of the training while also improving it for future participants. Of the 3,569 participants, 1,019 (29%) contributed open-ended comments, which are being reviewed by training developers to inform and improve the training. Table 2 and Figure 1 present the overall training evaluation results for all individuals who completed the training by June 30, 2024.

As Table 2 indicates, participants largely reported positive experiences with the training. Between 66% and 83% of participants agree or strongly agree that they learned new information in the broad module categories that they had not known prior to the training, even though 88% reported being familiar with most of the topics before completing it. Additionally, 88% believe that they are better prepared to be allies to other staff, faculty, and students at UW because of their participation in the training. Regarding application to work, 84% agree or

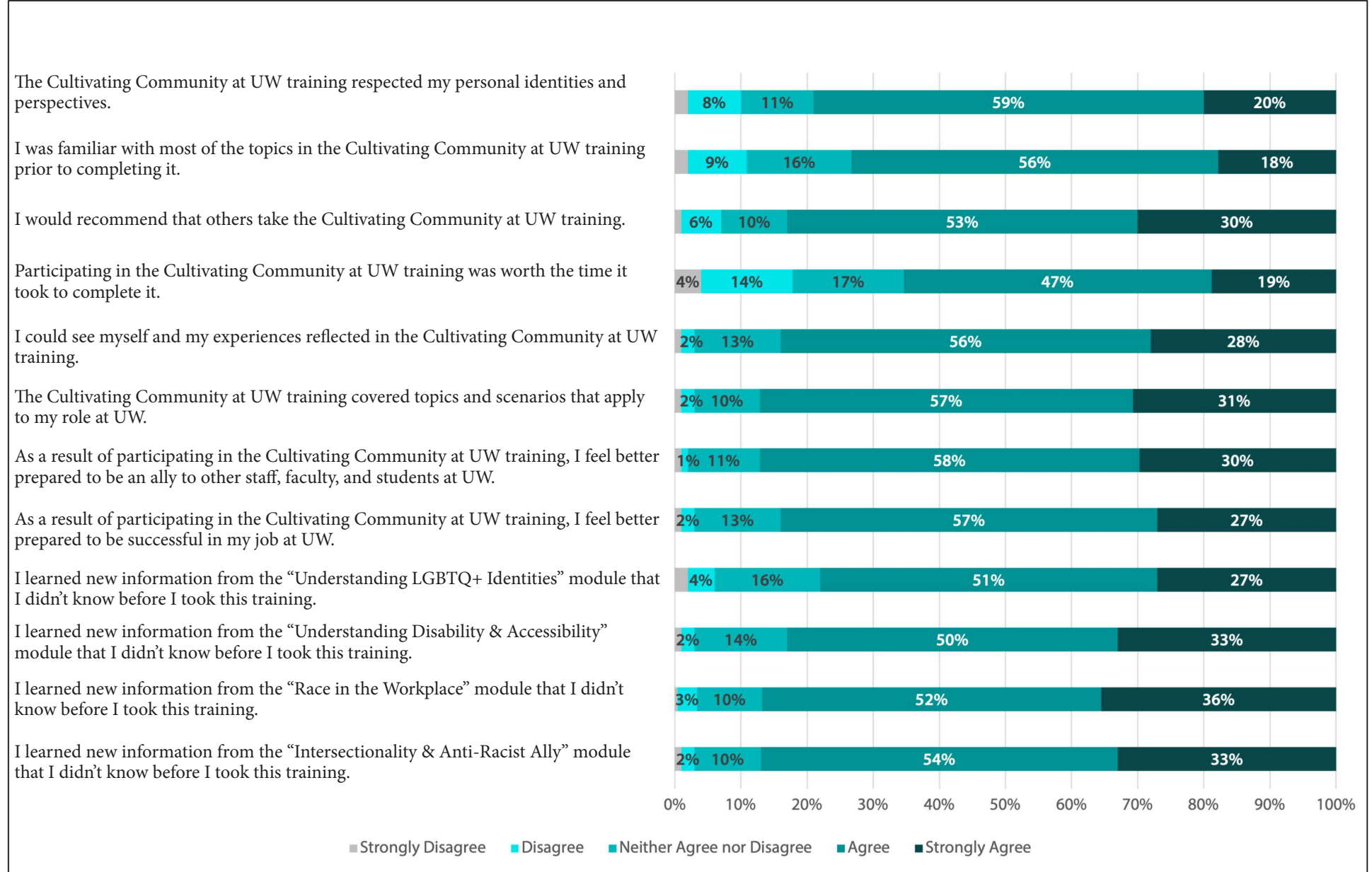
strongly agree that they feel better prepared to be successful in their job at UW because of the training, and 88% thought the training covered topics and scenarios relevant to their roles at UW.

