



# Commission on Campus Climate

Final Report

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## Executive Summary

The Commission on Campus Climate (hereafter the Commission) was created by President Elson S. Floyd to address issues surrounding campus climate and core values. The creation of the Commission was prompted by the injury to Dr. David Warner on March 30, 2013, and its aftermath. President Floyd called for volunteers to serve on the Commission, and appointed Dr. AG Rud, Distinguished Professor in the College of Education and former dean, as chair.

The Commission took as its charge to examine the complex underlying issues of campus climate and to propose recommendations to improve the climate. We defined climate as the atmosphere of the university that reflects whether all its members feel safe, valued, listened to, and treated with fairness and respect. The Commission affirms what member Dr. Michael Tate stated, that there needs to be a unified system to educate Cougs about the norms of our community. Everyone who enters the WSU community should be aware of norms of civility and conduct.

Four subcommittees (Best Practices at WSU; Best Practices Elsewhere; Climate Data; and College Hill) did the bulk of the work, and reported at the eight meetings of the full commission during the academic year 2013-14.

Specific recommendations came with an educational approach and actionable items. These are summarized here and more fully described in the report:

- I. Implement recommendations from the Alcohol Task Force Report and the Faculty, Staff and Student Diversity Plans.
- II. Maintain possession of the Adams Mall property. The best, perhaps only, way to have any control of what happens at the property is to retain it as University real estate.
- III. Increase police presence on College Hill.
- IV. Create a robust Neighborhood Watch presence on College Hill.
- V. Implement the “Green Dot” program community wide.
- VI. Develop a system for “Cougar Choice” certified housing conjunction with ASWSU.
- VIII. Designate a liaison to the City of Pullman with the authority to weigh in with “university positions” on critical community issues that impact students, faculty and staff.
- IX. Appoint a standing implementation committee to address ongoing College Hill issues.

## Report

### Origin and Context

The Commission on Campus Climate (hereafter the Commission) was established in response to an incident at Adams Mall on March 30, 2013, in which WSU instructor David Warner was injured.<sup>1</sup> Based on the outcry that the incident generated in some segments of the community, President Floyd announced that he would appoint a commission to examine issues surrounding campus climate and core values. He asked for volunteers willing to serve on the commission. Ninety-seven individuals submitted their names or were recommended by others. On May 23, 2013, President Floyd asked Dr. AG Rud, distinguished professor and former dean of the College of Education, to chair the commission.<sup>2</sup> Rud, with input from President Floyd and Executive Director of University Communications Kathy Barnard, selected the members of the commission from the list submitted over the summer and early fall 2013, with attention to broad representation of faculty, staff, students, and the Pullman community. President Floyd issued invitations to a final list of twenty-one individuals on September 24, 2013. Nineteen individuals accepted the invitation while two were interested but unable to join the commission due to their schedules.

The commission held its first meeting on October 8, 2013 where President Floyd issued the charge to the commission.<sup>3</sup> He noted that the incident involving Dr. Warner galvanized the campus and community around the issue of core values. He asked the commission to engage in an assessment of the current situation, and that we invite leaders of other groups on campus to provide their input on campus climate. In addition, President Floyd specifically asked for advice on Adams Mall and the south end of College Hill. While he encouraged the commission to build on the work of others, and to attach their reports to our own, he stated that nothing should be out of bounds in our discussion.

The commission met eight times in the 2013-14 academic year. Four subcommittees were formed: Best Practices at WSU; Best Practices Elsewhere, Climate Data, and College Hill. The subcommittees were given charges and met separately to do their work. These subcommittees, in particular College Hill, met with additional individuals, and such are described in their reports below.

Meetings of the full commission (see appendix for agendas and attached documents) consisted of discussion of items brought forward by the subcommittees, as well as reports and discussions with the following groups and individuals:

- Third meeting, November 18, 2013: A group of concerned alumni who raised issues to do with Adams Mall and the code of conduct;

<sup>1</sup> <http://president.wsu.edu/blog/perspectives/?p=836>

<sup>2</sup> <http://president.wsu.edu/blog/perspectives/2013/06/05/commission-on-campus-climate-chair-ready-to-begin>

<sup>3</sup> <http://president.wsu.edu/blog/perspectives/2013/10/10/commission-on-campus-climate-work-gets-underway>

- Sixth Meeting, February 4, 2014: Mel Taylor, Executive Director of Real Estate and Local Relations; review of the work of Professor Jenifer McGuire, Human Development;
- Seventh Meeting, March 4, 2014: President’s Commission on the Status of Women, Deb Bartlett, Chair, with Jill Griffin and Kathleen Hagen, past chairs; Jeff Guillory, Director of Diversity Education; K. Duane Brelsford, CEO of Corporate Pointe Developers, LLC, the management of Adams Mall; and
- In addition several members of the commission met with Stubblefields onsite management, DJ Goldfinger and Tommy Gunz, at Stubblefields on July 2, 2013 for their open house and presentation, and again on April 28, 2014 for discussion and a tour.

## Definition of Campus Climate

There are a number of campus climate definitions that other groups have developed to guide their work, and we consulted them. A well-known definition is offered by Susan Rankin of Pennsylvania State University, the lead consultant on a campus climate initiative at the University of California Berkeley:

The current attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the level of respect for individual needs, abilities, and potentials.<sup>4</sup>

While this definition is clear and thorough, it does not touch upon the entire unit or units we discussed, such as the university and the Pullman community. Therefore, the following definition from a climate study at the University of Wisconsin – Madison is helpful, as it goes beyond individuals:

The atmosphere or ambience of an organization as perceived by its members. ... reflected in its structures, policies, and practices; the demographics of its membership; the attitudes and values of its members and leaders; and the quality of personal interactions.

Behaviors within a workplace or learning environment, ... that influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.<sup>5</sup>

Thus our definition of campus climate is: The atmosphere of the university that reflects whether all its members feel safe, valued, listened to, and treated with fairness and respect.

<sup>4</sup> <http://campusclimate.ucop.edu/what-is-campus-climate>

<sup>5</sup> <https://www.csustan.edu/sites/default/files/StrategicPlanning/documents/1-Goal.pdf>

## Recommendations

The following recommendations are offered from the full commission. We took what could be called an educational approach and a focus on actionable items. The recommendations are divided into educational and administrative sections. We also paid heed to the new Strategic Plan's commitment to diversity, safety, and integrity.

