WAKE FOREST UNIVERSITY

Action Team Final Report

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Overview

On November 3, 2014, the Pro Humanitate Institute hosted a campus-wide deliberative dialogue to consider the question: "What does it mean to live in community?" Approximately 325 students, faculty, and staff discussed together personal experiences; pros and cons of available ways to improve campus climate; and the costs and consequences of possible actions.

Based on the feedback from 19 small group discussions, we identified six action teams: Admissions, Communication, Curricular and Faculty Engagement, Orientation and the First Year Experience, Space, and Student Engagement. Each team reviewed the action ideas that were identified during the deliberative dialogue, and considered additional recommendations from the Town Hall, Roosevelt Institute, Forward Together, President's Leadership Conference, and the Office of Diversity and Inclusion Campus Climate Collaborative. Team members researched current efforts in each area, conducted a gap analysis, identified barriers to change, researched best practice, and made innovative recommendations.

The leadership of each team submitted the following subcommittee reports:

I. Admissions, pgs. 2-5
II. Communication, pgs. 6-10
III. Curricular and Faculty Engagement, pgs. 11-20
IV. Orientation, pgs. 21-26
V. Space, pgs. 27-32
VI. Student Engagement
    a) Civic Engagement, pgs. 33-35
    b) Diversity Peer Education, pgs. 36-39
    c) Student Leadership Development, pgs. 40-41

ADMISSIONS

A. Specific Charge:

The Admissions Action Team was charged with examining and addressing recommendations related to admissions and financial aid, which originated from the campus deliberative dialogue, town hall meeting, The Roosevelt Institute, Forward Together, and the President's Leadership Conference. After review, discussion, and evaluation of these recommendations, the Admissions Action Team provided suggestions about the ways in which admissions and financial aid can contribute to the creation of a more diverse and inclusive Wake Forest.

B. Action Team Participants:

Team Leaders: Martha Allman - Dean of Admissions; Joseph Belangia - Wake Forest Fellow; Hattie Mukombe - Associate Dean of Admissions Diversity; Marchel Ebron - student

Team Members: Gail Bretan - Director of Jewish Life, Office of the Chaplain
Mark Anderson - Director of Digital Communication, Communications and External Relations
Michele Gillespie - Professor of History/Dean-elect of the College
Nancy Diaz - Scholarships Counselor
Shoshanna Goldin - student
Bill Wells - Director of Financial Aid
David Coates - Professor of Politics and International Affairs
Hayes Henderson - Executive Creative Director, Communications and External Relations
Nelson Brunsting - Director of Operations and Admissions Relations, Wake Forest Advantage
Ananda Mitra - Professor of Communications
Jana Fritz - student

C. Action Items Considered:

The complete list of 14 recommendations for the Admissions Action Team is included as an appendix to this report. Six of the recommendations focused on financial aid, while the others focused on messaging, admissions programming, and recruitment of a more diverse student body. The Admissions Action Team consolidated our action items to include:

1. Exploring new financial aid and scholarship programs targeted at diverse populations;
2. Achieving greater transparency in the admissions recruitment process;
3. Attracting greater diversity (broadly defined) in our student body.

D. Deliberative Process:

Three-Pronged Framework: The aforementioned consolidation process produced the following three major themes:

1. New financial aid and scholarship programs for diverse populations;

2. Transparency in admissions;
3. Broadly defined diversity in the student body.

Bridging the Information Gap: As a team, the group held three, 90-minute meetings, which were scheduled from 8:00 a.m. to 9:30 a.m., to accommodate faculty/administrator and student schedules. The purpose of these meetings was to address the gaps in institutional knowledge that existed among the members of the group.

Meeting One was designed to provide factual information concerning the current landscape at Wake Forest with presentations from Bill Wells in Financial Aid, Hayes Henderson in Communication and External Relations, and Hattie Mukombe and Martha Allman in Admissions.

- Bill Wells provided insight regarding financial aid and the process by which institutional financial aid is determined. Wells also shared data that gave perspective to the University's decision to adopt a need-aware process, a process which enables the University to reduce loan amounts in financial aid packages awarded to students.
- Martha Allman and Hattie Mukombe gave context to the admissions process. Allman, provided a historical lens to the evolution of admissions. Mukombe addressed the changing demographics of the applicant pool over time and enhancements to diversity recruitment initiatives, which included increased alumni engagement, expansion of multicultural student ambassadors, enhanced on-campus programming, and the broadened scope of recruitment efforts targeted at diverse audiences.
- Hayes Henderson shared a presentation on the Communications and External Relations communications strategy, including information on the evolution of "interesting over institutional" messaging - using humor, self-deprecation, and a tone that refutes stereotypes of Wake Forest to appeal to a less mainstream applicant.

Meetings Two and Three allowed the Action Team to examine each recommended action item in depth, and to discuss, question, and brainstorm ideas to address these recommendations. Based on the information from Meeting One and the discussion from subsequent meetings, at the end of Meeting Three, the Action Team formulated the following recommendations.

E. Recommendations:

1. Financial Aid and Scholarships

Potential Campus Partner(s): University Advancement

- Encourage the university to channel Wake Will fundraising toward financial aid and student scholarships.
- Explore the creation of LGBTQ+ scholarships for outstanding upperclassmen who identify as LGBTQ+ and are active in the campus community.
    - Investigate LGBTQ+ scholarships at other universities.

    - Explore funding through University Advancement/LGBTQ alumni
    - Once these scholarships are established, communicate with prospective students the availability of these renewable scholarships.
- Provide scholarships for "people of faith," not just Poteat scholarships (scholarship for North Carolina students of Baptist heritage).
    - This will increase awareness of non-Christian faiths and contribute to religious pluralism on campus.
- Continue to seek funding sources and increase access for undocumented students.

2. Transparency in Admissions
Potential Campus Partner(s): Chaplain's Office, Office of Communication and External Relations, Office of the Dean of Students, and Office of Diversity and Inclusion.

- Create more opportunities for contact between prospective and current Wake Forest students.
    - Increase participation in the Ambassadors-in-Admissions program from students with diverse backgrounds. Recruit student admissions volunteers from groups such as AEPi, Hillel, and MSA for the Ambassadors-in-Admissions program hosted by the Admissions Office.
    - Recruit and train Wake Forest students from diverse racial and religious backgrounds to serve as "Hometown Ambassadors," making presentations at local high schools, synagogues/churches, and community centers when they are home for campus holidays.
- Update the campus community on the interview process:
    - Types of questions being asked
    - Training that each interviewer receives prior to interviews
    - Diversity/inclusion piece of the interviewer training (the sentiment was that the appropriate questions were being asked but the campus community was not aware)
- Publicize recent changes to on-campus diversity admissions programming
    - Increased participation by prospective students from all backgrounds
    - Increased diversity of hosts from all backgrounds
    - Increased opportunities for student-to-student engagement in absence of "monitoring" by university administration, including a campus-wide cookout for the spring Mosaic programs

3. Attract a More Diverse Student Body
Potential Campus Partner(s): Center for Global Programs and Studies, Office of Communication and External Relations, Office of Dean of Students.

- Encourage the creation of more exchange programs that allow students from overseas to come to Wake Forest, and for Wake Forest students to go overseas.

- Continue to produce admissions publications and videos that highlight theater, debate, study abroad, research labs, etc. to show community at Wake Forest outside of Greek Life (such as the current Community of Communities video).
- Create special publications that detail non-Greek alternative organizations and activities for students.
    - Include pages in Forestry 101 about weekends at Wake Forest that focus on service/Campus Life events/larger Winston-Salem events/etc. (Habitat for Humanity, Campus Kitchen, First Fridays in the Art District, etc.).
    - Create a supplemental activities/events piece that Admissions sends to accepted students in April prior to their decision. Could also be included in the "Letters from Wake Forest" publication for admitted students.
    - Publish "Pocket Guide" (miniature version of Forestry 101) to serve as a quick-reference guide for students to navigate Campus Life and Winston-Salem.
    - Establish regularly scheduled conversations between Admissions and Campus Life to assist and inform each other about diversity issues and challenges in recruiting and maintaining a diverse and inclusive student body. Engage tour guides in discussions which stem from these meetings.
- Create a council for non-Greek student organizations.
- Continue to explore ways to attract students from varied backgrounds to dispel the stereotype that Wake Forest is homogeneous.