The *Cultivating Community at UW* training was designed to be inclusive of all members of the campus community. Participants felt that the training spoke to their personal experiences, with 84% indicating that they could see themselves and their experiences reflected in the training, while 87% felt that the training respected their personal identities and perspectives. Participants were also satisfied with the training itself: 83% would recommend it to others, and 78% felt it was worth the time it took to complete.

Table 3: Cultivating Community at UW Training Evaluation Results (March 2023 - June 2024)

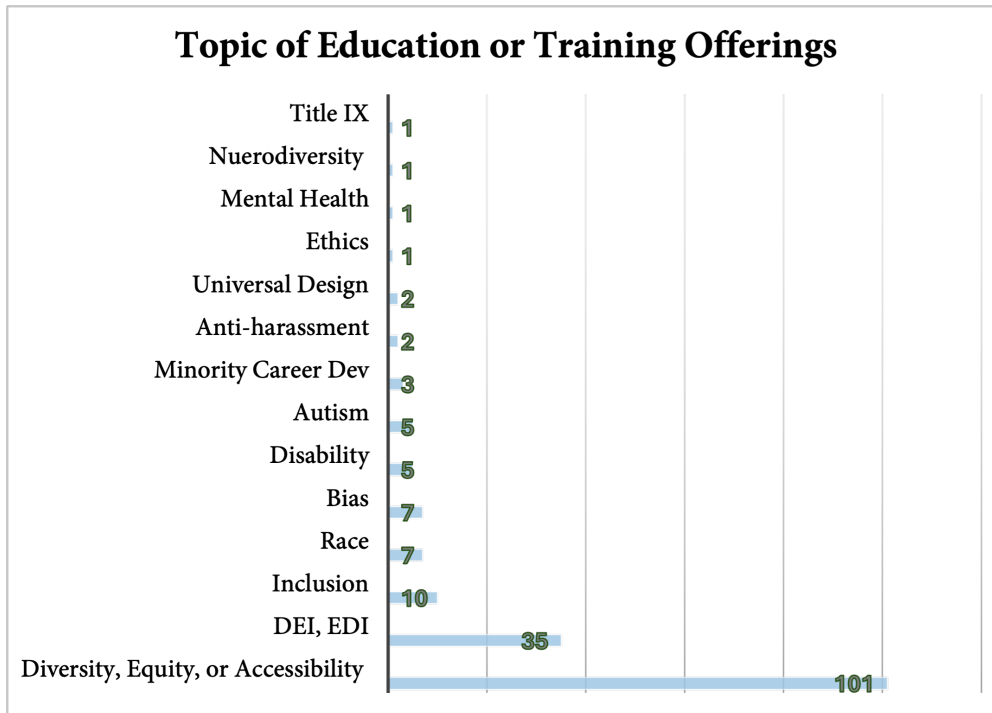
	n	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	M (SD)
I learned new information from the “Intersectionality & Anti-Racist Ally” module that I didn’t know before I took this training.	3451	54 (2%)	280 (8%)	392 (11%)	2038 (59%)	687 (20%)	3.88 (0.87)
I learned new information from the “Race in the Workplace” module that I didn’t know before I took this training.	3446	54 (2%)	312 (9%)	557 (16%)	1911 (56%)	612 (18%)	3.79 (0.89)
I learned new information from the “Understanding Disability & Accessibility” module that I didn’t know before I took this training.	3443	43 (1%)	205 (6%)	332 (10%)	1835 (53%)	1028 (30%)	4.05 (0.86)
I learned new information from the “Understanding LGBTQ+ Identities” module that I didn’t know before I took this training.	3442	123 (4%)	481 (14%)	591 (17%)	1607 (47%)	640 (19%)	3.63 (1.05)
As a result of participating in the Cultivating Community at UW training, I feel better prepared to be successful in my job at UW	3443	37 (1%)	74 (2%)	462 (13%)	1919 (56%)	951 (28%)	4.07 (0.78)
As a result of participating in the Cultivating Community at UW training, I feel better prepared to be an ally to other staff, faculty, and students at UW.	3447	30 (1%)	58 (2%)	351 (10%)	1956 (57%)	1052 (31%)	4.14 (0.73)
The Cultivating Community at UW training covered topics and scenarios that apply to my role at UW.	3435	22 (1%)	45 (1%)	366 (11%)	1985 (58%)	1017 (30%)	4.14 (0.70)
I could see myself and my experiences reflected in the Cultivating Community at UW training.	3433	29 (1%)	82 (2%)	442 (13%)	1949 (57%)	931 (27%)	4.07 (0.75)
Participating in the Cultivating Community at UW training was worth the time it took to complete it.	3434	51 (2%)	140 (4%)	559 (16%)	1746 (51%)	938 (27%)	3.98 (0.86)
I would recommend that others take the Cultivating Community at UW training.	3432	36 (1%)	64 (2%)	471 (14%)	1722 (50%)	1139 (33%)	4.13 (0.79)
I was familiar with most of the topics in the Cultivating Community at UW training prior to completing it.	3436	9 (<1%)	90 (3%)	326 (10%)	1768 (52%)	1243 (36%)	4.21 (0.74)
The Cultivating Community at UW training respected my personal identities and perspectives.	3434	23 (1%)	51 (1.5%)	348 (10%)	1866 (54%)	1146 (33%)	4.18 (0.72)

