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# Inclusivity, diversity, equity and anti-racism (IDEA) 5227

### Year 1, Committee report
### July 2022

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*to*

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## Executive Summary

Central Washington University has uniquely approached Washington State Bill 5227 so as to contextualize the requirements of the bill to the university's needs and communities. To fulfill 5227, Vice President of Diversity Equity and Inclusivity, Dr. Delores (Kandee) Cleary has sponsored the implementation of a two committee approach to foster partnerships and vital connections across communities. Since January 2022, led by Ms Sigrid Davison and Dr Michel Eliatamby-O'Brien, the committees are developing consensus across employee groups and designing professional development for practical anti-racist, inclusive, and equitable opportunities supported across the university.

The bill specifically asks that "public institutions of higher education provide faculty and staff, as well as students, with training to give them tools to address matters related to antiracism, diversity, equity, and inclusion," and that professional development programs are, "developed and delivered by individuals with innate and acquired experience and expertise in the field of diversity, equity, and inclusion," and must be made available and regularly assessed for their effectiveness.

Grounded in the prevailing knowledge about adult social justice and antiracism learning and leadership development, the committees are interested in providing opportunities for participants to reach five objectives: (1) aware of impacts of identity and their intersections at maintaining and reifying systemic barriers and categories of power; (2) develop the skills and strategies to transform inequitable behavior in their professional role and generate and promote change in institutional processes to transform said behavior; (3) demonstrate an openness to learning about people, cultures, and societies different from themselves and their own worlds; (4) be able to understand how bias can impact one's perspectives on systemic racism; and (5) articulate pathways of combating systemic racial injustice in the discipline. To reach these objectives, the committee has planned two different paths for differing social justice ways of knowing: a foundational and leadership path.

Each path has a series offered consecutively each quarter and has identified learning outcomes. Each professional development course will have three synchronous in-person and online via Zoom (multimodal) meetings per quarter, so that all faculty and staff can take part in the course and create community.  Asynchronous content delivered through Canvas work will be completed in-between synchronous sessions . Synchronous sessions will be facilitated by teams with disciplinary expertise in anti-racism teaching and scholarship. Guided self-selection will be utilized to populate each path series. Participants will have the opportunity to demonstrate learning through a variety of means. Both synchronous and asynchronous content is being developed at this time. Developers are working to incorporate latest educational uses of artificial intelligence and gamification.

The committee askes that leadership champions and actively supports this inclusivity, diversity, equity and antiracism learning.  We ask that all employees with direct reports are impressed upon to provide the time and space for this learning to occur. Furthermore, we ask that they additionally provide their direct reports with opportunities and environments conducive to practice their new knowledge and skills in their contexts, promoting this series, engaging in the series themselves, and recognition in reviews affecting promotion and advancement that reaffirms the significance of this work.

## Overview

WA Bill 5227 specifically asks that "public institutions of higher education provide faculty and staff, as well as students, with training to give them tools to address matters related to antiracism, diversity, equity, and inclusion," and that professional development programs are, "developed and delivered by individuals with innate and acquired experience and expertise in the field of diversity, equity, and inclusion," and must be made available and regularly assessed for their effectiveness.

IDEA 5227 at Central Washington University is a two-committee engaging 25 faculty, staff and administrators who are charged with fulfilling the requirements of Washington State Bill 5227 for employees. The committees are sponsored by Vice President of Diversity Equity and Inclusivity, Dr. Delores (Kandee) Cleary, and led by Ms Sigrid Davison and Dr Michel Eliatamby-O'Brien. The primary committee is the Development and Design Committee. The Development and Design Committee was tasked with developing the basis of the 5227 implementation and is comprised of those "with innate and acquired experience and expertise in the field of diversity, equity, and inclusion" to ensure our programs are rigorous, research-based, contextually appropriate, and are innovative rather than rudimentary. The second committee, the Collaborator Committee, not only fulfills the expectation of 5227 that all programs are "developed in partnership with the institution's administration, faculty, staff, and student leadership groups;" further, it is the committee responsible for representing the differing campus communities and is tasked with ensuring that the initiatives and programs developed respond to specific institutional and community-based needs. The members of the Collaborator Committee were expected to communicate regularly with their colleagues and representatives from across the institution to foster collaboration on this initiative. These committees together thus foster partnerships and vital connections between colleagues interested in these issues, and those colleagues designing and developing a practical anti-racist, inclusive, and equitable professional development opportunities supported across the university.

