President’s Commission on the Status of Women

Academic Year 2018-2019 Annual Report

Members, ex-officios, and friends of the 2018-2019 President’s Commission on the Status of Women
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2018-2019 Academic Year Annual Report

The Washington State University (WSU) President’s Commission on the Status of Women (CSW) was established in 1971 to gather data and make policy recommendations regarding matters pertaining to women students and all women employed by the University. Although our title reflects our contributions to the advancement of women in particular, our focus is on all members of the WSU community regardless of race, class, age, ethnic origin, disability, and sexual orientation.

The CSW’s mission is to advise the President and Executive Vice President on all issues relevant to women, including, but not limited to, institutional climate, advancement and leadership, safety, childcare, anti-discrimination/harassment practices, job and leadership opportunities, hiring practices, career advancement, salary equity, family medical leave and other benefits, admission practices, awarding of financial aid, graduation rates, fellowships and assistantships, advising practices, and housing.

This annual report of the CSW summarizes the past year’s work (2018-2019 AY) and presents our recommendations to the President and Executive Vice President.

Executive Board members for the 2018-2019 academic year

Lauren Wells, Chair
Casey St.Clair, Chair-Elect
Katie Cooper, Past Chair
Claire Burbick, Membership Coordinator
Marcela Pattinson, EEO/AA Liaison
Anika VanDeen, Public Relations Liaison
Amy Nusbaum, Recorder/Historian
Jacqueline Southwick, Awards Chair

Members of the 2018-2019 CSW Executive Board with WSU President Kirk Schulz, December 2018

L to R: Amy Nusbaum, Claire Burbick, Marcela Pattinson, Anika VanDeen, President Schulz, Jacqueline Southwick, Casey St.Clair, Lauren Wells
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President’s Commission on the Status of Women
Chair’s Report
Lauren Wells, CSW Chair, 2018-2019

This academic year has been one of triumph for the CSW. We expanded our engagement and partnerships with various affinity groups across campuses and welcomed many new friends of the Commission as well as ex-officios to our general membership. Our membership drive in March 2019 was a success, with twenty-one applicants across the university system applying for voting membership. The Woman of the Year and Women of Distinction awards resulted in nearly forty nominations of amazing women across the state. For the past several years, the CSW Mentoring and Professional Development Subcommittee has been working diligently on the creation of a university-wide staff mentoring program. This summer (2019), the mentoring program has come to fruition, with a kick-off planned in Fall 2019. The staff mentoring program has also found a permanent home with WSU Human Resource Services (HRS), with financial assistance from the President’s Office and ongoing support from the CSW. Members of the Commission have been involved in two high-visibility collaborative projects this year: the Salary Study Taskforce and the Kelly Ward Memorial Pathway.

Raising the awareness of the CSW has been a priority for all Executive Board members this past academic year, and the above examples are a testament to our organic growth. I know that the next few years will yield exciting new initiatives and growth for the CSW.

This year we funded sending several members of the Executive Board to the WACUBO Women’s Leadership Forum in Scottsdale, Arizona where our members were able to network, grow their leadership and communication skills, and engage in career mapping with other campus leaders. We are creating a budget subcommittee to help oversee the funding and expenses of the CSW, and plan to open up conference funding for all voting members beginning this next academic year. These initiatives would not be possible without the administrative and financial support from the President’s Office. I sincerely thank everyone in the President’s Office for their continued support of the CSW.

The subcommittee reports are detailed in the following pages, with the summary of recommendations listed on the next page. I would like to recognize and thank the subcommittee chairs for their dedication and hard work: Erin Hvizdak, Karen Kniep, Casey St.Clair, Anika VanDeen, and Jacqueline Southwick. The real work of CSW happens through our subcommittees, and without strong leadership our work would not be as impactful.

Serving as Chair of the President’s Commission on the Status of Women has been the highlight of my career at WSU. Thank you to those who supported me, and to those who showed up and put in the work (because this volunteer service is a lot of work!). I see you and I appreciate each and every one of you!
Summary of Recommendations:

- Increase required frequency of mandatory training for sexual harassment and discrimination. This is currently only required at WSU every five years. We recommend that this training, or a more condensed refresher course, be required every year.

- Provide support for focused summits to complement the larger Diversity, Equity, and Inclusion Initiative Summits that are currently occurring at WSU. We specifically recommend one on Title IX reporting.

- Conduct a comprehensive review of communications on all WSU campuses surrounding sexual assault and harassment training and reporting. This includes reviewing online and print resources for accessibility, readability, broken links, and outdated information.

- Create a WSU system wide committee to review the status of field reporting. Implement policies and procedures for field-based courses to ensure increased access to reporting when participating in WSU field courses and/or field based research.

- Provide ongoing central funding to WSUCC to adequately staff the Center per WAC requirements for state licensure.

- Provide one-time central funding to WSUCC to replace playground structures.

- Conduct a feasibility study considering the expansion of child care to all WSU campuses, and the expansion of WSU-Pullman’s child care center to better accommodate its growing waiting list.

- Account for lactation and wellness needs when designing future spaces on any and all of the WSU campuses, and proactively engage the appropriate stakeholders early in the planning phase.

- Consider the use of Mamava Pods, or similar, as a temporary solution where retrofit and new construction are not immediate options.

- Continued financial support from the President’s Office of the Staff Mentoring Program.
• Assignment of a representative from university leadership to serve on the Salary Study Task Force (replacing the vacancy left by Kelly Ward).

• Financial support to hire statistical and data analyst expert to work with the Salary Study Task Force.

• ADR to support the salary task force chair/co-chair.

• Access to additional data to expand the pilot salary study.
Co-Chairs: Karen Kniep Blanton and Erin Hvizdak

Members: Katie Cooper, Emily Griffith, Addy Hatch, Devon Holze, Lana Lim, Allison Matthews, Amy Nusbaum, Marcela Pattinson

Recommendations:

- Increase required frequency of mandatory training for sexual harassment and discrimination. This is currently only required at WSU every five years. We recommend that this training, or a more condensed refresher course, be required every year.
- Provide support for focused summits to complement the larger Diversity, Equity, and Inclusion Initiative Summits that are currently occurring at WSU. We specifically recommend one on Title IX reporting.
- Conduct a comprehensive review of communications on all WSU campuses surrounding sexual assault and harassment training and reporting. This includes reviewing online and print resources for accessibility, readability, broken links, and outdated information.
- Create a WSU system wide committee to review the status of field reporting. Implement policies and procedures for field-based courses to ensure increased access to reporting when participating in WSU field courses and/or field based research.

Introduction:

This year, the Commission on the Status of Women’s (CSW) subcommittee on Institutional Climate, Oversight, and Administration examined Title IX training resources and reporting
resources and procedures on campus. Specifically, we looked at WSU and peer institution resources for Title IX reporting, the types of information and training that faculty and students receive throughout their careers at WSU, and training and reporting resources for those doing field research. We chose this direction due to several factors:

- **Title IX recommendations at WSU:** WSU agreed to take steps as a result of an investigation by the Department of Education’s Office for Civil Rights. The Resolution Statement can be found here: [https://oeo.wsu.edu/documents/2018/07/ocr-agreement.pdf](https://oeo.wsu.edu/documents/2018/07/ocr-agreement.pdf). Action items included clarifying procedures regarding handling complaints, amending notification procedures, providing refresher training, evaluating reporting resources, and reviewing the record-keeping system for complaints.

- **Proposed federal changes to Title IX procedures on campus:** In late 2018, proposed changes to Title IX were released that provided greater protection for those accused of sexual assault and reduced liabilities for universities involved in Title IX cases. We rejected these proposed changes and felt that these should be subject to scrutiny.

- **The #MeToo movement:** High-profile sexual harassment and assault cases, including at WSU, continue to increase and gain traction and publicity. We felt that WSU is due for a more comprehensive review of training and reporting procedures in this area to ensure that everyone has information on what to do in the case that they need to report or assist someone else with reporting.

- **New funding guidelines:** In late 2018, the National Science Foundation released terms and conditions for awards that included the requirement that the agency be notified regarding: “Any findings or determinations that an NSF-funded principal investigator or co-principal investigator committed harassment, including sexual harassment or sexual assault” and “The placement of the principal investigator or co-principal investigator on administrative leave, or of the imposition of any administrative action relating to a harassment or sexual assault finding or investigation.” ([https://www.nsf.gov/news/news_summ.jsp?cntn_id=296610](https://www.nsf.gov/news/news_summ.jsp?cntn_id=296610)). The National Institutes of Health additionally has similar requirements in place, and the expectation that institutions have policies “that foster a harassment-free workplace.” ([https://grants.nih.gov/grants/policy/harassment/policy-requirement.htm](https://grants.nih.gov/grants/policy/harassment/policy-requirement.htm))

- **Floeting v. Group Health Coop case:** In 2019, the Washington Supreme Court issued an opinion clarifying that under the Washington Law Against Discrimination, employers are directly liable for discriminatory conduct towards members of the public by employees, including conduct that is objectively discriminatory (the standard had previously required severity and pervasiveness). The opinion also includes a recommendation that employers ensure their employees “are well trained, are well supervised, and do not discriminate.”

**Subcommittee activities and accomplishments:**

**Review of campus resources regarding reporting:**

As our subcommittee is comprised of students, staff, and faculty from across the WSU campuses, we were interested in the level of ease in discovering resources related to reporting
and training on all of WSU’s campuses. For this, we conducted an audit of WSU online resources related to reporting information and procedures, and of institutional peers that are also top-25 public universities, to align with the Drive to 25 goals.

● WSU Resources
Through our audit of WSU online resources relating to sexual harassment, assault prevention, and reporting on campus, we have identified areas for improvements. Specifically, stronger collaboration between departments would ensure that information was not duplicative. Similarly, a regular review of university websites for outdated materials would be beneficial. Finally, websites should be regularly reviewed by student and/or employee focus groups to ensure that the material is meaningful and accessible to those in need.

Because our audit was informal and not a real simulation of how individuals might actually try to find this information, we began developing questions for a focus group of students to better understand their level of knowledge of where to go to report violations and of the reporting process. Our goal was to use this information to provide recommendations to the wider university about how to increase student comfort with reporting violations and to more fully understand what would happen after they report. After consultation with the Office for Equal Opportunity (OEO), we decided not to conduct these focus groups for now, as our subcommittee members do not have the expertise in assisting student participants that might be traumatized by questions of a sensitive nature.

Additionally, we were informed about a longitudinal survey conducted by Cougar Health Services that reviewed the campus climate regarding student attitudes toward sexual harassment and violence, and how to report these violations. This survey was conducted in 2016 and again in 2019. Just prior to writing this report, Cougar Health Services provided the subcommittee with the data from the 2016 report and will provide 2019 data once it is complete. Additionally, they pointed us to a project that they are just wrapping up called “Culture of Respect,” which was a 115-question assessment of sexual violence resources and reporting on campus. (https://cougarhealth.wsu.edu/tag/culture-of-respect/). They have invited our subcommittee to collaborate with them on reviewing the results of this assessment and contribute to projects that will improve resources on campus as indicated by the assessment.

● Resources at other universities
To better understand where we stood in comparison to other institutions, we conducted a review of online resources of institutional peers that are also top-25 public universities. These institutions included: University of Maryland - College Park, Purdue University, North Carolina State University, Colorado State University, the University of Georgia, and Virginia Tech.

We found large individual differences among these institutions, but overall found that some of these sites were better designed with the user experience in mind. North Carolina State University and Purdue University for example, are good models for overall design, ease of use, and simplicity. (NCSU: https://oied.ncsu.edu/divweb/safe/file-a-report/; Purdue: https://www.purdue.edu/sexual_assault/victims/report/index.html). While we appreciate the user-
friendly design and clear information, we are not aware if these sites are accessible. We feel that WSU would benefit from looking at these peer institutions, and incorporating principles of accessibility, when planning to make any improvements to online resources surrounding sexual harassment and assault training and reporting. In the coming year, the IOCA subcommittee plans to continue looking at the resources of other institutions, specifically discovering the procedures for building these resources and keeping them updated so that we might recommend something similar at WSU.

Although this subcommittee learned that OEO and other departments have regularly updated their website pursuant to student and employee requests in an effort to make sure material is easy to navigate and accessible to all users, this subcommittee recommends that OEO and other departments continue to conduct these student- and employee-centered reviews on a yearly basis and incorporate some of the design principles on the suggested pages.

Review of faculty training surrounding sexual harassment and reporting:

Through conversations with OEO, we discovered that the faculty training: Discrimination and Sexual Harassment Prevention Course is only required every five years (https://hrs.wsu.edu/training/discrimination-sexual-harassment-prevention/). The climate, laws, and procedures surrounding this issue change frequently; further, offices and personnel at WSU change sometimes more frequently than every five years. To ensure that all faculty understand the resources available, it is crucial that this be moved up to more than every five years. If the faculty are unaware of the resources available on campus, they will be unable to adequately assist their students and co-workers in this area when needed. The Office for Equal Opportunity (OEO) has informed the subcommittee that they are currently updating the training and are in the process of creating a more condensed refresher course that can be adopted by the university to be used more frequently. This subcommittee also learned from OEO that a recent Washington Supreme Court case has increased employer liability for matters of discrimination under the Washington Law Against Discrimination (WLAD), Floeting v. Group Health Coop., 2019 Wash. LEXIS 68. It is imperative that WSU employees are well trained about their rights and responsibilities under the WLAD, not just to avoid unnecessary and expensive litigation, but to create a safe and welcoming environment for all students, employees, and visitors, which highlights the urgency to increase required training.

Review of communication between CSW and groups on campus working on this issue, and between these groups on campus:

Through regular meetings with the Office for Equal Opportunity and a meeting with Cougar Health Services, we discovered that communication between CSW and these campus groups has not been as strong in recent years as it has in the past. In order for CSW to advocate for the needs of groups at WSU working on issues of sexual harassment and assault, it is imperative that we improve these lines of communication and become more actively involved in the programs being pursued by these groups on campus.

Through conversations with CSW members and others, it became apparent that there are a lot of programs, resources, and efforts around campus to address or handle Title IX issues. We
discovered a climate of lack of communication and collaboration across WSU and misunderstandings about what each office does in regards to this issue. The new Diversity, Equity, and Inclusion Initiatives Summits that were held this past semester at WSU are working to reduce these barriers and begin to break down these silos to best meet the needs of students, faculty, and staff. We encourage these summits to continue. In addition, we would like to see more directed summits that address specific issues. We recommend that one of these summits specifically focus on Title IX, so that opportunities for collaboration can be created and so that individuals can learn more about the missions of each group across WSU.