Educational Approach: The work of the commission did not focus on discussion of the Warner incident, though our work had been prompted by the incident and its immediate aftermath. We all volunteered to serve on the commission in part because we were concerned about the incident and the immediate aftermath, but we did not discuss the legal ramifications of the case. Rather, we saw the Warner incident as symptomatic of larger issues having to do with social climate, tolerance, risk prone behavior, and general civility. As educators, we spent time focusing on educational means to change these issues for the better.

Actionable Items: Many of us have served on commissions and task forces that issue reports that end up on a shelf. We realize that there is a natural tendency to deal with complex issues by creating a commission that issues a report, but does not result in change. Change is difficult and takes time. In being sensitive to this tendency toward inertia, we present below actionable items that can be carried out. To assure that this happens, we propose an accountability review and implementation team that would report annually on campus climate and its condition.

## Educational Recommendations

- I. Implement recommendations from the Alcohol Task Force Report and the Faculty, Staff and Student Diversity Plans, which were developed after thorough research and discussion by committees with broad faculty, staff, and student representation.
- II. Implement the following action items as a first priority. These items have the most potential to have the greatest immediate impact on the WSU communities in Pullman, Vancouver, Tri-Cities, Spokane, and Everett.
  1. Distribute and publish a statement supporting the core values of a positive climate (respect, equality, inclusion, civility and diversity) signed by the university president, provost, chancellors, academic deans, chair of the faculty senate and other appropriate university officials. **(Public support from top administrators and accountability are crucial, as indicated by research and case studies at the University of California system and the University of Washington).**
  2. Empower, hold accountable, and reward department chairs and deans for creative and vigorous efforts to promote and support a positive workplace environment that demonstrates core values. Link accountability to annual reviews.

3. Institute cultural competency workshops for all faculty, staff, department chairs, deans, directors, and students. Use existing capabilities at WSU including HRS, the Diversity Education Program, and WSU Extension (for instance, *Navigating Difference*: <http://ext.wsu.edu/diversity>). For students, use existing curricular opportunities such as ALIVE, Freshman Focus, and diversity course requirements. *Require new faculty and staff to take this training.*
4. Strengthen, simplify, and publicize the complaint process for students, faculty and staff to ensure that complaints of bullying, sexual harassment, and discrimination are fairly and promptly dealt with. Inform the WSU community of reporting and investigation procedures.
5. Institute university-wide (some already being done at the provost's office) and unit-level (e.g. college) assessment of climate and the effectiveness of strategies to promote a positive climate. Use results to guide future programs and the annual reviews of chairs, deans and other unit heads. Enlist guidance from Institutional Research to ensure validity, reliability, and some standardization of measures.
6. Evaluate where and how a stronger emphasis can be communicated for 360 degree responsibility and accountability. More direct language in our communications regarding responsibility and accountability is important and is a preface for "respect, equality, inclusion, and civility." This responsibility and accountability pertains to everyone: administration, faculty, staff, students, and community members.

## Administrative Recommendations

Washington State University should:

- I. Maintain possession of the Adams Mall property. The best, perhaps only, way to have any control of what happens at the property is to retain it as University real estate.
- II. Explore means to heighten awareness of the Adams Mall building as a historic building and to encourage respectful behavior in and around it.
  1. Consider local historic register designation.
  2. Develop on-property displays that feature the history of the property as an elementary school.

- III. Implement safety and aesthetic improvements at Adams Mall by strongly encouraging the master lease holder to:
1. Renew and improve landscaping at the site.
  2. Correct exterior signage: remove the unnecessary apostrophe.
  3. Maintain all common areas and replace broken light fixtures.
  4. Perform regular safety inspections of the facility.
  5. Reduce Stubblefields' presence in the building: eliminate or modify basement use.
  6. Change and improve egress from Stubblefields: Widen and improve stairwell, funnel guests out various exits to prevent a single exit at closing time.
- IV. Evaluate a new lease or the renewal of this one to consider whether it allows the inclusion of an establishment that serves alcohol or any other activity involving a substance that impairs or affects judgment.

## **Neighborhood Safety**

Washington State University should work to:

- V. Increase police presence on College Hill.
1. Work with Pullman Police Department to fund additional positions dedicated to College Hill area – ideally, a total of five to seven.
- VI. Create a robust Neighborhood Watch presence on College Hill.
1. Work with community partners (e. g. College Hill Association, neighborhood faith communities, WSU Center for Civic Engagement, and others) on College Hill and throughout the community to support health and safety on College Hill.
- VII. Implement the “Green Dot” program community wide.

## Safety of Student Housing

Washington State University should:

- VIII. Provide institutional support for ASWSU's Cougar Choice certified housing.
  1. Landlords willing to meet certain standards and to open their property to inspection could be included on list of university certified housing.
    - a. Visibility
    - b. Lighting
    - c. Dead bolts
    - d. Smoke detectors and other fire protection
- IX. Develop an informational campaign to educate students about their tenant rights in conjunction with ASWSU.

## Implementation

Washington State University should:

- X. Designate a liaison to City of Pullman with the authority to weigh in with "university positions" on critical community issues that impact students, faculty and staff.
- XI. Appoint a standing implementation committee to address ongoing College Hill issues.

## Appendices

### Membership, Commission on Campus Climate, 2013-2014

Barbara Aston  
Assistant to the Provost and Tribal Liaison

Kathy Barnard-La Pointe  
Executive Director, University Communications

Jessica Cassleman  
Assistant Dean, WSU Honors College

Mary Katherine Deen  
Diversity Director, WSU Extension

Nikki Finnestead  
Violence Prevention Coordinator, WSU Health and Wellness Services

Taylor Hennessey  
ASWSU President 2013-2014

Melynda Huskey  
Dean of Students

E. Lincoln James  
Professor, Edward R. Murrow College of Communication

Adam Jussel  
Director, Student Standards and Accountability

Fran McSweeney  
Vice Provost for Faculty Affairs

Allison Munch-Rotolo  
Chair, College Hill Association

Cedric Price  
Director, PEACTION Program

AG Rud, Commission Chair  
Distinguished Professor, Teaching and Learning

Heidi Stanton Schnebly  
Director, Gender Identity/Expression and Sexual Orientation Resource Center

Alex Tan  
WSU Faculty Diversity Fellow, Office of the Provost  
Professor, Edward R. Murrow College of Communication

Michael Tate  
Special Assistant, Provost/Chief Diversity Officer/Professor  
Office of Equity and Diversity

Franci Taylor  
Native American Retention Counselor, Office of Multicultural Student Services

Beth Waddel  
Former College Hill Resident

Bruce Wright  
Executive Director, WSU Health and Wellness Services

### **Invited and interested, but unable to participate at this time**

Kristine Zakarison  
Pastor, Community Congregational United Church of Christ, College Hill

