



Campuswide DEI Assessment:
Investing in Diversity, Equity, Inclusion &
Belonging at EWU
Public Forum, November 4, 2024



Welcome – President McMahan

- Setting the context
- Acknowledgement of experiences and impact
- Listening sessions and additional relevant data
- Commitment to the process
- Charge to the VPSA



Agenda

- Welcome – President McMahan
- Assessment process overview – Dr. Jarnagin, VPSA
- Assessment process and findings – Tiffany Townsend, Ph.D.,
 - CORE Perspectives, LLC
- Presentation of structural models for consideration – DEI Investment Committee
- Tabletop/Online breakout rooms discussions
- Next Steps – Dr. Jarnagin, VPSA
- Closing thoughts – President McMahan



Purpose of the Assessment

Understand ...

- the diversity, equity, belonging and inclusion (DEBI) culture and collaboration on campus;
- barriers to recruitment and retention of students, staff and faculty from disproportionately impacted communities; and
- build a campus-wide movement to enhance inclusion and success at all levels of the organization.

The campus seeks immediate, effective, and forward-thinking recommendations and coaching to map a tangible trajectory for DEBI-centered organizational structure, policies, and perspectives.



What is the need?

Equity gaps – in both retention and graduation between students from underrepresented/underserved communities and their peers

Retention
Data

Compare Group	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2023 Aggregate
Non-URM	70.1%	73.1%	69.6%	68.7%	72.0%	71.4%	67.40%
URM	70.1%	67.0%	63.3%	64.7%	58.8%	59.5%	

6-year
Graduation
Rate Data

Sub-Population	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2018 Aggregate
Non-URM	56.7%	54.2%	53.6%	52.6%	50.3%	46.4%	43.30%
URM	45.3%	43.8%	41.9%	45.5%	41.7%	38.5%	



Assessment Timeline

- Fall 2023: RFP – Search for external partners
- Winter 2024: Establish inclusive DEI Assessment Committee
- Spring 2024: Selection of CORE Perspectives
- Spring 2024: Design and implement qualitative data collection process; establish public website (<https://inside.ewu.edu/investingindei/>)
- May/June 2024: focus groups (31), interviews (23) w/students, faculty, staff and administrators; external constituents (n=190 total participants)
- June/July/August 2024: supplemental survey w/students, faculty, staff and alumni (616 opened; 351 completed surveys)



Guiding Questions

1. How do current organizational structures support an institutional commitment to DEBI work?
2. How do disproportionately impacted/minoritized communities experience academic and social belonging and what are their success metrics?
3. What is the role of the various DEBI programs and offices on campus in fostering an inclusive learning environment for students and eradicating the racial equity gap in graduation rates?
4. What strategies can the campus implement to enhance DEI capacity at individual, interpersonal and departmental levels for faculty, staff and students?
5. What is an effective model for aligning the various DEBI programs and offices to best center and meet the needs of underrepresented students at EWU?



Assessment Process & Findings

November 2024

Tiffany G. Townsend, PhD



CORE PERSPECTIVES LLC



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Outline

1. Data Review

2. Assessment

Methodology

3. Sample

4. Findings



Data Review

1. Relevant DEBI University Websites
2. Action Plan for Complete College America Project
3. HEDS Campus Climate Survey 2022-2023
4. Relevant DEBI Related Correspondence and Presentations from EWU's ELT
5. Notes from DEBI Related Listening Sessions 2023
6. Student Affairs Equity Action Plan July 2023
7. EWU 4 and 6 Year Grad Rates White vs. Students of Color
8. EWU 2023 SWOT Analysis
9. D&I Task Force Findings and Recommendations
10. EWU Strategic Plan 2024
11. EWU Affirmative Action Report 2023
12. EWU Diversity Hearing and Work Sessions 2006
13. NWCCU Accreditation Report for EWU 2023
14. Relevant Articles and Media Coverage
15. Strategic Resource Alignment Implementation Plan



