

## SERVICE & ACTIVITY FEE ANNUAL REPORT

### Center for Diversity & Social Justice: \$519,100

*The S&A Committee likes the services provided by the Center for Diversity and Social Justice and sees value in their services. While the committee understands and sees the need for a Director position within the center, the committee would encourage a reorganization of existing positions rather than increasing the number of professional positions within the center. The committee agreed to continue funding with a 5% increase to offset inflation and increasing costs for programming and salary.*

**Fiscal Year:** FY2020  
**Program Name:** Center for Diversity & Social Justice  
**Program Manager:** Abby Chien, Director

**Please list any S&A funded positions that have been vacant longer than six (6) months. If any vacancies exist, please explain how you utilized the funds and what your long term plans are for the position.**

The DEC had an 11-month vacancy in the role of Assistant Director; the vacancy began in January 2020. Hiring for this vacancy was complicated by the University-wide hiring freeze enacted in March 2020. The DEC was able to open to search in July, resulting in an extended and unplanned vacancy. The long term plans for the position are already engaged: the DEC has hired to fill this vacancy and a staff member begins their role on December 1, 2020 under the title Program Manager. From a Human Resources perspective, the title of "Assistant Director" and "Program Manager" are functionally the same and do not differ regarding job responsibilities. Using the title "Program Manager" is more closely aligned with peer positions in Student Success that contain this level of job responsibilities and student support. Because the salary savings occurred just prior to COVID-19, the goal was to re-hire and utilize the salary line for staffing purposes. A minimal amount of the salary savings (less than \$4000) contribute to providing up-to-date technology and physical office setup for the new hire.

**Please provide an overview of the student centered programming provided, i.e. type of programs, milestones, number of students impacted, and how they benefited.**

**Campus-wide programs:** one-day to week-long campus engagement that focuses on creating cross-cultural learning opportunities to engage around culture, tradition or identities; these range from hosting guest speakers or experts to opportunities for students to showcase their identities and celebrate together. These programs range from attendees of 30-700 participants including: Día de los Muertos, Parade of Nations, Haru Matsuri, Martin Luther King Jr. Celebration, DEC Open House, identity-based welcomes (i.e. LGBTQ+ Welcome) guest lectures, speakers and more.

- 1200+ participants at in-person events in hosted by the DEC in Fall and Winter, including workshops, campus-wide events, film screening, panels, serving as panelists, and small group gatherings. This number *does not* reflect the number of students engaged in Equity and Services Council events such as *Showtime at Central* (a BSU event averaging 400+ attendees annually). For ESC events, the DEC assists students “behind the scenes” in planning events of this scale to manage budgets, contract speakers, and have guidance while planning large events throughout the year. The DEC does not maintain attendance

records; records are kept by the student organization or Council as it is their unique event.

- For each of these programs, students are the primary planners and take the lead with these initiatives; learning outcomes indicate these students are learning how to engage across cultures, adapt to different work styles, understand their own identity and how it impacts decision making, and learn how to plan events.
- **Highlights:**
  - Fall 2019 represented the largest attendance at Día de los Muertos in the history of the program, with over 700+ attendees, 26 volunteers, 20 student dancers, 8 partners (clubs, organizations, community organizations and departments) and 5 experts (vendors & teachers).
  - The DEC served as the host site for Beyond HB 1079, a Washington State-specific conference dedicated to serving undocumented students in K-12 and college/university students. Attendees included CWU students, faculty and staff, and guests from Washington, Oregon, and Idaho.

**Peer-led workshops:** DEC student staff provide workshops on request and at scheduled times throughout the year focused on increasing knowledge, learning new skills and applying these to real-life scenarios. This year, the DEC facilitated content on Safer Spaces (LGBTQ+ support), microaggressions, inclusive language, ability and disability, equality and equity in addition to other topic areas on social justice and social identities upon request.