Linda Heidenreich Zuñiga  
Associate Professor, WSU Department of Critical Culture, Gender, and Race Studies

### **Commission Subcommittees**

- Best Practices at WSU: Barbara Aston, Mary Katherine Deen, Bruce Wright, and Alex Tan, chair
- Best Practices Elsewhere: Jessica Cassleman, Lincoln James, Cedric Price, and Franci Taylor, chair
- Climate Data: Nikki Finnestead, Adam Jussel, Fran McSweeney, Heidi Stanton-Schnebly, and Melynda Huskey, chair
- College Hill: Kathy Barnard, Taylor Hennessey, Allison Munch-Rotolo, Beth Waddel, and Michael Tate, chair

## **Meeting Agendas**

### **First Meeting**

WSU Commission on Campus Climate  
Agenda, 10/8/13, 2-3 pm, Lighty 405

Welcome: AG Rud and Kathy Barnard

Introductions of Members

Charge of the Commission and Discussion: President Floyd

Working Together: Discussion regarding logistics such as frequency, duration, dates and times of meetings; possible use of subcommittees; additional members or resources; and other such topics:  
All Members

Final Thoughts and Adjournment: AG Rud

### **Second Meeting**

WSU Commission on Campus Climate  
Agenda, 10/28/13, 1-3 pm, Lighty 405

Welcome: AG Rud

Diversity Work paradigm: Melynda Huskey

Defining “campus climate” exercise

Report on work of Alcohol Task Force: Bruce Wright

Report on Violence Prevention Grant: Nikki Finnestead

Adjournment: AG Rud

### **Third Meeting**

WSU Commission on Campus Climate  
Agenda, November 18, 2013, 1-3 pm, Lighty 405

Announcements and Introduction of Alumni Group Guests –AG Rud

Presentation on Adams Mall, College Hill, and Greek Letter Organizations –Alumni Group (1 hour, then they will depart)

Navigating Difference –Mary Katherine Y. Deen

Discussion (with particular focus on formation of College Hill subcomm) –All

Adjourn; Next Meeting December 2, 2013

### **Fourth Meeting**

WSU Commission on Campus Climate  
Agenda, 12/2/13, 1-3 pm, CUE 512

Announcements – AG Rud

Introduction of College Hill Sub-Committee; discussion of sub-committee charge

Discussion of organizing work for spring semester – All

-What additional information do we need to move forward?

-Do we want to develop additional subcommittees, e.g. educational programming, marketing, policies and procedures?

-Production of report/recommendations to President Floyd – assignments, timeline and deadlines

Adjourn; Next Meeting December 16, 2013, 1-3, CUE 518

### **Fifth Meeting**

WSU Commission on Campus Climate

Agenda, January 6, 2014, 1-3 pm, CUE 512

Announcements – All

Review of what we accomplished in the fall – AG

The work of the subcommittees – AG and Kathy

- College Hill Subcommittee
- Proposed subcommittees and membership
- Best Practices at WSU
- Climate Data
- Best Practices Elsewhere

Schedule meetings of full committee (suggest monthly, at this day and time?) and due dates of deliverables – AG

Ideas for further consideration - All

- Mike's suggestion of meeting at Cultural Houses and invitation to Jeff Guillory
- Others?

Adjourn

### **Sixth Meeting**

WSU Commission on Campus Climate

Agenda, February 4, 2014, 1-3 pm, CUE 512

Announcements – All

Welcome and Discussion with Mel Taylor, Executive Director of Real Estate and Local Relations

Subcommittee Reports and Discussion of Work

- College Hill Subcommittee
- Climate Data Subcommittee
- Best Practices at WSU Subcommittee
- Best Practices Elsewhere Subcommittee

Ideas for further consideration – All  
-Are we missing anything?

Next Meeting of Full Commission: March 4, 1-3, Native American Cultural House, hosted by Jeff Guillory, Director of Diversity Education, with guests from the Commission on the Status of Women

### **Seventh Meeting**

WSU Commission on Campus Climate  
Agenda, March 4, 2014, 1-3 pm  
Native American Cultural House (see attached map)

Announcements – All

Welcome and Presentation by Deb Bartlett, Chair, Commission on the Status of Women, with Jill Griffin and Kathleen Hagen, past chairs

Discussion with Jeff Guillory, Director of Diversity Education

Subcommittee Reports and Discussion of Work

- College Hill Subcommittee
- Climate Data Subcommittee
- Best Practices at WSU Subcommittee
- Best Practices Elsewhere Subcommittee

Ideas for further consideration – All  
-Are we missing anything?

Adjourn: Next Meeting of Full Commission: April 1, location TBA but most likely CUE 512

\*Post Meeting: For all who can, drive to meet Corporate Pointe CEO Duane Brelsford at his office on Bishop, finish by ~4

### **Eighth Meeting**

WSU Commission on Campus Climate  
Agenda, April 1, 2014, 1-3 pm, CUE 512

Announcements – All

Subcommittee Reports and Discussion of Work

College Hill Subcommittee

Climate Data Subcommittee

Best Practices at WSU Subcommittee

Best Practices Elsewhere Subcommittee

Ideas for further consideration – All

- Small group meeting with DJ Goldfinger and \*any\* other stakeholders we have missed - AG
- Final draft of full report, a meeting to discuss it, and roll out timing – All

Summertime ad hoc meeting(s)

Adjourn: Thanks for all your wonderful service

## Subcommittee Reports

### Best Practices Elsewhere

Members: Jessica Cassleman, Lincoln James, Cedric Price, and Franci Taylor, chair

College drinking is recognized as a major problem at institutions of higher learning across American. The Task Force of the National Advisory Council on Alcohol Abuse and Alcoholism found that 80% of college students drink alcohol and 50% binge drink. They also estimate that 696,000 students are assaulted, 97,000 are sexually assaulted, 599,000 students are injured and 1,825 die due to alcohol related incidents. Additional problems associated with alcohol abuse range from academic problems and drop outs to rape and attempted suicide.

The National Student Affairs Administrators in Higher Education (NASPA) policy board states that some of the most important challenges facing college campuses are centered on the misuse of drugs and alcohol and the bullying and violence that is associated with misuse. According to the 2014 national conference the following questions are key to producing a viable solution.

- What systems, policies, and procedures are currently in place to sharpen the institution's decision and policy development?
  
- What does campus data on drinking and violence truly show?
  
- How can quality assessment and reporting reduce misconceptions and improve implementation?
  