COMMUNICATION

A. Specific Charge

The Communication Action Team sought to develop practical recommendations to improve Wake Forest University's internal communication, as discerned through Town Halls, Deliberative Dialogues, and other dialogue-driven sources that allowed students to voice concerns. We were asked to consider 31 action items and did this through a series of group meetings and breakout working groups in the spring semester.

B. Action Team Participants:

Team Leaders: Shelley Sizemore, Co-leader, Pro Humanitate Institute; Darius Williams, student; and Logan Healy-Tuke, Wake Forest Fellow in Advancement.

Team Members: Nia Evans, student
Katie Neal, Communications and External Relations
Janine Jennings, Faculty, Psychology Department
Tanya Zanish-Belcher, Z. Smith Reynolds Library
Betsy Chapman, Parent Programs
Karin Friederic, Faculty, Anthropology Department
Ann Nguyen, student
Tiffany Virgin, student
Karen McCormick, Office of the Dean of the College
Aimee Mepham, Humanities Institute

C. Action Items Considered:

Our 31 action items are listed as an appendix to this report. Instead of researching each item independently, we grouped the 31 action items into three sub-categories of evident emerging themes: (1) Organization/Department Requests, (2) Specific Requests, and (3) Ethos/Philosophy.

D. Deliberative Process:

- **Operationalizing Ethos:** Throughout the process, it was evident that our group would need to operationalize an ethos of transparency, accountability, and inclusivity in our recommendations.
- **Common Goals Framework:** As we broke into working groups to develop specific recommendations, we were governed by a set of common goals including the following: ensuring student voice in the communication and policy-making process, identifying challenges to internal communication, thinking creatively about passive communication, and encouraging individual agency in engaging with campus issues.
- **Collaborative Research:** The three working groups eased time and scheduling constraints and positioned student leaders Nia Evans, Darius Williams, and Ann Nguyen centrally in the process as chairs of working groups. Individual groups met separately

throughout the month of March, diligently producing specific recommendations. At our last meeting on April 7th, each working group brought forward their recommendations and we began editing a common report together. We established consensus around the four key recommendations below. Following discussion of our four primary recommendations, we have included commentary on a few unresolved areas.

E. Recommendations:

1. **Increased, consistent public forums & dialogue space**
   Potential Campus Partner(s): Division of Campus Life, Pro Humanitate Institute, and Z. Smith Reynolds Library.
   - Open, approachable spaces dedicated to community dialogue are essential in every community. Within the past year, students at Wake Forest University, in response to issues of equity, community, justice, and safety, have organized town halls or collaborative dialogues aimed at informing the public about the presence of an issue and engaging one another to brainstorm and discuss steps for improvement. The university has also initiated dialogues this year, namely the Deliberative Dialogue, in response to campus climate concerns. These dialogues have been responsive to situations of injustice faced by members of our community. There is immense value in responsive dialogues; it is important to have a practice in place where policies are discussed and debated in an open, public space. **We recommend regularly scheduled community dialogues - modeled after Campus Connections for faculty/staff - twice a semester initiated by Wake Forest University, possibly the Division of Campus Life. These forums would address specific topics of concern surrounding issues of equity, community, and justice on Wake Forest campus. Possible topics include: Sexual assault, LGBTQ+ rights on campus, race at Wake Forest, Greek Life, educational/curricular reform, faculty diversity etc.** These forums will help the community to be proactive rather than reactive to issues of equity and justice on campus and help address the trust deficit between Wake Forest administrators and students. These forums could be recorded and archived with the support of ZSR Archives and Wrought Iron Productions, providing an institutional history of Wake Forest policies and practices in years to come.

2. **Creation of an internal communications position**
   Potential Campus Partner(s): Office of Communication and External Relations
   - Effective communication is at the heart of fostering a campus climate that is more inclusive and equitable. Keeping the Wake Forest community informed about related events, activities and issues is key to bridging the trust deficit among various members of the campus community. While various people within Communications & External Relations (CER) take on tasks related to internal communications, one person is not specifically charged with communicating to

internal audiences. Furthermore, the five members of the news team spent approximately 50 percent of their time last semester on internal campus climate issues. **The Communications Action Team recommends the creation of an internal communications position in CER to help further develop and enhance all aspects of internal communications (for faculty, staff and students). The action team hopes university leadership will support a full-time staff person who can devote the entirety of his or her time and attention to improving and enhancing internal communication efforts within the university community.**

3. **Comment period policy for campus-wide policy changes**
   Potential Campus Partner(s): Office of Dean of Students
   - Many recommendations centered on desires to increase transparency and accountability alongside opportunities for students to share feedback and help to shape new policies. While some have recommended an official student advisory board, we are hesitant to recommend the creation of a board as an all-encompassing solution. It could be onerous, and could exclude a majority of individual student voices (this board would have to be small, therefore prohibiting other student voices from being represented). **Instead, we recommend the institutionalization of a comment period for all major campus-wide policy changes. Examples of such policies would include, but are not limited to, changes in event management or student organization policies, changes in residence life policies, changes in student fees and admissions, changes to curriculum requirements, and changes to technology practices.** This practice applies to large-scale changes that might significantly impact the daily lived experiences of our students as members of the campus community. In practice, the comment period would be hosted on a website managed by the Dean of Students office, even though policy changes are not limited to the Division of Campus Life. The website would include a form with basic information about the change, rationale, and decision-making body. It is important to note that decision-making bodies are not being asked to garner approval for policy changes, but to consider the input collected during the comment period from students, faculty, and staff, when making final decisions. Once posted, the comment period should be advertised through at least one university-wide email, an ad in the Old Gold & Black, and other means up to the discretion of the decision-making body. Comment periods should be open for at least two weeks and no longer than a month. Once the change has been determined, an update should appear on the website managed by the Dean of Students.
   - This recommendation is not wholly unique; many institutions have similar practices. Most recently, the University of North Carolina at Greensboro used a similar mechanism to gather responses to a proposed name change for Aycock

Hall. We believe this recommendation would increase opportunities for members of the campus community to share feedback while also increasing the data available to university decision makers when discussing policy change. We also like this recommendation because it continues to reiterate the importance of agency and action by opening up a space for discussion without requiring every group to go through a selective board of student leaders.

4. **Campus survey of communication methods**

   Potential Campus Partner(s): Office of Communication and External Relations with support from the Division of Campus Life and Wake Forest Fellows

   - We need to thoroughly investigate how Wake Forest University disseminates internal news. Our subcommittee researched the ways in which members of the Wake Forest community learn about events and policies, but **we need a campus-wide survey of communication methods conducted in a professional setting with experts and resources. With the data collected in the survey, we will be better able and more equipped to address gaps and improve existing methods of communication.** We recommend including the cohort of Wake Forest Fellows in this important project. Wake Forest Fellows, such as the Presidential Fellows in University Advancement and Campus Life, can work on survey development this summer and administer the survey in the fall. Moreover, faculty participants on our action team are interested in serving as resources for this recommendation.

F. Conclusion:

Several groups continue to request the raw data from University Police, which was referenced in the Developmental Associates report. While we understand that there are factors that might preclude the release of this data and the type of transparency from University Police that many students are requesting, we recommend that these factors be communicated to concerned constituents. An additional recurring theme in our action items and team discussion was the need to recognize that student engagement, critique, and response to university policy is no longer being carried out through traditional structures. Historically, Wake Forest has had its student dissent institutionally carried out through the dual entities of Student Government and the Old Gold & Black. While both of these institutions are alive and well, many students no longer feel as though either occupies a representative role to properly act in their best interests. Because of this pervasive sentiment, students now debate policy and pressure university officials in other forums -- examples such as RealTalkWFU.com, The Pub, and Speak Out (not to mention the informal and anonymous Yik Yak) serve in an unofficial capacity as competitors to the Old Gold & Black in terms of legitimacy. Groups that address campus policies such as Forward Together and the Arch Society have supplanted, in some senses, the historical role of Student Government. Going forward, it would benefit our campus climate to consider ways in which increased advising, transparency in recruitment to these entities, and strategic vision might positively influence the public sphere on campus through these historical student organizations.

