We acknowledge that UW-Eau Claire occupies the sacred and ancestral lands of Indigenous Peoples. We honor the land of the Ojibwe and Dakota Nations.
The Equity Diversity Inclusivity Rapid Action Task Force (EDI RATF) is charged with reviewing the current University of Wisconsin-Eau Claire/University of Wisconsin-Eau Claire – Barron County EDI strategic plan and its implementation outcomes, as well as the recommendations and requests from students, faculty, and staff resulting from recent racist incidents. After consultation with relevant stakeholders—including administrators, shared governance and student, faculty, and staff groups—the RATF will identify specific, immediate actions that can be implemented by the end of the current academic year (May 2020). In particular, the RATF will identify ways in which EDI educational and professional development can be expanded and enhanced in a timely way for students, faculty, and staff. The RATF will identify which actions need shared governance action or involvement and propose a timeline for action. The RATF will identify any budget implications of proposed changes, and after consultation with administration, recommend priorities for any needed investments (See Appendix 1.5, Budget and Shared Governance Implications for Recommendations).

The Task Force's work will involve soliciting input from students, faculty, and staff, and learning from aspirational peers' best practices implemented on other campuses.

Task Force Membership

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Executive Summary

Formed in December 2019 following multiple racist incidents on campus, the EDI Rapid Action Task Force has reviewed campus concerns. The RATF has developed nine recommendations with specific action steps to improve accountability, communication, and campus culture related to EDI. Implementing these steps by the end of the academic year will enable the university to respond proactively and effectively to bias/hate incidents in the future.

In completing its charge, the Task Force pursued numerous avenues to inform our final recommendations. Members:

- Interviewed numerous stakeholders involved in the work of EDI both on campus and at other institutions;
- Reviewed more than 200 campus community member responses to a university-wide survey released in December and again in January (See Appendix 2.3, Campus Survey Responses);
- Collected and reviewed data from campus units on current practices and protocols (See Appendix 2.4, Campus Offices’ Reporting Protocols);
- Held more than two dozen Task Force and subcommittee meetings; and
- Conducted research to support best practice recommendations (See Appendices 1.1, 1.2, and 1.3).

Through these efforts we learned that a significant core of students, staff, and faculty are actively engaged in doing the work of equity, diversity, and inclusivity with aspirations to transform the culture of this university. Some individuals work in obscurity and in circumstances that are not sustainable. At times people are unaware of what is happening outside their immediate area. High turnover and vacancies in the Dean of Students Office, Admissions, the EDI division, and other key units contributes to a lack of coordination and communication about what progress has been made toward current initiatives. In other areas sheer workload has hampered progress toward engaging in the practices that would help proactively address incidents of bias and hate before they happen and provide the support needed when incidents do occur.

The RATF encourages the university administration to eliminate barriers of funding and personnel. Support those personnel, offices, departments, and units charged and committed to the values our university guideposts proclaim to provide: “An inclusive campus community that challenges students to develop their intellectual, personal, cultural, and social competencies.” Complete the work of the 2016-2020 EDI Strategic Plan that would build and retain a stronger, more diverse faculty (See Appendix 1.4, 2016-2020 EDI Implementation Plan). In addition, continue and expand the work that promises to improve accountability and communication involving bias/hate incidents and to create an inclusive campus.

It should be noted that the EDI RATF includes UW-Eau Claire – Barron County in our subsequent recommendations when possible and found multiple opportunities to build a stronger infrastructure to support equity, diversity, and inclusivity at the UW-Eau Claire – Barron County campus.

Throughout the report, the EDI RATF refers to the following campus communities separately and collectively as follows:

- UW-Eau Claire (UWEC)
- UW-Eau Claire – Barron County (UWECBC)
- UW-Eau Claire and UW-Eau Claire – Barron County (UWEC/UWECBC)
Summary of Recommendations

Given our charge, the EDI RATF has identified primary priorities in the areas of accountability, communication, and culture which include the following:

1. Develop and implement a Restorative Justice program;
2. Encourage a culture of reporting and responding to hate and bias incidents through a variety of measures to improve the Bias Incident Reporting process;
3. Review, update, and expand existing crisis communication plans to better inform and protect the campus community;
4. Expand and enhance EDI training for students, faculty, and staff;
5. Take proactive measures to bolster recruitment and retention efforts for diverse international and domestic students, faculty, and staff;
6. Update and redesign the EDI website to be easier to navigate and provide improved access to information and resources;
7. Develop and publicize mechanisms to support students, faculty, and staff in the aftermath of a bias/hate incident;
8. Engage campus stakeholders in a process to review and update codes of conduct, handbooks, etc. to reflect the university’s commitment to equity, diversity, and inclusivity; and
9. Create regular and ongoing opportunities for connection among campus and community members to engage with each other on topics of equity, diversity, and inclusivity.

Note: Each of these recommendations is detailed further in the report and contains multiple sub-recommendations as well as background information and rationale.
Review of the Current EDI Strategic Plan and Implementation Outcomes

As part of our charge, the EDI RATF reviewed the 2016 EDI Implementation Outcomes. The goal was to identify areas of improvement in EDI at UWEC/UWECBC resulting from implementing action steps and to determine which incomplete action steps could be addressed. We examined the following documents:

- 2016-2020 EDI Strategic Plan
- EDI Implementation Outcomes Outline and Timeline (undated)
- EDI Implementation Outcomes Report to the Chancellor (February 16, 2016)
- University Senate Resolution in Response to the EDI Plan (November 10, 2016)
- University Senate Action: EDI: Performance Evaluations and Promotions (March 16, 2017)
- University Senate Action Concerning EDI: Faculty Performance (March 30, 2017)
- Diversity Initiatives Inventory (2018)

The university has made progress in updating relevant personnel documents in order to demonstrate that workplace contributions to equity, diversity, and inclusivity are valued, expected, assessed, and rewarded. A three-tiered approach to professional development for faculty and staff has been established, and the university created a faculty and staff excellence award category geared toward EDI efforts. In addition, the university developed national accountability measures for student-related EDI outcomes (graduation, retention, first-year enrollment).

Further details of the 2016 EDI Implementation Outcomes review are available, along with a status report, in Appendix 1.4, 2016-2020 EDI Implementation Plan. Still, work remains to be done in completing additional action items from the 2016 EDI Implementation Outcomes and in strengthening existing efforts. Several EDI RATF recommendations specifically address unfinished work.
Recommendations

1. Develop and Implement a Restorative Justice Program

**Background**

Our shared campus values of Equity, Diversity, and Inclusivity (EDI) must be considered in tandem with the value of justice. The unresolved racist attacks on people of color during the Fall 2019 semester have shown that UWEC/UWECBC must critically reflect on how justice relates to EDI. We must take action to bring our justice practices in line with our shared values.

Typically, restorative justice programs exist as one option for resolving student misconduct cases. A variety of models exist on how to implement restorative justice, but all aim to make the offender an active participant in repairing the harm to the community. In recent decades restorative justice programs have become more common in a wide variety of educational contexts, including both K-12 schools (Davis 2012; 2014, 2019) and colleges and universities (Knott 2016 a; 2016b; Lipka 2009; McMurtie 2015).

**Rationale**

In response to the 2019 bias incidents, numerous voices have called for severe punishment, such as expulsion, to be administered to the students who sent the racist Snapchat message; others have called for the administration to establish a zero-tolerance policy for future bias incidents. Two processes currently exist that allow for the expulsion of students for non-academic misconduct: that which is described in UW System policies governing student nonacademic misconduct (Chapter UWS 17 and reiterated in the Blugold Student Code of Conduct) and that which is described in the UW System’s newly adopted “free speech policy” (Regent Policy Document 4-21, “Commitment to Academic Freedom and Freedom of Speech”).

In Chapter UWS 17/Blugold Student Code of Conduct, expulsion is listed as one possible consequence for any of 19 types of misconduct, including dangerous conduct, sexual assault, harassment, disruption of university-authorized activities, and violation of university rules. In Regent Policy Document 4-21 expulsion is the result when a student has “thrice been found responsible for misconduct that material and substantially disrupted the free expression of others at any time during the student’s enrollment.” Based on these existing policies, UWEC/UWECBC administration already has the authority to seek retributive justice through severe punishment when it is judged to be necessary.