**Field Reporting:**

Because members of the subcommittee conduct research in the field and work at extension sites, IOCA began to review the resources and training available at WSU for reporting Title IX violations at field and extension sites. Additionally, recent federally recommended changes to Title IX reduced protections for individuals experiencing harassment or assault off campus, with little clarity as to the responsibility of the university to take action in these cases (https://www.insidehighered.com/news/2018/11/27/what-title-ix-plan-would-mean-misconduct-campus).

Sexual harassment and violence at field sites is pervasive and is gaining visibility in higher education. Because this work happens off campus and possibly in areas where laws and cultural norms differ from those of the home country, protections and rights for researchers that are experiencing harassment or violence continues to be a gray area. For more information on this, please see:

- [https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0102172](https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0102172)

Our review revealed that Washington State University lacks specific training or policies to address sexual harassment and violence at field sites. In addition to wanting to create a safe culture for researchers at WSU, we feel that this lack of knowledge and resources sets WSU up for risk, especially as policies are being put in place by grant-funding agencies that require notification of any violations in the field before funding is awarded (see for example the statement from the National Science Foundation: [https://www.nsf.gov/news/news_summ.jsp?cntn_id=296610](https://www.nsf.gov/news/news_summ.jsp?cntn_id=296610)).

As an added complexity, WSU in serving as a land-grant institution has numerous extension sites. Individuals serving at extension sites can and do report to OEO, however, the pipeline for reporting at these extension sites might be unclear if not connected to a specific campus. This clarity may also depend on how those doing the reporting or being reported are funded (e.g. USDA). CAHNRS makes reporting information available on their website ([http://fs.cahnrs.wsu.edu/compliance-tools/](http://fs.cahnrs.wsu.edu/compliance-tools/)), and we would like to ensure that individuals doing
field research and that are located at extension sites be properly informed and trained regarding these issues.

Efforts are underway to address these issues at other universities. For example, the University of Washington created a Respect and Equality in Fieldwork Committee in 2017 to examine these issues and provide recommendations. Their work can be found in this report: http://psc.apl.washington.edu/HLD/REIF/RespectandEqualityinFieldwork_RecommendationsandReportUW_Jan2018.pdf. We would like to recommend that a similar committee be formed at WSU to more formally examine the state of field reporting resources at WSU, make recommendations, and assist with setting policies and procedures.

We would also like to recommend the creation of a training module for individuals that are planning to conduct research in the field, and for those taking students out into the field. We discovered through outreach to the Study Abroad office at WSU that they provide pre-departure training on safety and security to every student and faculty member prior to going abroad, and this could be looked to in the creation of a wider module. In addition to training, we would like to recommend a required statement on the syllabus of each course that is taught in the field.

Possible Future Directions/Plans/Projects, 2019-2020:

- Strengthen communication between CSW and OEO, and CSW and Cougar Health Services (specifically individuals at CHS working on sexual violence prevention).
- Facilitate mini-summits with a more specific focus; work next year on assembling a mini-summit on Title IX procedures across WSU campuses.
- Continue review of other institutions’ resources surrounding Title IX in order to make recommendations where WSU can improve.
- Collaborate with the Office for Equal Opportunity (OEO) to provide specific feedback on their communications, outreach, and trainings. This may include: providing specific recommendations on the improvement of online communications; providing feedback on questions created for an employee climate survey; providing feedback on content and usability of trainings; and providing feedback on updates made to Executive Order 15.
- Collaborate with Cougar Health Services on reviewing their “Culture of Respect” assessment and offer assistance with improving resources.
- Continue auditing WSU resources regarding Title IX, with specific attention paid to intended audience and how effective these resources meet these populations.
- Assist with the formation of a committee on campus to identify best practices for field reporting, which might including finding example trainings, policies, and syllabus statements that can be put into practice at WSU.
Chair: Casey St.Clair
Members: Claire Burbick, Matthew Jeffries, Lindsay Lightner, Amy Sharp

2018-2019 Goals

Continue to partner with WSUCC on common goals and objectives; become more proactively involved with other committees throughout the WSU system on an ex-officio basis; and make tangible headway on ongoing initiatives from the 2017-2018 academic year.

WSU Children’s Center

The Commission’s recommendations from the 2017-2018 term regarding fiscal support for WSUCC and child care across the WSU system still remain largely unaddressed. However, WSUCC had a largely successful year considering the Child Care Access Means Parents in School (CCAMPIS) grant was renewed, providing four years of tuition support for qualifying student parents. S&A funding was also awarded via the Graduate and Professional Students Association (GPSA) to address the same, which also allowed the Center’s evening care program to continue for another year.

Unexpected safety inspection failures mandated the removal of a few pieces of (well beyond their intended lifespan) playground equipment that have yet to be replaced due to funding constraints. WSUCC is relying on donations and re-budgets to fund new equipment, which we hope to see installed in the coming year. On a positive note, a project initiated in the 2017-2018
academic year finally came to fruition with the creation of an interactive, inflatable playground piece titled “Pneu World” designed and built by Dr. Mona Ghandi’s architectural design students.

Finally, changes in Washington Administrative Code will mandate impactful alterations for WSUCC’s staffing plan, which have yet to be funded. Additional training hours for all employees and the new requirement that effectively mandates the staff be comprised more of Civil Service employees than temporary hourly/student support will mean significantly increased personnel costs for the Center. WSUCC has increased tuition for the 2019-2020 academic year to partially account for the new requirements, but there is still a need for additional funding in order to maintain student-teacher ratios and teacher qualifications for state licensure. See Appendix A for a more comprehensive reflection on WSUCC’s year.

Despite the foregoing challenges, WSUCC continues to provide high quality child care and early education to the children enrolled in the program. Conversations with friends of the Commission across the WSU system continue to show a growing need for child care, which was also captured in a December 31, 2018 Moscow-Pullman Daily News article entitled Rural Whitman County a ‘child care desert.’ While WSUCC’s waiting list still consistently hovers around 100 families, it is our hope that the University will improve its support for this vital resource so it can continue to attract quality faculty-, staff- and student-parents with quality, in-house child care and early learning. This will become particularly important as public higher education enrollment is projected to increase over the next decade and, as we make progress on the Drive to 25, increased faculty and staff will be needed to support the increased research expenditures necessary to achieve this goal.

On these topics, we submit the following recommendations for your consideration:

- Provide ongoing central funding to WSUCC to adequately staff the Center per WAC requirements for state licensure.
- Provide one-time central funding to WSUCC to replace playground structures.
- Conduct a feasibility study considering the expansion of child care to all WSU campuses, and the expansion of WSU-Pullman’s child care center to better accommodate its growing waiting list.

Lactation & Wellness Spaces

The ESPL committee partnered with Facilities Services, the Family Friendly Campus Taskforce, and the Gender Inclusion & Trans* Support Working Group to identify potential spaces that could be converted to lactation and/or wellness spaces, and also to deploy no-cost menstrual products across campus.

1 https://dnews.com/local/rural-whitman-county-a-child-care-desert/article_3f97bc06-2b67-58b3-b3eb-5f08aa861f49.html#tncms-source=article-nav-next
For those spaces identified as potential lactation/wellness spaces, cost estimates were compiled by Facilities Services to examine the cost of retrofitting existing spaces versus building new spaces. We appreciate that our partners in Facilities led by example in converting space in their own building to a lactation/wellness space, complete with the necessities identified (See Appendix B) to safely and sanitarily express breastmilk. See Appendix C for photos of spaces in McCluskey and The Chinook. Other areas and colleges have begun to do the same. For areas where neither retrofit nor new construction are viable options, portable lactation spaces are available as described and quoted in Appendix D. These portable spaces are particularly attractive for large events (i.e. concerts, sporting events, conferences) where existing facilities could not meet the need. Additionally for non-Pullman campuses where space is often more limited.

A pilot program has also been initiated to deploy no-cost menstrual products across campus. This was accomplished by retrofitting existing dispenser units with the equipment to distribute products without the coin-operated function. Results regarding demand and usage will be available this fall.

On these topics, we submit the following recommendations for your consideration:

- **Account for lactation and wellness needs when designing future spaces on any and all of the WSU campuses, and proactively engage the appropriate stakeholders early in the planning phase.**
- **Consider the use of Mamava Pods, or similar, as a temporary solution where retrofit and new construction are not immediate options.**

**2019-2020 Goals**

Continue to partner with WSUCC, the Gender Inclusion & Trans* Support Working Group, as well as other groups across the university system to build on this year’s progress in making WSU a student- and employee-parent friendly place to work, as well as an organization sensitive to the cultural and religious needs of all members of our system.
The CSW Mentoring and Professional Development subcommittee worked diligently this year moving from research into development of the Staff Mentoring Program set to begin Fall 2019. Previously, the subcommittee conducted a survey of both Civil Service and Administrative Professional staff to glean prospective interest in a mentoring program. The number of responses to this survey was overwhelming, with 483 responses coming from all campus locations. Common themes brought up from the survey included: staff retention, skill development, training, and increased morale. With these themes in mind, work began to establish a concrete program that is both expandable and self-sufficient. The mission of the WSU Staff Mentoring program is to pair experienced civil service (CS) and administrative professional (AP) staff with other CS and AP staff who are interested in a one-on-one mentoring partnership and seek to grow and develop their professional skills. Minimum requirements of the program include meeting, in some capacity, at least once a month. Mentoring sessions may include discussions and explorations of professional strengths and career development, or other agreed-upon professional growth areas. This program can provide a rewarding experience for both mentors and mentees. Through one-on-one guidance between experienced staff and a paired mentee the goals and benefits can be outlined as: learn new practices and skills to grow professionally, develop new, collegial relationships, learn more about WSU culture, history, policies, procedures, and resources, increase morale and knowledge of the University, stronger staff retention, and to help staff develop goals toward their specific career path and discover how to
achieve them. Mentors and mentees are asked to commit to one semester at a time. Previous feedback indicated that a year-long commitment may be burdensome on those with more seasonal workloads. The commitment would entail about 15-20 hours per semester, which would include a 1.5 hour “kick-off” meeting, as well as a final “wrap-up” where participants can meet face-to-face for learning and discussion. This 15-20 hours would also include any digital correspondence, and possible in-person meetings at the mentor/mentee discretion.

This past January the subcommittee met with President Schulz in order to discuss the vision of the program and to gain feedback before delving too far into planning, and we were met with great optimism and support. It was discussed that funding for this program would come from the President’s office, in the form of $5000 dollars for marketing and facilitation, as well as logistical support in the form of an assigned graduate student. As planning progressed, one of the biggest hurdles the committee faced was how to balance the time necessary to form a meaningful mentoring partnership and what would be acceptable for employees to dedicate to the program. In the hopes of establishing organic and meaningful connections, it was decided that it will be the responsibility of mentors and mentees to decide when and how often they meet, and to work with their respective managers accordingly. In subsequent meetings later in the year with Chris Hoyt it was decided that, with the support from the President’s Office, the best place to house the Staff Mentoring Program would be with Human Resource Services, HRS, with the dedicated graduate student and staff support.

The focus at the beginning of our meetings settled on development of the applications. The applications are important to establish first as they set the stage for many different aspects of the program. They help gauge interests, talents, and the jobs held at WSU, which are all helpful in meaningful pairings between a mentor and a mentee. As the applications were developed, criteria for potential mentors and mentees was established; Ideal mentor candidates for the program will have at least five years of experience at WSU, with at least one year in their current position, show professionalism, have an excellent WSU career performance, exhibit a positive attitude, are open to new ideas and perspectives, and show a willingness to share career experience and skills. Mentees will be expected to have one year of experience at WSU, show professionalism, exhibit a positive attitude, and show a desire to grow professionally. The first cohort of mentors was selected based on word of mouth recommendations from members of the committee and the CSW general membership. Some individuals in the first cohort don’t meet all requirements listed above, but it is a good chance to receive feedback in order to adjust the requirements accordingly. Both mentors and mentees will each fill out an application in order to decide if they are a good fit to the program as well as to be matched. The application will identify strengths, opportunities, skill development needs, career expectations, and objectives. Both of these applications can be viewed in the Appendix materials. Mentees and mentors will be paired by a committee comprised of individuals from HRS and the Mentoring and Professional Development Subcommittee, based on the applicants’ availability, preferences, and interests that they provided in their application. For this cohort the mentees applied to the program via our application and mentors were also asked to fill out an application after selection (Applications in Appendix). Results from the mentee application question nine, as described by Figure 1, suggests that face-to-face mentorship was the most important means of communicating with mentors. Email was ranked second, and phone conversations third. Surprisingly, video conferencing was ranked as the least desired option.
Mentees also marked specific areas in which they were looking to receive mentorship in, and is summarized in Figure 2. The top three selections are career progression, leadership, and networking.

When asked what they expect to gain from the program and the experience one response stated:

“I hope to gain guidance and professional development opportunities - whether that is networking, book recommendations, TED Talk recommendations, thoughtful conversations over lunch. I really need a mentor who is personable and who can be honest and genuine. I am not looking for someone to walk hand-in-hand with me through life, but instead someone I can bounce ideas off of, ask for recommendations, and seek a higher understanding of marketing and communications from.”

With development of the program, some of the biggest concerns were having a system to monitor and collect meaningful data, have a system to resolve any possible disputes, and how
involved this subcommittee would be after the program is up and running. With the program falling under HRS, proper institutional regulations and backing will sustain the program. It was agreed that the Mentoring and Professional Subcommittee will be able to check in with the progression of the program as well as be involved in pairing of mentors and mentees. It was also agreed that evaluations would be done at several steps in the process which will be critical to maintain a connection with the cohort, but also to gain meaningful feedback. Feedback collection will occur in the middle of the semester as well as at the end during the wrap up meeting. It was also postulated that we should check in with members a year after the program to see how the program helped with their experience at WSU based on target measures and benchmarks that we have developed for the program.