CURRICULAR AND FACULTY ENGAGEMENT

A. Specific Charge:

Over the past three months, the Curricular and Faculty Engagement Action Team has met to share, discuss, and debate the myriad ways that Wake Forest can "enhance the curriculum" to reflect the needs, realities, and experiences of an increasingly-diverse student body, faculty, and staff. By the end of our deliberations, we arrived at a consensus that an enhanced curriculum would better prepare students to be effective leaders and conscientious citizens after graduation. Members of our Action Team share serious concerns about the current state of theoretical and practical curricular engagement with discourses on cultural diversity, social identities, and other forms of human difference. As an institution of higher learning deeply committed to educating the whole person to lead meaningful lives, it is imperative that Wake Forest University reflect in its curriculum the necessity--and value--of engaging proactively with these issues.

To this end, our Action Team offers a common set of desired outcomes and diversified methods for attaining these outcomes, while grounding the process in a way that lends a rationale to the Action Team's deliberations. The following is a compilation of our collective ideas and recommendations.

B. Action Team Participants:

Team Leaders: Jose Villalba, Office of the Dean of the College; Muhammad Siddiqui, Wake Forest Fellow; Natalie Casimir, student, co-leader

Team Members:
Emma Northcott, student
Christine Briere, student
Jasmine Gonzalez, student
Hannah Dobie, student
Sarah VanSickle, student
Nora Kane, student
Aishwarya Nagar, student
Molly Dunn, Interdisciplinary Performance and the Liberal Arts Center
Tom Phillips, Office of the Dean of the College
Simone Caron, History
Erica Still, English
Sara Dahill-Brown, Politics and International Affairs
Christa Colyer, Chemistry
Rosalind Tedford, Z. Smith Reynolds Library
Margaret Bender, Anthropology
Mary Dalton, Communication
Michael Pisapia, Politics and International Affairs

Tanisha Ramachandran, Religion

C. Action Items Considered:

Our action items are listed as an appendix to this report. Rather than research this item independently, we created a conceptual framework for an interculturally competent curriculum in which to ground our idea generation and subsequent research. The result of this framework is a set of recommendations that speak to and capture the differentiated levels of familiarity and knowledge of difference that constructively challenge our community. In addition to the curricular changes primarily aimed at enhancing student experience and education, the Action Team found it important to acknowledge the ways in which faculty, too, should be encouraged and supported in their efforts to address these concerns. These faculty-centered recommendations represent our priorities (in order) as we move toward an academic environment that promotes diversity and inclusion on all levels.

D. Deliberation Process:

- **Overview of Conceptual Framework**: Our team realized that before arriving at a list of "prioritized items," it would be best if we located curricular changes and faculty-focused initiatives within a conceptual framework. In the case of our Action Team, we developed a conceptual framework composed of four pillars, pillars which serve as our "major themes." Our committee members construe these four pillars collectively as intellectual *and* moral foundational blocks. The pillars support both an ideal, to which Wake Forest must speak and aspire, and a practice, which Wake Forest must work with *urgency* to intentionally design and implement that integrates intellectual and personal growth.
    - **Pillar 1: Awareness of Self:** Students, faculty, and staff at Wake Forest should have an awareness of their own values, cultural histories, beliefs, interests, attitudes, biases, and preferences. In addition, we should all strive to understand "where" and "who" in our lives have helped shape us, so that we recognize how these influences inform how we see those around us. Understanding the link between "personal" and "cultural" identity (or identities, whatever they may be) allows individuals to perceive their situatedness in the world, or how their particular circumstances, privileges, and experiences position them to understand and interact with others. Without this basic insight, we are all more likely to make assumptions and judgments that lead to discrimination, exclusion, and/or parochialism.
    - **Pillar 2: Awareness of Others:** Self-awareness should lead to a greater capacity to acknowledge others in all their human complexities. Such acknowledgment includes identifying the similarities that connect us. Equally important, however, is recognizing our differences. When we focus on one more at the expense of the other (whether similarities or differences), we miss the opportunity to learn and grow from one another. Exploring how we are alike *and* unalike, in a safe environment, through an open exchange of ideas, experiences, traditions, and

perspectives will lead to individuals and a community equipped to lead in a global world. Becoming aware of the other members within our communities near and far both requires and builds openness and adaptability, and these characteristics enhance all of our relationships. It should be noted that making each other aware of "other members of our community" is not about "changing people's minds, but rather about providing examples of how your mind can be enriched" by knowing more about others.

- **Pillar 3: Connection with Others:** Knowing more about ourselves and being aware of those around us enables actively connecting and engaging constructively with others. More than simple acknowledgment, connection with others is about taking the initiative to know and be known. In other words, it is about building relationships within which certain risks can be taken and appreciation--even affection--is freely expressed. Such risks would include being frank in conversations about difference, or asking questions out of a genuine curiosity about and concern for the other person. Such connection with others involves going beyond our comfort zones for the sake of others. As we make such connections, we learn to leverage our similarities and differences for the greater good.
- **Pillar 4: Inclusion Beyond Differences:** As awareness leads to connection, we can then move to a place of inclusivity. When all members of a group, regardless of their relationship to the group "norm," feel welcomed and valued, we have advanced beyond platitudes to authentic community. Inclusion is more than proximity, which in some ways makes it far harder to achieve. Nevertheless, the effort to create it is a worthy one, for it affirms our commitment to the inherent value of all human life. Such inclusion need not require the negation of individual values and preferences; rather, it makes it possible for individuals to seek out, engage with, and advocate for others and, ultimately, for the good of all; for the good of Wake Forest.

- **Revision of Cultural Diversity Requirement:** In recognition of the efforts already taken to address questions of diversity, and in response to student and faculty expressions of dissatisfaction with it, the Action Team began by examining the current Cultural Diversity (CD) requirement. After discussion of the origins and goals of the CD initiative, the group concluded that its current iteration does succeed in *exposing* students to different cultures. It does not, however, cultivate the skill-based competencies and deeper intellectual inquiry our students need in order to engage respectfully and productively across difference to successfully navigate a diverse world. Such skills and inquiry must be explicitly addressed via curricular means. The team also noted that in comparison with select peer institutions, the current Wake Forest requirement appears less robust. In order to address these concerns, the Team recommends a revised CD requirement. Starting from and significantly expanding the current plan, the

recommendation takes a developmental approach consisting of three interdependent elements.

E. Recommendations:

Curricular Engagement

1. We recommend a series of courses or a co-curricular program (detailed below) that would encompass the critical area of: **1) Intercultural Competency and Communication Skills. In addition, courses in 2) Intercultural and Social Literacy and 3) Intellectual Frameworks and Critical Thought would serve to provide students with additional knowledge, expertise, and experience in engaging proactively with all members of our community**. These three elements, which are grounded in the four pillars, provide the scaffolding upon which substantive, innovative curricular experiences and experiential, interpersonal learning can be built.

- **Intercultural Competency and Communication Skills**

It is our belief that ideas to address Intercultural Competency and Communication Skills could manifest either through a new, required course(s) offering OR through a new, co-curricular program. The new course or courses could resemble either the FYS format, (wherein Departments and Department Faculty could offer to teach a 3-hour course that covers this information, and is grounded in a pre-determined set of course objectives) or the HES format (wherein a Department or Office on campus would be responsible for administering a 2-course sequence of 1-credit courses focusing on both "Intercultural Competency" and "Communication Skills"). In either case, the course(s) would need to be completed in the first three terms of a student's enrollment in Wake Forest.