Figure 1: SB 5227 Evaluation Results (March 2023 - June 2024)



Professional Development Audit

In August 2023, UW Office of Minority Affairs and Diversity (OMA&D) staff completed an informal audit of education and training offerings that fall under the broad heading of diversity, equity, and inclusion. This audit included a review of the websites for each UW school, college, and administrative unit across all three campuses. Initial results showed that there were approximately 175 educational and/or training offerings, with the topical breakdown as follows:



Additional research indicated that, of the 175 courses offered, the vast majority were free (n = 143), with the remaining costing \$300 or less. It should be noted that some of these training courses are provided by schools, colleges, or departments and may not be open to all faculty and staff across all three campuses. However, UW Professional and Organizational Development (POD) offers a robust and consistent set of courses related to diversity, equity, and inclusion.

Washington State University

In fall 2024, Washington State University (WSU) launched two training programs for students and employees to satisfy the training requirements outlined in SB 5227. The student training, *Bridging the Gap*, covers a broad spectrum of information related to cultural competency with a particular focus on race and racism. The training for faculty and staff, *Minimizing Unconscious Bias and Microaggressions*, focuses on ways to productively confront participation in the structures shaped by bias and microaggressions. It presents various approaches for thinking about accountability, allyship, and how to move toward more meaningful, equity-based inclusion in all professional and social communities. The initial data on completion rates for AY 2024-2025 should be available in fall 2025. Additionally, required anti-racist/implicit bias training for all new faculty began in 2022-2023 and is now annually presented during New Faculty Orientation. The training is led by the Vice Chancellor of Equity and Inclusive Excellence, Lisa Guerrero.

The University completed a climate survey for WSU faculty, including full-time tenure-track and career-track faculty, using the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey for this process. For both survey periods, response rates from WSU faculty were equal to or greater than those for 100+ universities that participated in the same surveys (Table 1). Notably, there was a significant increase in underrepresented minority WSU faculty respondents between 2022 (25%) and 2024 (49%). Results from the 2022 survey were analyzed and published by the WSU Provost’s Office (<https://provost.wsu.edu/coache>). Results from the 2024 survey were recently released to WSU and analysis will commence later in the fall semester.

During 2023, WSU participated in a separate COACHE Exit and Retention survey. WSU provided the COACHE organization with contact information for all faculty who resigned from WSU to take other jobs, as well as for all faculty who received retention offers, including out-of-cycle pay increases. The first cohort included individuals from July 1, 2022, to June 30, 2023, and the overall response rate for the Exit and Retention survey was 31%. The next cohort of qualifying individuals (employed at WSU between July 1, 2023, and June 30, 2024) will be contacted in fall 2024. Results from the two surveys will be collated and transmitted to WSU in spring 2025.

Table 1. Percent of WSU faculty participating in the 2022 and 2024 COACHE Faculty Satisfaction Survey. The COACHE column represents the average participation for 100+ universities that participated in these surveys.