Lastly, this subcommittee was able to present our program to the President’s Cabinet meeting at the beginning of June where we were also met with optimism and great questions. The committee is currently working to pass along the program to HRS. During this transition period, the subcommittee will be soon assisting with pairing, helping to put on the first official “kick-off” meeting, and working to solidify guidelines and resources for the event. Rebecca Craft has been asked and agreed to do a small presentation about mentorship at the beginning of the meeting. Afterwards, guidelines for the program will be given to the cohort as well as some resources about mentoring and relationship building. Towards the end the meeting will consist of pairing assignments being made, where the mentors and mentees will devise a mentoring plan together and set up expectations.

With the transition of the program to HRS, the subcommittee will play a small, yet critical role in maintaining the program. We intend to work alongside HRS to check in and lend support when necessary. Excitement for this program is continually in the emails and questions we receive about when and how individuals can be a part of it. Members of other campuses are reaching out to ask how they can establish programs like ours at different campus locations. While our ask this year is minimal, it is more critical than ever, that the President’s Office continue to offer support for the duration of the program.
Chair: Jacqueline Southwick
Members: Amy Nusbaum, Casey St.Clair, Lauren Wells

The 2019 Annual Women’s Recognition Event shifted from an afternoon luncheon to an evening wine reception with presentations. The event format changed in late December following a joint meeting with the CSW, WSU Women’s Center, and the President’s team, so implementation was tight with a March 4 event date.

Awards processing experienced challenges with changes in ownership of event planning processes including website updates, marketing, and announcements. CSW received editing access to the Women of Distinction site in time to publish the nominations forms and collect nominations for two and a half weeks prior to nominations closure.

Thirty-nine nominations resulted in five awardees from multiple campuses across WSU. In addition to those, CSW awarded a posthumous Lifetime Achievement Award to Kelly Ward.
With a new focus on OneWSU, this diversity of award recipients across multiple campuses was exciting to celebrate, and the committee agreed to rename the Lifetime Achievement Award to honor Kelly going forward.

Overall, the event came together well and the honorees all enjoyed the experience, thanking the committee multiple times for the support and for the acknowledgment of their efforts to lift their communities through their efforts.

Ideally, going forward, all of the partners invested in this award event process need to continue to work to clarify roles and expectations, and the event will continue to be a wonderful, unique celebration of the contribution of women in the WSU community and beyond.

On July 17, 2019, a review meeting was held with members from CSW, the Women*s Center, the President’s Office, and Student Affairs to determine responsibilities, logistics, improvements, and planning for the 2020 Women’s Recognition Celebration.

Awardees (left to right): - Kelly Ward (Gene Solomon), Lifetime Achievement Award - Anna Plemons, Woman of the Year - Kathy Dahmen, Alumna Woman of Distinction - Dedra Buchwald, Faculty Woman of Distinction - Abby Howard, Staff Woman of Distinction - Yadira Pérez Páramo, Graduate Student Woman of Distinction
Salary Study Task Force Report Academic Year 2018/2019

Recommendation

Continue commitment to salary equity by formally reforming the Salary Study Task Force with representatives from, but not limited to, the President’s Commission on the Status of Women, Association for Faculty Women, Administrative Professionals Advisory Council, and Faculty Senate with collaborative support from the Provost’s Office, Institutional Research, Office of Equal Opportunity, and Human Resource Services.

*Note, a full proposal with list of specific recommendations will be presented to incoming Provost Montoya by the task force in August 2019.*

Summary & Timeline of Activities

Following our meeting with President Schulz in August 2018, and at his request, the task force emailed a specific list of recommendations and action items including the following:

- Assignment of a representative from university leadership to serve on the task force (replacing the vacancy left by Kelly Ward)
- Financial support to hire statistical and data analyst expert. We foresee multiple options to fulfill this –
  - Hiring an FTE that meets the qualifications similar to those outlined in the NOI (attached) that CAS recently used to search for a data analyst.
  - Hiring a consultant (either internal or external to WSU) that also can meet the qualifications outlined in the NOI
- Access to additional data to expand the pilot study (e.g., to include other staff positions, other colleges, and contingent faculty)
- ADR to support the task force chair/co-chair. There is some slight irony in that the salary equity task force is fueled by volunteer work by women, which is often viewed as invisible labor and/or a detriment to promotion.

The task force received a memo in November 2018 from President Schulz and Provost Bernardo indicating support for the task force continuing, however, with the data analysis to be conducted internally by Institutional Research. They also would work to find representation from university leadership, but requested time and patience to identify this person.

In January 2019, President Schulz visited a CSW General Membership meeting. When questioned about the salary study task force, he suggested that the group pause their formal efforts while the Provost’s Office was in a period of transition and understaffing. The task force agreed, but also used this time to regroup and refocus the objections of the study.

During the spring semester, the task force, through the generosity of member Jill McCluskey, reran statistical tests on the CAS faculty group and found some potential reasons for the lack of robustness of the pilot study.
Moving forward, the task force will be on a slight hiatus over the summer as many members are on a 9-month appointment. However, our goal is to deliver a proposal to incoming Provost Montoya with specific recommendations and the plans for expansion of the study beyond the pilot study. The task force would like to continue to work with the expertise of Jill McCluskey, and her mentees, to develop a robust statistical model with all of the WSU faculty as well as returning to the staff analysis with a new approach, and developing a qualitative study to serve as a companion to the quantitative study.

**Task Force Members**

Catherine (“Katie”) Cooper, President’s Commission on the Status of Women, *prepared this summary*

Melanie-Angela Neuilly, President’s Commission on the Status of Women

Jill McCluskey, Association for Faculty Women

Ana Maria Rodriguez-Vivaldi, Association for Faculty Women

Lisa Waananen Jones, Association for Faculty Women

Stephanie Rink, Administrative Professionals Advisory Council

Acacia Kapusta, Administrative Professionals Advisory Council

Casey St Clair, Administrative Professionals Advisory Council

Jeannette-Marie Mageo, Faculty Senate

Leila Harrison, Faculty Senate
Kelly Ward Memorial Pathway

In the wake of Vice Provost for Faculty Development Dr. Kelly Ward’s unexpected passing in July 2018, the Commission partnered with Facilities Services and the Association for Faculty Women, as well as Kelly’s family and community to find ways to honor her vision and legacy. With support from university leadership, two campaigns have taken shape: the *Kelly Ward Legacy Fund* and the *Kelly Ward Memorial Pathway*. The pathway has been one of the Commission’s primary focuses this year.

With help from Facilities Services, the future home of the path was identified. The site sits on Roundtop Drive, near the WSU reactor, overlooking Bailey-Brayton Field, with wide westerly view corridors. After meeting with many of Kelly’s colleagues and mentees, Seattle architect Ben de Rubertis donated his time and talent to design a space that reflects Kelly’s personality and values in physical form. Ben describes the path as follows:

The path is envisioned as the first step toward generating an extension of the WSU arboretum, close enough to the main campus to fall within the pattern of daily or weekly use by the majority of students and faculty. It is imagined to be intimate in scale and to offer amenity spaces for use by picnickers, joggers, and most especially for contemplation and conversation. It is also imagined to be the first of several potential future projects to expand and enrich the connection to nature within the heart of campus. Since no such quality exists at the present moment, much thought has been given to the anticipated character of the path and grounds. We drew principally from descriptions of Kelly’s character by her friends and family to create a portrait of how the space could best reflect her:

- **Connection:** the path should serve as a way to connect people, broad enough to walk side-by-side and remain in conversation.
- **Lift people up:** the path should take visitors from the entry point to the top of the site, and there should be opportunity to see one’s view of the world transform.
- **Colorful:** the path itself and the areas around it should offer areas to see color, especially in contrast, like a printed fabric has, so that the multiple dimensions of color can be seen.
- **Authentic:** the path can be simple and made from natural materials found locally on the Palouse.
• Accessible: the path should strive to maintain a 5% slope and have a surface that is maintainable for persons with mobility issues to visit unimpeded.

The design concept for the path, as it currently stands, is a helix. By design, it is not an out and back path because we want to reflect the transformation that happens when conversation is great. Visitors will arrive back at the same point, but from a different route, because in true conversation one does not know in advance how one will emerge.

The path also maintains an even slope of just under 5% as it rises through the trees that exist on the site. These trees are handy because they can serve as milestones marking progress along the path. To complement them, we plan to widen the path at changes of direction to allow for people to rest or gather. The widened edges are drawn in the same way as the letters and graphic design in Celtic knots, which place an emphasis on continuity.

Markers are also placed along the way. The design budgets the inclusion of up to 12 split and polished large boulders to flank the path. The stones can offer seating for visitors, and the polished sides can be used to display graphics or text. This can either be planned in advance or added in the future. Reflection is a major component of the design in how it relates to Kelly’s character and the desired experience of walking the path.

At the apex of the path, the design includes a row of precast benches on either side of the pathway. This point should be sufficiently wide to allow people to converse together across the path or side-by-side. Our intent is to reuse some of the fieldstone and remaining materials in the WSU materials storage area to create an informal edge between the pathway and the seating, leaving enough room for knees to be out of the way of walkers.

Behind each precast bench would be a sloped section of turf. This would require maintenance but would be a small area that offers visitors to a way sprawl out and face the sun.

In alignment with the path at the point of arrival would be a swath of wildflowers, perhaps sunflowers as well as other species that are native and offer different blooming times and repetitions so their effect is preserved through the spring and summer. The swath is meant to connect to the promontory on the west edge of the arboretum and recall the wildflower strips that farmers add between their crops to help with pollination and resistance to pests and disease. The
benefits of avoiding a monoculture in growth have long been known to the farming community, and we hope that the idea of the propagation of new ideas and new growth is a foundational idea to the path.

Along the way back out (or in) is a bounded lawn area dedicated for use by picnickers, frisbee players and readers. This is the flattest area and we anticipate visitors appreciating an open space that is easy to anchor the point of arrival to this arboretum extension.

Many of the elements above can be changed, and probably will transform as the project evolves, but it is important to note that landscapes have power, just as people do. In harnessing the site’s natural majesty, we hope to incarnate Kelly’s strength and her ability to help many find their own strength.³

As the design took shape, the costs involved in a project of this scope became apparent. Again, with the help of Facilities Services, a rough cost estimate was created in order for a capital campaign to begin. The following cost estimates are a shoot for the moon approach to the project, and include markups for contingency, design, and administration in each section. They may be scaled back as appropriate to make the path more feasible, and are intended to be approached in successive fundraising waves:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plants (11,000 SF) and lawn (hydroseeding 25,000 SF)⁴</td>
<td>$84,000</td>
</tr>
<tr>
<td>Permanent irrigation system to lawn and planted areas, approximately 36,000 SF</td>
<td>$142,000</td>
</tr>
<tr>
<td>6’ path using gravel with brick paver edging, with greater width at bends in the path</td>
<td>$43,000</td>
</tr>
<tr>
<td>Minimal grading of path to create flat walking surface</td>
<td>$10,500</td>
</tr>
<tr>
<td>Plaza at hilltop – pavers and seating (plants and lawn area covered in sections above)</td>
<td>$32,000</td>
</tr>
<tr>
<td>Boulders – assuming 19 boulders, inscribed and installed on site</td>
<td>$33,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$345,000</strong></td>
</tr>
</tbody>
</table>

The first wave fundraising goal is $20,000, which is intended to finance a formal architectural study for the path. Subsequent phases will include site survey, design, gravel and paving, planting, and site fixtures. Gross donations to date total approximately $15,000, including in kind donations of space and time. The fund account was created January 22, 2019, and has seen net $4,363 in spontaneous contributions. The more formal kickoff fundraiser was held May 24, 2019, in partnership with Etsi Bravo and The Black Cypress. It included a silent auction of donated items, had 117 registered participants, and netted roughly $4,500. The planning committee has debriefed the event and already begun plans for the next fundraiser. In total, we’ve raised 2.5% of our shoot for the moon goal, and are looking forward to continuing our efforts.


³ [https://afw.wsu.edu/kellyward](https://afw.wsu.edu/kellyward)
⁴ Tentative commitments for at least part of this line item
Appendix A

WSU Children’s Center Reflection for CSW

This year the Children’s Center has continued to strive to bring highest quality early learning and child care for the children of WSU students, staff and faculty. The mission of the WSU Children’s Center is to provide high quality child care and early education in order to support the academic success of parents who learn and work at WSU. This year we reflected on our mission and how the center it is an integral piece of WSU. Our mission is aligned with the renowned tripartite mission of the land grant institution. That is, our mission is focused on meeting three needs: teaching, research and service.

We increased the scope of our data collection to better understand the families we serve and the programs that our participating families are from across the University. Below is the pie chart indicating the families served by the Children’s Center based on spring enrollment.

Quality Program: The Children’s Center continued to participate in the Washington State Quality Rating Improvement System, Early Achievers, through the Department of Children, Youth and Families (DCYF; formerly Department of Early Learning). This year is the final year of our last rating score of 4, which represents a “Thriving in High Quality” level of excellence. The 2019 year will be a base-line for the next rating that will be held sometime between January and May. Changes in the child care licensing WAC, in effect August 1, most notably include increased educational requirements for teachers and changes to
defined roles. Administration is currently planning on how these changes may impact our civil service and student staff positions. We will communicate with the Commission on the Status of Women with our strategic plan and any support we may need to assist with the staffing realignments.

In addition, the changes to the WAC will impact our policies, procedures and processes in the daily operations of the program. We continue to inform families of pending changes to assist them with any additional paperwork, or make them aware of any changes they may notice in the classroom. Although minor in most regards, we continue to have both civil service and student staff updated with changes to ensure they are well-informed and equipped to achieve the expectations.

**Accreditation:** The 2018 and 2019 years of the Children’s Center have been the baseline for accreditation through the Association for Early Learning Leaders, National Accreditation Commission (NAC) for Early Care and Education Programs. The National Accreditation Commission for Early Care and Education Programs offers early childhood leaders the opportunity to demonstrate and document quality performance using research-based criteria and evidence-based practices. During the spring of 2019 we conducted the NAC parent survey, which will continue to be distributed at the end of each semester to families. The review materials for self-study are being consolidated and reviewed and a request for the validation visit is projected to take place in spring semester (2020). The results of the survey will be shared with the CSW along with our program responses to needs determined from the findings.

**Staffing:** The staff turnover was lower than previous years, and the onboarding process has been enhanced to secure quality teaching staff for the Children’s Center. We are still in the process of securing funding to pay for additional Early Childhood Program Specialists 1 (ECPS1) positions. We had hoped to roll this out in the 2019 year, however benefits for civil service staff exceeded what we had budgeted, therefore requiring us to continue with student staff. Due to the changes in the Washington Administrative Codes for Child Care Centers, teacher education requirements, the use of student staff will be different in 2020, and therefore civil service positions will be required. We have budgeted one ECPS1 for the coming year, and will look for funding to add additional positions.