- Over 25 peer-to-peer workshops were facilitated throughout the year with 5-25 participants per workshop. Microaggressions and Safer Spaces are the most requested and most popular. Students facilitated not just at CWU Ellensburg, but Westside Centers, Wildcat Leadership Academy, and to their peers in classrooms as part of CWU's "Don't Cancel That Class" initiative.
- Assessment of workshops participants indicates that participants are learning new concepts, practicing applying them, and engaging in critical self-reflection.
- Assessment data from students who facilitated the workshops includes improvement in developing agency, feeling more empowered to address issues of (in)equity, adapting to different learning styles and navigating systems of power, privilege and oppression.

**Orientation and Wildcat Welcome Weekend:** new in 2019, the DEC provided four distinct touchpoints for **all** new-to-CWU students during each Orientation program during Summer 2019. This included a session demystifying belonging and diversity which was offered twice per orientation in partnership with the Center for Learning and Civic Engagement. Additionally, an identity-based social called S'Mores on the DEC was a space where new students could connect with current students involved in the DEC, clubs, and organizations and learn more about how to get connected to identity-based resources. Additionally, the DEC provided resource information at all orientation sessions and served as a primary location during the Wildcat Scavenger Hunt. DEC staff were available at the parent/family/support network social to provide another layer of support and encouragement for students to utilize the DEC.

- S'Mores on the DEC and the session on Belonging created needed visibility with regard to representation and resources available to students as they transition to CWU. Involvement at each Orientation session ensures that all students have the opportunity to see themselves represented, whether visually or through values, on campus.
- During Wildcat Welcome, the DEC presents an interactive theatre show to all incoming first-

year students that highlights diverse narratives in the student experience. The entire DEC student staff participates and learn how to perform, write and craft their own stories.

**Find Your People:** an identity-based program that connects students based on identities they hold; the series launched in Winter 2020 with over 50 participants, 7 facilitators (different facilitators for most sessions) and 8 unique sessions. It continued virtually and is ongoing throughout the academic year.

- Examples of sessions include meet-ups for students who identify as people of color, graduate students of color, African American women, African American men, gender non-conforming students, multiracial/multiethnic, students with disabilities, LGBTQ+, interfaith and many more. Identity groups and topics are selected each quarter based on direct student input.
- Surveys from participants indicated that 95% “agree” or “strongly agree” that attending these sessions fostered a sense of belonging and helped them feel connected to peers with shared identities. 100% of those surveyed indicated they would like to see more events like this in the future.
- When asked to pick two words to describe the event, participants indicated “impactful” “empowering” “motivating” and “important.”

**Hot Drink, Hot Topic:** a new program in the “virtual” era, launched in Spring. “Hot Drink, Hot Topic,” is a pre-recorded discussion on “hot” social issues including anti-Asian racism due to coronavirus, womxn in leadership and Haru Matsuri (in place of the in-person event).

- These videos were posted to Facebook and average 700 views per video. Videos were produced every-other week.

**Support for Equity and Services Council (ESC):** the DEC provides advising support to all equity clubs and organizations at varying levels ranging from leadership development, event logistics, event promotion, to financial sponsorship.

- Collaborated with ESC to mail over 300 graduation packages to celebrate the graduation of students in the following communities: Latinx, Black, LGBTQ+, Undocumented, Muslim, Filipinx and Polynesian/Pacific Islander.
- Supported student organizations and the ESC executive team in hosting annual events ranging from the Welcome Block Party (150+ attendees) to Showtime at Central (400+ attendees).

**Physical Space Programming:** in Fall 2019, the DEC completed a renovation of the physical space in Black Hall, which allowed for a community-centered space for students to gather and discuss identity, create connections and build community. While “physical space” may not fit the traditional definition of “program,” it meets the same goals as many “programs” by ensuring students who experience marginalization or who want to learn about difference have places to build connection, are able to learn from their peers and grow as students outside the classroom. A physical space on campus that meets these goals is a cornerstone in developing a healthy and empowered sense of identity and self.