Because UWEC/UWECBC is an institution of higher learning, the philosophy of restorative justice—which focuses on healing for the victims, repairing the harm to the community, and providing an opportunity for the offender to accept responsibility for their actions and learn from their failures—is more congruent than retributive justice to our mission. For all these reasons, this Task Force recommends implementing a restorative justice program as the best way to heal the campus and to seek justice in response to past and future acts of injustice.

The Task Force recommends creating or assigning a full-time academic staff position to oversee the program for three reasons: 1) best practices and experts consulted (see Appendices 1.1, Recommendation References and 1.2, Best Practices for Restorative Justice) warn that restorative justice is very time-consuming, and that it is implemented most effectively when personnel are specifically designated to oversee the program; 2) existing UWEC stakeholders who were consulted said they do not have the time to take on these responsibilities; and 3) restorative justice is not merely a reactive disciplinary procedure to be implemented when violations occur, but also a proactive philosophy that, when integrated into both student life and academic life, has the potential to build a more inclusive campus culture.

**Recommendations**

1a. Develop and implement a Restorative Justice program, to exist alongside existing disciplinary and/or personnel procedures, that can be used (when appropriate) in response to future instances of student non-academic misconduct, bias incidents, and other complaints and grievances involving students, staff, or faculty (See Appendix 1.2, Best Practices for Restorative Justice).
1b. Create or assign a full-time academic staff position, under the supervision of the Dean of Students to oversee the implementation of the Restorative Justice program (See Appendix 1.2, Best Practices for Restorative Justice).

2. Improve Bias Incident Reporting Processes

Background
A bias incident, which is defined as “something a person does, says or otherwise expressed that is motivated by bias related to a person’s social identity,” can take place in the classroom and outside the classroom. UWEC provides a formal reporting mechanism for reporting bias incidents known as a Bias Incident Report; UWECBC does not.

The Bias Incident Reporting Team (BIRT) functions to route Bias Incident Reports to the appropriate office for immediate response and future resolution. Reporting tools are only effective when people know they exist and are familiar with how to use them.

Through surveys and EDI RATF research, we have found that many individuals at the university are poorly informed regarding Bias Incident Reports and BIRT. The BIRT website and information about BIRT elsewhere at uwec.edu is scattered and incomplete, contributing to confusion regarding how to use the reporting process and retrieve related information.

Individuals submitting a Bias Incident Report receive an initial response but are not guaranteed a concluding follow-up, creating opportunities for confusion regarding the process.

Rationale
Clear communication about BIRT and Bias Incident Reports is integral to effective reporting and response. The EDI RATF findings indicate that campus is calling for clearer, more consistent communication regarding BIRT and its role in the bias incident report process.

Recommendation
2. Encourage a culture of reporting and responding to hate and bias incidents through a variety of measures to improve the Bias Incident Reporting process, such as:

2.1 Develop a budget for BIRT to support the team in the execution of its charge, through means such as an annual information campaign to publicize BIRT, professional development, chair stipend, etc.;

2.2 Administrative support for the BIRT to assist in receiving and triaging Bias Incident Reports, creating individual incident reports in Maxient, preparation of data and reports, and maintenance of the BIRT website;

2.3 Prior to closing a Bias Incident Report case, send a letter to the reporting party that provides an opportunity for questions and concerns to be communicated to BIRT for follow up;

2.4 Working in conjunction with a broader redesign of an EDI website, (See Recommendation 6: Update and Redesign EDI Web Resources), IMC should include information such as:

2.4.1 What BIRT is, and what it is not;

2.4.2 How to submit a bias incident report and the channel(s) through which the incident may be processed;

2.4.3 An accessible dashboard to reflect the number and categories of incidents per semester; and
2.4.4 Detailed annual incident reports;

2.5 Ensure that UWECBC students, faculty, and staff have a mechanism for reporting hate and bias incidents. Consider including a UWECBC representative as an ad hoc member of BIRT for cases involving UWECBC community member(s);

2.6 Work with Center for International Education (CIE) staff to encourage reporting for international students and remove barriers (e.g. explain BIRT processes during CIE orientation and provide translations or language assistance if needed). Consider including a CIE representative as an ad hoc member of BIRT for cases involving international student(s);

2.7 All faculty, instructional staff, and academic staff include a statement in course syllabi regarding inclusion, the definition of bias incidents, and where students can locate further information regarding bias incidents, and how to report them. An example of such language is as follows:

“UWEC/UWECBC values an inclusive & welcoming environment. Every bias incident, defined as ‘something a person does, says, or otherwise expressed that is motivated by bias related to a person’s social identity,’ should be reported to the university. To report or learn more about bias/hate incidents, go to www.uwec.ly/birt.”

3. Improve Crisis Communication

Background
In light of recent racist incidents on campus, the Task Force conducted a review of key administrative offices on campus seeking information on existing written plans, protocols, and procedures (See Appendix 2.4, Campus Offices’ Reporting Protocols), followed when bias/hate incidents occur. The EDI RATF specifically sought information regarding internal and external communication practices following a bias incident. As part of its charge, the Task Force also considered Black Male Empowerment, University Senate and campus community recommendations as well as best practices in higher education (See Appendix 1.3, Best Practices for Crisis Communication).

Rationale
With limited exceptions, there are few written crisis communication documents that provide clear guidance on how to coordinate communication between offices and personnel in response to bias incidents or how to communicate such events to the campus community and broader public. The University Integrated Marketing and Communications (IMC) department has a written crisis communication plan, but it does not extend beyond IMC. The lack of consistent and coordinated communication hampers successful outcomes and constitutes a potential threat to public safety, the university’s reputation, and the institution’s mission.

Recommendation
3. Review, update, and expand the university’s existing IMC crisis communication plan to:

3.1 Adopt an “inside/outside” policy to assure that the UWEC/UWECBC campus community is informed prior to external audiences. No information should be released to the public by any department or unit within or outside the university, without every attempt being made to inform the students, staff, and faculty first;

3.2 Enact policy that clarifies FERPA interpretations and other federal privacy guidelines through UW System Legal and other institutions to determine best practices. The goal is to allow maximum transparency while protecting individual privacy rights;

3.3 Engage campus expertise in developing crisis communication planning and training across the university;
3.4 Provide departments and units access to the institutional crisis communication plan. Also develop an executive summary that identifies guiding principles and includes a brief action sheet with contact names, numbers, and immediate steps to follow in the event of an incident;

3.5 Adopt as policy during a crisis steps to update the targeted individual(s), campus constituencies, and the public as frequently as possible;

3.6 Identify and train unit and departmental leaders to be prepared to serve as media spokespeople in media, legal, and internal procedures. Enable leaders whose areas are responsible for an incident to take ownership and supply accountability; and

3.7 Publicize pre-emptively the university’s high-profile event plan to inform the campus community of steps in place to protect the intellectual, emotional, and physical well-being of students, faculty, and staff.

4. Expand and Enhance EDI Training for Students, Faculty, and Staff

*Background*
We reviewed the Campus Climate Surveys, the BME List of Demands, the EDI Strategic Plan, and the EDI RATF survey responses. Each calls for more effective EDI workshops for the UWEC/UWECBC students, faculty, and staff.

We have taken a comprehensive inventory of existing and in-progress initiatives. Our inventory shows that there are several EDI workshops and professional development offerings that have been and can continue to provide educational opportunities for all, if they are supported. For example, Tier I and Tier II training for students is under development and planned to be implemented for the incoming first-year students in Fall 2020.

*Rationale*
To create a more inclusive and welcoming campus for all students, faculty, and staff, it is important to implement effective training and professional development options for both new and existing members of the community. Research has shown that students, faculty, and staff from predominantly white institutions (PWI) rely heavily on the assumptions that their diverse colleagues and students are experts and therefore responsible for teaching the rest of the university population about EDI (Jackson, Leslie). With this assumption in mind, universities create an environment for certain students and staff to benefit more than others. Campus leaders at UWEC/UWECBC need to intentionally allocate resources (human, financial, and otherwise) to create EDI training and development options for all students, faculty, and staff, given that our primary values and goals are EDI-focused.

*Recommendations*

4a. Fully implement and support existing plans for Tier I and Tier II Student EDI Training for first-year students beginning with Orientation 2020, including full institutional support for the planned Student EDI Conference scheduled for November 2020.