The previously mentioned changes to the child care licensing WAC have implications for our staffing model. There will be an additional requirement of 30 hours of on-line training for all staff, including student staff, delivered via DCYF. We will be increasing our student staff during the fall to maintain child to teacher ratio while accommodate teachers being out of the classroom to complete the training. This will also require training (wages) for our student staff to complete the on-line training. A notable change seems to impose additional limits on how we can utilize student staff and may require additional civil service employees with additional experience and education. We are seeking clarity from DCYF regarding this and other changes to the WAC. However to prepare for these potential changes, we are experimenting with changes to the staffing plan; increasing civil service employees, through addition of two Early Childhood Program Specialist 1 positions (40 hours a week) and limiting student staff hours in FY19. We will continue to seek financial support, as we attempt to add these more costly civil service positions. We have built child care fee increases into our budget, however the increase in student staff minimum wage and the civil service increases will limit our ability to fully absorb the costs of these additional positions.
Play areas: An unanticipated event was the failure of playground equipment at the center. Although weekly safety checks and maintenance had been ongoing, the wooded bases of the structures failed requiring their removal. These pieces had a 10-15 year ‘lifespan’, and have been at the location for far past that range. Environmental Health and Safety, Facilities and Grounds crews worked in great partnership to remove the equipment with the use of safety funds. Heather and Brenda have met with Dr. Wight and Dr. Hill to create a strategic plan for replacing equipment and seek funding. Efforts to partner with the WSU Foundation to seek development funds for playground improvement are underway. Some funding intended for carpet and drapery replacement was diverted to enhance the outdoor learning spaces for children as the equipment had to be removed. The diverted projects will be planned for in the coming year. The WSU facilities consultant fee, and some minor equipment costs have been built into our next budget cycle, provided by daytime parent fees.

Professional Networking: Heather (Director) has presented at several state conferences on leadership in early learning. Brenda (Exec. Director) and Heather presented on staff retention at the ELEVATE conference in the fall. Heather and Michael (Assistant Director) co-presented at the National Coalition for Campus Children’s Centers on Emergency Preparedness in Early Learning /Child Care in April. They were honored to represent WSU amongst peer University programs from across the nation. The National Coalition for Campus Children’s Centers (N4C) is a nonprofit educational membership organization supporting excellence in programs for young children in communities of higher learning by providing opportunities for leadership, professional development, research, networking, and advocacy. All WSUCC administrators are members of N4C. All administration and civil service staff members who work in classrooms are members of National Association for the Education of Young Children. This membership is paid for through the Washington State Early Achiever’s Award funding.

Funding: The Child Care Access Means Parents in School (CCAMPIS) Program, authorized by the Higher Education Act and administered by the U.S. Department of Education, was awarded to the WSU Children’s Center. The four year grant supports the participation of low-income parents in postsecondary education by assisting low income student parents with monthly child care costs. S&A funding was awarded to provide child care assistance to all student parents. In partnership with the Graduate and Professional Association we continued to offer evening care child care services to student parents. The program was well used, and offered opportunities for employment and volunteerism by University students.

Highlights: WSUCC partnered with Dr. Ghandi to create an inflatable interactive playground piece that was designed and constructed by WSU architectural design students. The creation of the piece, “Pneu World”, happened to coincide with the unexpected removal of the damaged permanent playground equipment. This allowed the showcasing of the inflatable structure to a large open space on the lower playground. We have used this piece several times for parent events, and with the students. We will add photos to our website in the coming months.

Parent Partnership Meetings and Parent Events: Over the 2018-2019 academic year we had several family events at the center which were very well attended. They provided opportunities of parent of the center and children to socialize and build relationships. We hosted a start of the year “Watermelon Welcome”, Harvest Festival, Open Art Studio, Curriculum and Open House events and Literacy Lunch. During the next year the WSUCC hopes to partner with GPSA and CSW to host parent enrichment events
open to all WSU parents. The subcommittee for student and family life will discuss ideas and planning proposals.

**Mission Reflection:** The mission of the WSU Children’s Center is to provide high quality child care and early education in order to support the academic success of parents who learn and work at WSU. Our mission is aligned with the renowned tripartite mission of the land grant institution. That is, our mission is focused on meeting three needs: teaching, research and service. While the Children’s Center is most recognized for its service component--child care for faculty, staff and student parents--it is important to note how it also addresses the research and teaching mission of WSU. With regard to the teaching mission, the Children’s Center provides a hands-on learning laboratory for students from diverse departments. For example, Human Development students training to be teachers of young children practice these skills under the supervision of mentor teachers, Psychology students observe child behavior to understand modes of intervention, Architecture students watch children play in our outdoor classrooms to develop plans for building aesthetically pleasing and structurally sound play equipment, and Education students preparing for a career in Elementary Education gain hands-on experience with how children learn and operate in groups. The Children's Center also hires numerous student staff from a variety of departments. In addition to learning to work with young children, from infants through school age, these students are being mentored in professional expectations, skills and behaviors. They leave WSU with greater maturity as employees because they have received guidance from our administrative team and teachers. In terms of the research mission, the Children’s Center serves as a pool of research subjects, both adults and children, for studies from numerous departments (i.e., Psychology, Human Development, Interior Design, Human Nutrition). Research assistants from Human Nutrition and Anthropology have trained in observational data collection at the Center, and both the Childhood Cognition Lab and Gartstein Temperament Lab have used space at the Center for collecting data. All of these research studies have included undergraduate and graduate students; researchers in training. Finally, the service component of the Children’s Center mission is to provide high quality care for children of students, staff and faculty. By providing a high-quality program of child care and early education, the Children’s Center enables parents to productively engage in their various types of work, including the academic work of its students, which is the cornerstone of WSU’s success. The presence of this facility on campus further contributes to WSU’s academic success through enabling the recruitment of illustrious faculty who report selecting a work place with a family-friendly environment; through the economic support of undergraduate students employed at the Center, allowing them to continue their studies; and generally promoting a model of lifelong learning and growth, which is the central aim of all institutions of higher education.

We appreciate the collaboration with CSW, and look forward to our continued partnership!

Heather MacDermott-Havey, MA Ed.
Director
**Lactation/Wellness Room Design**

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**SUMMARY**

Mothers returning to the workplace after childbirth face challenges to express medically beneficial breastmilk while also reentering the workforce. Companies that provide lactation rooms in the workplace help these employees achieve both of these goals. Public facilities increasingly provide Lactation and Mothers’ rooms for nursing due to growing demand. Following the design guidelines given here will yield a room layout that is easy to use and offers comfort and respect to mothers.

**BACKGROUND**

The influx of women in the workplace starting in the 1960s was partly attributable to the development of infant formula. Formula gives mothers of newborn added freedom to return to work after childbirth. However, in the past 50 years, research findings overwhelmingly in favor of breast milk over formula have instigated a marked increase in the number of mothers choosing to nurse their children for the first year of life or longer. The dramatic health benefits for infant and mother have influenced these mothers to dedicate long hours to pumping and storing breast milk when they are not with their babies. Many of these mothers return to work after just 6 to 12 weeks, and they need a dedicated place where they can comfortably and efficiently collect and store breast milk in the workplace. Some lactation rooms may also be used for wellness purposes that incorporate other functions in addition to lactation support. Design considerations outlined here are primarily designed around lactation needs, but other medical needs may also be well served by these facilities.

**ROOM REQUIREMENTS**

Several times a day, a nursing mother needs a quiet, enclosed room to collect expressed milk. She needs a calm restful environment for an efficient and safe pumping session.

A typical pumping session includes changing clothes, sitting at a work surface in front of a pump for 15 to 30 minutes, placing milk in storage bottles, washing bottles and pump parts and packing them away until the next pumping session, and redressing and returning to work. At the end of the session, the pumped milk must be stored in a refrigerator or cooler. In an eight-hour work day two or three pumping sessions are normal.

Other considerations for Lactation rooms, Mothers’ rooms, or Wellness rooms include the need for actual and perceived privacy. Working mothers experience a level of stress from newborn babies, transitioning work and family life. In addition, equipment such as pumps can be noisy so sound dampening is important to achieve auditory comfort in and around the space. Walls, doors, and locks must be substantial and provide a good sense of security. Particularly in public access facilities, such as airports, conference centers, libraries, museums, college campuses, shopping malls, and hotels, nursing mothers need a calm environment to breastfeed their babies and a secure space where their belongings, such as a stroller, can be accommodated.

Wellness rooms should provide, at a minimum, a lockable door; a work surface and chair; a small utility-type sink; storage for cleaning supplies and paper towels; adequate HVAC service, and well-placed electrical outlets. A refrigerator is desired in the workplace. Accessibility guidelines should be met for all the features of the room. The sample vignettes provide the space for pumping milk as well as breastfeeding.

**RECOMMENDATIONS**

**Size**

A minimum footprint of 7 feet by 7 feet is recommended as it allows for a 5-foot radius circle with a 24-inch deep counter. Other configurations such as 10 feet by 5 feet work well in offices and public facing facilities where more mothers are likely to be breastfeeding their babies.

**Location**

Each building should include a minimum of one Wellness room. As a rule of thumb, a ratio of one room for every 100 female occupants is recommended. Wellness rooms should be located in a safe area accessible to all. They should not be located in areas that would not be suitable for the preparation and storage of food.

**Privacy**

Install a user-operated lock with an indicator for privacy. The best locks include an indicator that displays an “occupied” message to discourage interruptions and still allows one hand operation for exiting the room in the case of emergency.

**Sound Privacy**

Walls should ideally reach up to the structure or install sound attenuation in walls to minimize sound transmission (i.e. minimum STC 45) over them into adjacent spaces. Carpentry or other sound-dampening materials to minimize echoes is recommended.
Chair
Provide a task chair suitable for a workstation. Fabric or material designed for easy cleaning or wiping is recommended. Seat, back, armrest, lumbar, tension, and height adjustments are preferable. Casters are also important to allow the user freedom of movement when hands are occupied with bottles of milk and pump parts. A more comfortable chair could also be placed in the room if mothers frequently use the room to breastfeed their babies.

Table/Counter
Provide a minimum 18-inch deep by 32-inch wide laminate or solid work surface at desk height for the pump and bottles to rest on in front of the chair. The surface should be easily cleaned or wiped down for the next user. Provide clear knee space beneath the counter. Electrical outlets above the work surface should be provided for the pump and accessories.

Sink
Provide a sink and faucet combination deep enough to wash bottles and pump parts. Goose neck or kitchen type faucets are recommended. If possible, locate the sink adjacent to the work area and provide towel dispenser nearby.

Lighting and HVAC
Uniform ambient light is encouraged to provide a restful and soothing environment. Task lighting should be provided over the sink and the pump area. Room temperature should be maintained year-round at a comfortably warm level such as in a dressing room. A thermostat in the room could increase user control and thermal comfort.

Milk Storage
Install a midsize or compact refrigerator for milk storage in the workplace. Under-counter models help conserve floor space but should not take up the knee space beneath the work area. Refrigerators are not needed in public facing facilities where use is more transient. Rooms that are sized to accommodate more than one user may require a mid-sized or a large refrigerator, depending on frequency of use.

Accessories
Useful accessories in a Wellness room include a trash can, a paper towel dispenser, a coat rack or coat hooks, and a full-length mirror. Educational information for nursing mothers can be put on a bulletin board. Storage space for pumping supplies is recommended in office environments where users visit the room on a regular basis. Accessories should add to a calming environment and soothing wall color palette. If many mothers will be sharing the room, installing a scheduling system or communication board outside the door could facilitate efficient use of the room.

RESOURCES
http://www.lli.org/
https://www.cdc.gov/breastfeeding/promotion/research.htm

For More Information on This Topic
See also the 14th edition of the Handbook, which can be ordered from the AIA Store by calling 800-242-3837 (option 4) or by email at bookstore@aia.org.

See also “Design Phases” beginning on page 654 of the 15th Edition of the Architect’s Handbook of Professional Practice. The Handbook can be ordered from the AIA Store online at www.aia.org/store, by calling 800-242-3837 (option 4), or by email at bookstore@aia.org.

Feedback
The AIA welcomes member feedback on Best Practice articles. To provide feedback on this article, please contact bestpractices@ai.org.

Questions on design of lactation room, please contact lby8@cdc.gov or info@indigoJLD.com

Key Terms
Design
Use design
Accessibility
Universal design

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See following pages for: sample diagram and...
Workplace Sample Layout
7’x7’ Wellness Room Unit

1. task chair  
2. counter (fridge underneath)  
3. counter for pump  
4. sink (cold and hot water dispenser)  
5. tilt mirror  
6. paper towel dispenser (trash can underneath)  
7. electrical outlet (above the counter)  
8. coat hooks  
9. door for privacy
Public Facility Sample Layout
10'x5' Wellness Room Unit

1. chair
2. coat hooks
3. baby changing table
4. paper towel dispenser (trash can underneath)
5. sink (cold and hot water dispenser)
6. stroller storage
7. electrical outlet (above the counter)
8. counter for pump
9. door for privacy
10. full length mirror (at back of the door)
Double-Unit Sample Layout
10'x12' Wellness Room Unit

1. task chair
2. nursing chair
3. coat hooks
4. counter for pump
5. towel dispenser (trash can underneath)
6. sink (cold and hot water dispenser)
7. tilt mirror
8. cabinet or storage
9. electrical outlet (above the counter)
10. counter (fridge underneath)
11. door for privacy
Chinook Wellness Space

MEDITATION ROOM POLICIES

This space is intended to be inclusive for people of all religious and cultural backgrounds. In order to maintain a welcoming and safe environment, please follow the policies posted below. We hope that you will enjoy the room alongside friends whose beliefs may be different from your own.

Shoes, bags, and personal belongings should be kept in the storage provided.

This is a quiet space. Please silence your phones, use earphones when listening to music, and take conversations outside the room.

Food and beverages are not permitted, with the exception of water.

Please use this space for its intended purpose. Do not use this room for studying, sleeping, meeting, or other activities.