Category	2022		2024	
	WSU	COACHE	WSU	COACHE
All Faculty	48.0%	42.0%	44.0%	41.0%
Tenured	49.0%	45.0%	49.0%	44.0%
Pre-tenure	48.0%	46.0%	43.0%	44.0%
Clinical track (WSU designation)	46.0%	36.0%	39.0%	36.0%
Professor	50.0%	47.0%	49.0%	45.0%
Associate professor	48.0%	42.0%	46.0%	43.0%
Men	40.0%	39.0%	41.0%	38.0%
Women	56.0%	49.0%	48.0%	48.0%
White	59.0%	46.0%	55.0%	45.0%
Faculty of color	31.0%	39.0%	45.0%	38.0%
Asian/Asian-American	47.0%	35.0%	43.0%	34.0%
Underrepresented Minorities	25.0%	43.0%	49.0%	43.0%

Western Washington University

Since Western Washington University's (WWU) last report, the Office of Equity (OE) developed a dynamic institutional Antiracism, Diversity, Equity, and Inclusion (ADEI) plan using data collected from the climate survey, the 2022-23 listening sessions, and the Structural Equity Team report. The plan is grounded in community building and belongingness, comprised of four pillars, and is intended to address institutional ADEI needs and concerns, provide opportunities for professional development for faculty, students, and staff, and meet the training expectations stipulated in SB 5227. The rationale for grounding our ADEI efforts in community building and belonging is based on the shared interests and goals expressed by members of the Western community (e.g., to be safe, to feel welcomed, to be treated fairly, to be seen, etc.). These shared interests and goals form the basis for the dynamic ADEI plan, which consists of four pillars:

- ◆ **Capacity Building** – knowledge, skills, understanding, and awareness of ADEI.
- ◆ **Vertical Structural Alignment** – centralize ADEI work and establish a coherent approach for ADEI decision-making and collaboration.
- ◆ **Policies and Practices** – review and develop policies and practices through an equity lens.
- ◆ **Assessment, Measurement, and Accountability** – assessing campus needs and ADEI programs to understand the impact of Western's ADEI efforts. Develop clear DEI metrics and measure to learn and improve ADEI outcomes.

The dynamic ADEI plan was approved by the cabinet, discussed with academic leaders (e.g., deans, associate provosts, and executive directors) at the Council of Deans, and in special meetings with diversity leaders from all divisions. It was unveiled at a university lunch and learn in March 2024 and during the May 8, 2024, inaugural *Day of Learning and Community Building* event. The plan continues to be revised but will be launched fall 2024, with continued priority given to capacity building and vertical structural alignment. Work has already begun (on a small scale) around examining and developing policy and practices through an equity lens, and OE will assess and measure the professional development opportunities occurring throughout the academic year.

The skill-building and professional development component of the ADEI plan was implemented in fall 2023 with a staff training titled *Understanding Self and Other*. Thirty staff attended this training. Recognizing the need to provide additional opportunities for ADEI professional development and training on a larger scale, Western launched its first-ever *Day of Learning and Community Building* event. The daylong event was attended by 264 individuals representing Western's students, faculty, and staff. Eight professional development and training workshops were offered throughout the day on a variety of topics, including: Community as a Verb; Identity, Intersectionality, and Social Perception; Race, Power, and Privilege; Free Speech in the Classroom; Navigating Conflict and Difficult Conversations; Well-being; Applying Trauma-Informed Principles in the Classroom; and a Student Panel on navigating university culture.

A survey of attendees indicated that the event was well received. They reported learning something new, gaining a better understanding of the topics covered, and improving their ability to foster community building and belonging. Attendees and presenters surveyed expressed a desire to engage in a day of learning event regularly and expressed interest in building skills in areas such as intercultural dialogue, community building, understanding self and others, and exploring the interpretation and use of ADEI-related terminology and its impact on community building.

The capacity-building (professional development/training) component of this plan will be expanded in the 2024-25 academic year and will provide opportunities for participants to explore topics relevant to Western, as well as topics on anti-racism aimed at eliminating structural racism.

The Counseling and Wellness Center continues to provide health and wellness opportunities for students throughout the year. The Student Access, Community, and Intercultural Engagement team in the Division of Student Services and the Office of Equity provides ongoing support for students from historically marginalized and underrepresented communities.