4b. Create or assign an academic staff position responsible for implementing and enhancing EDI development for students, faculty, and staff. Ideally, the academic staff member assigned to this position should have professional credentials or significant experience working with EDI issues.

4c. Use incentives such as monetary bonuses, standard email signatures, badges, etc. to attach to profiles once an EDI Tier III project has been completed and approved.

4d. Create a system to expand EDI participation by allowing employees to submit experiences completed off-campus and/or individually for formal recognition within the EDI professional development framework.
4e. Require all student employees to complete the first tier of professional development OR the student EDI training module.

5. Bolster Recruitment and Retention Efforts

Background
UW-Eau Claire’s 2016-2020 Strategic Plan calls for the campus to “live our commitment to equity, diversity and inclusion” by increasing campus diversity and improving the campus climate. The plan imagines campus in 2020 as a place where “students thrive regardless of their race, ethnicity, gender identity or expression, sexual orientation, ability, mental health status, nationality, religion or economic background. UW-Eau Claire students, faculty and staff are united in a shared commitment to educational equity and to social justice. We all engage daily in the hard work of creating a vibrant, supportive, anti-racist campus.” Our extensive review of BIRT Report Data, Campus Climate Surveys, the BME List of Demands, and University Senate and campus community recommendations shows dissatisfaction with both the campus climate as well as past efforts put forth to remedy concerns regarding campus climate.

Rationale
Since 2016 UWEC has made progress on its commitment to recruiting and hiring diverse faculty and staff. As of Fall 2018 faculty of color represent 22.5% of UWEC’s workforce. Staff of color represent 6.6% of UWEC’s workforce. As we advance toward our Guidepost Goal of achieving 20 percent students of color and eliminating the opportunity gap, we must also consider ways in which we can best work to retain the growing numbers of diverse students, faculty, and staff.

Recommendation
5. Take proactive measures to bolster recruitment and retention efforts for diverse international and domestic students, faculty, and staff. Specific initiatives include:

5.1 Conduct a Safe Space inventory of existing safe spaces to examine current space needs and identify any unmet needs;

5.2 Include accommodations for Safe Spaces in the Campus Master Facilities Plan;

5.3 Create a Safe Space directory;

5.4 Enhance promotion of supporting offices, organizations, and resources such as the Office of Multicultural Affairs, Gender and Sexuality Resource Center, Center for International Education, Services for Students with Disabilities, student organizations, and Safe Spaces in the following opportunities for engagement:

5.4.1 Admissions visits and tours, including EDI training for campus tour guides and Campus Ambassadors;

5.4.2 New Student Orientation; and

5.4.3 International Student Orientation.

5.5 Provide intentional opportunities for student organizations serving varied social groups (races, ethnicities, sexual orientations, abilities, identities, religions, and nationalities) to collaborate. Such opportunities may include participation in the Office of Multicultural Affairs Leadership Conference, monthly meetings or collaboratives, etc.

5.6 Fund menstruation product dispensers for free and accessible menstruation products in All-Gender Restrooms on campus;
5.7 Update and maintain an internal directory for faculty and staff of color to encourage community building; and

5.8 In support of “University Senate Resolution on Improving Retention of Faculty, Staff, and Students of Color at UW-Eau Claire,” which was approved by University Senate on Nov. 12, 2019 (See Appendix 2.2, University Senate Resolution), create the following:

5.8.1 An EDI Research and Service Fellowship, modeled on the University Research and Creative Activity (URCA) grant administered through ORSP, which would provide faculty and academic staff with time reassignment, stipends, and project support for scholarly, creative, and service work that makes significant contributions to advancing Equity, Diversity, and Inclusivity;

5.8.2 An EDI Teaching Fellowship, which would provide faculty and academic staff with time reassignment, stipends, and project support for Scholarship of Teaching and Learning (SOTL) projects or pedagogical training that makes significant contributions to advancing Equity, Diversity, and Inclusion; and

5.8.3 A Retention Working Group to identify barriers to retention for faculty and staff of color at UWEC/UWECBC.

6. Update and Redesign EDI Web Resources

Background
In reviewing current EDI data and documents, the Task Force determined that information is scattered across units and offices, making it difficult to find and understand what initiatives are ongoing, which have been completed and which have been abandoned. It is unclear why some documents are internally stored on SharePoint and others on the public website.

Rationale
In order to cultivate a culture of diversity, it is important to communicate values and priorities as well as monitor progress made toward aspirational goals. A university website is one of the primary ways prospective students, faculty and staff understand a university’s mission. Campus community members also rely on institutional websites on a daily basis. It is critical that UWEC/UWECBC improve its online EDI communication.

Recommendations
6. Update and redesign the EDI website to be easier to navigate and provide improved access to information and resources.

6.1 Include a clear statement of EDI priorities and values;

6.2 Create and maintain a community resource inventory for diverse students, staff, and faculty;

6.3 Provide an online database of organizations, safe spaces, and offices that serve diverse students, faculty, and staff;

6.4 Create and publish a dashboard showing EDI progress; and

6.5 Provide clear information on how to report bias/hate incidents.
7. Support Students, Faculty, and Staff in the Aftermath of a Bias/Hate Incident

**Background**
Recent incidents of bias, racism, and hate on the UWEC campus highlight the fact that no office or individual is immune from needing to be ready to support students in a time of crisis. Incidents have occurred in the residence halls, in conjunction with student activities, and in academic settings. In reviewing current protocols and practices, the EDI Rapid Task Force identified that there are gaps in providing support to both targets of bias/hate incidents as well as to first responders. In addition, messaging to targeted students and to witnesses is inconsistent.

For example, in its response to an EDI RATF query, Counseling Services, noted it has “no written policies regarding how to respond to an instance of bias/hate or other communication made against a targeted group.” (See Appendix 2.4, Campus Offices’ Reporting Protocols).

**Rationale**
Experiencing acts of bias and racism can cause mental health trauma. However, students of color are less likely than their white counterparts to seek counseling. A proactive plan to engage students of color and other marginalized students is warranted.

In addition, the university has in place opportunities for faculty and staff to gain EDI training in tiered workshops. To better prepare first responders, additional specific, targeted EDI training is needed. The 2016 EDI Strategic Plan lays out plans to “review and implement revised bias response protocols, group response meeting guides, web-page posting process, and a response calibration framework.” It also supports expanding “EDI education efforts across campus to incorporate basic information regarding how to respond, report, and follow up when incidents of bias are experienced/observed.” To date, these initiatives have not been accomplished (See Appendix 1.4, 2016-2020 EDI Implementation Plan).

**Recommendations**
7. Develop and publicize mechanisms to support students, faculty, and staff in the aftermath of a bias/hate incident.
   7.1 Counseling Services should develop and coordinate a consistent plan to proactively offer and provide counseling and referral services during a crisis and communicate clearly and effectively to reach targeted audiences; and
   7.2 First responder training in EDI counseling should be developed for department and unit heads as well as for faculty, staff, and student employees in such areas as the Dean of Students office, Housing and Residence Life, Athletics, Counseling, OMA, and other identified units and groups.

8. Update Handbooks and Codes of Conduct

**Background**
The non-academic conduct of UWEC/UWECBC students is governed by the University of Wisconsin System Administrative Code, Chapter 17. This code is a System-wide policy created and regulated by the state legislature. Chapter UWS 17 defines non-academic conduct, provides UWEC/UWECBC procedures for effectively addressing conduct, and offers educational responses to conduct. UWEC/UWECBC’s current Student Code of Conduct also includes additional policy statements and guidelines to further inform students of appropriate standards of behavior. Though a policy statement exists regarding “Discrimination, Harassment, and Retaliation,” there is no specific language in the Blugold Student Code of Conduct regarding bias and hate incidents. Auxiliary handbooks currently linked to the Blugold Code were also reviewed by the Task Force and were found to lack language regarding bias and hate incidents.
Rationale
UWEC’s 2016-2020 Strategic Plan called for “cross-divisional, proactive strategies to significantly reduce the number and impact of bias incidents on campus.” To that end UWEC/UWECBC must clarify its expectations for students in the Blugold Code and auxiliary handbooks by including language that condemns and explicitly prohibits hate and bias incidents. The UWEC Blugold Code clearly states that “while many of UW-Eau Claire’s policies and regulations parallel federal, state and local laws, UW-Eau Claire standards may be set higher.” Adding strong language to its codes of conduct is an opportunity for UWEC/UWECBC to be a leader in creating the “meaningful, equitable, anti-racist change” that it sought in the last strategic plan.