- What are the protocols for involvement from senior administrators to student services personnel?
  
- How can we insure drug and alcohol abuse prevention efforts are integrated throughout the institution?
  
- How is Health and Wellness integrated into campus policies and procedures?

In addressing these key issues the Best Practices Elsewhere Subcommittee would like to present the following:

Responses from other universities:

**State University New York at Buffalo** found that talking about the link between alcohol and cancer may be one of the better strategies to get college kids to reconsider their upcoming binge.

**Yale University**, Dean of Student's Office offers free bartender training and certification to all undergraduates—no matter their age. The classes teach students how to properly mix drinks, while focusing on alcohol safety.

**Harvard University** offers grants so students can buy items other than alcohol for their parties. The goal is to encourage safe social events and reduce high-risk drinking on campus. The money from a grant can go toward a unique and fun alcohol-free party, or toward food and alcohol-free beverages at registered alcohol events. At the very least, there's something for non-drinkers, and a better chance students aren't drinking on an empty stomach.

**University of Virginia** started a "Savvy Fox" program for their annual Spring Foxfield Races, a boozy horse-racing event. Registered designated drivers get free non-alcoholic drinks all day, pizza, and other swag.

**Worcester Polytechnic Institute** WIP (national award winning programs) implemented their Green Bean Campaign," which used cans of green beans as an illustration for alcohol. The initial posters showed a can of green beans to gain interest, later asking students how many cans of green beans it takes to have a good time and then whether they would talk to someone who they knew had a "green bean problem." Green beans became an emblem of the program and were used in future communications and campaign materials.

WIP was also able to enhance its prevention efforts by incorporating fun and exciting campus activities and programs that attracted the attention of the campus and surrounding community. This includes special programming through the athletics program.

WIP also funds an alcohol training program—through which more than 300 students per year are trained in alcohol intervention strategies. These mentors have helped encourage students to make wise choices about alcohol consumption, and have kept them safe. (Gregory A. Snoddy, WPI's director of Healthy Alternatives, recreation, and club sports)

**Vanderbilt University** has all first-year and transfer students are required to complete AlcoholEdu for College, which is a one semester, non-judgmental, science-based comprehensive alcohol abuse prevention course.

**University of Chicago** states that the University needs a clear statement on respect, not in writing but actually presented to incoming freshman offered by a warm, articulate individual.

"One of our greatest strengths as a university is the diversity of experience and perspectives of our students and scholars. We value people for their contributions and reject inequities based on class, race, gender identity, religion, nationality, disability, status, and other aspects of identity. We will not have a truly free and open exchange of ideas if members of our community feel silenced or not

afforded the opportunity to participate fully in the dialogue.” (Karen W. Coleman, University of Chicago, April 25, 2013) She is the Vice-president for Campus Life and Student Services)

Many New England universities have completely eliminated Greek housing from their campuses to eliminate the higher consumption rates noted for Fraternities. For all states and all campuses the debate between “wet and dry” campuses is most controversial and data does not indicate a significant difference in abuse.

According to the U.S. Department of Health and Human Services update, *What Colleges Need to Know Now: An update on college drinking research*, has stated that there are three important component to addressing this problem is (1) a strong, close, collaboration between the community and the college; including more vigorous enforcement of zero tolerance lase, reduction of availability to alcohol, (2) mandatory courses and structured education/training for the student body as a whole (cancer link, alcoholism, criminal record) a focus that target the individual drinker (screening, counseling, education and treatment, and (3) a focus on the individual student.

### **Individual Student**

- Mandated students identified as “problem drinkers” required to attend “skill based” classes and workshop to learn to modify drinking
- In-person counseling
- In-person screening
- Web-based interventions

A 2013 study by SAMSHA shows that university students participate in a much higher incidence of binge drinking that their non-university peer group.

### **Student Body as a whole**

- Prevention through training
- Required first semester course for credit
- Change branding concept of social norms
- Studies show many students and parents believe that drinking to excess (the Animal House Myth) is a part of the college experience
- Train student ambassador’s to intervene
- Engaging student participation in alternatives to alcohol

### **Strategies endorsed by the Robert Woods Johnson Foundation**

- Strictly support and adhere to minimum age drinking law
- Zero tolerance to blood alcohol driving
- Immediate seizure
- Sobriety check points on campus
- Parental notification

- Red Watch Arm Bands
- Wearers certified in early response to alcohol emergency
- Permanent campus committee
- Broader collaborations – health and wellness, residence life, community stakeholders

### **Community – University Partnerships**

- Increased police presence in trouble areas
- Limit access to alcohol
- Increase prices on alcohol
- Limit or prohibit all alcohol advertisements, marketing on campus

At a National level, “Current Best Practice for reducing Campus Alcohol and other Drug Problems” focuses on law enforcement changes. Including:

- Liability to alcohol establishment
- Limiting days of sale
- Reducing hours of sale
- Enhanced police surveillance
- None of these seem feasible in this area

*Addressing additional campus community issues*

### **Dealing with Campus Climate, Acceptance and Diversity**

- We need a clear statement on respect, not in writing but actually presented to incoming freshman offered by a warm, articulate individual.

“One of our greatest strengths as a university is the diversity of experience and perspectives of our students and scholars. We value people for their contributions and reject inequities based on class, race, gender identity, religion, nationality, disability, status, and other aspects of identity. We will not have a truly free and open exchange of ideas if members of our community feel silenced or not afforded the opportunity to participate fully in the dialogue.”

(Karen W. Coleman, University of Chicago, April 25, 2013) She is the Vice-president for Campus Life and Student Services.

- Offer a freshman seminar – 1 credit, not necessarily connected to a course, but to cover other areas so important to build community and learn about what’s offered at the university. Establishing relations and feeling comfortable with self and others - should generate an environment of understanding and community. Offered perhaps in the

residence halls – by floor perhaps, taught by upper classmen. Supervised by a faculty member, not necessarily related to academics but instead teaching topics such as:

- Scavenger Hunt – discover what’s available on campus
  - Develop 4 year schedule of classes plan
  - Education Abroad
  - Invite faculty to share their life and research
  - Encourage research and connect with faculty
  - How to ride the bus system
  - Visit the library
  - And, mostly teach diversity course taught by Jeff Guillory who is simply amazing at it
  - Teach about the green dot
  - Where is CACD and what do they do?
  - How to study?
  - How to write in college in a simple one hour simplified version
  - Civic engagement
  - Physical engagement and community building
  - Take care of the spiritual and the physical (SRC) - WSU  
This should be supported by the university, with budget to do it and resources. MSU  
I’ll be glad to share an adapted syllabus for the course – 1 credit, required
- Offer presentations with topics such as:  
“Affirmative Action, A Post-Racial Society, and White Privilege”
  - Create events such as: ENGAGE-LEARN-TRANSFORM: Connect diverse students with community members (UCH)
  - Develop an Advisory Council on Diversity and Inclusion to engage students and help them understand diversity within the student experience (UCH)
  - Develop survey and have students and faculty respond. Agree/Disagree with 11 statements (UISp) Developed by ASAE’s Diversity Committee

### **Examples of Top Ten Diversity Best Practices**

Strong support from top management and board chair (written statement of commitment)  
Diversity linked to strategic planning process, mission, vision.