In addition to the above opportunities, the Office of Equity offered the following professional development, training, and community-building activities to support members of the Western community:

- ▶ **Compassion Event:** A university-wide discussion on the impact of the October 7, 2023, attack by Hamas on Israel on members of our campus community. 120 faculty, staff, and students attended this event.
- ▶ **Lunch and Learn:** Introduction of the draft ADEI plan. 100+ attendees.
- ▶ **ADEI plan discussion and feedback:** An opportunity for members of the University community to learn about the ADEI plan, offer feedback, and engage in Q&A. 170 faculty and staff attended (combined online and in-person).
- ▶ **Professional Development training (in-person):** Understanding Self and Others: Addressing Bias in the Workplace. 30 staff attended.
- ▶ **Continuation of Mandatory DEI training:** Mandatory DEI training for new employees through the Get Inclusive modules: DEI in the workplace; DEI microaggressions; DEI unconscious bias expanded learning.
- ▶ **Website:** WWU continues to make great progress on the development of the Office of Equity website. The website will serve as a hub for information and resources for students, faculty, and staff, as well as training and skill-building materials. Website updates will be completed by the end of summer 2024.
- ▶ **Let's Talk Series and Profiles:** The Office of Equity piloted a series of conversations and profiles with students from historically marginalized and underrepresented groups to build community and increase belongingness among students. So far, WWU has completed 13 student profiles and plan to expand the profiles to include staff and faculty in the coming academic year.

In addition to the community-building, training, and professional development opportunities described above, Western also offered a series of online trainings delivered through Get Inclusive and Vector Solutions.

Online DEI Training Completions for Employees and Student Employees (2023 – 2024)

In spring 2023, all newly hired faculty, staff, and student employees were required to complete a series of three online DEI training modules through Get Inclusive. The DEI trainings were also broadly available to all employees as optional/encouraged learning.

The table below shows the completion rate for newly hired employees.

Modules Completed (Newly Hired Employees)	2023	2024	Completions (2023-24)
Diversity, Equity and Inclusion for the Workplace	2,371	713	3,084
DEI Microaggressions Expanded Learning	2,077	708	2,785
DEI Unconscious Bias Expanded Learning	2,070	720	2,790
		Total	8,659

Effective September 30, 2024, all current faculty, staff, and student employees (and subsequently hired new employees) were assigned to complete a series of two online DEI training modules through Vector Solutions. The total number of completions between September 30, 2024 and November 4, 2024, is as follows:

Modules	Completions
Diversity, Inclusion, & Belonging	1127
The Influence of Unconscious Bias (Faculty and Staff)	1081
	Total 2,208

At the same time the above trainings were assigned, the following DEI trainings were also broadly made available to all employees as optional/encouraged learning, with completions as follows (between September 30, 2024 and November 4, 2024):

Modules	Completions
Diversity, Inclusion, & Belonging for Leaders	60
Implicit Bias and Microaggression Awareness	116
The Influence of Unconscious Bias in Decision Making (Faculty Search Committees)	56
Skills for Members of Search Committees (Faculty Search Committees)	69
	Total 301

Students

The mandatory sexual violence prevention training, *Voices for Change*, includes DEI training. The following table shows the completions for *Voices for Change*:

Modules Completed	2023	2024	Total Completions
Get Inclusive (vendor)	819	2,599	3,418
Voices for Change (training)			

Percentage of employees who completed training

The total number of faculty, staff, and student employees is 5,017. The following table shows the percentage of completion by each category of employee:

	Completed		Not Completed		Total
	# of EE	% of EE	# of EE	% of EE	# of EE
Permanent Classified Staff	488	66%	252	34%	740
Permanent Professional Staff and Administrators	232	50%	235	50%	467
Tenured and Tenure Track Faculty	191	33%	393	67%	584
Non-Tenure Track Faculty	186	41%	263	59%	449
Temporary/Non-permanent Classified and Professional Staff	58	39%	91	61%	149
Student Employees	1040	44%	1300	56%	2340
Graduate Teaching/Research Assistants	124	43%	164	57%	288
Total	2319	46%	2698	54%	5017

Goals for the 2024-25 Academic Year

Professional development and capacity building are priorities for WWU in the 2024-25 academic year. The University will continue to explore innovative ways to provide professional development opportunities for its community members. Additionally, Western will focus on practicing community building while expanding the ability to share space well and understand each other better. For example, in collaboration with other units and divisions, WWU will offer professional development opportunities for faculty, students, and staff on engaging in constructive dialogue on challenging or controversial topics, building community, understanding DEI terminology in community building, and examining race and structural racism, to name a few. With an ADEI trainer onboard in the fall, WWU will expand its efforts to build capacity and improve the effectiveness of its ADEI initiatives.

Next Steps

Washington's public four-year college and universities will continue to implement the requirements in RCW 28B.10.145 through 28B.10.151 over the next several years. The Council of Presidents will work with institutions to identify and post a list of model standards and promising practices for professional development on COP's and institutional public websites for parents and community members in spring 2025. To meet this requirement, the Council of Presidents will convene institutional DEI leads to identify a list of model standards and promising practices for professional development in winter 2025.