This room may not be reserved and is open to everyone.
WASHINGTON STATE UNIVERSITY

Prepared for: Shamema Nasrin, Research Assistant
Prepared by: Sharyn Martin, Director National Accounts - Education
Date: June 25, 2019
Phone number: (502) 216-1747

Women Owned, B Certified and Made in the U.S.A.
MAMAVA AND WASHINGTON STATE UNIVERSITY

Mamava is excited about the opportunity to partner with Washington State University to bring our lactation suites to another campus in Washington. Mamava understands that Washington State University wants to provide more convenient, dignified spaces for your nursing mothers/students and needs a flexible solution. Mamava provides the ideal solution for universities to fill the gaps on college campuses given its flexibility, accessibility, mobility and privacy.

Mamava suites are clean, comfortable, and dignified spaces that were specifically designed for a mom to pump or nurse. Our suites help moms meet their breastfeeding goals at work or pursuing a degree, creating healthier, happier faculty, staff, students and visitors. Our suites allow universities to comply with Section 7(r) of the Fair Labor Standards which mandates that employers provide the time and a private place, other than a bathroom, for new mothers to pump within the first year of their child’s life.

Mamava would like to help Washington State University with a comprehensive strategy that provides the best designed and most affordable suites for your breastfeeding mothers. We will work with Washington State University to tell the story of a university that comprehensively supports nursing moms and their families.

RECOMMENDED SUPPLY

The National Institute of Health (NIH) compiled a formula for identifying the number of spaces needed, and estimate that at least six milk expression stations for every 1000 female employees should be the general rule\(^1\). However, Mamava recommends that you review the number of nursing mothers you have as well as the overall size of your facility to determine the number of suites to procure.

<table>
<thead>
<tr>
<th>Number of Female Employees</th>
<th>Number of Stations Needed</th>
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<tr>
<td>Under 100</td>
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<tr>
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<tr>
<td>Approximately 1000</td>
<td>6</td>
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<tr>
<td>For every additional 1000 employees</td>
<td>6 additional stations</td>
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Women Owned, B Certified and Made in the U.S.A.
THE RETURN ON INVESTMENT

Studies by organizations such as the CDC and Center for American Progress highlight the innumerable benefits experienced by employers and employees when lactation accommodations are provided.

Organizational Loyalty

64% of women decide to leave their job before they have their child, with 29% citing feeling "not at all supported" by their employer’s nursing facilities. (Ovia Health, 2017)

When workplace programs are implemented, employees often feel increased loyalty to their employer because it demonstrates that the employer supports the employee, her family, and her health. (Slavit, 2009).

Recruitment and Retention

22% of an employee’s annual salary is the median cost of recruiting and training a replacement after employee turnover. (Center for American Progress Study, 2012)

Worksite support programs serve as an attractive recruitment tool for employing top-notch candidates and demonstrate a 94.2% retention rate of female employees, compared to the national average of 59% (Gartner, Morton, Lawrence, Naylor, O’Hare, Schanler, & Eidelman, 2005).

Health

There are several noted benefits to a mother’s health if she nurses her child, including lower risks of breast and ovarian cancer, as well as a lower risk of diabetes (Labbok & Krasovec, 1990).

Breastfed babies tend to have fewer and less severe instances of certain short-term illnesses. (Murtagh, & Moulton, 2011).

Medical costs return $3.27 and absenteeism costs return $2.73 for every $1 spent on wellness programs. (Baicker, Cutler & Song, 2014).

Increased Productivity

Nursing mothers who use these programs and facilities in the workplace often demonstrate higher productivity than new mothers who do not (Berger, Hill, & Waldfogel, 2005). This is frequently attributed to a lessened emotional and psychological burden associated with being away from the baby, as well as higher energy and greater optimism.
• Interior surface is food-service-grade material for fast and easy cleaning.
• Open grid ceiling for ventilation and fire sprinkler access.
• Occupancy-activated interior lighting and ceiling fan.
• Retractable casters for easy relocation.
• Interior dual, high-quality hospital-grade outlets and USB ports.
• Mirror, benches, fold-down table and coat hook.
• Locate, unlock, and adjust lighting and airflow inside Mamava pods through our free mobile app.
• Electrical: UL-approved 20-amp circuit (unit draws 4 amps).
• 10’ long electrical cord; occupies one standard outlet.
• ADA features 60” turn-around, dual supports bars, ADA-approved mirror.

<table>
<thead>
<tr>
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<th>Original</th>
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<td>9’5” x 5’4” x 7’3”</td>
</tr>
<tr>
<td>Height Requirement</td>
<td>8’</td>
<td>10’ for length, 3’ for door swing</td>
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- 2-Phase Expression® technology
- Single or double pumping
- Let-down button
- Initiate and maintain milk supply
- Hospital grade (multi-user)

<table>
<thead>
<tr>
<th></th>
<th>Medela Symphony Pump</th>
<th>Trolley</th>
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<tbody>
<tr>
<td>Price</td>
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<td>$336</td>
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Assembly kit case (6 units) $160

Women Owned, B Certified and Made in the U.S.A.
ESTIMATE

The following reflects estimated pricing. To place an order, please contact us for a formal sales order for you to sign and complete. Mamava requires a 50% deposit upon receipt of the signed sales order and PO.

Mamava Product Pricing*

<table>
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<tr>
<th>Description</th>
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<th>Unit Price</th>
<th>Total Cost</th>
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*Product pricing and shipping costs are subject to change.

Customization

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Medela Product Pricing*

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<th>Description</th>
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<tr>
<td>Symphony Assembly Kit (set of 6)</td>
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<td>$160</td>
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*Pricing above does not include shipping costs. Company FedEx/UPS account number required for shipping.

Shipping and Install

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<td>Installation Original</td>
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Women Owned, B Certified and Made in the U.S.A.
Mamava Mission

Mamava's mission is to create a healthier society through a changed cultural perception of pumping/nursing that affords every woman the opportunity to nurse her child regardless of her circumstances.

Mamava Community

Mamava is building a community by providing support and resources to businesses and nursing mothers via social media, online resources and sponsorships. The Mamava Mobile app. helps moms find our locations while driving traffic and awareness to sponsored units.

Mamava Media

Mamava units make an excellent advertising platform for brands eager to connect with this highly targeted, highly engaged, and high value mama audience. Brand sponsors help to underwrite the cost of units, and brands and facilities benefit from the earned media generated by taking a progressive stance to support moms and families.

Mamava has been featured in...


Women Owned, B Certified and Made in the U.S.A.
MAMAVA STOCK GRAPHICS

Speaking My Language  Bloom  Optical Art

Dreamscape  Magical Scene  Mamava
An all-in-one turnkey lactation solution for offices and public spaces, with secure access via our Bluetooth-enabled SmartLock + app.

**26 sq ft, 474 lbs | 7'3" W x 3'7" D x 7'3" H**

Women Owned, B Certified, and Made in U.S.A.

MAMAVA MISSION: To create a healthier society through a changed cultural perception of pumping and breastfeeding that affords every woman the opportunity to nurse her child regardless of her circumstances.
A quick compliance solution
Mamava’s 6-8 week order turnaround makes complying with the Fair Labor Standards Act* fast and easy.

No construction disruption
All-in-one prefabricated solution eliminates need for construction, plumbing, hardwiring, or reallocating a room.

Built-in smart security
Our proprietary Bluetooth-enabled SmartLock + free Mamava mobile app gives moms autonomous access and provides you with usage data.

Simple installation
Assembled on-site by your personnel or our licensed installers. Easy to maintain and relocate.

Features
- Two benches, fold-down table, mirror, and motion-activated lighting.
- Interior surfaces made of food-service grade materials.
- Retractable casters for relocation.
- Ceiling vents and exhaust fan.
- Interior dual plug and USB port; Electrical: UL approved 20 amp circuit (unit draws 14 amps).
- 4’ long electrical cord; occupies one standard outlet.
- Fits compact refrigerator.**
- Unlock the SmartLock with keypad, key, or Mamava’s mobile app.

Customized interior and exterior panels available, or choose from stock graphic options.

*Section 7(r) mandates that employers provide breastfeeding mothers break time and a private place (not a bathroom) to express milk.
** Fridge sold separately. Recommended models: Kenmore #BC50 1.6 cu. ft in white or Avanti #AVARM3306W 3.3 cu.ft in white.
A Guide to Best Practice Multi-faith Room Design for employers, property owners and managers, facilities managers, architects, building designers, specifiers, and interior designers.
Acknowledgements & Endorsements

We would like to express our sincere thanks to the following organisations who have provided invaluable advice and guidance in the preparation of Diversity Matters:

- The Regents Park Mosque, London
- Legal advice from B. P. Collins Solicitors

In addition to advice and guidance the following gave our guide their endorsement:

- Mohammed M. Rai of the Hounslow Mosque
- The Rt. Revd. Stephen Oliver, Bishop of Stepney (Church of England)
- Naresh Saraswat, Minister of Religion at the Hindu Temple, Slough
- The Rev. Michael Binstock as Jewish Faith Advisor to HM Prison Service
- Rabbi Dr Michael Shire, Vice-Principal, Leo Baeck College

International Applicability of Diversity Matters

A well-documented past of international forays, in the days of the British Empire, is largely responsible for the UK today having a truly multiracial society back at home. The United Kingdom is probably the most advanced country in the world in terms of its acceptance of diversity in the workplace, although much of the developed world is following closely behind, with largely similar approaches to Health & Safety and integration of minority groups in the workplace.

This version of ‘Diversity Matters’ (V6 2013), has been prepared based primarily on accepted UK policies and references to UK legislation, much of the content however will apply similarly to other countries, if not today, almost certainly in the future.

E and O E.
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1. The Challenge of Diversity

Across the world populations are increasingly multi-cultural and multi-ethnic. In the UK our places of work, hospitals, universities and colleges are emphatically multi-cultural as are those of most other Western countries today. That staff, patients, students and visitors now come from a dazzling array of cultural backgrounds and faiths is a well established reality.

Such diversity raises a range of challenges for employers, property owners and managers, facilities managers, architects and interior designers. Not least of these challenges is the moral and, increasingly, legal obligation to recognise social and religious diversity in the facilities provided in the workplace. Most recent legislation in the UK extends these obligations, which previously only applied to employers, to include all providers of goods, facilities and services to public bodies and private organisations.

The Confederation of British Industry notes:

“Employers recognise the benefits of effective diversity and inclusion policies, and the business community supports positive action. The one resource that in today’s knowledge economy gives sustainable competitive advantage is the skills, understanding and experience of people. Discrimination in employment, wherever it exists, squanders effort, ideas and, ultimately, business sales. It leads to wasted potential, wasted labour and wasted revenues”.

Although there is no shortage of information on the general topic of diversity there is a distinct lack of practical, down-to-earth guidance on what that actually means in our places of work and study and the places we visit such as hospitals and other public buildings. Typical grey areas include:

- What are the day-to-day implications of diversity we need to grapple with when considering the provisions made for staff and visitors?
- How do we ‘design in’ to our new buildings the demands of diversity?
- How can we try to reflect these demands and expectations in existing buildings?
This guide is intended to try to meet this information need.

In particular this guide is intended to provide practical guidance on the provision of multi-faith facilities to those responsible for the design and management of public and commercial properties and to employers who all have a duty of care for an increasingly multi-ethnic workforce.

Most western countries seem to be following the UK’s more prescriptive policies with regard to diversity in the workplace. This guide therefore provides a suitable benchmark for other countries to follow.
2. Organisations are Beginning to Understand

The provision of equality statements in employment terms and conditions is commonplace – reflecting an employer’s statutory obligations. However, such considerate HR policies should not simply be driven by the need to meet legal obligations. Being proactive about the diverse needs of a culturally diverse workforce can produce real practical and financial payback. Reduced absenteeism and staff turnover, improved morale and loyalty can be the very tangible results of enlightened staff relations.

Gymnasia, canteens and staff lounges are already recognised as good practice by many large employers who see practical and commercial benefits in improving the ways they cater for the well-being of their staff and visitors.

Some businesses go further:

- Recreation facilities with games and musical instruments
- Sports facilities
- Sophisticated “relaxation chambers”

Businesses are increasingly providing facilities for the “physical” well-being of the staff. Fewer companies or public service organisations, however, have given the same thought to the spiritual needs of their diverse workforce and visitors.

In today’s pressured world there is real need for people to have a quiet space for reflection, meditation or prayer to which they can retreat when necessary during the day. If such space is to be used for prayer it must, by law, be available to everyone without discrimination. It must, therefore, provide for the traditions of different faiths without causing offence to any. Hence the concept of a multi-faith room or quiet room as it is sometimes called.

Since the most recent legislation includes ‘lack of faith or belief’ in its definition of religion and belief for the purpose of establishing discrimination, such a room would potentially benefit any and every individual by providing a clean, quiet space while avoiding the appearance of different treatment for different people with different beliefs.
• Most hospitals already provide a variety of multi-faith facilities for use by staff, patients, their relatives and visitors. Such facilities are, of course, especially relevant where there is personal suffering and distress. An opportunity for those affected by such circumstances to spend time in solitude in a dignified environment can be a vital part of the healing process – both physical and spiritual.

• Courts are also places where stress can be alleviated by a few moments of quiet contemplation or prayer. Furthermore some faiths – including Islam – require spiritual preparation before the taking of an oath on their holy book. Such preparation might also involve ritual ablution.

• Government buildings – both national and local – such as prisons and libraries are installing multi-faith facilities – often converting now redundant smoking rooms.

• Airports generally provide prayer and ritual washing facilities for both travellers and staff.

• The armed forces need to provide for the spiritual needs of members of all religions – both in barracks and in the field.

• Universities and colleges are leaders in encouraging multicultural tolerance and understanding. Faith rooms not only provide for worship by different faith groups, they also encourage interaction and mutual understanding.

• Large corporations and multinational employers are becoming more faith aware.
3. Legislative Influences

Each country has its own laws relevant to the provision of facilities for prayer and/or quiet contemplation in private and public sector buildings. Whether these be termed prayer, multi-faith or quiet rooms, buildings ranging from hospitals and universities to offices and airports are increasingly featuring these facilities for employees and visitors. Countries in the EU are subject to a degree of uniformity in this area. However member countries usually adopt their own regulations rather than rely on the relevant EU directive. As a result, detailed provisions can vary from one EU country to another. Countries outside the EU are increasingly introducing both mandatory requirements, and non-prescriptive guidance. Readers should therefore inform themselves of their own country’s legislative requirements and standards of good practice.
4. Multi-Faith Provision

In many countries, employers have a legal obligation to make allowance and provision for all employees to carry out their particular religious practices where practicable.