“Diversity” or “Inclusion” identified as a core value for the organization in the appropriate documents (see also first item on this list).

Management reporting systems track, and allow leadership to set goals as appropriate, for “representation” for board membership, at the senior officials level, managers and supervisors level, and across business units so that the organization’s employees and volunteers (especially in leadership positions) “look like” the membership, (desired) customer base, or general population.

A diversity orientation is provided for new employees and follow-up sessions are offered for all staff, as appropriate, to address the organization’s policies and procedures related to valuing and leveraging diversity to accomplish the organization’s mission and achieve its vision (ALL employees are expected to attend and participate – leaders model this expectation by their attendance).

Diverse group of speakers at meetings.

Meetings are accessible.

Encourage speakers to address aspects of diversity in all presentations.

Understanding the makeup of membership – tracking various demographics of the membership, leadership and staff to understand “representation.”

Mentoring, scholarship or other programs to encourage greater access and participation for under-represented segments of membership or society.

Diversity awareness training for board, volunteers and members.

Advertise employment opportunities to a diverse group of potential employees Scan all publications to ensure that offending images are removed, pictures include a culturally diverse group of people, and that language is neutral.

Promote your trade or profession to minorities through career days at minority educational institutions or professional internships for minority students.

Provide members with a list of resources for exploring cultural diversity issues.

## **Best Practices at WSU**

Members: Barbara Aston, Mary Katherine Deen, Bruce Wright, and Alexis Tan, chair

## **Charge and Methodology**

The Best Practices at WSU Subcommittee was charged to evaluate current and proposed policies and procedures that maintain or improve campus climate, defined as “respectful, inclusive and non-biased behaviors in all university environments” (WSU 2014-2019 Strategic Plan Draft).

To identify current best practices, the subcommittee requested the provost, academic deans, urban campus chancellors and other WSU unit heads to provide information and assessment data on best practices (policies, procedures, programs) to maintain or improve campus climate. We received responses from the provost and unit heads reporting to him, all academic deans, all chancellors, the vice-provost for International Programs and the director of Human Resource Services, accounting for over a 90 percent response rate. From the list of best practices, the subcommittee identified those that have the most potential to be effective university-wide.

To identify proposed best practices, the subcommittee compiled proposed action items not yet implemented from current WSU strategic plans and the Alcohol Task Force Report. From this list, action items that have the most potential for university-wide effectiveness were identified. The strategic plans evaluated were the WSU 2014-2019 Strategic Plan, and the Faculty, Student and Staff Diversity Plans. The Faculty Diversity Plan was developed by the Provost's Office; the Student and Staff Diversity Plans were developed by the Association for Diversity.

### **Current Best Practices**

Our respondents reported a range of programs, policies and procedures intended to promote a positive workplace climate that demonstrates key core values of respect, equality, inclusion and civility. Unit responses are in Appendix 1. Grouped according to function, responses are summarized below.

- I. Creating, nurturing and supporting a university culture and climate that value respect, equality, inclusion and civility for students, faculty and staff.
  1. Deans, chancellors, department chairs and other unit heads (leaders) communicate to their faculties and staff their commitment to the core values in meetings and other internal correspondence.
  2. Some leaders discuss climate issues in meetings and open forums.
  3. Some colleges and units give formal recognition and awards to faculty and staff who excel in promoting a positive workplace climate.
  4. Most colleges and all urban campuses hold workshops for faculty and staff on climate issues.
  5. All colleges provide faculty and in some cases staff with information on policies and procedures for tenure, promotion, salary increases, and job expectations. CAHNRS, for example, has developed detailed policies, procedures and accountability measures made available to faculty and staff.

6. Several colleges and all urban campuses have diversity committees charged with promoting a positive climate for all members of their units.
  7. ASWSU has created a diversity department charged with assessing and researching issues on campus dealing with “race, gender, sexuality and more” (Daily Evergreen, Feb 6, 2014) .
  8. Some colleges appoint administrators or senior faculty charged with promoting a positive climate. In some colleges and urban campuses, this official is an associate dean, diversity fellow or senior diversity liaison.
  9. Some colleges and all urban campuses sponsor programs and events to promote diversity and a “healthy, fun workplace environment” (College of Nursing report).
  10. WSU Extension includes diversity expectations in all areas of the Extension Professional Behavior Matrix, a tool used for professional appraisal during annual reviews.
  11. WSU Extension initiated intentional processes to ensure position searches are open and inclusive from advertising to qualification statements in notice of vacancies.
- II. Engaging the community to promote synergies in nurturing a positive climate.
1. All urban campuses maintain diversity committees, councils or advisory boards that include faculty, staff, students and community members.
  2. All urban campuses sponsor community-wide activities and events to promote and celebrate diversity.
  3. WSU Extension regularly includes diverse community members on county advisory boards and planning groups. Programs are specifically designed, implemented and evaluated with and for Latino and tribal families, farmers and business owners on a statewide basis. Diverse volunteers are involved in a variety of community based programs.
  4. WSU Extension provides internship opportunities for diverse students in community based programs.
- III. Maintaining a positive workplace climate.
1. The Provost’s Office sponsors workshops and other programs to promote a positive climate including New Faculty Orientation, Tenure and Promotion Workshops, Department Chair Workshops and New Faculty Lunches.