- **Co-Curricular Option**

Potential Campus Partner(s): The Humanities Institute, Office of the Provost, Office of Multicultural Affairs, and The Pro Humanitate Institute. Every first-year student would participate in a year-long program wherein a faculty advisor (and possible student advisor) would lead a group of 10-15 students through a series of experiential exercises in which students discuss and process, as a group as well as individually with their faculty advisor (or student advisor), their participation in on-campus and off-campus events that speak to a global mindset (e.g., The Humanities Institute's Teach-Ins, Voices of Our Time speakers, the World Cultural Festivals, volunteer activities organized through the PHI, the sundry of guest speakers and colloquia on campus, etc.). We do not envision a "minimum number" of co-curricular activities, though some number will need to be arrived at (as well as a "due date") in order to make the best use of the group process. There are several considerations to plan for regarding how to "incentivize" or "penalize" participation or lack of participation, respectively; however, both students and faculty will most likely be wondering what "extrinsic benefit" will come out of participating in this process.Taking *Pro Humanitate* as its broad theme, such curricular enhancements would combine curricular activities (readings, classroom discussions, written assignments, etc.) with approved complementary extracurricular components in an effort to help students discover--and further develop--the meaning of the University's motto in

experiential ways. Opportunities for collaboration with other initiatives, institutes, and offices on campus (such as Wake Alternative Spring Break and the Pro Humanitate Institute as just two examples) will provide substantive experiences that would link well with classroom content - across the curriculum and a student's time at Wake Forest.

- **Guided Reflections:** Similar to the requirements of lower-division advising, **students would meet with their faculty advisor 3 times as a group and 3 times as individuals in the fall term, and then repeat the same number of meetings in the spring term. The group meetings in particular could be facilitated by developing a series of sequential "lesson plans" to aid the faculty advisor (and possible student advisor) in how best to engage students in the processing of their co-curricular experiences**. The individual meetings with faculty advisors would be used as a chance for students to speak more privately about their own growth, comfort or discomfort, and personal goals for intercultural competence and communication skills.
- **Intended Outcome: Students would gain greater facility interacting with those different from themselves. Fulfilled within the earlier semesters of a student's undergraduate career, the course(s) or co-curricular program will serve as a starting point for engagement with the four pillars outlined above.** This early experience is critical for exposing students to our institutional values, beginning a process of introspection regarding students' own points of reference, difference, and identities, providing basic skills for empathic intercultural engagement, and improving communication across and appreciation of different lived experiences on campus. **Further, "Intercultural Competency and Communication Skills" addresses "Awareness of Self" and "Awareness of Others," the first two pillars of our conceptual framework, along with helping students move toward "Connecting with Others."**

Finally, it should also be noted that adding such a course or courses was one of the most frequently prioritized items among members of the team, particularly students, as it clearly addresses immediate needs for improving the campus climate. Such a course or courses would expose students to new ideas, vocabulary, and skills, while fostering an environment in which concepts and experiences can be reflected upon critically. (The deliberative dialogue model is one example of how such an atmosphere might be created.) This classroom space is particularly important, as students on the Action Team articulated a lack of opportunities during the first two academic years for classroom discussion of sensitive issues of difference (and particularly in contexts where students of underrepresented populations were not asked to serve as "experts" or "teaching tools" for their respective group identities).

- **Intercultural and Social Literacy**

A course, in addition to the options provided above, would address "Intercultural and Social Literacy" by introducing students to the cultural expressions and/or historical experiences of various groups (whether identified by more "visible" differences such as race, ethnicity, and sometimes religion, or by "invisible" differences of gender, class, etc.).

  - **Assessment of Current CD offerings:** Given the relative success of the current CD courses in exposing students to different cultures and traditions, the Team acknowledges that many courses may already meet the goals of this requirement. However, careful review would be required for determining the appropriateness of a current CD course fulfilling the topic of "Intercultural and Social Literacy," especially given the 325+ courses already eligible under the current CD parameters.
  - **Year and Credit Fulfillment Restrictions:** In order to encourage students' intentional engagement with intercultural and social literacy, we recommend students be advised to complete this course during their third (or perhaps latter-half of the second) year of study. Likewise, because currently students sometimes complete the CD expectation by default, we would suggest that this requirement be independently fulfilled, such that students could not count a course fulfilling a divisional requirement as also fulfilling the "Intercultural and Social Literacy" requirement.
  - **Intended Outcomes: This component of the recommended series speaks to the values of the "Awareness of Others" and "Inclusion Beyond Differences" pillars, and as part of the developmental model equips students to move toward the final component.**

- **Intellectual Frameworks and Critical Thought**

"Intellectual Frameworks and Critical Thought," is intended to provide students the intellectual resources and space to grapple with the complexities of living in communities, local and global, that inevitably encounter significant differences. **Designed as an upper-level seminar, the course would interrogate the theoretical and practical dimensions of human difference as expressed through social realities (such as socioeconomic stratification; gender, racial, ethnic, and religious identities; marginalization; privilege, etc.).** Far from a course advancing a particular ideology, this component would instead require students to apply methodologies of critical inquiry in an ongoing analysis of the intellectual frameworks and social experiences they have encountered as part of their undergraduate career. **In other words, as they wrestle with understanding the implications of societal, political, economic, and cultural realities, students will be able to build on the various competencies and area knowledge they have developed throughout their studies.**

  - **Challenge to Encourage Critical Reflection and Practice:** While the first two recommended curricular components cultivate a sense of resolution and progress when engaging issues of difference and dealing with the discomfort that can elicit for many, this third element is intended to disrupt that sense of closure, primarily because such

closure is fleeting and often leads to complacency. By asking students to evaluate critically (and consistently) their own intellectual frameworks within the context of complex, often competing, scholarship, we prepare them for a world in which few answers are easy, apparent, and unchanging.

- **Intended Outcomes:** Self-reflection at this level calls for more than identifying strengths, weaknesses, and preferences; it demands a willingness to engage with ideas on a deeper level, to recognize larger social patterns, and to make more explicit connections between abstract knowledge and lived experience. **As such, this component fosters the achievement of "Connection with Others" and "Inclusion Beyond Differences," the final two pillars we have identified as foundational.**

Faculty-focused Initiatives

1. Professional development for current faculty

Potential Campus Partner(s): The Pro Humanitate Institute's ACE Fellows Program, the Office of Diversity and Inclusion, and the Teaching and Learning Center.

- **While many faculty members on the Reynolda campus are well-versed in scholarship that prepares them to teach the kinds of courses we are recommending, a significantly large number of the faculty has expressed feeling a lack of preparation for addressing these issues and earnestly desire an opportunity to gain greater competency, both personally and professionally. We recommend actively supporting these faculty in their efforts to expand their work in these important ways.** While the faculty body has access to professional development funds from the Office of the Provost and their respective units (i.e., Business, College, Divinity, and Law) these funds are not earmarked for activities specifically enhancing a faculty member's facility with teaching intercultural competence, including but not limited to intercultural communication, conflict resolution, using culturally-specific assessment measures, etc.
    - **Potential Models: ACE Fellows, Increased Support of Gatekeepers, Collaboration with Teaching and Learning Center, Summer Institute-** While there are several ways to provide this support, one model we would offer as an example is the ACE Fellows Program for service learning to create a Globally Engaged Teacher Scholar Fellowship. Additionally, increased support for the Office of Diversity and Inclusion and its Gatekeepers initiative will allow for more trainings and workshops to support faculty. In addition, collaboration with the Teaching and Learning Center in these efforts would enhance these efforts significantly.
    - **Potential Intercultural Competence Certificate Program:** Finally, such a model could feasibly lead to a "certificate" program in intercultural competence for faculty, which the Action Team believes would be valuable. **All of the pillars and curricular goals we have articulated would be addressed through this commitment to professional development for faculty who would themselves**

embody and model these skills (and learning itself) as they lead students toward greater measures of human connection and critical thinking

- **Intended Outcomes: Making some of the professional development funds available specifically for such work will enable faculty members to better guide students in the process of gaining intercultural competence. Further incentivizing and rewarding faculty desire and efforts to enhance their skills and develop new courses or co-curricular activities that foster attainment of the four pillars** (through the specific curricular goals outlined above) reinforces the message that Wake Forest takes seriously the development of the whole person. **This type of support also allows faculty teaching CD-eligible courses to better align their course objectives and assignments to the priorities and proposals in this report.**

2. Recruiting faculty from underrepresented groups: As a complement to increasing current faculty development, **we recommend the active recruitment of faculty from underrepresented groups in all areas of the curriculum.** Building on the present initiatives in each unit on the Reynolda campus aimed toward recruiting such faculty, this recommendation affirms the University's commitment to fostering an inclusive community, one in which students from underrepresented groups can "see themselves" in the classroom (in both the curriculum and the professionals who teach it). Again, this measure supports the effort to integrate the four pillars and curricular goals into the life of the institution at large.