Assessment Methodology

- Survey
- Individual Interviews
- Focus Groups

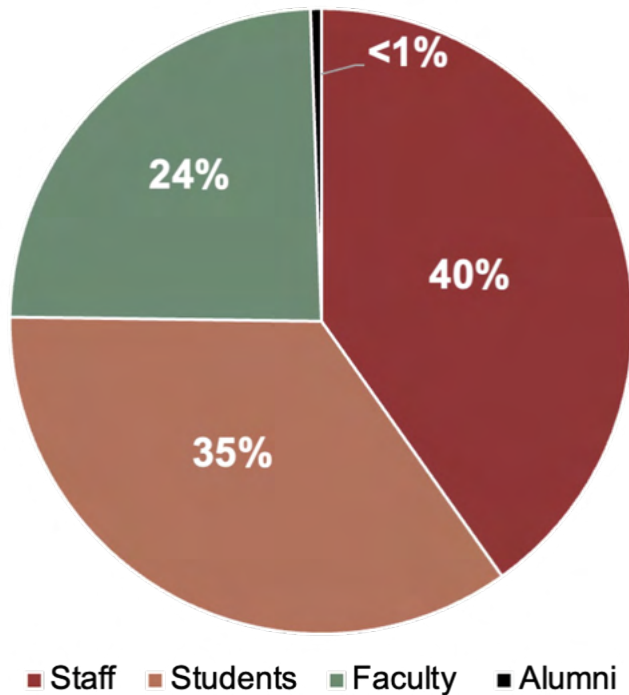
- May ~ August 2024

- Included students, faculty, staff, alumni, community partners, and university leadership



Survey

351 respondents are included in the final sample



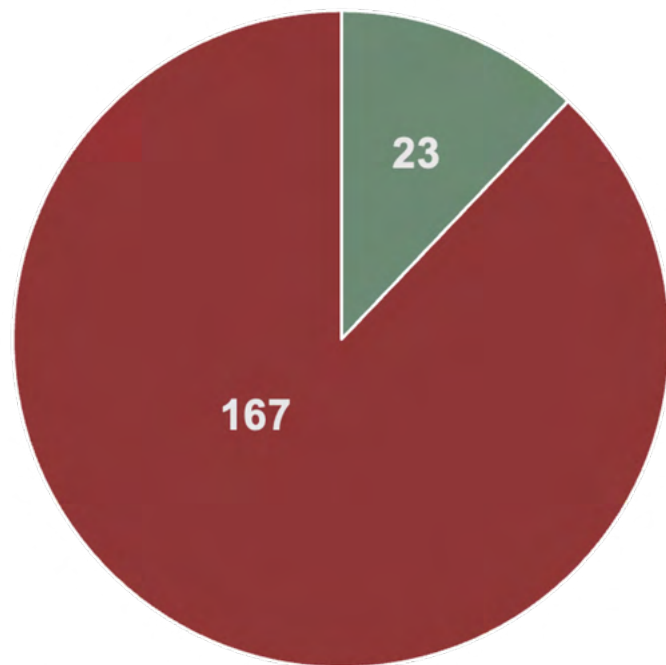
141 Staff 123 Students
85 Faculty 2 Alumni

Demographics

- 57% provided their demographic information
- 30% BIPOC
- 25% LGBTQIA2+
- 70% Women
- Mean age 31.17 ($SD = 14.84$)
- 16% Neurodivergent
- 62% Undergraduate Students
- 73% Assistant/Associate/Full Professors

Focus Groups and Interviews

190 EWU staff, faculty, university leadership and community members participated in the process



■ Individual interview participants

■ Focus group participants

Demographics

- **23 individual interviews**
 - 9 Directors/Chiefs/AVPs
 - 5 Executive Leadership
 - 4 Community Partners
 - 3 Deans
 - 1 Student
 - 1 Faculty
- **31 focus groups**
 - 10 Faculty/Program Directors
 - 10 Students
 - 6 Staff/Administrators
 - 4 Community Partners
 - 1 Board of Trustees