2. The Provost's Office has in place or is developing policies and procedures to promote a positive climate including Faculty Friendly Policies, Anti-Bullying Policy, Faculty Mentoring, Enforcement of Faculty Behavior Policies, and Employment Policies for Non-Permanent Faculty.
3. The Faculty Manual includes a Policy Prohibiting Discrimination and Sexual Harassment, Policy on Faculty-Student and Supervisor-Subordinate Relationships, and a section on Disciplinary Process/Procedures.
4. Two colleges (CAHNRS and Arts and Sciences) have a Human Resource official working closely with the dean to resolve personnel issues.
5. The Provost's Office and some colleges aggressively enforce policies concerning "faculty behavior that adversely affects campus climate" (Provost's report).
6. Human Resource Services offers training and development to promote and maintain a positive university climate. Workshops include dealing with Faculty, Staff and Student Issues, Discrimination and Sexual Harassment Prevention, Coping with Stress, Employment Issues (with the Attorney General's Office), and Understanding Diversity, Ethics and Workplace Harassment.
7. The Director of Diversity Education offers a Cultural Competency course/workshop for students, faculty, staff and community members.
8. WSU Extension has identified cultural competencies and expects all personnel to participate in *Navigating Difference (ND) Cultural Competency Training*. ND is a nationally recognized program developed at WSU and has been presented in seven states for over 300 persons (<http://ext.wsu.edu/diversity/index.html>).

#### IV. Promoting a positive climate by improving work-place conditions.

1. The WSU NSF-funded ADVANCE program (Nancy Magnuson, director; Candis Claiborn, Principal Investigator) has sponsored and funded programs to improve work-place conditions such as a Transitions Program, External Mentor Program, and programs to improve departmental climate.

#### V. Assessing Climate.

1. The Provost's Office and some colleges conduct periodic assessments of climate including the yearly *Chronicle of Higher Education's* Best Places to Work for Survey and the 3-4 year COACH Survey.

### **Proposed Best Practices from Strategic Plans and the Alcohol Task Force Report**

The strategic plans reviewed focused on diversifying the WSU faculty, students and staff. While diversity was the focus, defined as inclusiveness and variety of thought, cultures, life experiences and perspectives, many of the recommendations dealt with creating and supporting a positive climate for all members of the community. Common strategies for achieving this goal were recommended in the faculty, student and staff plans (Appendix 2).

The Alcohol Task Force Report (Appendix 3) recommended actions to promote the responsible use of alcohol on campus. While alcohol abuse was a focus, many of the recommendations dealt with issues that have a direct impact on campus climate.

(Note: At the time of this report on WSU Best Practices To Improve Campus Climate, the 2014 – 2019 WSU Strategic Plan draft did not include “Potential Initiatives and Tactics” for the Themes and Sub-goals “Institutional Effectiveness: Diversity, Integrity, and Transparency,” key elements in promoting a positive climate).

- I. Creating, nurturing and supporting a university culture and climate that value respect, equality, inclusion and civility for students, faculty and staff.
  1. Distribute and publish a statement supporting the core values of a positive climate (respect, equality, inclusion, civility and diversity) signed by the university president, provost, chancellors, academic deans and chair of the faculty senate.
  2. Reinforce this message regularly in the media, social media, university forums, convocations and other venues.
  3. Include workplace climate demonstrating core values in academic and budget planning by departments and colleges, and in the provost’s office.
  
- II. Maintaining a positive climate.
  1. Empower, hold accountable and reward department chairs and deans for creative and vigorous efforts to promote, maintain and support a positive workplace environment that demonstrates core values.
  2. Institute workshops and provide a manual for chairs, directors, deans and other unit administrators on promoting, maintaining and supporting a positive workplace climate.
  3. Institute diversity and sensitivity training for all faculty, staff and academic and other unit leaders.

4. Investigate complaints of faculty, staff and students who report bullying, sexual harassment and discrimination.
5. Encourage the development of internationalized curricula that present a worldview of events and individuals involved in the advancement of knowledge.
6. Encourage the development of diversity curricula that present a diverse view of events and individuals, as well as an explication of the nature and consequences of prejudice, and interventions.

III. Maintaining a safe environment for all (recommendations from the Alcohol Task Force).

1. Consider expansion of programs like Freshman Focus and Human Development 205 that encourage students to both engage with each other and the academic curriculum. Consider a year-long freshman seminar focusing on constructive engagement/ identification with the university community, life skills, tools for academic success, financial literacy, and promotion of physical and mental well-being.
2. Expand the current Green Dot program to include mandatory initial training in bystander intervention at ALIVE with additional training to occur during the Week of Welcome and throughout the year.
3. Reinstate an effective Campus Community Coalition consisting of key WSU personnel, students, city government officials, WSU and Pullman law enforcement personnel, the Washington State Liquor Control Board agent, and business property owners including property owners and tavern owners.
4. Encourage and support faculty and staff to address important student health and safety issues, including alcohol and drug related issues through curriculum infusion and other strategies, and by participating in Mental First Aid trainings for faculty and staff which facilitate early identification and intervention for individuals at risk.
5. Incentivizing faculty to hold classes on Friday mornings with substantive required activities like quizzes, exams and presentations.

IV. Assessment.

Conduct an annual assessment of campus climate and promptly facilitate the process to address issues.

**WSU Best Practices Committee Recommendations**

- Implement recommendations from the Alcohol Task Force Report and the Faculty, Staff

and Student Diversity Plans, which were developed after thorough research and discussion by committees with broad faculty, staff, and student representation.

- Implement the following action items as a first priority. These items have the most potential to have the greatest immediate impact on the WSU communities in Pullman, Vancouver, Tri-Cities and Spokane.
- Distribute and publish a statement supporting the core values of a positive climate (respect, equality, inclusion, civility and diversity) signed by the university president, provost, chancellors, academic deans, chair of the faculty senate and other appropriate university officials. **(Public support from top administrators and accountability are crucial, as indicated by research and case studies at the University of California system and the University of Washington).**
- Empower, hold accountable, and reward department chairs and deans for creative and vigorous efforts to promote and support a positive workplace environment that demonstrates core values. Link accountability to annual reviews.
- Institute cultural competency workshops for all faculty, staff, department chairs, deans and students. Use existing capabilities at WSU including HRS, the Diversity Education Program, and WSU Extension. For students, use existing curricular opportunities such as ALIVE, Freshman Focus, and diversity course requirements.
- *Require new faculty and staff to take this training.*
- Investigate complaints of faculty, staff and students who report bullying, sexual harassment and discrimination. Strengthen and simplify the complaint process for students, faculty and staff to ensure that complaints are fairly and promptly dealt with. Inform the WSU community of reporting and investigation procedures.
- Institute university-wide (some already being done at the provost's office) and unit-level (e.g. college) assessment of climate and the effectiveness of strategies to promote a positive climate. Use results to guide future programs and the annual reviews of chairs, deans and other unit heads. Enlist guidance from Institutional Research to ensure validity, reliability, and some standardization of measures.