- From October 2019 – March 2020 there were 292 room reservations in the DEC for meetings and events. The multi-purpose room was reserved 119 times, while the conference room was reserved 173 times. Taking all reservations together, comparing Winter 2020 to Fall 2019 shows an increase of 6% in reservations.
- The DEC averaged 213 students visiting per week in Fall 2019; in Winter 2020 the DEC averaged 240 students visiting per week. The increase was due to more students utilizing

- the space for student organization or club weekly meetings.
- This renovation also created an opportunity for the Equity and Services Council organizations to have a dedicated closet to store all materials.
  - The renovation allowed for the DEC to host the following programs:
    - Let's Talk with Student Counseling Services, weekly opportunity for students to drop in and connect with Dr. Taryn Beard in the DEC; occurred all year.
    - Attorney Office Hours with Central Washington Justice for Our Neighbors' attorney Maxwell Olarsch, allowing students to access (free) legal resources on documentation status; office hours occurred twice per month during Winter 2020.
    - Provided office space which allowed the following interdisciplinary studies units to host regularly scheduled office hours: El Centro Latinx; Women, Gender and Sexuality Studies; Africana and Black Studies; and American Indian Studies.

**Additional Student Services** provided during fiscal year 2020.

- Developed on-campus resource guides for LGBTQ+ students and undocumented students.
- Assisted in the connections of students to clubs, orgs or gatherings. This includes, and is not limited to, helping to connect students in the formation of new identity-based clubs such as the Jewish Student Union or providing resources for Native students to gather outside of the formal "club/org" structure.
- Partnered with the Office of International Studies and Programs (OISP) to create guidelines and administrative parameters for the [Reflection Room in Hebel Hall](#).
- Partnered with the Registrar's office to remove gendered language from MyCWU, particularly the "good student standing" button.
- Partnered with Facilities to 1) ensure the "inclusivity and diversity" features on the [interactive campus map](#) reflect inclusive language and clear understanding for all-gender restrooms, PUSH pantries and lactation rooms, 2) launch a committee tasked with creating an all-gender restroom policy and 3) guarantee access to all-gender restrooms in Black Hall after 5pm.
- Launched the Bias Response Team with the Office of Student Rights and Responsibilities to ensure that students who are impacted by issues of bias on campus have a network of support, access to resources, and the ability to define their response.

Students have benefitted from these engagements (details were included for most programs in the sections above). Taken as an aggregate, the DEC used one standard assessment question across all programs asking students to self-report their sense of connection (sense of belonging) to campus specifically if/how a particular DEC program did or did not foster this connection with regard to identity. Given how diverse the scope and scale of these programs are (ranging from campus-wide celebrations, affinity-based meet up or Equity and Services Council Meetings), this provides an excellent cross-section of how students experience these programs:

- 89% of students who responded to this question said they "agree" or "strongly agree." When asked to describe how this engagement opportunity contributed to a sense of belonging, students noted "[Equity and Services Council] provided a space for me to feel comfortable to be me" and "[Find Your People – African American Men] builds a sense of belonging with learning from other Black men that may have a different career path or background, but the goal of togetherness and helping each other reach their goals together as one."

The DEC also developed learning outcomes specific to student staff; supervisors used this tool to help students move through developmental practices including adaptability, reflection, identity, systems thinking and empowerment. Students complete this self-assessment to create a comparative data set at different times throughout the year. Highlights include:

- “Working at the DEC this year has helped me understand and use my agency to help others that aren’t as aware to the things going on in the world.”
- “I rated myself as strongly agree for “I can articulate how my role at the DEC impacts the student experience at CWU”, because I have deeply felt the impacts myself, our team, and the DEC in general have made at CWU. I help organize cultural events, which deliver the experience and knowledge of that culture to CWU students. Many students came up to me and shared the impacts these events have made on them on a very personal level.”
- “I understand my privilege as a cisgender, heterosexual man and I check that privilege in each of my interoffice interactions. This has helped me recognize tendencies like “mansplaining” and different things like that.”