Q1: Organizational Structures

Findings

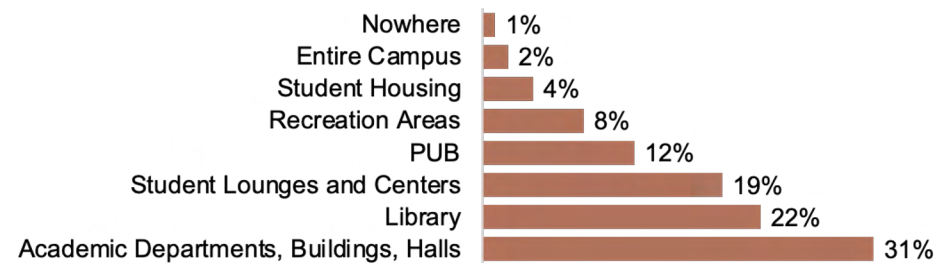
- Positive reception of DEBI programs at EWU
 - particularly the Multicultural Center, identity studies programs, and the Office of Diversity, Equity and Inclusion
 - students noted that they were often under-sourced and understaffed
- Student-led organizations are vital
- Need for improved interdepartmental collaboration



Q2: Sense of Belonging Findings

- Cultural Centers and student-led organizations nurture sense of belonging
- Unease due to racism and bigotry
- Lack of disability accommodations and accountability
- Culture of fear generated in specific academic departments
- Faculty Concerns

Academic departments, university buildings and halls were most often cited by students as a place they feel comfortable



Note: Students could report more than one place and percentages describe how often a place/space was mentioned.



Q3: Equity Gaps in Graduation Rates

Findings

- EWU's centers (e.g., Multicultural, Pride, and WAGE) and student groups (e.g., NASA and BSU) are essential for community building
- Challenges in affordability
- Imbalance in scholarships for STEM versus other majors
- Lack of diversity in staff and faculty
- Improved communication needed regarding resources
- Review & revise curriculum & pedagogical approaches



Q4: Enhance DEI Capacity

Findings

- Improve communication and transparency
- Enhance DEI training across the institution
- Create safe and inclusive spaces
- Diversify EWU workforce
- Rebuild trust



THANK YOU!

QUESTIONS?

MOST OF THE PHOTOS USED IN THIS
PRESENTATION
BELONG TO EWU FLICKR ACCOUNT

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Presentation of Models for Consideration

Model X: Expand the Responsibility of Another VP

- Model
- Potential Benefits and Potential Challenges or Difficulties

Model Y: Distributed Model – DEBI Council

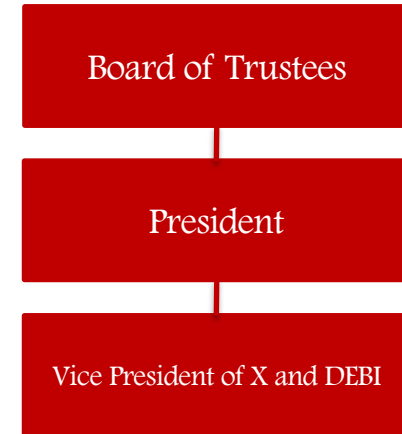
- Model
- Potential Benefits and Potential Challenges or Difficulties

Model Z: Vice President of DEBI

- Model
- Potential Benefits and Potential Challenges or Difficulties



Model X: Expand the Responsibility of Another Vice President



Potential Benefits

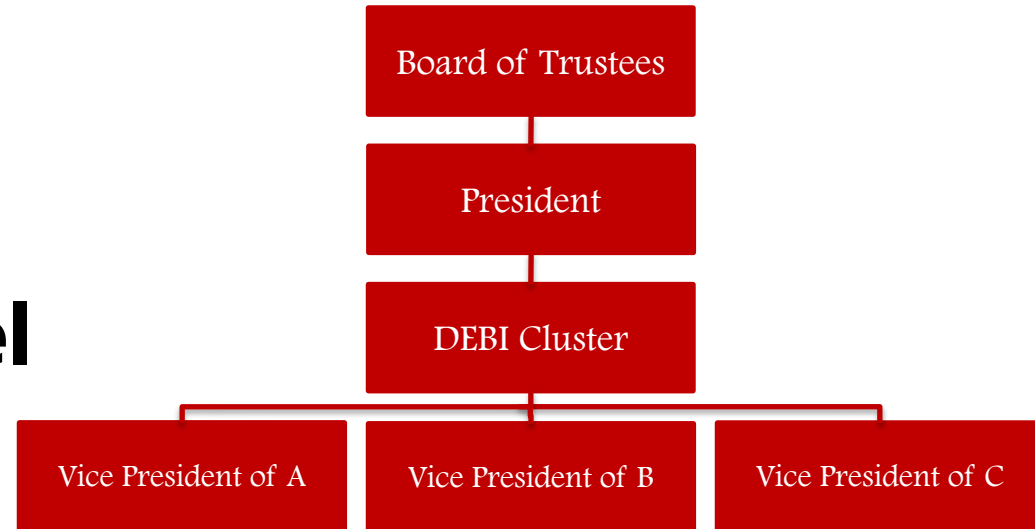
- Potential for greater integration of DEBI principles into core university functions for students and employees
- Dual-role leadership can provide a broader perspective on how DEBI intersects with other crucial university operations – e.g. VP of People, Culture & Equity
- Potential for more holistic and far-reaching strategies