## Climate Data

Members: Francie Taylor, Nikki Finnestead, Heidi Stanton Schnebly, Adam Jussel, and Melynda Huskey, chair

**Sub-committee Charge:**

To identify sources of data obtained in the last 2 years which would illuminate issues of campus climate at WSU, as well as older data which might be of value to the Commission.

**Existing Surveys:**

ACHA/National College Health Assessment: a national survey assessing self-reported health measures for college students. Includes information on alcohol and drug use, sexual health, personal safety and violence. (Health and Wellness Services)

National Survey of Student Engagement (NSSE): a national survey assessing student involvement in a variety of academic and co-curricular opportunities. Includes information on co-curricular engagement, interactions with diverse classmates, and satisfaction with university. (Institutional Research)

EBI MAP-works Student Affairs Assessment Suite: ten surveys assessing effectiveness of various elements of campus life. We currently use the Residence Life and Student Activities surveys. We have access to eight other survey instruments, including Campus Climate, Fraternity and Sorority Life, and Student Employment. (Residence Life)

Annual Security/Fire Report: Clery Act-mandated annual report documenting crime and fire data for the WSU-Pullman campus. Includes statistical information about crimes on campus. (WSU Police)

**Offices with Relevant Data or Internal Reports:**

- Institutional Research
- Multicultural Student Services
- GIESORC
- Trio/Student Support Services
- Access Center
- Office for Equal Opportunity
- Office of Student Standards and Accountability
- Women's Resource Center
- President's Commissions: Status of Women, GEISO, Title IX Committee

**Other Sources:**

In addition to these current sources of data, the subcommittee notes that over the past ten years, there have been a number of climate assessments, including:

- Climate Assessment (2004). Tom Brigham
- Equity Scorecard (2006). Melynda Huskey
- Extension Climate Assessment Survey (2006). Mary Katherine Deen
- COACHE Climate Survey (2011). Fran McSweeney

WSU Libraries' Manuscripts, Archives, and Special Collections also holds archival materials associated with the Office of the Vice President for Equity and Diversity and Student Affairs, which includes 9 distinct files on campus climate reports from 1996 through 2008, and a number of reports and findings associated with critical incidents.

## College Hill

Members: Kathy Barnard, Taylor Hennessey, Allison Munch-Rotolo, Beth Waddel, and Michael Tate, chair

### Background/Overview

Washington State University President Elson S. Floyd initiated the Commission on Campus Climate in April 2013; the group convened for the first time in October that year. While not the primary focus of the Commission's work, the incident involving Dr. David Warner at Adams Mall in April was the impetus for a campus-wide conversation regarding the institution's core values: citizenship, civility, respect, safety and security.

President Floyd charged the commission to:

- Engage in thoughtful assessment of current campus climate.
- Develop a comprehensive list of actionable recommendations about how to better align campus climate with core values.
- Build on the work of others, e.g. Alcohol Task Force, and attach their reports if relevant.

In addition, the President asked for specific recommendations regarding the future of Adams Mall.

### History of Adams Mall

Built in 1920, Adams Mall was previously Adams School and is the oldest standing school building in Pullman. Since its decommissioning and eventual sale by the Pullman School District, the building has seen several uses and a variety of tenants including: a preschool, a private Christian school, a dance studio, an ice cream parlor, a gaming arcade, a fitness club, a WSU Greek chapter house, a market, a hair salon, a video rental store, a coffee shop, and numerous restaurants and bars. It retains several classic school building features, including stately Doric columns and a wide concrete belt course (Photos 1 and 2, *next page*).

In 1992 the building experienced extensive fire damage. In the course of post-fire remodeling efforts, the owner of the main-floor bar (then Shakers) expanded that establishment into the basement area. At that time, the City of Pullman appears to have had no formalized procedure for handling such an expansion. Nevertheless Shakers was cited for violation of several local ordinances, including alteration without a permit and operating without a conditional use permit. At a subsequent Board of Adjustment hearing, both Washington State University and area residents opposed a conditional use permit for the expansion. (See Appendix for the text of the hearing). They were initially successful in their cause. However, the Board's decision was appealed to

Whitman County Superior Court and eventually overturned by the presiding judge in 2001. Then as now, the establishment is authorized to sell beer, wine and spirits within the context of a restaurant.

Washington State University purchased the Adams Mall property at 600 NE Colorado St. and 845 NE Monroe St. on College Hill in 2002, and following an RFP for a long-term master lease, entered into a 30-year lease with Corporate Pointe Developers in March 2005. Corporate Pointe was the only responder to the RFP.

Photo 1: Southwest side of Adams Mall, on Colorado Street



As the master leaseholder, Corporate Pointe is the official landlord for the tenant businesses at Adams Mall. In addition to a convenience store, a small Pullman Police Department facility, and several fast-food establishments, the property also houses Stubblefields, the primary point of concern for the University and the community. The bar includes a large basement dance floor and has a history and reputation of sponsoring activities that have received unfavorable attention.

Photo 2: West side of Adams Mall (note mistaken apostrophe and 1909 used instead of 1920)



Some of the discontinued practices include Jell-O wrestling, foam parties, wet T-shirt contests, cage dancing, etc. By most accounts, Stubblefields is better managed than its predecessor establishments (Shakers and Mike's). However, community members, police, university officials and others continue to express concern about the nature and sheer size of the enterprise.

In 2011, the Pullman Police Department collaborated with WSU's Criminal Justice program to secure federal grant funding for "smart policing," the purpose of which is to address violent crimes and neighborhood disorders through the use of video cameras placed at public locations where high frequencies of those types of incidents occur. Live video feed from Adams Mall is transmitted to the police station and police cars and is recorded for use in criminal investigations. Adams Mall was selected as the location in Pullman where cameras could have a positive impact and it remains Pullman's only location for the security camera initiative (SCI) (Photo 3).

The issues surrounding Adams Mall and Stubblefields and their impact on the College Hill neighborhood are intertwined with other major issues concerning university officials: alcohol use and abuse, sexual assault, general violence, vandalism, exclusion and discrimination. As Commission Chair A.G. Rud characterized the situation in his creation of the sub-committee, "The Adams Mall has reached a boiling point. We need to take a 'best practices' approach to its management and look at the relationship of Adams Mall to climate issues. Is it a cause, a symptom, or a totally separate issue?"

In the interest of addressing those questions and keeping the larger commission focused on discussion of broader climate issues, Commission Chair A.G. Rud created a sub-committee to examine the issues surrounding Adams Mall and the larger College Hill neighborhood.