Appendix A

Institutional Campus Climate Assessments and/or Listening Feedback Sessions

Washington public baccalaureate published results of campus climate assessments and/or listening feedback sessions for institutions who completed a campus climate assessment and/or listening feedback sessions since the last report.

Central Washington University

Central Washington University (CWU) conducted its campus climate assessment in 2022. The institution is now conducting and tracking listening and feedback sessions. The feedback session below captures the experience and thoughts of CWU leaders who attended a Supervisor Summit on June 13, 2024. The workshop presented was *Intersectionality, Equity, and Belonging in the Workplace*.

This development opportunity was offered to CWU supervisors to further their understanding of these concepts. Supervisors were encouraged to consider these concerns in the context of their own identities and the identities of those they supervise.

The discussion focused on the importance of building an inclusive workplace that values and respects employees' unique experiences, perspectives, and needs. Supervisors experienced various life stories to understand the dangers of a "single story", which can lead to bias and discrimination. The training emphasized the importance of the employee experience, ensuring that everyone feels safe, supported, and heard.

The module lasted approximately one hour and was facilitated by Dr. Charlita Shelton, Interim Vice President for Equity and Belonging.

1. Importance of Individual Stories and Intersectionality

Key Issues:

- ◆ Diverse Stories: Feedback consistently highlights the importance of acknowledging and hearing unique stories from individuals, emphasizing that everyone's experiences shape who they are.
- ◆ Intersectionality: Attendees repeatedly mention the concept of intersectionality, noting that people come from diverse backgrounds and have multiple identities that influence their perspectives and experiences.
- ◆ Perceptions vs. Reality: There is a recognition that assumptions or single stories about individuals are often inaccurate and do not capture the full picture of who they are.

Common Feedback:

- ◆ "We all have a story."
- ◆ "Be cautious about assuming people's stories."
- ◆ "Perspective of intersectionality."
- ◆ "Intersectionality - diverse backgrounds where each of us comes from."
- ◆ "You are who you are because of your experiences."
- ◆ "Everybody has a story; everyone has different experiences that shape us."
- ◆ "Single stories are dangerous."

2. Need for Inclusivity and Understanding

Key Issues:

- ◆ Situational Awareness: The feedback points out the need for situational awareness and ensuring that everyone has the ability to contribute and be heard.
- ◆ Understanding and Respect: Emphasis is placed on understanding others' stories, respecting differences, and reinforcing commonalities while acknowledging individual struggles and insecurities.

Common Feedback:

- ◆ "Situational awareness of all involved and giving all the ability to contribute."
- ◆ "Allow input and give time to understand your entire team."
- ◆ "We can reinforce our commonalities and also see how there are always differences to understand or respect."
- ◆ "It is important to know your employees' stories and seeing them as full people is important."

3. Need for Adequate Time and Structure

Key Issues:

- ◆ Time Constraints: Several comments suggest that there was not enough time allocated for discussions or activities related to exploring intersectionality and personal stories.
- ◆ Structure of Sessions: There is a desire for more structured opportunities to delve into these topics and share personal experiences.

Common Feedback:

- ◆ "Seemed like not enough time."
- ◆ "Especially with this topic, we would appreciate additional time, but we also like the topic and would like to explain mine."
- ◆ "We are integrations of multiple identities."

4. Value of Personal Relationships and Connection

Key Issues:

- ◆ Building Connections: Feedback highlights the importance of personal relationships and connections in fostering a sense of belonging. Attendees value opportunities to connect with others on a deeper level.

Common Feedback:

- ◆ "Personal relationships are important. Connection."
- ◆ "We can use this exercise with employees, who we are, and how we present ourselves. It helps to determine how we engage at CWU."

5. General Observations and Suggestions

Key Issues:

- ◆ Danger of Single Stories: There is a cautionary note about the limitations of single stories and assumptions, suggesting that more comprehensive and nuanced understandings are necessary.
- ◆ Encouragement for Continued Dialogue: Attendees express a desire for ongoing conversations about intersectionality and personal experiences.

Common Feedback:

- ◆ “What is the danger of a single story?”
- ◆ “There are so many layers to each individual that it is important to have these conversations in order to open our eyes to others’ intersectionalities.”
- ◆ “People care a lot.”