IDEA 5227 Design and Development Committee began meeting weekly during Winter 2022 quarter, the Collaborator Committee joined the meetings once per month. In the Spring, the Design and Development committee met bi-weekly, with the Collaborator Committee joining two times.

## Committee Activities

The committee identified three primary areas needed to encompass the learning needs of Central Washington University:

1. Foundational Path: "Start Where You Are" training involves programmatic and interactive professional development opportunities for those who are just beginning to access current approaches to antiracism, inclusivity, and equity, as well as for those who have begun to educate themselves on antiracist and equitable practices but would benefit from further guidance so they can meaningfully implement these elements into their work at CWU.

2. Leadership Path: "Leading for IDEA Change" is for those with experiential knowledge or expertise related to antiracism and furthering equity at a diverse institution; this path is subtended by a scholar-practitioner approach to allow individuals to access professional development and community-building practices.

3. The development of caucuses and affinity groups within these paths will create sites where individuals can come together in groups based on shared backgrounds, experiences,

identities, and knowledge to learn together and educate one another in brave, highly-communicative spaces.

The committee seeks to have employees move through the professional development in cohorts, where they will cultivate relationships to support risk-taking, communicate experiences, and stay connected as they grow together; this will ensure they collectively evolve their skills, knowledge, and practice as a community as they initiate their social justice journey. The committee intends participants engaging in these professional development series to be: (1) aware of impacts of identity and their intersections at maintaining and reifying systemic barriers and categories of power; (2) develop the skills and strategies to transform inequitable behavior in their professional role and generate and promote change in institutional processes to transform said behavior; (3) demonstrate an openness to learning about people, cultures, and societies different from themselves and their own worlds; (4) be able to understand how bias can impact one's perspectives on systemic racism; and (5) articulate pathways of combating systemic racial injustice in the discipline.
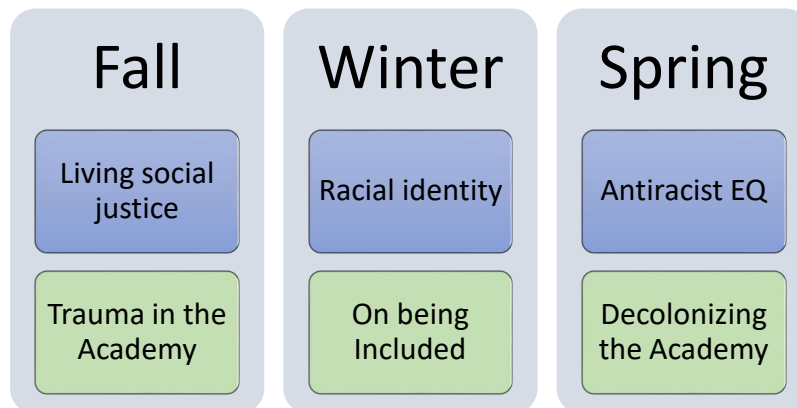
These professional development opportunities reflect the prevailing knowledge of gaps as well as best practices in current diversity "training," adult learning, and leadership development. For those who have an interest or goals towards advancing social justice in themselves and their work, ways of thinking and doing must become habitual (Devine, Forscher, Austin & Cox, 2012). Consequently, the standard approaches to social justice are ineffective: they are short-term, activate and are premised on stereotypes, and increase divisiveness and feelings of being controlled (Dobbin & Kalev, 2018). Additionally, compliance-based diversity training, particularly as it applies to adults, rarely incorporates the best practices in diversity education. Such training is superficial, and lacks experientially based and active forms of learning, including contact, cooperation, and reciprocity among participants and facilitators; developing high expectations of learners; and respecting diverse ways of learning (King, Gulick & Avery, 2010). As an alternative to superficial approaches to diversity training, evaluations focused on affectively based, cognitive-based, and skill-based outcomes found that participant interaction that incorporates assignments and opportunities longer than four hours in length had the largest impacts; IDEA's framework aligns with this research (Kalinoski, et al., 2012). While there are overlaps between best practices in leadership and adult learning principles, leadership learning, however, offers some specific features we are taking into consideration. For instance, a professional development structure can effectively limit the burden on participants by encouraging them to practice their learning in professional situations (Reinhold, Patterson & Hegel, 2015). Further, IDEA focuses on learning premised on collaborative concepts and perspectives, and leading competencies in this field. Professional and leadership development that deeply affects institutional culture is an ongoing process, and thus cultural shifts will take time (Petrie, 2014a). Decidedly, prevailing knowledge in this field aligns with the planned approach, expectations, outcomes, content, structure, context, and facilitation of professional development for CWU's implementation of Washington State Bill 5227.