3. Retaining faculty from underrepresented societal groups: Once faculty members from underrepresented groups have been successfully recruited, it will be of utmost importance that they are fully welcomed into the Wake Forest community. Measures should be taken to support faculty in their scholarship and creative work, teaching, and service and student engagement so that they have every opportunity to achieve success. Making sure all faculty feel fully valued as members of this academic environment will aid in the retention of productive Teacher-Scholars. While certainly some faculty move on for any number of personal and professional reasons, and will continue to do so, we believe it is vital that we do all we can to make Wake Forest a difficult place to leave. Once again, all of the pillars (though especially three and four) provide motivation for this recommendation.

F. Conclusion:

The Action Team recognizes that implementing these recommendations requires careful consideration of multiple issues, and it does not take lightly the work that such change will entail. A more detailed outline of each of the three courses/components in section one would certainly be necessary moving forward, as would thoughtful debate about the assignment of credit hours for the courses themselves (including the overall impact on total required credit hours), the logistics involved in developing and managing a co-curricular program that all students must complete, and the overall budgetary and logistical considerations that come with

"staffing" new programs and initiatives. As one example of a possible next step, we would suggest that the Committee on Academic Planning convene a subcommittee to review the eligibility of the numerous courses currently offered as meeting the CD requirement under the Intercultural and Social Literacy theme.. While such a review would not answer all of the components of the recommendation, it might provide a useful occasion to identify with greater specificity our strengths and opportunities in this area. Likewise, discussion of avenues for further faculty support and professional development will necessitate attention to budgeting and resource allocation. Despite these challenges--indeed, because of them, as they will require our ongoing commitment and attention--we remain convinced that the kinds of changes we have suggested here are critical to the ongoing efforts to embody the values that make Wake Forest University the place we are proud to call our own.

G. Projected Budget

1) Intercultural Competency and Communication Skills Course/Co-Curricular
    a. Sequence of two 1-credit course
        i. 15 Teacher Scholar Post-Docs
            1. $48,000 per annum each = $480,000
            2. $8,640 benefits & fringe per annum each = $129,600

        ii. 4 course load at approximately 20 students per class

Projected Cost = $610,000 per annum

    b. Co-curricular component
        i. 130 faculty/staff facilitators
            1. $1,000 stipend per facilitator/co-facilitators = $130,000
            2. $500 program expenses per group = $65,000
        ii. Director/Staff position to coordinate First Year Experience
            1. $55,000 per annum
            2. $14,850 benefits & fringe per annum

Projected Cost = $265,000 per annum

        iii. Pilot Program AY 15-16
            1. 20 faculty/staff facilitators + 200 students
                a. $1,000 stipend per group = $20,000
                b. $500 program expenses per group = $10,000

Projected Cost = $30,000 per annum

2) Faculty Focused Initiatives

a. Professional development for current faculty
   i. Globally Engaged Teacher Scholar Fellows
      1. 15 awards per year
      2. $1,500 stipend x 15 = $22,500

Projected Cost = $22,500 per annum

b. Institute for Intercultural Professional Development & Pedagogy (Summer)
   i. 20 faculty participants
   ii. $5,000 logistics & speaker/facilitator
   iii. $250 stipend per person

Projected Cost = $10,000 per annum

ORIENTATION AND FIRST YEAR EXPERIENCE

A. Specific Charge:

Through the process of the Deliberative Dialogue, an action team was created to examine Orientation and the First Year Experience. The team attempted to consider the first year experience through the lens of incoming students.

B. Action Team Participants:

Team Leaders: Christy Buchanan, Associate Dean for Academic Advising; Zach Garbiso, Wake Forest Fellow in the Office of Personal and Career Development; Emmett Freedman, student

Team Members:
Alicia Anderson, student;
Caroline Cunningham, student;
Mary Gerardy, Associate VP Campus Life and Director of Global Engagement;
Jonna Greer, Assistant Director of Student Union
Eric Jones, Professor of Anthropology;
Victoria Lawton, student;
Will Neinast, student
Kevin Pittard, Associate Dean of Admissions

C. Action Items Considered:

Our specific action items are listed in the appendix following this report. However, we compiled our items into the following four common themes:

1. Improve diversity workshops/training during first year orientation.
2. Reform First Year Seminar to make students culturally, socially, and civically aware, equipping them with the conceptual tools to think critically about the socio-cultural implications of their studies and the policy pathways through which action and change are created.
3. Support efforts to create a diverse first year living experience.
4. Provide support for international students so that they have a meaningful and engaging first year at Wake Forest.

D. Deliberative Process:

These common themes guided our efforts to focus on restructuring the schedule of Orientation to institute the creation of workshops focused on diversity and inclusion, redesigning the curricular and co-curricular requirements of the First Year Seminar, addressing the current state of healthy living in the first year residence halls, and integrating more explicit support for international students during their transition to Wake Forest.

Our team met throughout spring semester in order to generate recommendations around the action items relating to Orientation and the First Year Experience, collected from a wide variety

of sources. Further, we considered the following action items that were compiled from the Town Hall, Roosevelt Institute, and the Office of Diversity and Inclusion Campus Climate Collaborative report:

E. Recommendations

The various recommendations contained in this report are divided based on the action item. Additionally, we have identified key themes under each action item that will further the recommendations for the university in order to improve Orientation and the First Year Experience. In order to address the current climate, the Orientation and First Year Experience Action Team recommends the following:

1. **Creation of the Office of Orientation and First Year Experience.**
   Potential Campus Partner(s): Division of Campus Life, Office of Academic Advising, and Office of Dean of Students
   - While conceptualizing reforms to existing programs, and identifying partners and structural mechanisms that will influence the development of our recommendations, the need for a central department became evident. This reality became more evident as we compiled best practices from other institutions, such as Boston College, Ohio State University, Northwestern University, and Auburn University, among others, specifically in creating an office of new student programs. As a case study, we examined the structure of Boston College's Office of the First Year Experience. This office is tasked with developing the programming for Orientation in order to welcome the new students to the Boston College community. Additionally, the office offers several unique programs to incoming students, one of which is the Cornerstone Program, which is a collection of elective courses that provide special opportunities for first-year students. In these courses, students are encouraged to reflect on their lives as students while simultaneously working with the faculty member who is leading the course as an academic advisor.

   - The responsibilities and opportunities created by an office dedicated to Orientation and the First Year Experience, or a staff member dedicated to planning, coordinating, and implementing Orientation and First Year Experience programs (both existing and planned), align with our reconceptualization of the Orientation and First Year Experience. **As such, we recommend the creation of such an office at Wake Forest. Given the current unique and productive collaborative approach to Orientation and First Year Experience programs between Campus Life and the Dean of the College that exists at Wake Forest, we recommend that this office be conceptualized as a joint venture of these divisions of the College.**

- **An alternative to creating a new office would be to add a staff member to the Office of Academic Advising who serves as a Director of Orientation and First Year Experience.** Given that (1) leadership for Orientation is already housed in the OAA and (2) many high-impact practices for the first year experience already exist at WFU (e.g., pre-orientation programs, first-year seminars, Living-Learning communities), the addition of a staff member whose primary responsibility is to direct and organize pre-orientation, orientation, and first-year programming would permit a greater focus on and coordination of these critical aspects of student experience year round. This person could draw attention to the many existing and effective first year experience initiatives as well as promote and implement improved and additional needed initiatives.