Physical and financial constraints mean that it is simply not realistic for an organisation to consider the provision of separate facilities for every major faith. A multi-faith room is therefore a pragmatic and readily-attainable solution.

Because of the sheer number of religious faiths and denominations there can be no single formula for a perfect multi-faith room. ‘One size fits all’ is not a meaningful solution: in the great majority of situations the actual characteristics of a multi-faith room will inevitably be something of a compromise.

Whilst such a compromise may well fall short of being ‘ideal’ for every particular faith it is likely to be recognised by users as a genuine and really worthwhile attempt by that organisation to respect and cater for the religious needs of staff and visitors (whether casual or longer-terms such as students, patients or inmates).
5. Faith Room Design

5.1 Location

Different faiths have different approaches to ritual duties and performance. For example, whilst Christianity is not demanding in terms of specific daily rituals, Islam requires Salat (prayers) five times a day. This inevitably means that for proper observance, Salat will almost certainly occur at times during the ordinary working day.

It therefore makes commercial sense to try to minimise the amount of unproductive time involved in getting to, using and returning from the facilities provided. This can be achieved by having a faith room close to individual work locations in the same way as toilets are distributed around buildings.

Ideally, multi-building campuses should have a faith-room in each building, multi-floored offices should have a faith room on each floor. The cost-benefit analysis would clearly demonstrate whether or not such an arrangement was justified.

5.2 Size

The size of a faith room is, of course, determined primarily by the number of people likely to use it at any one time. The requirements of Muslims are the most predictable since their daily prayer routines take place at fixed times of the day depending on the times of sunrise and sunset. Furthermore Salat follows a fairly fixed formula. There are also defined times for Jewish prayer at least twice a day, again determined by dawn and dusk. However there is more flexibility allowed to Jews who can usually pray early in the morning before work and in the later afternoon or early evening after work.

Because the times for Muslim Salat are fixed, the faith room needs to be large enough to accommodate all Muslim staff at one time even though it is unlikely that all Muslim staff will perform Salat every day.
Christians and adherents to most other faiths have no rigidly fixed times for daily prayers so it is reasonable to assume that they would not choose to use the faith room during the times of Salat.

Each Muslim requires approximately 1.2×0.6m (4’ × 2’) of floor space on which to perform Salat. This enables them to place their forehead on the floor whilst kneeling, just touching shoulders with those on either side of them. There is no mandatory requirement for men and women to pray separately although women will usually stand behind the men, often separated by a curtain.

Provision needs to be made for ritual ablution prior to Salat and this is discussed separately below (refer to section 6).

Ideally, entirely separate facilities for prayer and washing should be provided for Muslim men and women. However, if men and women are to share the same prayer room, this would usually be separated by a curtain. In order to cater for varying numbers of men and women the curtain should be mounted on a moveable rail so the position of the partition can be varied. Alternatively, if no women are present, it can be removed altogether.

This same curtain partition would also be used by traditional Jews who pray publicly in a quorum of 10 men separated from any women present.

Whether a single faith room or separate male/female rooms are provided there will need to be separate washing facilities for men and women (see below) unless the washing facility is behind a locked door to ensure privacy for women. (Such an arrangement would, of course, raise safety issues.) Otherwise it is entirely inappropriate to provide communal male and female washing facilities.
5.3 Orientation

For most faiths there is no fixed direction in which prayers should be said although the cruciform footprint of older Christian churches follow a predictable orientation. Jews generally pray facing east towards Jerusalem. For Muslims however, it is mandatory for them to face the Ka’ba during prayer. This is an ancient religious site located in the city of Mecca.

Although the prayer room itself does not have to be orientated in any particular way there should be some indication in it of which direction each wall faces – specifically the direction of east and of the city of Mecca. The exact direction of Mecca obviously depends on where in the world/country the faith room is located. A compass is available from most Muslim bookshops which indicates the exact direction of Mecca. An arrow, positioned on the ceiling, is also recognised as a practical means of indicating this direction.

Ideally, the entrance of the room should be situated to enable worshippers to enter and leave the room without passing in front of those at prayer.

5.3.1 Shoe Storage

Cleanliness plays a significant part in most religions but some faiths have a specific requirement for shoes to be removed before prayer. All visitors to the prayer room should therefore be encouraged to remove their shoes before entering. A sign to this effect should be displayed, suggesting to those who do not wish to remove their shoes that, out of respect to others, they should avoid walking across the main prayer area.

There should be an area where shoes can be removed prior to entering the faith room or associated washing areas, and a rack in which visitors can leave their footwear once removed.
5.3.2 Toilet Facilities

It is not mandatory to have toilet facilities installed within a prayer room environment, however if they are included, it should be remembered that Muslims should not use the toilet facing the same direction in which they pray, i.e. facing Mecca.

In all environments however, where toilet facilities are made available for public use, it should be noted that some ethnic groups (including Muslims) require to wash their personal parts with water after using the toilet. In other words, they require a private bidet facility (please refer to section 6.2).

5.4 Fixtures and Fittings in the Prayer Room

5.4.1 Religious Icons

The permanent presence of religious icons for one particular faith group can offend other religious groups and should be discouraged. These tend also to create an atmosphere of ‘possession’ by one group. If the use of icons is specifically required by a particular group there should be a cupboard for their storage when not in use. Ideally there should be a minimum of four such cupboards (to represent four of the major faiths). There are cupboards available which look like bookshelves from the front, but when opened up have different designs inside; once the outer doors of the cupboard are opened, internal designs can include:

A shelf-like Christian altar, on which other Christian artefacts can be placed such as a cross or Bible, with cupboard space underneath.
Muslim designs and graphics to look like a mini-mosque; appropriate lighting can also be installed in the cupboard. For more information, please contact info@specwash.com.

Users of the faith room should be encouraged to be diplomatic in their use of such icons in the presence of members of other faiths.

### 5.4.2 Furniture

Furniture is generally not a requirement in a multi-faith facility. However, it is appropriate to provide some informal seating for more casual visitors to use when reading or simply sitting in contemplation. A simple table should also be provided for items required by some faiths as part of their ritual. Christians, for example, would appreciate the presence of a cross or crucifix to denote an altar.

Jews might use a table for study, which is usual for them before, during or after prayer.

Ideally any furniture should be capable of being easily moved away from the central area of prayer. Such relocation should not be to the wall which people of particular faiths would face in prayer.

The use of benches would be acceptable but there should also be some movable chairs for those who wish to sit at the table, or who find it difficult to kneel.

The use of leather furniture should be avoided since Hindus cannot accept leather in their places of worship.

### 5.4.3 Floor Covering

The covering of the prayer room floor should be in a neutral colour so as to be acceptable to all faiths. It needs to be easy to keep clean.
5.4.4 Books and Religious Reading

Books and other religious publications such as calendars could be made available but nothing should be left in permanent view so as not to offend those of other faiths. It should instead be stored on a shelf or preferably in a cupboard.

Material for promotional or advertising purposes should not be allowed.

Leather covered books should be avoided due to the offence caused by cow hide in religions such as Hinduism (see 5.4.2 above).
5.4.5 **Lighting**

The prayer and washing areas should be well lit – ideally, in today’s environmentally-aware world, with energy saving devices.

5.4.6 **Windows**

Windows will assist with the lighting and natural ventilation of the prayer room but users might prefer obscure glass to be used. Stained glass windows can add to the aesthetic appeal of the decor but the subject matter should be neutral with no religious connotations.

5.4.7 **Other**

Prayer caps, mats, cushions and other items should be kept in cupboards so as not to cause offence.

The burning of incense may contravene fire regulations and run the risk of activating smoke sensors and should be strongly discouraged.

If the use of candles is to be allowed, this should be closely monitored and supervised. Appropriate legislation must be consulted and a risk assessment undertaken. Ideally no more than one or two candles should be lit at any one time (refer to 5.4.1).

5.4.8 **Notices**

Contact details and addresses of other local places of worship such as churches, mosques and synagogues should be available. If the faith room is to be locked when not in use, such a notice should be posted outside. Statutory notices such as “No Smoking”, “Fire Exit”, “No Naked Flames” and any others that may apply to fire regulations and other legislation should be displayed.
6. **Ritual Washing**

Most religions value cleanliness with some practicing ritual washing before prayer or mealtimes.

Christian monks used to practice ritual washing in a communal wash area known as a Lavatorium. Although generally abandoned it has been replaced by the washing of hands before meals.

Some observant Jews will wash their hands before prayer as a ritual undertaken as a devotion to God and an act of symbolic self purification.

6.1 **Wudu**

Probably the most widely performed act of ritual cleansing is wudu, performed by Muslims before Salat (prayers). Wudu shows respect to God by bringing the adherent to prayer in a purified state.

The actual practice of wudu varies between different Muslim groups. Generally, however, it requires the washing of the face, head, hands, arms and feet. Clean, running water must be used except in some circumstances where no water is available.

Wudu can take up to about three and a half minutes; an appropriate number of washing stations need to be provided to avoid excessive queuing which, from the employer’s point of view, is an unnecessary and unproductive use of time.

Cleanliness is an extremely important aspect of Islam, so washing facilities must allow wudu only with running water. Contact with static or grey (dirty) water can invalidate the wudu ritual and should be prevented in any washing facilities provided.
Imagine...

Imagine you are a conscientious, hard-working employee of a supermarket chain. You are a Muslim and in your daily life you try hard to observe the quite demanding duties of ritual washing and prayer.

But it’s not easy.

Your employer is sympathetic and tries to understand. But he does not really quite understand how difficult it is for you to find somewhere appropriate to carry out your religious duties in a quiet, dignified way which meets the requirements of your faith and personal aspirations without causing offence or distraction to colleagues.

You put up with having to wash your feet in the staff toilet in a wash hand basin over two feet high. You cringe when you put your bare foot back on the floor which is by now wet with unclean water and dangerously slippery. Your brace yourself for the walk past non-Muslim staff to the storage area where you are allowed to say your prayers with the other four Muslims who work in the supermarket.

Your employer is really good to be so sympathetic. But you believe another employer not far away has gone even further to accommodate the religious needs of his multi-ethnic staff.

Maybe you should make some enquiries...
6.1.1 Wudu in Washrooms

Many corporate bodies remain unaware of the importance of the washing ritual to Muslims and do not provide appropriate washing facilities. This leaves observant Muslims having, for example, to wash their feet in an ordinary hand basin in a toilet area. This not only shows a casual disregard for their needs but also creates very real and obvious health and safety hazards.

A solution is to provide tailor-made washing facilities which could be more closely associated with the prayer room – e.g. completely separate from toilet areas.

6.1.2 The Water

The water used in ritual cleansing must be clean and flowing. Although not mandatory in colder climates it should be pre-mixed to an ambient temperature before being dispensed.
6.1.3 **WuduMate®**

WuduMate are a unique range of washing appliances specifically designed for the Muslim ritual of wudu. Designed and manufactured by the Specialist Washing Co. of the United Kingdom, a number of models are available for use the workplace, meeting all of the aforementioned requirements.

More information is available at www.specwash.com.

Clockwise from top left:
- WuduMate C adjacent prayer room;
- WuduMate R in wheelchair-accessible toilet;
- WuduMate Ms in a large public building with wheelchair-accessible unit.
6.1.4 Disabled Facilities

It is extremely difficult to configure a disabled facility for wudu that caters for every type of disability. Unlike disabled toilets where there is DOC M standard, in the UK there is no defined DDA (Disability Discrimination Act) standard for the provision of disabled wudu facilities and we suggest therefore that whatever arrangements are finally made, they should at least demonstrate ‘best efforts’. If it can be demonstrated that ‘best efforts’ have been made to cater for the needs of the disabled in a wudu facility, these are extremely likely to be accepted by any reasonable disability audit. There are a number of WuduMate configurations which can be used to assist in this.

Outside the UK, it is important to check whether a country has any documented standards for providing wudu facilities for disabled people in commercial buildings, and if not, the above mentioned approach for the UK could also be followed.

Each of the WuduMate models can be configured for disabled use, some facilitating wheelchair access better than others:

WuduMate·C – Requires wheelchair users to relocate to the WuduMate·C seat.

WuduMate·R – The WuduMate·R stool can be moved aside to enable wheelchair access.

WuduMate·M – The WuduMate·M can be configured without its stool for standing Wudu, and as long as the WuduMate·M is fitted flush with the floor, this also enables wheelchair access.
6.1.5 **Water Mixer**

Destroying the bacteria that causes Legionnaires’ Disease requires water to be heated to at least 140°F (60°C) at which point third-degree burns can be caused to children in just one second and to adults in no more than five seconds.

Many deaths are caused by scalding – in the UK alone it causes an average of twelve deaths a year. In the US approximately 25,000 hospitalisations a year are directly attributable to dangerously-hot tap water, and 34 deaths occur in homes alone.

In order to accommodate Legionnaires prevention measures above, but at the same time avoiding the risks of excessively hot water being delivered at the tap, an automatic Thermostatic Mixing Valve (TMV) should be used. If it is possible that the wudu facility is used irregularly, the sensor driven tap should also be equipped with a ‘flush through’ facility to ensure Legionnaires’ bacteria cannot reside within.

6.1.6 **Taps**

It is now generally accepted that in public buildings taps should ideally be automatic and sensor-driven.

These dispense ready-mixed water without the user having to touch the tap and are therefore hygienic, but also environmentally friendly since they turn off automatically.

Such taps are also consistent with religious washing rituals which can be invalidated if the user comes into contact with “grey” water.

6.1.7 **Floor**

The floor of a washing room likely to be affected by water spillage should be tiled or covered with linoleum to prevent damage, ideally with an anti-slip surface. This may be a legal requirement, but even if not will reduce the potential risk of accident claims.
6.1.8 Walls

Ideally walls should be tiled where water is likely to splash – typically behind and around washing appliances. This assists in cleaning, reduces mildew and mould growth, and prevents water damage.

6.1.9 Drying Facilities

Drying facilities are not mandatory but it is preferable to provide them. They should be hygienic to use – such as paper towels or hot air dryer.

6.1.10 Waste Disposal

If paper towels are to be used receptacles should be provided for their disposal.