Recommendations
8. Engage campus stakeholders in a process to review and update the Blugold Student Code of Conduct and auxiliary handbooks (e.g. Student-Athlete Handbook, Student Organizations Handbook, Housing Judicial Code, Student Employment Manual, etc.) to include language that:

8.1 Condemns and explicitly prohibits hate and bias incidents;
8.2 Reflects the university’s commitment to equity, diversity, and inclusivity;
8.3 Explains the restorative justice process;
8.4 Explains the retributive disciplinary process;
8.5 Provides resources for counseling and other support services related to conduct violations; and
8.6 Explains the Bias Incident Reporting process.

9. Foster Campus and Community Dialogue

Background
The Black Male Empowerment demands (See Appendix 2.1, Letter from Office of Multicultural Affairs to Chancellor and Black Male Empowerment Demands) call for “proactive activities and continuous conversations involving the experiences of underrepresented groups on campus.” While some of the sub-items of that demand are addressed elsewhere in the RATF’s report, it is important for the campus to place emphasis on actively building a culture of communication, acceptance, and inclusivity to strengthen its ability to respond when instances of racism or other bias/hate incidents occur. Opportunities for dialogue and learning will enable a campus culture in which members of this community could seek healing, build ally relationships, and promote active anti-racist sentiment and action.

Rationale
While consensus exists that our campuses must become a more inclusive environment, there have not been significant sustained efforts to engage a culture shift through which inclusivity will emerge as a norm. Proactive opportunities for campus and community members to connect with each other to learn about identities and inclusivity will create spaces in which all individuals can explore their identities, learn about others, and refrain from placing undue burden of members of marginalized identity groups. An overarching framework of structures for learning and dialogue will lend itself to the emergence of inclusivity as a campus norm for UWEC/UWECBC.

Recommendation
9. Create regular and ongoing opportunities for connection among campus and community members to engage with each other on topics of equity, diversity, and inclusivity.

9.1 Diversify campus through more speakers and forum events that elevate diverse identities and experiences and/or social justice-oriented work;
9.2 Implement a conversation series that offers campus and community members opportunities to regularly engage with others of different identities to allow ally relationships to develop;

9.3 Institutionalize or otherwise encourage a recurrent common campus reading opportunity on an EDI-related topic, such as the Diverse Voices Book Challenge at UWEC or Go Big Read at UW-Madison;

9.4 Develop a policy that addresses how to ethically and accurately communicate EDI values and portray diverse populations on campus; and

9.5 Continue to communicate the appropriate use of the Council Oak Seal and Land Acknowledgment Statement in various forms and instances.
1a. Develop and implement a Restorative Justice program, to exist alongside existing disciplinary and/or personnel procedures, that can be used (when appropriate) in response to future instances of student non-academic misconduct, bias incidents, and other complaints and grievances involving students, staff, or faculty.

1b. Create or assign a full-time academic staff position, under the supervision of the Dean of Students to oversee the implementation of the Restorative Justice program

   a. Articles and Books


b. Disciplinary Policies
      https://docs.legis.wisconsin.gov/code/admin_code/uws/17
   ii. Board of Regents of University of Wisconsin System, Regent Policy Document 4-21, “Commitment to Academic Freedom and Freedom of Expression.”

c. People consulted at UWEC
   i. Chris Jorgenson; Director, Gender & Sexuality Resource Center and Chair, BIRT
   ii. Teresa O’Halloran; Director, Affirmative Action
   iii. Deb Newman; Associate Director, Housing and Residence Life
   iv. LaRue Pierce; Dean of Students
   v. Demetrius Smith; Program Director for EDI
   vi. Dang Yang; Director, Office of Multicultural Affairs

d. People consulted at UW-Madison
   i. Ryan Podolak; Student Conduct Coordinator
   ii. Tonya Schmidt; Assistant Dean of Students and Director, Office of Student Conduct and Community Standards

2. Encourage a culture of reporting and responding to hate and bias incidents through a variety of measures to improve the Bias Incident Reporting process
   a. Websites
      i. Marquette University, Marquette Division of Student Affairs
      ii. University of Wisconsin-La Crosse, UW-La Crosse Diversity & Inclusion
      iii. University of Wisconsin-Madison, UW-Madison Bias or Hate Reporting
   b. People consulted at UWEC
      i. Chris Jorgenson; Director, Gender & Sexuality Resource Center and Chair, BIRT
      ii. Teresa O’Halloran; Director, Affirmative Action
      iii. Deb Newman; Associate Director, Housing and Residence Life
      iv. LaRue Pierce; Dean of Students
      v. Demetrius Smith; Program Director for EDI
      vi. Dang Yang; Director, Director, Office of Multicultural Affairs
   c. Other
      i. Bias Incident Report Data 2018-19
      ii. Bias Incident Report Data Fall 2019
      iii. BIRT Letter to Reporting Party
      iv. Bias/Hate Incident Response Frequently Asked Questions

3. Review, update, and expand the university’s existing IMC crisis communication
   b. Books
   c. Articles


d. Other
   i. Personal interview with Doug Mell; PIO, University of Wisconsin-Stout
   ii. Review of campus survey submissions
   iii. Review of BME and Faculty Senate recommendations

4. Expand and Enhance EDI Training for Students, Faculty, and Staff
   a. Articles
   b. People consulted at UWEC
      i. Jodi Thesing-Ritter; Director, Blugold Beginnings and Executive Director for EDI
      ii. Demetrius Smith; Program Director of EDI
      iii. Angie Stombaugh; Director, Center for Excellence in Teaching and Learning
      iv. Staci Heidtke; Associate Director, Advising, Retention + Career Center
      v. Angie Swenson-Holzinger; Associate Director, Advising, Retention and Career Center
      vi. Katie Christian; Interim Assistant Director, Orientation
   c. Other
      i. 2019 Campus Climate Survey Qualitative Review
      ii. 2025 Strategic Planning Student and Faculty/Staff Survey data
      iii. BME List of Demands
      iv. OMA letter to the Chancellor
      v. EDI Strategic Plan
      vi. EDI Rapid Action Task Force Survey Responses

5. Take proactive measures to bolster recruitment and retention efforts for diverse international and domestic students, faculty, and staff.
   a. Articles
   b. Websites
      i. University of Missouri, *Office of Inclusion, Diversity & Equity*
      ii. Higher Education Today, *Campus Climate and Inclusion*
   c. Other
      i. Personal interview with Chris Jorgenson; Director, Gender and Sexuality Resource Center
      ii. BME List of Demands
iii. University Senate Resolution on Improving Faculty, Staff, and Students of Color Resolution (November 2019)
iv. Diversity Initiatives Inventory 2018
v. UW-Eau Claire Center for International Education
vi. Focus Group session with members of staff from the Center for International Education
vii. Personal Interview with Dr. Mary Hoffman; Director, Academic Planning and Assessment

6. **Update and redesign the EDI website to be easier to navigate and provide improved access to information and resources.**
   a. **Articles**
   b. **Other**
      i. Best Practices example [SUNY-Brockport EDI website](#)
      ii. [Best College Websites](#)

7. **Develop and publicize mechanisms to support students, faculty, and staff in the aftermath of a bias/hate incident.**
   a. **Articles**
   b. **Other**
      i. Review of campus survey submissions
      ii. Task Force findings
      iii. [2016 EDI Strategic Plan](#)
      iv. EDI RATF review of campus practices, protocols

8. **Engage campus stakeholders in a process to review and update the Blugold Student Code of Conduct and auxiliary handbooks**
   a. **Websites**
      i. [Luther College Student Handbook](#)
   b. People consulted at UWEC
      i. Nicole Rindone; Senior Coordinator, Office of Activities, Involvement, and Leadership
      ii. Sara Thommesen; Senior Coordinator, Office of Activities, Involvement, and Leadership
   c. **Other**
      i. [Blugold Code of Conduct](#)
      ii. [Blugold Athletics Student-Athlete Handbook](#)
      iii. [UW-Eau Claire Housing Judicial Code](#)
      iv. [UW-Eau Claire Student Organization Constitution Requirements/Guidelines](#)

9. **Create regular and ongoing opportunities for connection among campus and community members to engage with each other on topics of equity, diversity, and inclusivity.**
   a. **Books**
b. Articles

b. People consulted at UWEC
   i. Rand, Katy, Senior Coordinator, Office of Activities, Involvement, and Leadership

c. Other
   i. UW-Madison's “Go Big Read” program
   ii. Anti-Racism Study Dialogue Circles
   iii. SUNY-Brockport, Diversity Toolkit: What Can an Ally Student Do?
   iv. University Seal Narratives Document

Appendix 1.2 Best Practices for Restorative Justice

What is restorative justice? How does it work? Why is it preferred?