- Orientation and First Year Experience staff (whether in OAA or a new office of Orientation and First Year Experience) will thus absorb the duties of planning Orientation and South Campus Programming (i.e. Student Activities Fair, Fresh Start, etc.). Further, this office would work with relevant campus partners to attend to the following subsequent recommendations:

2. Improve diversity workshops/training during first year orientation.

Potential Campus Partner(s): Office of Academic Advising, Division of Campus Life, Office of Diversity and Inclusion

- We recognize and fully support the work that the Committee of Orientation and Lower Division Advising are currently implementing in this area.
    - Starting in Fall 2015, new student orientation is being conceptualized as occurring in four phases: summer, pre-orientation week, pre-semester orientation weekend, and fall. Consideration is being given to addressing diversity, inclusion, cultural competence, and cultural elasticity in each phase of Orientation.
    - Despite shortening the pre-semester orientation weekend from 5 to 4 days, a session on Living in Community that will address diversity, inclusion, and cultural competence has been added.
    - The summer academic project for the incoming class in 2015 is on the theme of "Exploring Difference, Embracing Diversity"
    - Plans are being made for a fall Orientation event that addresses Living in Community after students have actual experience doing so.
    - A committee is working to create a proposal for a zero-credit Pass/Fail Orientation class required for graduation that would begin in Fall 2016. This would provide more "teeth" to the fall orientation requirements that are being implemented more informally this coming fall. Such a class would also provide a context in which reflective discussions and papers

could be required of students on topics such as "Living in Community" and "cultural understanding / elasticity".

2. Reform First Year Seminar to make students culturally, socially, and civically aware, equipping them with the conceptual tools to think critically about the socio-cultural implications of their studies and the policy pathways through which action and change are created.

Potential Campus Partner(s): The Office of the Dean - First Year Seminar Standing Committee.

- **Re-evaluate the First Year Seminar requirements**
  - Require First Year Seminar professors and major advisors to keep track of cultural events attended. Attendance and assessment could be facilitated through brief, but thoughtful response papers.
  - Student representatives will be present in meetings with administrators and faculty concerning improvements or changes in the FYS program offerings. Their perspective would greatly enrich the assessment and improvement process.
  - Integrate culturally relevant topics into curriculum.
  - Require a program-wide paper that engages with a topic within Diversity and Inclusion through the respective disciplinary lens of the various seminars.
  - Consider making the FYS pass/fail (with a high standard for pass) to facilitate faculty comfort with teaching potentially unfamiliar topics and encourage risk-taking and participation among students.
- **Foster interdisciplinary practices in First Year Seminars**
  - Develop a First Year Seminar co-taught by professors from different departments. This could alleviate some of the burden on current FYS professors by lessening their overall workload, as well as provide a broader window into two different academic disciplines. For example, an environmental conservation class could be taught by a Biology professor and an Economic professor, both of whom would bring different disciplinary perspectives this course. How these different disciplines and pedagogical techniques are infused into the course would at the discretion of the professors.
  - Relating to the aforementioned program-wide paper, set up a Sakai site where students are encouraged to discuss across classes.
  - Introduce a Pro Humanitate First Year Seminar where classes are taught by different members of the administration.
- **Appoint a Diversity Curriculum Coordinator to the First Year Seminar Standing Faculty Committee**

- This process would have to be done in consultation with the standing faculty committee that approves FYS proposals, from which the Diversity Curriculum Coordinator may be chosen. This position would develop a curricular framework to inform the integration of diversity and inclusion-related themes into FYS proposals and to evaluate these elements in existing FYS courses. Further, the coordinator would also offer pedagogical best practices that would create a classroom dynamic conducive to equipping students with the conceptual tools to engage with difference from a multidisciplinary perspective.

3. Support efforts to create a diverse first year living experience.
Potential Campus Partner(s): Residence Life & Housing

- Address Concerns with "healthy living" environments.
  - Instead of sequestering all "substance free" floors to one residence hall, there should be designated floor in each residence hall
  - Make all residence halls "healthy living"
    - This would involve a complete rethinking of Wake Forest approaches to healthy living. The notion of "healthy living" would be an expectation of residential living. As a result, no hall would be designated as providing the healthy living experience, and students would not be given the option to choose that type of living experience. This would improve the image of Wake Forest as well as eliminate the current segregation that exists between "healthy" students and everyone else.
- **Introduce new and improved Residence Life & Housing programming**
  - South campus should become the center for hosting cultural events/programming. By bringing the dialogue to the students in their living quarters, they are more likely to participate and engage in dialogue relating to diversity and inclusion on our campus. This would also give Resident Advisors easy ideas for areas where they could spend their budget as well as improve their residents' first year living experience. They could provide their own input on dialogue areas that are relevant to the relative experience to each first year student.
  - Assign "brother/sister" floors between residence halls. This will allow first year students to network with other students who are not located in the same hall. Events similar to *Pros v. Joes* could potentially result and foster camaraderie. This would not imply that the halls be specifically paired based on gender, and any combination thereof. This would greatly expand the circle of connections students make during their first year

4. Provide support for international students so that they have a meaningful and engaging first year at Wake Forest.
Potential Campus Partner(s): Center for Global Programs and Studies, Benson University Center, Wake Forest University Dining Services

- Create a study abroad peer advisor program.
    - Create a program for international students to serve as study abroad peer advisors for their home country. This allows international students to interact with domestic students in a mentoring relationship, as well as places them in a position of knowledge and influence.
- Improve environment for international students.
    - Transform Benson University Center into Benson International Center. By modifying the food court and putting a more eclectic array of food choices (and altogether improving the food quality), we can bring home to international students. This would not need to conflict with the current options, as both Boar's Head Deli and Forest Greens could add menu items that represent more culturally diverse cuisine. The Fresh Food Company and the Hilltop Market could also continue to expand and refine their menus to reflect the increasing diversity of the Wake Forest student body
- Develop education for domestic students.
    - We must equip domestic students with the tools to engage with international students – not the other way around.
- Implement international mentorships with domestic students
    - Institute an "International Big Brother/Big Sister" program where domestic Juniors and Seniors can apply to be mentors for incoming international students in order to help them transition to life at Wake Forest and to incorporate them into areas of campus life in which the domestic student is already involved.

SPACE

A. Specific Charge:
Our team was charged with the following as they relate to space: (a) review the relevant action items; (b) identify existing WFU actions; (c) conduct a gap analysis; (d) identify barriers to change; (e) research best practices; and (f) make innovative recommendations.

B.Action Team Participants:
Team Leaders: Sonia Kuguru,'15; Donna McGalliard, Staff, Residence Life and Housing; Kimberly Quick, Wake Forest Fellow in the Office of the Provost.