6.1.11 Soap

Soap should be available for anyone who wishes to use it. As in other public environments soap should be dispensed from an automatic dispenser to improve hygiene.

6.2 Personal Washing

Some faiths require the washing of intimate parts after using the toilet, which is difficult to accomplish when away from home where bidet facilities are rarely provided. The personal nature of a bidet facility is that it needs to be located in a private place; this is rarely practical or cost effective in a commercial environment. If a traditional bidet is installed, there needs to be a one to one relationship between bidet to toilet, with both being located behind a locked door to ensure privacy; this is rarely cost effective in a commercial or public sector environment. In order to undertake this personal washing when away from home therefore, some faiths currently will fill whatever container they can find (often a cup or water bottle) with water and take this to the privacy of a
toilet cubicle to accomplish this personal ablution act in private; this is often environmentally unfriendly due to wastage of plastic containers or if the containers are returned after use, (such as cup to a canteen) this is potentially a hygiene issue, and can also cause slip hazards when bottles are left in toilet areas and fall over causing spillage. Several other options for personal washing in the commercial environment can be considered such as the following:

6.2.1 Douches

In many Muslim countries, hand showers (douches) are installed behind all public toilet pans, enabling washing of private parts with water (as with a bidet) after toilet use. The disadvantage of douches in a public environment is that they can be (and often are) stolen for home use, and careless use may cause spilt water that could pose a slip hazard.

It must also be noted that many douche products will drip water when left under pressure, i.e. not turned off at the mains supply. To alleviate this, it is recommended that installations are partnered with an adequate floor drain.

6.2.2 Bidet Toilets

There are a number of electronic bidet toilets available in the market, primarily designed for medical applications in the health sector, but these can provide a bidet facility in a public toilet environment as well. For additional information contact info@specwash.com.

6.2.3 Personal Bidets

For environments where the installation and maintenance of douches and bidet toilets is impractical, facilities managers may consider the provision of personal bidets for staff and visitors.

The WuduMate Personal is a low cost, reusable, plastic container specifically designed for use as a personal bidet, and an excellent solution where no other suitable appliance is available. The
WuduMate Personal can be conveniently folded after use and carried compactly in its own self-sealable pouch, negating the need for random use of bottles and other unsuitable containers. (For more information on the WuduMate Personal, please visit www.specwash.com)

The WuduMate Personal could be provided in coin operated dispensers located in the wudu area or multi-faith room, possibly subsidised to encourage its use and to minimise the incidence of water spillage as detailed previously.
7. **Prayer Room Usage**

7.1 **Legal**

As with any public environment, a prayer room and associated washing facilities must comply with prevailing legislation.

Smoking must be prevented in countries where it is now illegal in public places. The consumption of alcohol or illegal substances should not be permitted.

7.2 **Maintenance and Cleaning**

All faiths respect cleanliness so the faith room and washing areas should be kept clean and, ideally, odour-free at all times.

Odours can be offensive to members of some religions when praying, so care should be taken when choosing cleaning materials.

The room should be well ventilated and food of any sort should be discouraged.

Any promotional or advertising material should be removed.

7.3 **Miscellaneous**

A prayer room should not be used for meetings or study not associated with prayer or the pursuit of a religious belief so it is always available for its primary purpose. Ideally a faith room should be open for use by anyone at any time.

However, for security and practical reasons this may not be possible. Depending on its location the facility might need to be locked when not in use, with access only being permitted by arrangement.

Users should always respect the feelings of others in terms of their dress and general behaviour.
APPENDIX I
The Employment Equality (Religion or Belief) Regulations 2003

These regulations came into force on 2 December 2003 and made it unlawful to discriminate against workers on the grounds of religion or similar belief. In light of this legislation ACAS published guidance to assist employers provide good employment practices.

Guidance on Religion or Belief & the Workplace (www.acas.org.uk/media/pdf/f/l/religion_1.pdf) says:

“Some religions require their followers to pray at specific times during the day. Staff may therefore request access to an appropriate quiet place (or prayer room) to undertake their religious observance. Employers are not required to provide a prayer room. However, if a quiet place is available and allowing its use for prayer does not cause problems for other workers or the business, employers should agree to the request.

Where possible, it is in the interests of good employee relations and practice for employers to set aside a quiet room or area for prayer or private contemplation. In consultation with staff, it may be possible to designate an area for all staff for the specific purpose of prayer or contemplation rather than just a general rest room. Such a room might also be welcomed by those for whom prayer is a religious obligation and also by those who, for example, have suffered a recent bereavement. Employers should consider providing separate storage facilities for ceremonial objects.”

The ACAS guidance also states (paragraph 4.7) that:

“Employers are not required to enter into significant expenditure and/or building alterations to meet religious needs. In some instances, such needs will involve little or no change. For instance, some religions or beliefs require a person to wash before prayer. This is often done symbolically or by using the existing facilities.”
However, in practice it is likely that the washing of feet before prayer would require extra facilities at ground level since there may be health and safety implications. In particular, section 21 of the Workplace (Health, Safety & Welfare) Regulations 1992 must be complied with. This requires suitable and sufficient washing facilities to be provided at readily accessible places. Under subsection (2)(h), washing facilities are not considered suitable unless separate facilities are provided for men and women (except where the facilities are provided in a lockable room where the intended use is by only one person at a time). Where the washing facilities are only for hands, forearms and face, they do not need to be separate in order to be considered suitable (section 21(3)). However, section 21(3) would not apply to the provision of facilities for the washing of feet and so where an employer provides facilities for these purposes, separate facilities for men and women must be provided. This is likely to involve building alterations and may therefore involve significant costs.

The ACAS guidance is that:

“It is good practice to consult with staff and to consider whether there is anything reasonable and practical which can be done to help staff to meet the ritual requirements of their religion. It may help, for example, if all workers understand the religious observances of their colleagues thus avoiding embarrassment or difficulties for those practicing their religious obligations.

“Some religions or beliefs do not allow individuals to undress or shower in the company of others. If an employer required its staff, for reasons of health and safety, to change their clothing and/or shower, it is good employee relations practice to explore how such needs can be met. Insistence upon same-sex communal shower and changing facilities could constitute indirect discrimination (or harassment) as it may disadvantage or offend staff of a particular religion or belief whose requirement for modesty extends to changing their clothing in the presence of others, even of the same sex.”

The employer must also remember the need to comply with s21(2)(h) Workplace (Health, Safety & Welfare) Regulations 1992 and must provide suitable and sufficient washing facilities by making available separate facilities for men and women. This may be expensive for the employer; an option may be for the employer to provide a lockable shower room which can only be used by one person at any time. However, this may not be practical in a workplace where large numbers of workers are expected to shower at any one time.
Equality Act 2006

The Equality Act 2006 widened the scope of discrimination law to include the provision of goods, facilities and services, education, the use and disposal of premises, and the exercise of public functions.

Previous legislation (above) only covered discrimination by employers. However, the Government has now recognised that protecting the right to freedom of religion must surely include protection against discrimination by shops and restaurants, and perhaps even more importantly, by schools. The result is Part 2 of the Equality Act 2006, which prohibits discrimination on grounds of religion or belief in the provision of goods, facilities and services, education, the use and disposal of premises and the exercise of public functions.

The legislation now covers not just employees but the general public, and organisations such as charities and letting agents as well as businesses and public authorities will be affected. Members of the public can now bring claims directly, and do not have to be employed by the entity in question in order to do so.

Furthermore, Part 1 of the Act creates a Commission for Equality and Human Rights whose role specifically includes the enforcement of equality legislation, a clear signal that the days of legislative ambiguity or tolerance for religious discrimination are ending.

APPENDIX II
Health and Safety

Slippery floors, obstacles left in walkways and general untidiness are the biggest causes of major injuries in UK workplaces. Figures from the Health and Safety Executive (HSE), show that slips and trips account for more than a third (38%) of all major workplace injuries in the UK, and cost employers over £500m each year.

Norwich Union Risk Services training and consultancy manager, John Phillips, said:
“Whenever anyone thinks about someone falling over, it tends to raise a smile. But when it involves fractured limbs, dislocations and people losing
consciousness – slips and trips are no laughing matter! There are at least 11,000 such serious incidents at work in the UK each year, many of which could easily have been avoided through nothing more than good housekeeping.”

Unless appropriate washing facilities are provided for the ritual washing which in some faiths precedes prayer, it might mean that those wishing to pray have no choice but to wash their feet in washbasins located typically 2’ 6” from the ground. Not only is this an inconvenience and possible humiliation for the Muslim practitioner, it creates spillage.

Avoidable water spillage can create a liability under Health & Safety legislation. The HSE has published on its website a link to a summary of a Court of Appeal case, Ellis v Bristol City Council prepared by the law firm Weightmans, which has important implications for employers and the suitability of their flooring, especially if it is made slippery by “any transient substance which lies upon them on a regular basis”.

The link can be found on www.hse.gov.uk/slips/law.htm

**APPENDIX III**

**The Fire Precautions (Workplace) Regulations 1997**

This legislation regulates the use of candles in churches and any other public assembly place. Churches have to conduct a Fire Risk Assessment which includes the use of candles. The Churches Conservation Trust has published a list of fire prevention guidelines with particular reference to candles. Responsibility for the compliance with these guidelines rests with the chaplain/minister.

These guidelines apply to any property which includes a chapel or prayer room (such as a hospital).
APPENDIX IV
Disability Discrimination Act 1995 (DDA)

The employment sections of the Disability Discrimination Act came into effect on 2nd December 1996. This Act operates in a similar way to the Race Relations Act and the Sex Discrimination Act, but also places a duty on an employer to comply with S3A(2) Disability Discrimination Act.

This provides that a person discriminates against a disabled person if he fails to comply with a duty to make reasonable adjustment imposed on him in relation to the disabled person. For example, the employer must ensure that in providing ground level washing facilities to those employees wishing to observe the washing ritual, the employer must also make reasonable adjustments to ensure that the facility can also be used by a disabled person (or ensure that suitable alternative facilities are provided for a disabled person).

APPENDIX V
European Legislation

The 2003 Regulations were introduced in the UK as a result of the EU Council Directive 2000/78/EC. Upon becoming Commission president in 2004, Juan Manuel Barroso made a pledge to issue a directive against all forms of discrimination. Political pressure from more conservative member states such as Poland have caused this measure to be postponed, but the anti-discrimination measures are likely to be reintroduced in the future.

In December 2007, the European Parliament published a Draft Report (2007/2202(INI)) on Progress Made in Equal Opportunities and Non-Discrimination in the EU, which reported on the effect of the 2000 Directives. The most relevant of its findings are listed below.

- That non-discrimination and the promotion of human rights should be a priority of the European Union as provided by Article 13 of the EC Treaty.
• Expression of concern over deficiencies in the transposition and implementation of Directive 2000/78/EC by many Member States.
• Calls on the Commission to put pressure on Member States, through public infringement and non-compliance procedures, to respect their legal obligations in fully transposing Directive 2000/78/EC; believes that its competent Committee should play a role in the ongoing monitoring of Member States’ obligations under those directives.
• Urges the Member States to promote more effectively the application of the rights of citizens of the Union under Directive 2000/78/EC and urges the Commission, Member States, trade unions and employers to do all in their power to improve awareness of rights under that Directive.
• Believes, however, that any new proposed directive will have to prohibit direct discrimination in all areas of life, discrimination by association and discrimination linked to perceived membership of a protected group.
• Believes strongly that the material scope of any directive must be broad, covering areas such as education, social protection including social security, housing and healthcare, social advantages and access to and supply of goods and services which are available to the public.
• Believes that any proposed directive must also address remedies and must provide for the establishment by Member States of a body or bodies for the enforcement and promotion of equal treatment.

European caselaw has produced some general principles which the courts will apply. In Sahin v Turkey, [2005] ECHR 44774/98, the European Court of Human Rights summarised the legal position regarding freedom of religion as follows:

“[...] The Court reiterates that as enshrined in art 9, freedom of thought, conscience and religion is one of the foundations of a “democratic society” within the meaning of the Convention 105. While religious freedom is primarily a matter of individual conscience, it also implies, inter alia, freedom to manifest one’s religion, alone and in private, or in community with others, in public and within the circle of those whose faith one shares. Article 9 lists the various forms which manifestation of one’s religion or belief may take, namely worship, teaching, practice and observance.”
Appendix F
Mentor Application

Start of Block: Default Question Block

Q1 Name: (First and Last)

Q2 Department:

Q3 Email:

Q4 Phone Number:

Q5 How many years have you worked at WSU?

Q6 How many years of service in your current position?

Q7 Please provide a brief description of your current position, including any special expertise or knowledge that is required:

Q8 Write a brief definition of what "mentoring" means to you:
Q9 Please rank your preferred method for interacting with your mentee:

- [ ] Email
- [ ] Face to Face
- [ ] Phone
- [ ] Videoconferencing

Q10 Have you been mentored?

- [ ] Yes
- [ ] No

*Display This Question:*

If Have you been mentored? = Yes

Q11 Please describe your experience and insights gained from being mentored:

Q12 Describe your current and past volunteer or committee work while at WSU, including special expertise or knowledge that was required:

Q13 List any hobbies and interests that would be helpful in matching you with a potential mentee:

Q14 How much time would you be able to dedicate per week to mentoring?
Q15 What are the best time frames available for you to meet with your mentor? (Select all that apply)

- Outside of the 8-5 working hours
- Lunch hour
- Morning working hours (8 am - 12 pm)
- Afternoon working hours (1 pm - 5 pm)

End of Block: Default Question Block
Appendix G

Mentee Application

Start of Block: Default Question Block

Q1 Name: (First and Last)

Q2 Department:

Q3 Email:

Q4 Phone number:

Q5 How many years have you worked at WSU?

Q6 How many years of service in your current position?

Q7 Please briefly describe your ideal career path at WSU. What are some career goals you have?

Q8 List your previous work experience and include any special expertise or knowledge that is/was required:
Q9 Please rank your preferred method for interacting with your mentor:

_____ Email (1)
_____ Face to face (2)
_____ Phone (3)
_____ Video Conferencing (4)

Q10 Please describe what you expect to gain from the program and experience:

Q11 What are the specific areas in which you are looking to receive mentoring? Select all that apply.