“Restorative justice is a collaborative decision-making process that includes victims, offenders, and others seeking to hold offenders accountable by having them: (a) accept and acknowledge responsibility for their offenses, (b) to the best of their ability repair the harm they caused to victims and communities, and (c) work to reduce the risk of re-offense by building positive social ties to the community” (Karp 2015, p. 4). In contrast with the existing “model student conduct code,” which focuses primarily on punishing the offender, restorative justice focuses on healing for the victim and community (Karp 2015).

Philosophically, the four main principles of restorative justice are inclusive decision-making, active accountability, repairing harm, and rebuilding trust (Karp 2015, p. 9). This makes restorative justice appropriate for a variety of kinds of student misconduct, like bias incidents, in which the harm to victims and the community is neither too small nor too large (for more, see Karp and Allena 2004). Whereas rehabilitative justice is appropriate for “victimless” offenses like plagiarism, and retributive (or punitive) justice is appropriate for acts that inflict severe harm like assault, restorative justice is often appropriate for cases in which dialogue, mediation, apologies, community service, and restitution for damages can safely lead to healing for the victims and reintegration of the offenders into the community.

Typically, restorative justice programs exist as one option for resolving student misconduct cases. A variety of models exist on how to implement restorative justice, but all aim to make the offender an active participant in repairing the harm to the community. The available evidence shows that harmed parties frequently express high levels of satisfaction with the restorative justice process (Karp 2015, p. 49) and that offenders in restorative justice programs express higher levels of learning across six learning outcomes than do offenders in conventional programs (Karp and Sacks 2014). In recent decades, restorative justice programs have become more common in a wide variety of educational contexts, including both K-12 schools (Davis 2012; 2014; 2019) and colleges and universities (Knott 2016a; 2016b; Lipka 2009; McMurtie 2015).

Although this Task Force is sympathetic to calls for UWEC to adopt an intolerant posture to actions that violate the safety and civil liberties of others, the available evidence shows that zero-tolerance policies are ineffective and even counterproductive in educational contexts (American Psychological Association 2008). Moreover, there is little evidence that harsh, retributive punishments have a consistent deterrent effect (Nagin 2013). So, although it can feel good to see retributive justice administered, it does little to deter future offenders. Instead of retribution, social justice advocates are increasingly turning to restorative justice as one part of the solution to systemic racism and oppression (Davis 2019).
Creating a Restorative Justice program

The RATF recommends the following for developing a restorative justice program. The program:

1. Should be implemented within the confines of existing law governing student non-academic misconduct (Chapter UWS 17) and under the jurisdiction of the Dean of Students;
2. Should include conferences and circles led by a trained mediator (and co-facilitator, if necessary);
3. Should be undertaken only with the informed consent of the offenders and the victims (if applicable);
4. Can be undertaken, using a public forum, in situations in which no specific individual was targeted directly by the perpetrator but when the community (broadly speaking) has been harmed;
5. Should be guided by the recommended procedures and practices enumerated elsewhere;
6. Should be the disciplinary procedure of first choice adopted in response to bias incidents documented by BIRT;
7. Should operate in coordination with Affirmative Action, BIRT, the Gender and Sexuality Resource Center, Housing and Residence Life, the Office of Multicultural Affairs, Student Senate, and any other programs or offices on campus as needed to ensure its effective implementation; and
8. Once established, should be publicized and described in detail to UWEC students so that the student body understands restorative justice, its purpose, and its practice.

Staffing a Restorative Justice Program

The RATF recommends responsibilities of Restorative Justice staff include:

1. Overseeing the implementation of the restorative justice program;
2. Managing cases identified as appropriate for restorative justice;
3. Leading (or delegating responsibility to lead) all meetings, conferences, circles, and public forums deemed appropriate for restorative justice cases;
4. Working with Affirmative Action, BIRT, the Gender and Sexuality Resource Center, Housing and Residence Life, the Office of Multicultural Affairs, Student Senate, and any other programs or offices on campus as needed to ensure that the restorative justice program is used appropriately and effectively;
5. Educating students, faculty, staff, and the general public about the principles and practices of restorative justice;
6. Training other members of the campus community in the skills needed to implement restorative justice effectively, such as facilitation and mediation; and
7. Preparing annual reports on the program and its outcomes.

Appendix 1.3 Best Practices for Crisis Communication

When the Task Force inquired about how the university responded to the racist incident involving a Snapchat thread some members of the football team generated on social media, IMC shared its process.

The Chancellor tweeted a condemnation of the event on Tuesday, November 19, 2019. At the same time an email for the campus was prepared to be sent out. Because of miscommunication, that email did not get sent, and it went unnoticed until Thursday, November 21, 2019. The email was sent to the campus community that afternoon.

While the main recommendation includes several crisis communication improvements, the Task Force offers additional best practices as recommended by United Educators, a risk management insurance company managed and owned by 1,500 member colleges, universities, and K-12 institutions.
• Clarity that the PIO has the primary responsibility for representing the university in communication duties; and that specific designated staff have responsibility for collecting information, coordinating communication efforts, and assisting with message design across units.
• Establish practices that enhance team effectiveness, including such items as:
  o Identifying at least one back-up for each team member;
  o Consistently updating contact information for team members and their backups;
  o Using technology for quick team communication;
  o Meeting periodically when there is no crisis to clarify roles and assure good working relationships;
  o Practicing execution of the plan through table-top exercises or live drills; and
  o Assessing the team’s handling of past crises.
• Identify issues or practices that could impede future successful communication during a crisis.
• Assist key departments at UWEC/UWECBC in developing a list of potential target audiences during crisis situations.
• Establish training for key departments and personnel in creating transparent, effective messages that presents a “cool head and warm heart” approach to providing information.
• Reach key audiences using organized, consistent communication modes that match audiences and situations. Clearly communicate the modes that will be used prior to, during, and after a crisis.
• Train key personnel in communicating with crisis victims and their families.
  o In times of crisis, have a university representative act as a liaison.
  o Handle logistics to ease the stress on crisis victims and their families
  o Protect victims and their families from inappropriate communication

Appendix 1.4 2016-2020 EDI Implementation Plan

<table>
<thead>
<tr>
<th>EDI Implementation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEY: Completed Pending Roll Forward Not Completed</td>
</tr>
<tr>
<td>Goals and Corresponding Action Steps</td>
</tr>
<tr>
<td><strong>1. Strategies for including faculty and staff EDI contributions in promotion and tenure decisions</strong></td>
</tr>
<tr>
<td>1.1 Relevant language in personnel documents is revised so that workforce contributions to equity, diversity, and inclusion are valued, expected, assessed, and rewarded across all units, departments, and programs.</td>
</tr>
<tr>
<td>A. Senate, through the Faculty and Academic Staff Personnel Committees, considers and recommends how language on contributions to equity, diversity, and inclusion can be added to the Faculty and Staff Handbook, Rules, and Procedures.</td>
</tr>
<tr>
<td>B. University Staff Council considers and recommends how language on contributions to equity, diversity, and inclusion can be added to the University Staff By-Laws.</td>
</tr>
<tr>
<td>C. Based on the Senate resolution, departments and units add equity, diversity, and inclusion language to Department Evaluation Plans and other relevant evaluation documents.</td>
</tr>
</tbody>
</table>
D. Based on University Staff By-Laws, Human Resources consults with units and departments to include equity, diversity, and inclusion language in all evaluations, reclassifications, and contract renewals.

**Human Resources**

- **Summer 2018**
- **Allocation of staff time**
- **Completed**

  Karen Callaway is adding information for staff evaluations to supervisor training and Blugold insider.