### Experiential Paths

To reach the objectives listed above and satisfy the learning needs of CWU employees, the committee identified two different paths. Regardless of path, each cohort will advance the social justice journey regardless of participant's professional role or educational attainment through the use of adult learning principles and multimodal offerings.

The foundational path, "Start Where You Are," is for those with beginning to intermediate understanding and skills when it comes to addressing inequity, particularly race and racism. Drago-Severson and Blum-DeStefano (2017) describes this phase as instrumental and socializing, suggesting concrete and self-focused ways of knowing to perspective taking and empathetic ways of knowing. This path will focus on inviting employees into the conversation incorporating experiential and educational knowledge with personal and professional environments, growing their awareness while developing skills to support constructive responses to bias and power, and encouraging reflection, self-examination and community.

The leadership path, "Leading for IDEA Change," is for those with extensive understanding and skills with inequity, and for who also seek or are engaged in leading with robust experience in social justice practices. Drago-Severson and Blum-DeStefano (2017) describes these phases as self-authoring, explaining ways of knowing that are grounded in the consideration and prioritization of others in relation to their own, and self-transforming ways of knowing, describing those who have developed their own beliefs and perspectives however are continually seeking information and perspectives to further reflect and evolve.  This path will have a structural and framework towards furthering organizational change. To do so, participants will develop skills to confront institutional challenges and barriers; analyze, strategize, and engage in collective action; and create tactics for successfully supporting oneself and others while doing this work. The professional development opportunities in this path will be offered by external experts, such as Reshmi Dutt-Ballerstadt, Sara Ahmed, and Eve Tuck.

| Fall | Winter | Spring |
|------|--------|--------|
| Living social justice | Racial identity | Antiracist EQ |
| Trauma in the Academy | On being Included | Decolonizing the Academy |

### Learning Outcomes

Learning outcomes were developed for each path. The three professional development opportunities on the foundational path are: "Introduction to Living Social Justice," "Racial Identity and Intersectionality," and "Antiracist Emotional Intelligence."

The primary development focus for "Introduction Living Social Justice" is self-reflection and identifying assumptions related to diversity and distinction. The learning outcomes are:

- Discuss and explain terminology connected to antiracist action
  - Race, racism, racist-antiracist
  - Bias (explicit/ implicit), discrimination, power, oppression
  - Social identity, intersectionality, positionality

- o Diversity, equity/ equality (justice), inclusion, belonging, assimilation and acculturation
- o Individual, institutional, structural/ systemic inequity
- o Whiteness, anti-Blackness, misogynoir, transmisia, heterosexism
- Identify how historical racism and other systemic forms of bigotry shape injustice at postsecondary institutions situated regionally including CWU
- Recognize personal biases and emotionally-based responses when interacting with minoritized peoples
- Describe the impacts of racial inequality as it intersects with other minoritized identities
- Recognize the relationship between microinvalidations, microinsults, and microassaults, and how these problematics impede the development of relationships and trust

The primary development process "Racial Identity and Intersectionality" is recognizing injustice in wider environment and one's participation in inequality. The learning outcomes are:

- Identify one's social identities and relate them to the systemic and social effects of white supremacy and inequitable processes
- Identify the ways positionality frames and constructs one's own experiences and knowledge
- Identify how multiple minoritized identity positions intersect to compound forms of marginalization and violence
- Interpret how systems of oppression affect and define multiple intersecting identity positions (e.g., race and class, gender and race, sexuality and disability etc.)