Summary of Next Steps

- ◆ **Allocate More Time:** Consider extending the duration of sessions or adding additional time slots to allow for deeper exploration of personal stories and intersectionality.
- ◆ **Enhance Inclusivity Practices:** Implement strategies to ensure that everyone has the opportunity to share their perspectives and experiences and be mindful of the diverse backgrounds of participants.
- ◆ **Facilitate Structured Discussions:** Develop structured activities or sessions that encourage attendees to engage with each other’s stories and perspectives in a meaningful way.
- ◆ **Promote Understanding and Respect:** Continue to focus on understanding and respecting individual differences while highlighting commonalities to foster a sense of belonging.
- ◆ **Encourage Ongoing Dialogue:** Create opportunities for continued discussions and reflections on intersectionality and personal experiences, both within and outside of conference settings.

By addressing these key areas, future conferences can better support attendees in feeling heard, valued, and included.

Summary of the Supervisors Experience

Staff leaders want to lean into telling “their story” regarding who they are and care about listening to their colleagues’ stories. They seek to know one another in a more intentional way. They want to understand each other’s identities, which will help them feel more connected. Leaders feel it is important to recognize each other’s and their employees’ commonalities while respecting their differences. Lastly, they want more time to spend with each other exploring each other’s backgrounds and experiences.

University of Washington

Listening Sessions Summary

The University of Washington (UW) shares similar goals to those of the state of Washington for creating a culture of belonging and has worked to comply with state legislation. For reporting purposes, this executive summary reflects the data-gathering protocol and themes concluded during the listening sessions. During these listening sessions, information was shared about the current culture of diversity, equity, and inclusion on campus from the student’s perspective.

The initial listening sessions were collected during the 2023-24 spring academic quarter and conducted virtually at various times of the day and week. Recruitment for the sessions was initiated by leaders on each campus responsible for advancing diversity, equity, and inclusion. Information about the listening sessions was also shared widely through campus-specific networks. The sessions began with a brief introduction of the facilitators and the purpose of the listening session. Facilitators provided context and information on the legislation motivating the initiation of the listening sessions. Participants were encouraged to maintain the privacy of other participants by keeping information shared during the sessions confidential. The participants were all undergraduate students, and each listening session was held separately for each campus. All sessions were about 90 minutes long, and, upon completion, all participants were given a modest monetary stipend.

The facilitators of the listening sessions included two to three staff members from the Office of Minority Affairs and Diversity (OMA&D). During the listening sessions, one of the facilitators took notes while one proctored the group interview questions. Attendance at the listening sessions ranged from 0 participants to 5 participants. A total of 7 sessions were conducted: 3 for the Seattle campus, 2 for the Bothell campus, and 2 for the Tacoma campus. There were 3 sessions in which 0 participants attended, this included the only two Bothell campus sessions and, as such, data from the Bothell campus is not present in this report. Students who registered were offered 1-on-1 sessions, but declined. During this spring quarter, there were significant campus events happening that may have overshadowed the listening session recruitment and sessions.

In the data audit, various themes emerged, with some variations from campus to campus. However, the most prominent themes across the three campuses include what students describe as difficulties navigating accessibility support. That is, students reported that for most faculty, accessibility was an “afterthought” and that if it was not a clear and simple accommodation request it was not always honored and, in some cases, used to “push out” students from certain courses. The students reported that these experiences caused significant barriers to their learning and feelings of belonging and inclusion.

A more comprehensive description of all the themes is described below. In addition, themes pertaining to specific campuses are described to illustrate the unique needs of the different campuses. Although the listening session themes provided a current and clear snapshot of DEI matters and issues for students across the campuses, it is important to note that the snapshot has a limited scope. Given the small representation for the Seattle and Tacoma campuses, and the lack of representation from the Bothell campus, generalizability is limited. The themes that emerged provided substantial information from the students’ perspective and perceptions but given the nature of the session some information was highly personalized. The overall sense of the sessions did make clear that students perceive strengths in diversity, equity, and inclusion at the University and some areas of needed improvement.

Student Themes

The goal of the listening sessions was to capture the students’ experience with diversity, equity, and inclusion. The emergent themes provided a snapshot of this experience on campus. The participants were asked the same three open-ended questions, two of which contained multiple parts. The questions included were:

1. *What has been your experience with diversity, equity, inclusion, and belonging in the learning, working, and living environments on campus?*
 - a. *Learning environments*
 - b. *Working environments*
 - c. *Living environments*

2. *In general, what are the strengths and areas of improvement on the UW campus regarding diversity, equity, inclusion, and belonging?*
 - a. *Strengths*
 - b. *Areas of improvement*

3. *Any other information that you think is relevant and important for UW community efforts in DEI work?*

From these questions, a variety of themes emerged that reflect various experiences on campus. Most of the themes were shared across both campuses represented, while other themes were campus-specific. There was a total of eight robust themes in the data, and it was clear that the participants experienced a variety of positive and negative instances related to DEI. The table below provides the eight robust themes that emerged and the description(s) of each theme.