E. New equity, diversity, and inclusion language in personnel documents is applied to evaluation processes beginning in fall 2017.

**EDI Subcommittee Chairs** develop (David Leaman, Jan Larson, Jim Phillips, Karen Callaway, Caitlin Lee) HR administers; Division heads roll out.

- **Fall 2018**
- **Completed**

  Karen Callaway is adding information for staff evaluations to supervisor training and Blugold insider.

1.2 **Student evaluations of instruction will include at least one question related to equity, diversity, and inclusion.**

A. Senate, through the Academic Policies Committee, considers and recommends a resolution requiring inclusion of one or more standard evaluation question/s related to equity, diversity, and inclusion in students' evaluations of instruction.

<table>
<thead>
<tr>
<th>Academic Affairs</th>
<th>Fall 2018</th>
<th>Completed</th>
<th>Confirm APC did resolution.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Require; Deans oversee language addition process; departments administer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. A sample bank of questions related to equity, diversity, and inclusion will be shared with each of the colleges for consideration.

<table>
<thead>
<tr>
<th>Academic Affairs Committee- Dean Leaman (?)</th>
<th>Fall 2017/Spring 2018</th>
<th>Completed</th>
<th>Departments are developing surveys and sharing on SharePoint</th>
</tr>
</thead>
</table>

C. One or more standard evaluation question/s related to equity, diversity, inclusion are adopted and used in course evaluations.

<table>
<thead>
<tr>
<th>Outcome of A&amp;B</th>
<th>Fall 2018</th>
<th>Completed</th>
<th>Confirm all departments are using</th>
</tr>
</thead>
</table>

2. **Recommendations for campus-wide professional development to increase employee and student cultural intelligence, improve campus climate, and support the action plan.**

2.1 **Implement a three-tiered approach for professional development for the university community, which will accommodate students, staff, and faculty with distinctive professional development needs.**

A. Explore campus and national models for Tier One professional development (online or in-person): covering basic concepts, common language, and everyday conversations.

**EDI Subcommittee Chairs** (Jeff Goodman, Angie Stombaugh, Dandrielle Lewis, Jodi Thesing-Ritter, Kimamo Wahome, Chris Jorgenson, Stacey Jackson)

- **Fall 2017**
- **Completed**

  All faculty/staff completed in spring 2018; all new faculty/staff complete within 3 months of new hire; Repeat process in 2021 with new training model.

B. Develop pilot versions of an online EDI development model for faculty/staff.

**EDI Subcommittee Chairs** (Jeff Goodman, Angie Stombaugh, Dandrielle Lewis, Jodi Thesing-Ritter, Kimamo Wahome, Chris Jorgenson, Stacey Jackson)

- **Spring 2018**
- **Completed**

  Purchased Law Room Product and Deployed in 2018.
## C. Roll out EDI online development module for faculty/staff (Tier 1 - required).

<table>
<thead>
<tr>
<th>EDI Subcommittee Chairpersons: Faculty - Jeff Goodman, Angie Stombaugh, and Dandrielle Lewis; Staff - Jodi Thesing-Ritter and Kimamo Wahome</th>
<th>Fall 2018</th>
<th>Training Product Software Costs; Staff Time to Administer and conduct accountability measures</th>
<th>Completed</th>
<th>99 percent of staff/faculty complete; performance of noncompleters is noted appropriately; Department Chairs notified of completion</th>
</tr>
</thead>
</table>

## D. Accomplish proof of concept for Tier 2 training: developing skills and a willingness to act to improve EDI outcomes in individual units and departments.

<table>
<thead>
<tr>
<th>EDI Subcommittee Chairpersons: Faculty - Jeff Goodman, Angie Stombaugh, and Dandrielle Lewis; Staff - Jodi Thesing-Ritter and Kimamo Wahome</th>
<th>Spring 2018</th>
<th></th>
<th></th>
<th>Report to Chancellor Exec Staff October 2018</th>
</tr>
</thead>
</table>

## E. Accomplish proof of concept for Tier 3: developing skills for leading groups toward EDI goal attainment proof of concept.

<table>
<thead>
<tr>
<th>EDI Subcommittee Chairpersons: Faculty - Jeff Goodman, Angie Stombaugh, and Dandrielle Lewis; Staff - Jodi Thesing-Ritter and Kimamo Wahome</th>
<th>Spring 2018</th>
<th></th>
<th></th>
<th>Continue to track Tier 3 Certificates completed.</th>
</tr>
</thead>
</table>

## F. Rollout Tier 2 for all supervisors, Tier 3 for all managers.

<table>
<thead>
<tr>
<th>EDI Subcommittee Chairpersons: Faculty - Jeff Goodman, Angie Stombaugh, and Dandrielle Lewis; Staff - Jodi Thesing-Ritter and Kimamo Wahome</th>
<th>Fall 2018</th>
<th></th>
<th></th>
<th>Completed.</th>
</tr>
</thead>
</table>

### 2.2 Create and implement a first-year experience for all students that emphasizes core vocabulary, intercultural communication, and critical understandings related to equity, diversity, and inclusivity.

#### A. Create and pilot an EDI development model for first-year students.

<table>
<thead>
<tr>
<th>EDI Subcommittee Chairpersons-Student Training - Chris Jorgenson and Stacey Jackson</th>
<th>Fall 2017 and Spring 2018</th>
<th>Staff Time</th>
<th>Pending</th>
<th>Use of EverFi Student online training product recommended.</th>
</tr>
</thead>
</table>

#### B. Implement EDI development program for all frosh.

<table>
<thead>
<tr>
<th>EDI Subcommittee Chairpersons-Student Training - Chris Jorgenson and Stacey Jackson</th>
<th>Fall 2018</th>
<th>Staff Time</th>
<th>Pending</th>
<th>Use of EverFi Student online training product recommended.</th>
</tr>
</thead>
</table>

### 3. Strategies for faculty and staff of color recruitment and retention

#### 3.1 Develop a multicultural post-doc/dissertation fellows program on a pilot basis.

<table>
<thead>
<tr>
<th>Academic Affairs- Provost and all four Academic Deans</th>
<th>Planning in Spring 2018 for start date of Fall 2019</th>
<th>Annual Salary and Benefits ~ $75,000 per person</th>
<th>Not completed</th>
<th>Budget not allocated.</th>
</tr>
</thead>
</table>

| Academic Affairs- Provost and all four Academic Deans | Planning in Spring 2018 for start date of Fall 2019 | Annual Salary and Benefits ~ $75,000 per person | Not completed | Budget not allocated. |
3.2 Create a Faculty and Staff Excellence Award category specifically geared towards EDI efforts (ex: Excellence in EDI award).

| Jodi Thesing-Ritter wrote award criteria; gave to Kim Way in Foundation, Kim will raise funds for the award | Exec Committee reviews criteria Fall 2017; Foundation fundraises Fall 2017; Committee selected to promote award and review applications Fall 2017; Call for nominees Spring 2018; Begin awarding in Fall 2018 | $1500 Foundation Gift and medallion annually | Completed | First award given in August 2018. |

3.3 Strengthen EDI Campus-Community Engagement.

<table>
<thead>
<tr>
<th>A. Create an ad hoc campus/community conversation group as a pilot toward strengthening community awareness of EDI issues, and to experience how the broader community can be involved in effecting change.</th>
<th>Pilot Spring/Summer 2017; Full Project Beginning October 2017</th>
<th>$40,000</th>
<th>Completed</th>
<th>Circles of Change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audrey Robinson</td>
<td>County/City Staff; ECASD Staff; UWEC Staff; CHAMBER Staff...All with positional responsibility for sustaining the program</td>
<td>Spring 2018- Evaluate 2017-2018 project; Designate ongoing structure and responsibility through job duties</td>
<td>Project recommended to be community supported by ECASD, Chamber, UWEC staff, City/County Staff.</td>
<td></td>
</tr>
<tr>
<td>B. Transition from campus/community pilot to ongoing campus/community effort.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.4 Personnel practices are strengthened regarding recruitment and hiring of faculty/staff with professional interests and competencies with equity, diversity, and inclusion.