Potential Challenges or Difficulties

- Potential for diluted focus and resources dedicated to DEBI initiatives
- VP may struggle to give adequate attention in both areas
- DEBI function could be perceived as less important or an “add-on” to another administrative area rather than a central university priority



Model Y: Distributed Model



Potential Benefits

- Responsibility and engagement of DEBI work is distributed across the institution
- Focused working groups would bring more ‘voices’ into the conversation of DEBI activities
- Encourages broader engagement and ownership of DEBI initiatives across the institution

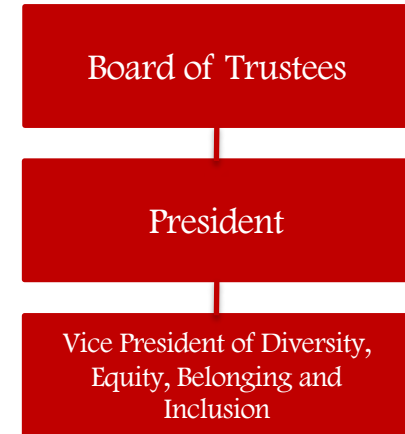
Potential Challenges or Difficulties

- May lead to accountability difficulties
- Risk of inconsistent interpretation and implementation of DEBI initiatives across different units
- Ensuring effective communication and coordination between various units can be complex and time-consuming



Model Z:

Vice President of DEBI



Potential Benefits

- Ensuring consistency and alignment with university goals while advocating for DEBI at highest decision-making levels
- Establishment of institution-wide accountability measures
- Facilitates collaboration between different units ultimately enhancing the overall impact of DEBI efforts across the university.

Potential Challenges or Difficulties

- Uncertainty around effectiveness of this model at EWU in the past:
 - Fragmentation
 - Disorganization
 - Lack of coordination
 - Lack of accountability
- Departments currently engaged in DEI work may be subject to new reporting structure to VP of DEBI
- Changing landscape of higher education and legislative support for DEBI efforts may undermine effectiveness



Tabletop Discussions – 15 minutes each

- Discuss the model at your current table
- Identify a notetaker
- Share air space
- No right/wrong answers
- Any additional models?



Tabletop Discussions – Prompting Questions for Round #1

- What outcomes do you expect to see from this model?
- What cultural shifts in our institutional climate would need to happen in order for this model to be successful?



Tabletop Discussions – Prompting Questions for Round #2

- What are the strengths for recruiting, retaining and graduating diverse students in this model? What are the weaknesses?
- What are the strengths for recruiting, retaining and promoting diverse faculty/staff/administrators in this model? What are the weaknesses?



Tabletop Discussions – Prompting Questions for Round #3

- What qualities and capacities will the leader(s) of this model need to have to be successful?
- What resources will be necessary for this model to be successful at EWU?



Next Steps

- Finalize and share draft assessment report
- Complete departmental/unit DEI programs/services and resource inventory (due Nov 8th)
- Student feedback session – November 13th, 3:00 – 4:00pm
- Identify goals/priorities for DEI work for next 3-5 years
 1. Assessment findings
 2. Strategic plan
 3. Strategic resource allocation
 4. Ongoing planning processes, budget constraints, BOT support, etc.
- Choose organizational model to achieve identified goals
- Structure resources around the selected model



Closing Thoughts

- **Future Vision:** Together, we will build a university that stands as a beacon of equity and inclusion—where everyone, regardless of their background, can feel proud to belong.
- Challenging, yet important process
- Align efforts to support holistic student success
- Your input is invaluable; you can make the difference

Thank You!



Questions?

Submit feedback and questions to
deiasse@ewu.edu