The primary development process for "Antiracist Emotional Intelligence" is transformation and action. The learning outcomes are:

- Develop and utilize the skills and strategies to transform inequitable behavior
- Build community and cultivate safe and brave spaces
- Model sustainable actions to bring about a more inclusive and anti-racist climate
- Understand the various forms of empathy and how to use that understanding to take the perspective of a person of a different race
- Discuss the connection between bias, triggers, and values and how to use emotional regulation to respond appropriately
- Develop an awareness of differences between cultures and how bias amplifies the perceptions of these differences

Learning outcomes for the leadership path are subject to change based on the experts we can book for our 2022-23 sessions. The three professional development opportunities on the leadership path are: "Trauma in the Academy," "On being Included," and "Decolonizing the Academy." The primary development process for "Trauma in the Academy" is self-reflection after trauma. The learning outcomes are:

- Examine critical experiences that have damaged one's trust and connections to others as it relates to individual and collective marginalization
- Identity critical actions needed to rebuild trust and relationships that reduce institutional trauma
- Identify and apply actions for healing and liberatory racial experiences

- Develop collective and collaboratory relationships with colleagues that centers individuals more often excluded due to identity

The primary development process for "On Being Included" is engaging injustice in a wider institutional environment. The learning outcomes are:

- Identify flaws and gaps in the language of diversity and diversification as it is deployed at CWU
- Formulate methods for resisting and working within institutional whiteness and the institutionalization of social justice efforts
- Collaboratively construct new methods for productive complaints of injustice within institutional settings
- Develop ways to build spaces of community for oneself and other marginalized identities

The primary development process for "Decolonizing the Academy" is transformation and action based on decolonizing principles. The learning outcomes are:

- Identify decolonial and anticolonial practices that can be deployed within the academy
- Evaluate methods for approaching institutional change through decolonial frameworks based in the repatriation of diverse knowledges
- Formulate practices that engage with hierarchies of settler power, the legacies of colonialism and imperialism, and sites of exclusion within the institution, including how they related to pedagogy and evaluation

*Course Structure*

For each path, the committee decided on a series of three professional development courses offered consecutively in the Fall, Winter, and Spring quarters. Each professional development course will involve primarily asynchronous content, with three synchronous in-person and online via Zoom (multimodal) meetings per quarter, so that all faculty and staff can take part in the course and create community. These professional development courses will be facilitated via Canvas and will use the Canvas discussion boards to provide the opportunity for individuals to come together in groups, support each other, and collectively.

Canvas content will include readings, videos, and other tools to provide opportunities to engage with complex material. Work will be completed in-between synchronous sessions, including on discussion boards with prompts. For synchronous sessions, those in-person will have a tablet or laptop in front of them so that individuals participating online will be able to see each person individually, which will ease interaction with those online. Professional development synchronous sessions will be facilitated by teams with disciplinary expertise in anti-racism teaching and scholarship. Participants will self-select into the different paths based on the course outcomes and goals, as well as a series of questions provided via email in advance of the Fall quarter.

We will work with the Disability Services Office to incorporate accessibility support into the courses. We acknowledge that there are employees at CWU who are not technologically savvy or have access to these tools while at work and will address these situations as needed.