<table>
<thead>
<tr>
<th>A. Create a stronger model for recruiting and hiring, where equity, diversity and inclusion are explicitly valued.</th>
<th>Affirmative Action and Human Resources</th>
<th>Fall 2017- Pilot elements of new model; Finalize new training for search committees by January 2018; Staff Time to administer</th>
<th>Completed</th>
<th>Updated recruitment guide; updated bias brochure; new search committee training module/handbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Educate all units on new hiring model.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

4. Suggestions for how departments and units can contribute to reaching the guidepost goal

4.1 Every campus unit (including departments, programs, and service offices) will conduct a survey of their EDI-related resources, challenges, and achievements.

<table>
<thead>
<tr>
<th>A. Each department, unit or program prepares a report of no more than two pages (specific questions will be supplied).</th>
<th>Chair/director</th>
<th>Summer 2018 - Chairs/Directors are given results of scans and charge committee with developing plans for their respective unit/department; Plans due by September 15, 2018</th>
<th>Staff Time to administer</th>
<th>Roll Forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Program chairs participate in an EDI Roundtable discussion of their report, with recommendations made and discussed.</td>
<td>Division heads</td>
<td>Summer 2018 meetings to workshop plans</td>
<td>Staff Time to administer</td>
<td>Roll Forward</td>
</tr>
</tbody>
</table>

4.2 Implement proactive strategies to reduce the number and impact of bias incidents on campus, to ensure a fair resolution of incidents, and to notify the respective parties and the campus community of said resolutions while respecting individuals’ federal privacy rights.
### 4.3 The University will conduct strategic planning to refine Housing and Residence Life education, climate, and behavior standards related to EDI.

<table>
<thead>
<tr>
<th><strong>A. Review and implement revised EDI content for Phase I and Phase II orientation, and residence hall programming.</strong></th>
<th><strong>Mark Quamme/ Billy Felz/ Quincy Chapman</strong></th>
<th><strong>Review in Fall 2017 changes made in 2017; Assess impact; suggest revisions for 2018</strong></th>
<th><strong>Staff Time, Training modules, Speakers, Incentives, etc.</strong></th>
<th><strong>Completed</strong></th>
</tr>
</thead>
</table>

- **B. Review and implement revised bias response protocols, group response meeting guides, webpage posting process, and a response calibration framework.**
  - Chair of Bias Response Team
  - In Process Fall 2017; Completion by Spring 2018; Report Submitted to Assistant Chancellor for EDI by May 1, 2018
  - Staff time, printing, website redesign, etc.
  - Completed

- **C. Expand EDI education efforts across campus to incorporate basic information regarding how to respond, report, and follow up when incidents of bias are experienced/observed.**
  - Chair of Bias Response Team
  - Plan developed Spring 2018; Rolled out Summer Orientation and Fall 2019
  - Staff time, printing, website redesign, etc.
  - Completed

### 5. Recommendations for streamlining and improving communication in and among groups working to support recruitment and retention efforts

#### 5.1 Create an EDI Roundtable to be the primary leadership group charged with assessing progress toward plan goals and providing campus consultation and leadership.

| **A. Committee charge is developed, applications are received, and participants are chosen.** | **Goal revised with establishment of VC for EDISA & EDISA leadership group.** |
| **B. Newly formed EDI Roundtable convenes.** | **Goal revised with establishment of VC for EDISA & EDISA leadership group.** |
| **C. Create an online resource center to support efforts to develop, coordinate, evaluate, and communicate EDI activity across the university.** | **EDI website.** |
| **D. Preapprove R1 courses for the LE curriculum; distribute an annual report that summarizes assessment results.** | **Roll forward after obtaining faculty input.** |

#### 5.2 Amplify and rollout cross-campus recruitment and retention strategies: FY programming and high-impact practices.

<table>
<thead>
<tr>
<th><strong>A. Hire two Recruitment and Retention coordinators, one with specialization in Latino/a Student Success (with Spanish language skills) to collaborate with Admissions (recruitment), Multicultural Affairs (retention), and Residence Life (developing culturally-relevant high-impact experiences). Emergency hires may be available to move forward expeditiously on a pilot basis with the initiative.</strong></th>
<th><strong>Vice Chancellor for Student Affairs</strong></th>
<th><strong>African American Coordinator January 2017; Latinx Coordinator hired in OMA Summer 2017</strong></th>
<th><strong>Completed</strong></th>
</tr>
</thead>
</table>

---
B. All incoming students of color have a strategic first-year experience directly tied to retention and opportunity gap closure (high-impact practices).

OMA/Blugold Beginnings/SSS/FYE

Fall 2017 Meetings to assess existing structures & gaps, propose solutions/interventions; Plan developed in Spring 2018; Plan submitted for approval by April 1, 2018; Approval/recommendation for changes completed by June 1, 2018; Implementation Fall 2018/Spring 2019

OMA financial allocation may be needed

Pending

Plan in place for Blugold Beginnings; other plans emerging.

5.3 Review and publicly articulate the missions and strategies of the Office of Multicultural Affairs and Blugold Beginnings.

OMA and Blugold Beginnings

Completed Summer 2017

Completed

Blugold Beginnings relocated to Brewer Hall; Mission, Vision and Goals for OMA and Blugold Beginnings.

Appendix 1.5 Budget and Shared Governance Implications for Recommendations

<table>
<thead>
<tr>
<th>Task Force Recommendation</th>
<th>Cost Estimate</th>
<th>Need for Shared Governance?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and Implement a Restorative Justice Program</td>
<td>Mid-High</td>
<td>Funding, Allocation of Staff</td>
</tr>
<tr>
<td>2. Improve Bias Incident Reporting Processes</td>
<td>Low</td>
<td>Some Allocation of Staff</td>
</tr>
<tr>
<td>3. Improve Crisis Communication</td>
<td>Low</td>
<td>Staff Time</td>
</tr>
<tr>
<td>4. Expand and Enhance EDI Training for Students, Faculty, and Staff</td>
<td>High</td>
<td>Funding, Allocation of Staff</td>
</tr>
<tr>
<td>5. Bolster Recruitment and Retention Efforts</td>
<td>High</td>
<td>Funding, Allocation of Staff</td>
</tr>
<tr>
<td>6. Update and Redesign EDI Web Resources</td>
<td>Mid</td>
<td>Staff Time</td>
</tr>
<tr>
<td>7. Support Students, Faculty, and Staff in the Aftermath of a Bias/Hate Incident</td>
<td>Mid</td>
<td>Funding, Allocation of Staff Time</td>
</tr>
<tr>
<td>8. Update Handbooks and Codes of Conduct</td>
<td>Low</td>
<td>Staff Time</td>
</tr>
<tr>
<td>9. Foster Campus and Community Dialogue</td>
<td>Mid</td>
<td>Funding</td>
</tr>
</tbody>
</table>
Email sent from Office of Multicultural Affairs Staff to Chancellor Schmidt and UW-Eau Claire Students of Color

Dear Chancellor Schmidt and UWEC Students of Color,

The Office of Multicultural Affairs (OMA) stands in solidarity with the student group Black Male Empowerment (BME) and all students impacted by the recent racist and abhorrent actions. Moreover, we want to express our gratitude to all the faculty, staff, students, and community members who have done the same and have since reached out to BME and to our other students to support them. We want to acknowledge that there are many departments, groups, agencies, faculty, staff, and students that are coordinating support for those students immediately impacted. This communication details only one small component of those efforts.

On Thursday, November 21, 2019, from 7:30-9:30pm, the Office of Multicultural Affairs (OMA) hosted the Deconstructing Racism discussion for students of color to engage in dialogue regarding the most recent racist incident on campus involving students from the UWEC football team who used KKK imagery to mock and target BME.

This dialogue was facilitated by Dr. Demetrius Smith, Program Director for EDI and co-advisor for BME, with Michael Thomas, Associate Student Services Coordinator in the Office of Multicultural Affairs (OMA) and advisor for the Black Student Alliance (BSA) and the African Student Association (ASA).

During this forum, approximately 160 students gathered together to express their thoughts, feelings, and concerns regarding the incident. Furthermore, these students identified systemic problems at the institution that continue to perpetuate systemic racism along with actions they feel are necessary for change.

Through the event, 177 comments were collected and arranged into the themes listed below. It is vitally important to note that this list is simply a summary of the comments that were shared by the students and this list does not include the opinions or voices of the facilitators nor the OMA staff members.