**Please provide a detailed explanation of any fund transfers from one service and activities fund budget to another**

N/A

**Please provide an explanation for any positive or negative fund balances at year end.**

Due to COVID-19 and a staff vacancy, the DEC is taking forward positive fund balances. The DEC historically spends most of its programmatic funds during Spring Quarter to support ESC Organization signature events such as PolyCentral’s Polyfest or Filipino American Student Association’s Barrio Fiesta. These are in addition to the DEC’s own signature events such as Haru Matsuri and the annual Diversity Awards, among others. Due to changes in teaching modality, our output for student staffing decreased as students opted to reduce their hours or completely withdraw from the University. Additionally, the DEC did not have a need to employ students over the summer to assist with in-person orientation. Without an in-person set of programs during Spring 2020 *and* with the directive to freeze funds, funds were not expended in the rate anticipated. Without a staff vacancy and programs, the DEC anticipated concluding the FY20 fiscal year expending all annual funds.

# Service & Activities Base Funding Financial Overview

For the month ended October 31, 2020

Department: Diversity & Social Justice

Fund: F:522

As of 11/13/20

	FY21 Actuals + Forecast	FY20 Actuals	FY 19 Actuals	FY18 Actuals
<b>Revenues</b>				
CWU-Sales and Services	0	180	1,298	(624)
CWU-Other	0	0	0	1,179
CWU-Allocation (Revenue)	530,543	530,543	526,007	526,007
<b>Total Revenues</b>	<b>530,543</b>	<b>530,723</b>	<b>527,306</b>	<b>526,563</b>
<b>Transfers</b>				
CWU-Transfer (Fund Addition)	0	0	500	0
CWU-Transfer (Fund Deduction)	0	0	0	(500)
<b>Total Transfers</b>	<b>0</b>	<b>0</b>	<b>500</b>	<b>(500)</b>
<b>Expenses</b>				
CWU-Salary and Wage (Faculty)	1,684	6,185	0	0
CWU-Salary and Wage (Staff)	204,872	195,222	213,942	182,294
CWU-Student/Temporary/Overtime	81,100	64,710	82,394	92,902
<b>Total Salaries</b>	<b>287,656</b>	<b>266,117</b>	<b>296,336</b>	<b>275,196</b>
CWU-Benefits	82,304	79,615	77,613	89,129
<b>Total Salaries &amp; Benefits</b>	<b>369,961</b>	<b>345,732</b>	<b>373,949</b>	<b>364,325</b>
CWU-Goods	744	5,094	12,862	15,090
CWU-Services	16,000	2,800	22,777	16,949
CWU-Supplies	11,461	8,943	9,264	16,525
CWU-Utilities	4,422	2,274	5,538	5,814
CWU-Repairs/Maintenance	1,600	28,771	18,919	4,686
CWU-Insurance	0	1,258	5	0
CWU-Program	24,519	12,851	47,999	27,056
CWU-Travel	3,000	1,671	17,207	2,565
CWU-Equipment/Software (Non-Capita)	2,500	70,516	1,729	3,930
Bad Debt	0	0	0	0
<b>Total Goods &amp; Services</b>	<b>64,246</b>	<b>134,179</b>	<b>136,300</b>	<b>92,615</b>
<b>Total Expenses</b>	<b>434,206</b>	<b>479,911</b>	<b>510,249</b>	<b>456,940</b>
<b>Net Resources</b>	<b>96,337</b>	<b>50,812</b>	<b>17,557</b>	<b>69,123</b>
<b>Projected Beginning Fund Balance</b>	138,687	87,875	70,318	1,195
<b>Projected Ending Fund Balance</b>	235,024	138,687	87,875	70,318