## Discovery Process

The College Hill Sub-Committee worked through an extensive process of information gathering that included:

- Review of relevant materials
  - o Adams Mall master lease agreement
  - o WSU's University District proposal
  
- In-person interviews with key players
  - o Tim Bayer, Concordia Lutheran Church Pastor
  - o Gary Jenkins, Pullman Police Chief
  - o Mel Taylor, WSU executive director of real estate and local relations
  - o Duane Brelsford, Corporate Pointe CEO
  - o DJ Goldfinger and Tommy Gunz, Stubblefields management

Photo 3: Surveillance sign outside Adams Mall on Monroe Street



## Recommendations

### Adams Mall

Washington State University should:

- Maintain possession of the Adams Mall property. The best, perhaps only, way to have any control of what happens at the property is to retain it as University real estate.
- Explore means to heighten awareness of the Adams Mall building as a historic school and to encourage respectful behavior in and around it.
  - o Consider local historic register designation
  - o Develop on-property displays that feature the history of the property as an elementary school
- Implement safety and aesthetic improvements at Adams Mall by encouraging master lease holder to:
  - o Renew and improve landscaping at the site
  - o Correct exterior signage: remove the unnecessary apostrophe
  - o Maintain all common areas and replace broken light fixtures (Photo 4)
  - o Reduce Stubblefields' presence in the building: eliminate or modify basement use
  - o Change and improve egress from Stubblefields: widen and improve stairwell, funnel guests out various exits to prevent a single exit at closing time (Photos 5-7)

### Neighborhood Safety

Washington State University should work to:

- Increase police presence on College Hill.
  - o Work with Pullman Police Department to fund additional positions dedicated to College Hill area – ideally, a total of five to seven
- Create a robust Neighborhood Watch presence on College Hill.
  - o Work with community partners (e. g. College Hill Association, neighborhood faith communities, WSU Center for Civic Engagement, and others) on College Hill and throughout the community to support health and safety on College Hill
- Implement the “Green Dot” program community wide.

### Safety of Student Housing

Washington State University should:

- Provide institutional support for ASWSU's Cougar Choice certified housing.
  - o Landlords willing to meet certain standards and to open their property to inspection could be included on list of university certified housing
    - a. Visibility
    - b. Lighting
    - c. Dead bolts
    - d. Smoke detectors and other fire protection

- Develop an informational campaign to educate students about their tenant rights in conjunction with ASWSU.

### Implementation

Washington State University should:

- Designate a liaison to City of Pullman with the authority to weigh in with “university positions” on critical community issues that impact students, faculty and staff.
- Appoint a standing implementation committee to address ongoing College Hill issues.

Photo 4: Interior hallway of Adams Mall, well maintained



Photo 5: Stairway to basement of Stubblefields



Photo 6: Basement of Stubblefields



Photo 7: Leak in basement of Stubblefields



## Press Releases, Interviews, Op-Ed Pieces

### **Petition addresses campus violence, *Moscow-Pullman Daily News***

Washington State University President Elson Floyd said Wednesday he has appointed former dean of the College of Education **AG Rud** to be the chair of the new ...

[http://dnews.com/local/article\\_c1ab563f-0b14-5293-9678-3920ee49a1ab.html](http://dnews.com/local/article_c1ab563f-0b14-5293-9678-3920ee49a1ab.html)

### **Improving the campus climate, *Moscow-Pullman Daily News***

New Washington State University Commission on Campus Climate Chairman **AG Rud** knows the commission will face its fair share of challenges in the coming year, ...

[http://dnews.com/local/article\\_4ead86be-9667-54f2-85b6-fad61053e4ff.html](http://dnews.com/local/article_4ead86be-9667-54f2-85b6-fad61053e4ff.html)

### **WSU names leader of safety task force, *The Spokesman Review***

... is dangerous for minorities after an assault on a faculty member, President Elson S. Floyd has named **AG Rud** to lead a commission on campus safety.

<http://www.spokesman.com/stories/2013/jun/08/ws-u-names-leader-of-safety-task-force/>

An article on the commission in the *Daily Evergreen*.



[http://media.coe.wsu.edu/report/daily\\_evergreen\\_on\\_commission\\_6-12-13.pdf](http://media.coe.wsu.edu/report/daily_evergreen_on_commission_6-12-13.pdf)

An editorial in the *Moscow-Pullman Daily News* on the work of the commission:

[http://dnews.com/opinion/article\\_1190c2c3-d4c8-5a74-b08c-63f02b962fd5.html](http://dnews.com/opinion/article_1190c2c3-d4c8-5a74-b08c-63f02b962fd5.html)

- PowerPoint slides of the President's Commission on the Status of Women ;



[http://media.coe.wsu.edu/report/pres\\_commission\\_on\\_the\\_status\\_of\\_women\\_pptx.PDF](http://media.coe.wsu.edu/report/pres_commission_on_the_status_of_women_pptx.PDF)

- A two-page President's Commission on Gender Identity/Expression and Sexual Orientation that I handed out;



[http://media.coe.wsu.edu/report/pres\\_commission\\_on\\_gender\\_identity\\_handout.pdf](http://media.coe.wsu.edu/report/pres_commission_on_gender_identity_handout.pdf)

- A three-page Exhibit 10 Board of Adjustment Public Hearing, Conditional Use Permit Application for Shakers, Inc , undated;



[http://media.coe.wsu.edu/report/shakers\\_v\\_city\\_of\\_pullman\\_board\\_of\\_adjustment.pdf](http://media.coe.wsu.edu/report/shakers_v_city_of_pullman_board_of_adjustment.pdf)

- A 15-page Memorandum and Superior Court document, Shakers v The City of Pullman Board of Adjustment , dated May 29, 2001.



[http://media.coe.wsu.edu/report/ws\\_u\\_memo\\_to\\_board\\_of\\_adjustment.pdf](http://media.coe.wsu.edu/report/ws_u_memo_to_board_of_adjustment.pdf)

## Acknowledgements

I wish to acknowledge the members of the Commission on Campus Climate for their hard work and insight, and their passion to make Pullman and WSU healthier environments for all students, faculty, and staff. I thank President Elson S. Floyd for his foresight in appointing this commission, and his vision of a better university and community at large. I particularly want to thank Kathy Barnard, Executive Director of University Communications, who worked closely with me on every aspect of our work including expert editing and advice on the final report.

—AG Rud, PhD, Distinguished Professor, College of Education  
Chair, Commission on Campus Climate



**President Elson S. Floyd**  
Office of the President  
Washington State University  
PO Box 641048  
Pullman, WA 99164-1048  
509-335-4200  
[PresidentsOffice@wsu.edu](mailto:PresidentsOffice@wsu.edu)