Theme	Description
Difficulties navigating accessibility	<ul style="list-style-type: none"> • Access seems to be an afterthought. • Frequent response from faculty and staff, “We do not ‘deal with’ disabilities, talk to DRS.” • Individuals with non-apparent disabilities encounter discrimination from faculty and staff.
International student struggles	<ul style="list-style-type: none"> • International students struggled during the first quarter at UW. • International students struggle more with language barriers than DEI issues.
Underrepresented student challenges as a student worker	<ul style="list-style-type: none"> • Unpaid research positions necessary for major. • Limited research and job opportunities for undocumented students. • Undocumented student workers paid in unique way impacting livelihood.
Lack of inclusion for dorm living	<ul style="list-style-type: none"> • International students encounter racist experiences with dining staff. • Food options are not inclusive of different cultural foods. • Generic “cookie-cutter” experiences at the dorm, lack of acknowledgement of cultures. • Lack of economic diversity among residents and very few first-generation students.
Pockets of safe harbors for BIPOC students	<ul style="list-style-type: none"> • Social spaces such as the Multicultural Greek community and Circle Office were mentioned as spaces for belonging and connection. • Academic spaces such as UWT Bridge, Unite UW, and School of Public Health were also mentioned.
Select professors dedicated to student needs	<ul style="list-style-type: none"> • Proactive strategies and steps to prevent inequity issues in the classroom. • Resources for student support were provided in class. • Information School (iSchool) professors consistently highlight equity and inclusion in the curriculum lessons.
Mixed experiences at the UW Tacoma campus	<ul style="list-style-type: none"> • Culturally diverse students living in dorms. • Cultural events across campus celebrate diversity. • Professors are transparent and support students with modifications to the curriculum. • Lack of affordable food options on campus.
Perceived lack of responsiveness for DEI and sociopolitical issues	<ul style="list-style-type: none"> • There is a need for consistent communications across the three campuses. • Communication for student engagement opportunities needs improvement across the three campuses.

Campus Climate Survey Updates

During the spring 2024 quarter, an 18-member Campus Climate Working Group was charged with assisting and supporting the development of a Campus Climate Survey Instrument to be administered to the entire university community during spring 2025, five years after the last climate survey, which was administered during the 2019-20 academic year. While the previous climate survey was conducted with the assistance of an external consultant (Rankin Climate, formerly Rankin and Associates), the upcoming survey will be developed and administered in-house through the UW Office of Educational Assessment. Initial findings from the climate assessment will be shared in the next reporting cycle.

Washington State University

Human Resource Services (HRS) administered the Employee Engagement survey at the end of spring 2023. Data from the survey covers various aspects of employee satisfaction including perspectives on campus cultural climate. A summary of the results may be found here: <https://hrs.wsu.edu/wp-content/uploads/2023/08/To-Post-2023-EES-Results-Report.pdf>

At the end of AY 2023-2024, questions surveying opinions on cultural climate were standardized through a collaboration between Human Resource Services, the Office of the Provost, and the Office of Student Affairs, and will be integrated into the respective surveys administered to faculty, staff, and student communities going forward.

Appendix B

RCW 28B.10.151

Diversity, equity, inclusion, and antiracism—Reports.

By December 31, 2024, and biennially thereafter, the state board for community and technical colleges and an organization representing the presidents of the public four-year institutions of higher education shall each submit a report to the higher education committees of the legislature in accordance with [RCW 43.01.036](#) for their respective institutions of higher education. The reports must include the following:

- (1) Information on the professional development programs implemented by each institution of higher education, including updates on progress towards meeting the goal outlined in section 1, chapter 275, Laws of 2021;
- (2) A summary of results of the campus climate assessments and other relevant information received by the institutions of higher education; and
- (3) By December 31, 2026, and biennially thereafter, the reports must also include information on the student diversity, equity, inclusion, and antiracism programs implemented by each institution of higher education.

[[2021 c 275 s 5.](#)]

NOTES:

Findings—Intent—Conflict with federal requirements—2021 c 275: See notes following [RCW 28B.10.145](#).