1. Students want justice and accountability (examples below)
   a. Students expressed an interest in exploring expulsion as a sanction for consideration for all student perpetrators who were involved with the racist incident
   b. Other students expressed a need to consider educational sanctions, such as EDI training, as a mandatory part of any series of sanctions

2. Students discussed a culture of racism and bias in the Athletic department. Many students asked to have an external party investigate these allegations.

3. Students asked for more institutional transparency and better lines of communication overall.
   a. Students want more transparency and direct communication from the university with regular updates about the number and nature of BIRT reports.
   b. Students asked for monthly updates from the Chancellor about the administration’s progress in meeting any demands that have been submitted.

4. Students expressed more EDI resources for faculty and staff.
   a. Students called on the institution to provide more substantive EDI training for faculty, staff, and students across the university.
b. Students want a university-wide, required course like ES 385—Social Foundations: Human Relations to comprehensively weave EDI initiatives into the curriculum.

5. Students called on each perpetrator to issue a public, written apology to BME.

6. Students called on the campus to hold proactive and continuous conversations involving the experiences of underrepresented groups.
   a. (one example that was shared) Provide preventive measures such as continuous and intentional conversations between administration, staff, faculty, and students to address bias involving racism, sexual harassment, and discrimination.

7. Students asked for more support for strategic initiatives, funding, and additional resources for EDISA programmatic efforts within Blugold Beginnings, Office of Multicultural Affairs, and EDI.

8. Students expressed the need to actively hire, retain, and continuously support faculty and staff of color.

Thank you for your time.

Sincerely,
The Office of Multicultural Affairs Staff

BME List of Demands

1. Implement educational sanctions, such as EDI training, as a mandatory part of any series of sanctions.

2. There exists a culture of racism and bias in the Athletic department. Investigate these allegations for removal from athletic participation for all involved students and coaches.

3. Provide institutional transparency and better lines of communication to the students and staff.
   a. More transparency and direct communication from the university with regular updates about the number and nature of BIRT reports, especially incidents that affect the safety of other students.
   b. Students must receive bi-weekly updates from the Chancellor about the administration’s progress in meeting any BIRT’s that have been submitted.

4. Provide more EDI resources for faculty, staff, and students.
   a. The institution must provide more substantive EDI training for faculty, staff, and students including athletics across the university.
   b. Students want a university-wide, required course like ES 385—Social Foundations: Human Relations to comprehensively weave EDI initiatives into the curriculum.
   c. Hold all LE/CD3 courses accountable for outcomes of understanding the power and privilege within and among race, class, gender, sexual orientation, colonization, and other divisive social hierarchies.

5. Hold proactive activities and continuous conversations involving the experiences of underrepresented groups on campus.
a. Provide preventive measures such as continuous and intentional conversations between administration, staff, faculty, and students to address bias involving racism, sexual harassment, and discrimination.
b. Hold more socially diverse events and workshops on campus.
c. Require that student organizations of different races, ethnicities, sexual orientations, abilities, identities, religions, and backgrounds collaborate during the year.
d. Implement a course for incoming freshman and transfer students on conversations and experiences involving racism, discrimination, and marginalized identities.

6. Hire, retain, and continuously support faculty and staff of color.
   a. Hire more advisors and counselors of minority backgrounds and allow students to select the mentor of their choice.

7. The university agrees that students who participate in the walk out and further civil actions, will not face consequences or sanctions.

Appendix 2.2 University Senate Resolution on Improving Retention of Faculty, Staff, and Students of Color at UW-Eau Claire

WHEREAS, Equity, Diversity, and Inclusivity (EDI) is a “top priority” of our campus; and

WHEREAS, improving campus climate will be essential to retaining students of color; and

WHEREAS, increasing our retention of students of color will be essential to meeting the Chancellor’s retention goals; and

WHEREAS, recruiting students of color will be increasingly essential to UW-Eau Claire’s long-term future as the percentage of non-Hispanic whites in Wisconsin and the United States at large continues to decline; and

WHEREAS, a significant amount of peer-reviewed research shows that having instructors/faculty of color provides unique benefits to students of color; and

WHEREAS, instructors and faculty of color are normally called upon to invest greater time and emotional energy into mentoring students of color, creating a “minority tax” for uneven service burden (particularly for those who are the only faculty member in their program); and

WHEREAS, the principles of EDI have now been integrated into Department Evaluation Plans and are included in the evaluations of employees in reappointment, tenure, and promotion decisions; and

WHEREAS, beyond Tier 2 and 3 EDI trainings, little institutional support exists for helping faculty and academic staff integrate EDI more deeply into their teaching, scholarship, and service; and
WHEREAS, On September 30, 2019, the UWEC Student Senate unanimously passed a resolution, “In Condemnation of Racism within our Campus Community,” which “calls upon its administration to take deliberate and decisive action that seeks to provide education and resources that exposes students to diverse backgrounds and can foster an inclusive and equitable environment for its students, faculty, staff, and administration;”

BE IT THEREFORE RESOLVED, the University Senate supports the addition of the following objectives to the Chancellor’s Investment Framework, as described in the “Resolution in Support of the Chancellor’s Investment Framework” (introduced at the October 8, 2019 meeting of University Senate):

- Strengthen our ability to retain faculty, staff, and students of color
- Create a more just, inclusive, and equitable learning environment for students of color
- Create a more just, inclusive, and equitable working environment for university employees of color

BE IT FURTHER RESOLVED, the University Senate calls on administrators, faculty, and staff at UW-Eau Claire to invest resources and take specific actions to accomplish the above objectives, such as:

- The creation of an EDI Research and Service Fellowship, modeled on the University Research and Creative Activity (URCA) grant administered through ORSP, which would provide faculty and academic staff with time reassignment, stipends, and project support for scholarly, creative, and service work that makes significant contributions to advancing Equity, Diversity, and Inclusivity
- The creation of an EDI Teaching Fellowship, which would provide faculty and academic staff with time reassignment, stipends, and project support for Scholarship of Teaching and Learning (SOTL) projects or pedagogical training that makes significant contributions to advancing Equity, Diversity, and Inclusion
- The creation of a day-long Opening Convocation, or gateway experience, for all incoming first-year and transfer students during Blugold Welcome Week (prior to the start of the fall semester) that would introduce incoming students to our campus’s shared values in an academic setting and that would aim to build an academic culture of inclusive excellence
- The creation of a Retention Working Group to identify barriers to retention for faculty and staff of color at UWEC
- The creation of a retention plan for faculty and staff of color
- The (cluster) hiring of additional faculty to bolster the interdisciplinary programs of American Indian Studies, Critical Hmong Studies, Latin American Studies, and Women’s Gender and Sexuality Studies
- The (cluster) hiring of additional faculty of color

1 https://www.uwec.edu/diversity/

Appendix 2.3 Campus Survey Responses
An email was sent to the UW-Eau Claire campus community on Wednesday, December 18, 2019 that shared an update on the work of the Task Force and requested input via a Qualtrics survey. A subsequent email was sent on Thursday, January 2, 2020 as a second request for input to the survey. The second email included students, faculty, and staff of the UW-Eau Claire – Barron County campus.

Campus Survey Question: What specific, actionable ideas, or policy changes do you suggest that—if implemented—might make UWEC a more Equitable, Diverse, and Inclusive place to live, work, and study?

All the ideas shared in this survey can be found at http://www.uwec.ly/ediratfsurvey
Appendix 2.4 Campus Offices’ Reporting Protocols
The Task Force Communications Subcommittee sought insights from specifically identified offices and departments regarding existing data, workflows, communication protocols, or other policies to enact following an instance of bias, hate, or other communication made against a targeted group. The Communications Subcommittee was also interested in how messaging was developed and how it was determined who would be communicated with externally.

Responses were received from all the departments and offices from whom information was sought: Academic Affairs, Athletics, Black Male Empowerment, Blugold Beginnings, Counseling Services, Dean of Students, Facilities, Gender and Sexuality Resource Center, Housing and Residence Life, Integrated Marketing and Communications, McIntyre Library, Office of Multicultural Affairs, Recreation and Sport Operations, Risk Management, University Centers, and UW-Eau Claire – Barron County.

All the responses to these inquiries can be found at http://www.uwec.ly/ediratfcommunication