Team Members:
Nomair Alam, Student;
Celina Alexander, Staff, Office of Multicultural Affairs;
Zachary Blackmon, Staff, Residence Life and Housing;
Tammy Burke, Staff, Dean of the College;
Mason Davenport, Student;
Beth Hoagland, Staff, Provost's Office;
Joe LeDuc, Student;
Mary Beth Lock, Faculty, ZSR Library;
Arron Marlowe-Rogers, Staff, Admissions;
Brittany Salaam, Student;
John Scott, Student;
Christina Soriano, Faculty, Theatre and Dance;
Christian Waugh, Faculty, Psychology

C. Action items Considered: Our specific action items are listed in the appendix following this report. However, in our process, this group considered the following recommendations for action by our team that informed our prioritization process:

- Review and make recommendations for developing a more transparent student life social space allocation process, including allocation criteria, and the Student Life Committee of the Board of Trustees
- Support RL&H's efforts to enhance the ecology of buildings and the student life experience by formalizing a role for RL&H in the SLC space allocation process
- Be transparent about the financial realities of student lounge spaces
- "Right-size" every current lounge space and structural renovations occur (800-1000 sq ft)
- Include student life social space as a topic in a climate survey
- Make USAC more visible and transparent
- Clarify and make more transparent which body makes space allocation decisions that fall outside of USAC's purview, what criteria are used to make those decisions, and on what schedule those decisions are made

- Review and amend the expectations for outcomes when the non-discrimination policy has been violated
- Improve lounge access possibilities for NPHC organizations
- Create gender neutral housing and bathrooms

D. Deliberative Process:

Through an open invitation by the Provost's Office, a group of faculty, staff and student representatives gathered throughout the Spring 2015 semester to consider recommendations collected from various sources about how the University can best move forward. In order to determine which of the several recommendations we would adopt, the individual members of the action team identified the three above listed items on which they desired to focus. Members could also identify a number of ideas that they wished the entire team would endorse, but not necessarily operationalize due to the time, information, and process limitations of the action team. We note that, while this initiative is not addressed in this report, the action team supported the establishment of gender neutral housing and bathroom options, and would like to commend the existing actions of Campus Life, Residence Life and Housing, Facilities, and the President's Commission on LGBTQ Affairs for their work in this area.

Focus on Student Spaces: Further, Through discussion and the above described prioritization exercise, the team decided to focus primarily on the allocation and retention of student spaces, while acknowledging the importance of the other spaces on campus. Many of the initial recommendations pointed towards similar concerns; by addressing student space broadly the team was able to incorporate many of those into one discussion process.

Guiding Principles: During our discussions, the following principles guided our process: (a) character; (b) equity; (c) justice; (d) intellectual inquiry; (e) service; and (f) wellbeing. This team would encourage future discussions/decisions related to space on campus to consider these principles as well.

Major Themes: Equity and Transparency

The discussion of this group included perspectives from students, faculty and staff. Speaking from the student perspective, it became clear that much of the concern centered on: (a) the numbers of lounges occupied by traditionally white fraternities (IFC) and sororities (PHC); (b) the visible prevalence of those lounges on campus, particularly on Hearn Plaza - widely considered to be the core of the on-campus experience; and (c) the sense of ownership that has resulted from organizations occupying these spaces for several years.

It was the opinion of this group, that the current leasing structure has reinforced many of these concerns. Larger, and wealthier, organizations are able to pay the per-square-foot rental fee for larger lounges, which are concentrated around "the Quad" - the physical center of on-campus living. What results is the appearance of the physical space at Wake Forest as a

fraternity/sorority dominated, primarily white, and largely upper class campus; leaving those who fall outside of these categories to exist on the periphery.

As pointed out above, this group feels that equity should be a guiding principle in the allocation student spaces (meeting spaces and/or organizational lounges). When new spaces become available - through construction, renovation, and/or reallocation - they should be allocated in a manner which provides a diversity of spaces for a variety of student organizations. Additionally, this team recommends the continuation of Independent Student Lounges and increasing marketing of those spaces in order to ensure student organizations are aware of them and their potential uses.

Lastly, this group acknowledges that much of the concern and confusion has emerged from a lack of transparency regarding how space is managed. Moving forward this team advocates for transparency about the current process as well as during review and/or modification. It is likely that changes to the process will be needed, and as these changes are made the campus community should be made aware. At all times, students seeking a space on campus should know and understand the allocation and evaluation processes, the timelines and procedures associated with those processes, the costs and expectations that accompany receipt of a space, and the reasons why those who hold lounge space receive that privilege.

E. Recommendations

Our action team would like to emphasize the interconnected nature of our recommendations. The various recommendations contained in this report are most effective when considered together. Further exploration of financial models must inform new designs of leasing policies and any decisions on space renovations; transparency about lounge allocation decisions should accompany the development of strong evaluative processes for lounge allocation.

In order to address the current climate and context, the Space Action Team recommends the following:

Note: As discussed above these recommendations are interconnected and in some ways interdependent. The order in which they are presented is not meant to communicate priority, etc

1. **Reexamine and remodel the current student organization lounge leasing structure. Potential Campus Partner(s): Residence Life & Housing**
    - Establish and charge a group to further explore the financial structures associated with student organization lounge spaces. Currently lounge rental fees are assessed based on a per square foot charge.
        - Some of the considerations for this group, could include:

- Consider whether funds could be reallocated in order to offset costs of lounge maintenance and repair currently covered through lounge rental fees and Residence Life and Housing budgets.
- Based on a reallocation of funds, determine whether lounge rental fees could be reduced by either:
  - Assess fees on a per member rather than per square foot basis
- If feasible, based on a reallocation of funds, eliminate lounge rental fees completely.

2. Increase awareness of and transparency regarding the student organization lounge allocation process.

Potential Campus Partner(s): Residence Life & Housing

- Think strategically about how to ensure all students are aware of the allocation processes used regarding student organization lounges - both as they currently exist, and as modifications are made to the current structure.
  - Specific areas of information/education should include the following parts of the process - Timeline, Application Requirements, Decision Making Criteria, Associated Costs, Potential Locations, Lounge Expectations, Notification Processes
  - Recommendations for educating and informing the campus include:
    - Inclusion of the information listed above on the Student Engagement portion of the Dean of Students Office website
    - Upon lounge spaces becoming available, in addition to distributing the application and associated materials to all student organization leadership, the Student Engagement team within the Dean of Students Office should work with the Student Life Committee to facilitate an information session regarding the lounge application and allocation processes.
    - Ensure that as changes are made to the processes discussed above, the campus community is informed - this could include campus emails, updating the website discussed above, etc.

3. Reinstate, and strengthen, an evaluation system used to make decisions regarding the retention of student organization lounge spaces.

- This group commends those involved in the development of the Expectations for Excellence (E4E) program and encourages its continued use as a reflective tool for fraternities and sororities. This tool, however, was not designed to evaluate these organizations as it relates to their use of lounges, nor was it designed for use outside of the fraternity/sorority community.

- Acknowledging the need for a formal evaluative tool for use with all student organizations with lounges, this group advocates for the reinstatement of the previously utilized Triennial Review evaluations (see Appendix A) by the Student Life Committee.
    - The criteria for this review should include the following: (a) organizational conduct record; (b) respect of the occupied property; (c) contribution to campus; (d) membership and longevity; and (e) fiscal responsibility.
    - As part of this process, the Dean of Students Office and the Office of Residence Life and Housing should continue to be partners in those reviews.
    - This group recommends that the review process is completed annually by all groups with student organization lounges, however the Student Life Committee will review organizations in a three-year cycle at which time their cumulative reviews will be considered.

4. Assess current student organization lounge spaces to determine viability of structural changes to re-size lounges.
Potential Campus Partner(s): Residence Life & Housing

- Resizing current lounge spaces would provide a larger number of spaces available for allocation to various student organizations.
- As a result, all lounges would fall within a standard size range. The Student Life Committee could better meet the needs of a variety of student groups by considering the mission, purpose, and usage of the lounge in allocation decisions.

5. Future construction should consider incorporating a variety of student lounges to meet the needs of a variety of differently sized student organizations.
Potential Campus Partner(s): Residence Life & Housing

- Our action team also supports efforts to divide very large lounge spaces into smaller spaces, and the encourages the increased use of independent lounges for events that anticipate high attendance levels.
- For those lounges that are structurally difficult to divide, we recommend that the university devise an incentive structure to encourage organizations to share large spaces.
    - Examples of such sharing opportunities may include: a lounge that focuses on the intellectual development or activism of students, with organizations such as Arch Society, Roosevelt Society, or Political Organizations;
    - Groups should be encouraged to voluntarily choose to lounge share through financial incentives that can include discounts on lounge leasing costs, potentially offset through Diversity and Inclusion funding, or similar initiatives through Student Life

F. Conclusion

The team acknowledges that student space allocation is a particularly sensitive and complex issue. A number of factors need to be remembered and considered during discussions regarding space, particularly student space, on campus - including this groups guiding principles of character, equity, justice, intellectual inquiry, service, and wellbeing.