☐ Networking (1)
☐ Leadership (2)
☐ Handling Office Conflict (3)
☐ Career Progression (4)
☐ Inclusivity in the Workplace (5)
☐ Work/Life Balance (7)
☐ Job Satisfaction (8)
☐ Community (9)
☐ Skill Development (please state any specific skills) (10)

☐ Other: (6)

Q12 List any hobbies and interests that would be helpful in matching you with a potential mentor:
Q13 Ideally, within WSU, what areas of expertise are you interested in learning more about or developing in?

Q14 Does your work allow for time to meet with your mentor?

- Yes (1)
- No (2)

Q15 What are the best time frames available for you to meet with your mentor? (Select all that apply)

- Outside of 8-5 working hours (1)
- Lunch hour (2)
- Morning work hours (8 am-12 pm) (3)
- Afternoon work hours (1 pm-5 pm) (4)

Q16 What term are you available for this program?

- Fall 2019 (1)
- Spring 2020 (2)
- Fall 2020 (3)

Q17 How much time would you be able to dedicate to the program?

Q18 Please note that it is your responsibility to notify your supervisor that you will be participating in the program and to work with them to come up with appropriate times for
training/development. Information about release time for training can be found in the BPPM 60.72.

☐ Agree (1)

End of Block: Default Question Block
Welcome ................................................................................................................................................Amy Sharp, Director of the Women's Center

Opening Remarks ........................................................................................................................................... President Kirk Schulz, Washington State University

Introduction of Awardees ........................................... Lauren Wells, Chair of the President’s Commission the Status of Women and Jaqueline Southwick, Awards Committee Chair

Student Woman of Distinction ................................................................. Yadira Pérez Páramo, Ph.D. Candidate in the College of Pharmacy

Staff Women of Distinction ............................................................................................................................ Abby Howard, Physician’s Assistant with Cougar Health Services

Faculty Woman of Distinction ............................................................. Dedra Buchwald, M.D., Professor of Medicine in the Elson S. Floyd College of Medicine

Alumna Woman of Distinction ........................................ Kathryn L. Dahmen, Chief Financial Officer and Administrative Manager, Department of Veterinary Clinical Sciences

Woman of the Year ........................................... Dr. Anna Plemons, Clinical Assistant Professor of English, Director of the Critical Literacies Achievement and Success Program

Lifetime Achievement Award ............................................................................................................................ Dr. Kelly Ward

Closing Remarks .............................................................................................................................................. Amy Sharp, Director of the Women’s Center
**Student Woman of Distinction**

Yadira Pérez Páramo is a Ph.D. candidate in the College of Pharmacy where she studies the pathways of nicotine and tobacco metabolism in the body and their potential role in addiction and cancer. Yadira came to Washington State University as a Fulbright-García Robles scholar from Universidad Autónoma de Nuevo León in Mexico where she was a adjunct faculty and research scientist. She is actively engaged in the Latinx community in Spokane and Mexico, including leading a Latinos en Spokane scholarship workshop and teaching Pharmacogenomics to a highly motivated group of students in Monterrey, Mexico for Clubes de Ciencia.

Her work with marginalized groups extends nationally, as a College of Pharmacy representative at the Society for Advancement of Chicano’s/Hispanics and Native Americans in Science (SACNAS) conference.

Yadira’s research prowess is also acknowledged through having recently received a National Commission for Science and Technology (CONACYT) dissertation scholarship to finish her graduate studies. She also recently received 2nd and 3rd place poster awards at the American Society for Pharmacology and Experimental Therapeutics annual conference. Her leadership ability is evident through her participation as president of the Spokane Graduate Research Student organization and vice-president of programs of the Association of Women in Science group. Her nominators say that Yadira is an example of a conscientious and well-balanced scientist, working toward a better global society through her research and a better local community through her formal teaching, advocacy, and mentoring of underserved populations.

**Staff Woman of Distinction**

Abby is a Physician’s Assistant with Cougar Health Services, having earned her BS from the University of Delaware and her Master’s in Physician Assistant Studies from the University of Pittsburgh. She is known at WSU as a champion for trans* students and their healthcare needs and is described as a social change agent through her actions at her institution and in her industry. Several years ago, Abby took it upon herself to become one of two individuals within Cougar Health Services trained in providing gender-affirming healthcare for trans* individuals. Since then, she has become known by other health care professionals in the region for her outstanding care and her willingness to educate other providers at the university.

Abby is a staunch advocate for LGBTQ+ students all across the WSU system, and her leadership is described as quiet, yet powerful. One nominator said, “Abby has worked to create a more equitable medical experience and more personable patient experience by not only being highly informed on Trans healthcare but focusing on the human need of her patients. Her commitment to the well-being of others shows that she works for the betterment of all and is willing to take the time to continue to learn to advance equity in her work.”

Abby is a change-maker in our community and makes the lives of the marginalized better every day she goes to work.

**Faculty Woman of Distinction**

Dedra Buchwald, M.D., is a Professor of Medicine in the Elson S. Floyd College of Medicine at Washington State University where she also serves as the Director of the institutionally-funded Initiative for Research and Education to Advance Community Health. Along with these roles, she is the founding director of the Partnerships for Native Health, one of the largest research programs on American Indian and Alaska Native health in the nation. Her work considers health at the level of the individual, the community, and the health system, using an array of quantitative and qualitative methodologies. Dr. Buchwald has been the Principal Investigator of more than 30 projects funded by NIH and other major organizations and a current research portfolio of more than $55 million. She has more than 325 publications on diverse topics.

Beyond her outstanding scholarly record, Dr. Buchwald is recognized for her care for others. She has mentored over 100 early career researchers in addition to many graduate students, medical students, and residents, the majority of whom are from Native communities. One nominator said, “As an enormously accomplished woman, Dr. Dedra Buchwald serves as an example of success, excellence, generosity, responsibility, and integrity. Her achievements have very clearly created positive social change and increased equality for all, with a special emphasis on both women and American Indians. Most importantly, Dr. Buchwald has created many opportunities for each of us to pass along the knowledge with which she has gifted us, always encouraging us to go on to train other women researchers highly trained researchers who have often continued to collaborate on research projects throughout our careers.”

**Alumna Woman of Distinction**

Kathryn is the Chief Financial Officer and Administrative Manager for WSU’s Veterinary Teaching Hospital (VTH) and the Department of Veterinary Clinical Sciences. In her role, Kathryn oversees a budget of over 16 million dollars per year and has implemented changes that have increased financial accountability and transparency within the organization. She does this work with dedication, grace, integrity, and a spirit of comradesry. Kathryn’s hard work and desire to recruit and work with the best-of-the-best has led to a rich culture of diversity at VTH, with individuals from all over the world including South Korea, Austria, South America and Australia. In this same vein, Kathryn has been a key component of a program that brings veterinary students and faculty from Nihon University in Japan to WSU each summer.

One nominator said, “Kathryn is a born leader and motivator, using soft and subtle approaches to make changes in others and in the environment. She has an ability to take a tough or bad situation and turn it for the best including improving the attitude of those directly involved.” Kathryn’s can-do attitude felt throughout the College of Veterinary Medicine, having a positive impact on students, faculty, staff, and the clients that depend on the VTH each and every day. Kathryn takes her role as a public face of WSU very seriously and is a stellar ambassador for our community.

**2019 Woman of the Year**

Dr. Anna Plemons is a Clinical Assistant Professor of English and the director of the Critical Literacies Achievement and Success program. In all that she does, Anna’s persistent driving motivator is a deeply-held belief in the transformative power of education, particularly for those who are marginalized. As the director of CLASP, Anna works with WSU faculty, staff and students on issues of retention and persistence, paying particular attention to the relationship between pedagogy and retention for underrepresented and first-generation students. In her teaching, she focuses on such topics as technological diversity, mass incarceration, and critical pedagogy. Through all of these teaching opportunities, Anna ask students to consider the impacts of language, power, racism, colonization, and other forms of oppression in their everyday lives. As one nominator said, Dr. Plemons creates moments that connect undergraduate education, scholarship, and social justice in ways that have real impacts on both structural oppressions and individual lives.

While Dr. Plemons wears many hats, perhaps her most influential one is as an instructor of creative writing through the Arts in Corrections program in the California state prison system. Through this work, Dr. Plemons sees brilliance and passion and kindness in men that society often wants to forget. As in all of her work, Dr. Plemons shuns the deficit model, which defines people by their weaknesses, and instead embraces a view that not only accepts those who have been marginalized, but recognizes their strengths, experiences, and knowledge. One former student of hers notes, “she pushed us to create our best versions, nothing just ‘good enough.’ I sometimes think of all the wonderful people I have had the fortune to meet over the course of my life, and I wonder how my karmic balance could possibly have had the required tilt to have allowed me to come into contact with them. To you, Dr. Anna, I have no words other than, ‘thank you.’”

**Lifetime Achievement Award**

Kelly’s professional work is remembered for her outstanding scholarship and service, especially for her interests in work-life balance, faculty career development, and institutional charge to support fairness, equity, and diversity. As a scholar, Kelly was a powerhouse, publishing six books, 28 journal articles, and 13 book chapters. Her book Academic Motherhood: How Faculty Manage Work and Family (co-authored with Lisa Wolf-Wendel) received the American Educational Research Association’s Division J Outstanding Publication Award in 2012.

Kelly was recognized by Washington State as Faculty Mentor of the Year and received the College of Education Excellence Award in Teaching, both in 2007. Her work on academic motherhood was particularly impactful, and she worked tirelessly to make sure that other mothers in higher education knew that their families were not barri

Beyond her scholarship, Kelly was a persistent believer in the power of a supportive word or shoulder, and her legacy will forever live on in the untold numbers of co-workers, colleagues, and students she inspired to persevere in the academy and beyond. Kelly shared her enthusiasm with all whom she met. The impact of Kelly’s life and love are conveyed most powerfully through the words of those whose lives she touched: “Kelly was a great scholar, a devoted Chair, a great mentor, and advocate for faculty, staff and students. More than all these, Kelly was a kind-hearted fellow who cared deeply about others. She looked out for everyone around her and looked for every opportunity to make WSU a great place to work for everyone.” — Sola Adesope
Appendix I

Greetings Commission,

Thanks to your generous donation on Thursday, March 21, 2019 Franchesca “Chescaleigh” Ramsey’s visited the Palouse. It was a joint venture between the Women*s Center at Washington State University and the University of Idaho Women’s Center. She agreed to two classroom visits (one at WSU and one at UI), a keynote address followed by a book signing, and a private dinner with key donors. For those that need a refresher, Franchesca is the host of the MTV weekly web series Decoded, where she tackles issues of race, pop culture, stereotypes, and other uncomfortable topics in funny and thought-provoking ways, Franchesca is a YouTube icon, both extremely current and relatable to our students. Her visit provided a unique opportunity to engage our students in discussion of critical issues that promote diversity and inclusion at the University of Idaho and Washington State University.

Franchesca’s morning started with a visit to Avery Hall with student leaders from the Coalition of Women Students, students and faculty from Women’s, Gender, and Sexuality Studies, and staff from the Women*s Center. Over all there were thirty participants that enjoyed learning more about Franchesca’s background and journey. From Avery Hall Franchesca was transported to the University of Idaho to greet their Women’s Center and students.

At 6pm in the International Ballroom of the Bruce M. Pitman Center Franchesca Ramsey presented her talk on inclusion. We had over 150 in attendance. While the crowd did not fill the center, her message was still impactful to those that attended. There was a bus that was rented to bring students from Pullman over to Moscow however due to low advertising and interest it was not utilized. The night ended at Nectar with an intimate group of student leaders, faculty, and staff from both UI and WSU.

Below is the overall expense budgeted for Franchesca’s visit and the funding that was secured.

<table>
<thead>
<tr>
<th>Expense</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franchesca’s honorarium</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>Event technology for keynote</td>
<td>$395.00</td>
</tr>
<tr>
<td>Room set-up fee (International Ballroom theatre Style for 500)</td>
<td>$100.00</td>
</tr>
<tr>
<td>Dinner at Nectar Restaurant &amp; Wine Bar for speaker and key donors (15 people)</td>
<td>$600.00</td>
</tr>
<tr>
<td>Advertising (print ads, posters, etc.)</td>
<td>$500.00</td>
</tr>
<tr>
<td>Incidentals (lunch for Franchesca on 3/21/19, speaker gift, ground transportation)</td>
<td>$100.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$26,700.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Washington State University $13,350</th>
<th>University of Idaho $13,350</th>
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<tbody>
<tr>
<td>WSU Women*s Center $3,850</td>
<td>U of I Women’s Center $5,000</td>
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<tr>
<td>Coalition for Women Students $4,000</td>
<td>Office of Equity and Diversity $2,000</td>
</tr>
<tr>
<td>Commission on the Status of Women $2,500</td>
<td>Idaho Humanities Council Grant $2,000</td>
</tr>
</tbody>
</table>
Cougar Leadership Team $3,000
College of Letters, Arts, and Social Sciences $2,000
Moscow Food Co-op’s Dime in Time Grant $500

TOTAL: $13,350
TOTAL: $11,500

Thanks again for the generous donation and the support to bring such an influential leader, activist, and speaker.

Sincerely,

Amy Sharp

Amy Sharp
Director, Women*s Center
Washington State University | www.women.wsu.edu
Office: 509-335-5662
She/Her/Hers | Connectedness ◦ Input ◦ Empathy ◦ Futuristic ◦ Activator
Franchesca “Chescaleigh” Ramsey is an actress, writer, producer, director, and influencer. She is the host of MTV’s popular web series DECODED WITH FRANCHESCA RAMSEY, which has been ordered for a seventh season. Franchesca also appears on her own podcast, LAST NAME BASIS, which she co-hosts with her husband, Patrick Kondas. Franchesca is developing a Comedy Central TV series titled FRANCHESCA & SHOW, as well as rewriting a feature film for 20th Century Fox. Past credits include writer/performer on Comedy Central’s the NIGHTLY SHOW WITH LARRY WILMORE, where she created the popular #HASH IT OUT segment, and the infamous original viral video “Sh*t White Girls Say… to Black Girls.” Her original book, Grand Central Publishing’s WELL THAT ESCALATED QUICKLY: MEMOIRS AND MISTAKES OF AN ACCIDENTAL ACTIVIST, was published in May 2018. Franchesca can also be seen in Maroon 5’s music video “Girls Like You.” Franchesca is a popular guest speaker at colleges and universities across the country.

Read more about Franchesca on her website at http://www.franchesca.net/.