Sample schedule:

- Thursday, October 13, 3-4 hours:  Introductory, relationship building, foundational content

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- o First cycle: content opened on Monday October 17th, assignment due October 26th
  - o Second cycle: content opened on Monday October 31st, assignment due Nov 9th
- Thursday, November 10, 2 hours: Check-in, debrief experiences, additional content
  - o First cycle: content opened on Monday November 14th, assignment due Nov 23rd
  - o Second cycle: content opened on Monday November 28th, assignment due Dec 7th
- Thursday, December 8, 3-4 hours:  Wrap-up and forecasting next course, debrief, celebration, content and experiential survey

Prior to the first meeting, participants will complete pre-participation work to expose them to possible technology and structural questions. Participants will be asked to watch an Introduction to Canvas video to elicit possible questions to be addressed in our first meeting. Participants will be given prompts and asked to write a letter to themselves, for which only they will retain access to, so they can measure their own growth as they engage in the courses. The first meeting is expected to focus on relationship building and skills in addition to delivering content, hence the length of time for this meeting.

In-between meetings, participants will have access to a variety of learning resources to connect to their best modality for learning. Participants will get to choose 3-5 resources through which to engage and complete the assignments. For example, participants will be provided academic articles and chapters, videos, blogs, chapters in graphic novels, audio chapters, and can select from a variety of this content in order to engage with discussion board questions.

Assignments are focused on participant reflection and critical inquiry. Participants can demonstrate learning through writing, speaking, a recorded conversation with another participant, with the possibility of other options also, such as an optional Zoom session with their cohort. During each cycle, use of artificial intelligence learning tools will be used to facilitate learning, which delivers microlearning content to increase engagement. We are also looking into gamification possibilities to ensure this material remains engaging and accessible.

The second meeting will deliver more rigorous content. Participants will engage in a variety of debriefing processes to elicit learning through reflection, shared experiences and problem-solving.

The third meeting is the final meeting for each course. Again, participants will engage in a variety of debriefing processes. Facilitators will deliver content to conclude course and to forecast next course. Critically, we will celebrate the work and success of participants through accolades, appreciation and food. A survey will be distributed to assess content and experiences, and to identify future inclusivity, diversity, equity and anti-racism learning needs and interests.


*Content Development*

Summer of 2022 began the work of developing content for facilitation and learning. Content developers for all three courses to be offered in academic year 2022 – 2023 are:

- Dr Lucinda Carnell, ODEI Faculty Fellow 2020 – 2023
- Ms. Sigrid Davison, ODEI Assistant Director
- Dr Teresa Divine, ODEI Faculty Fellow 2022 - 2023
- Dr Michel Eliatamby-O'Brien, ODEI Faculty Fellow 2020 – 2023
- Mr. Anderson Parks, ODEI Faculty Fellow 2021 – 2023
- Dr Griff Tester, ODEI Faculty Fellow 2022

Areas of development are:

- Content delivered online and in-person synchronously
- Content build in Canvas asynchronously
- Learning resources
- Material engagement such as discussion language and prompts, and gamification

All content for all courses is expected to be completed prior to the beginning of Fall quarter. The specific persons to teach and administer Canvas is still to be determined.

## Review and Ask

In summary, the two committee groups have worked diligently to create professional opportunities that incorporate the prevailing knowledge for social justice professional development and learning. Our efforts have addressed the approach, expectations, outcomes, content, structure, and facilitation of professional development for IDEA. However, we have little control of the context of learning for the participants.

The work requires the championing and active support from leadership (Pettigrew & Tropp, 2006). One aspect of leadership development we cannot provide is the support of supervisors and leadership for employee participation and success (Reinhold, Patterson & Hegel, 2015). Therefore, an ask we have is for all supervisors to be impressed upon to provide the time and space for this learning to occur, particularly for civil service supervisors. Participants will need time off for the face to face content without having to make up the time and 2 – 3 hours a week to do the work and interact with other participants – also without having to make it up (Petrie, 2014a). Leaders and supervisor can further support the work by providing participants with opportunities and environments conducive to practice their new knowledge and skills in their contexts, promoting this series, engaging in the series themselves, and recognition in reviews affecting promotion and advancement that reaffirms the significance of this work (Petrie, 2014b).

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