Based on recognition of the very real political and economic variables related to space, particularly those related to fraternities/sororities, this group has strived for recommendations that are strategic and achievable. We acknowledge that some of the suggestions from this group could lead to challenging conversations and decisions; these decisions could lead to pushback from alumni associated with fraternities/sororities, particularly those with oversight and/or influence such as Parents Council, Board of Visitors and Board of Trustees.

In closing, we acknowledge that our recommendations are only a beginning of a solution to a complex problem. Therefore this group strongly advocates for continued discussion and exploration of the topic of space and how it impacts the experiences of various groups (students, faculty and staff) throughout campus.

STUDENT ENGAGEMENT | Civic Engagement

Overview

The Student Engagement Action Team divided into three subcommittees: (a) leadership development, led by Candice Johnston and Leegan Lim; (b) diversity and inclusion, led by Wesley Harris and Chizoba Ukairo; and (c) civic engagement, led by Marianne Magjuka and Elizabeth Busby.

A. Specific Charge:

Our team was charged with the following as they relate to civic engagement: (a) review the relevant action items; (b) identify existing WFU actions; (c) conduct a gap analysis; (d) identify barriers to change; (e) research best practices; and (f) make innovative recommendations.

B. Action Team Participants:

Team Leaders: Marianne Magjuka, Pro Humanitate Institute; Elizabeth Busby, student

Team Members:
Anne Boyle, English, Dean of the College;
Susan Rupp, History;
Steven Folmar, Anthropology;
Jeffrey Eller, Z. Smith Reynolds Library;
Amy Ciaccia, Office of the Dean of Students;
Olivia Whitener, student;
Rachel Revelle, graduate student;
MaryAlice Stephens, student;
Nehemiah Rolle, student

C. Action Items Considered:

In the civic engagement subcommittee, members considered several action items, including:

- Maximize the visibility and diversity of service events on campus;
- Encourage more conversation around campus climate issues;
- Expand and deepen deliberative and sustained dialogue;
- Consider a programming requirement for students;
- Explore a civic engagement certificate and capstone program.

D. Deliberative Process:

We discussed these items as a large group as well as considered best practices from peer institutions. Further, we discussed the need to consider expansion and depth - expanding the number of opportunities of meaningful civic engagement, but also realizing that meaningful engagement is largely ensured by the depth of one's engagement. These and other discussions crystallized into two recommendations:

F. Recommendations

1. **Expand and deepen dialogue programs.**
   Potential Campus Partner(s): The Pro Humanitate Institute, Residence Life & Housing and Student Government.
   Currently, students have limited opportunities to engage in dialogue across difference. In February, the Pro Humanitate Institute launched a social justice retreat around issues of identity, power, and privilege. Through this program, 55 students were able to identify and describe multiple spheres of identity, including sexuality, gender, race, and socio-economic status; articulate their own multiple identities and analyze the ways in which their identities intersect; communicate across difference; and seek and engage multiple perspectives. We hope to expand this program to accommodate more students. In addition, we propose the following new programs:
   - Difficult Dialogue: Student Government plans to host a series of dialogues around pressing social and political issues. Students identify the topics and invite faculty and staff to frame the dialogue. Offices and departments across campus have the opportunity to co-sponsor. We suggest that Student Government use Student Allocation Fees to purchase refreshments and publicity materials these dialogues.
   - Sustained Dialogue Groups: The Pro Humanitate Institute will launch sustained dialogue groups as part of the BRANCHES social justice retreat experience. Students will return to campus and continue to meet in small groups to discuss issues of identity, power, privilege, and intersectionality. The Pro Humanitiate Institute has agreed to fund this program.

As well as the elevation and increased institutional support of newly minted programming:

- Deliberative Dialogue: In November, we held a campus-wide deliberative dialogue to discuss the meaning of community. Approximately 325 students, faculty, and staff attended the dialogue, and about 33% completed a post event survey. 94% of respondents agreed or strongly agreed that they would attend a dialogue in the future. We suggest that the deliberative dialogue program receive permanent funding for supplies, training, and evaluation.
- Faculty Fellows: Residence Life & Housing created the Faculty Fellows program to connect faculty members with first year residential communities. We encourage Faculty Fellows and Resident Advisors to host dialogues in the residence halls for deeper conversations with curricular connections.
- Teach-In: The Humanities Institute offered two "Teach-In" events –one in the fall and one in the spring—which provided seminar-style forums for

dialogue around shared texts. We encourage ongoing support for this program as an annual or bi-annual event.

2. **Create a civic engagement certificate.**
   Potential Campus Partner(s): The Departments of Politics and International Affairs, Sociology, Religion, Communication, and others, and the Pro Humanitate Institute.
   The committee discussed a co-curricular certificate program that would engage students in coursework and co-curricular engagement around social issues. The core learning objectives include:
   1. Develop knowledge, awareness, and appreciation around cultural and social issues within a community context.
   2. Acquire and apply intercultural communication skills.
   3. Interact with individuals from diverse cultural backgrounds.
   4. Grapple with "big picture" questions around the root causes of structural inequity.
   5. Evaluate and critique power and privilege within society.
   6. Design a plan for personal accountability in addressing social issues.
   7. Think innovatively about strategies to foster social action from multiple cultural and contextual perspectives.

   Students would select a course from a list of approved interdisciplinary course options. In addition, we would offer a "Citizenship Lab" series, which would include workshops on issues ranging from intercultural communication, asset-based community development, organizing for social change, and political and social movements. Students would also be expected to engage in a significant civic project, which could include an internship with a local or national nonprofit, a community-based research project on a social issue, work on a political campaign, or a grassroots organizing campaign.

STUDENT ENGAGEMENT | Diversity Peer Education Program

A. Specific charge:

The Diversity Peer Education action team was charged with enhancing the Gatekeepers Program and developing a comprehensive and sustainable training program to equip students with the tools to engage difference. A team of students will be recruited to facilitate cross-cultural dialogue, build capacity, and promote campus resources.

B. Action Team Participants:

Team Leaders: Chizoba Ukairo, student, Wesley Harris, staff, Office of Multicultural Affairs

Members:
Frank Brown - Assistant Director of Diversity & Global Initiative, School of Business,
Nehemiah Rolle - student;
Shayla Herndon-Edmunds - Manager of Diversity Education;
Pat Gardea - Administrative Assistant for Women, Gender, and Sexuality Studies and American Ethnic Studies Departments;
Melissa Clodfelter - Associate Director for Professional Development Center;
Janae Shaheed - student;
Anna Grace Tribble - student;
Reid Nickle - student;
Nick Albertson -Associate Professor of Japanese

C. Action items considered

Our specific action items are listed in the appendix following this report. However, we paid particular attention to the following: (intentionally left in their original language even though we have reworded/reordered them in the Recommendations section)

- **Require comprehensive training for Greek organizations on sexual assault, diversity, and inclusion**
- **Encourage more conversation around campus climate issues**
- **Require SAFE Zone and Gatekeepers training for student leaders**
- **Appointing members of student organizations to focus on diversity (and conduct*)**

D. Deliberative Process:

The original team included the co-leaders and four members. The co-leaders met and invited additional members based on their involvement in the recommending organizations and/or their role as campus change agents. The Diversity Peer Education action team met as a large team four times (February 13, March 16, March 30 and April 6) to discuss recommendations and to decide which action items to address and how to

implement them. Prior to our first meeting, co-leaders of the three Student Engagement subcommittees corresponded via email to begin deliberations about which action items each team would address.

At the February 13th meeting, the action team reviewed each of the 24 recommendations for Student Engagement and kept seven on our list to explore. After discussion and deliberation we decided to specifically address four items. The criteria for exclusion included: non-educational student development or general event planning/programming items and lack of direct relationship to Diversity Peer Education. At the March 16th meeting, we reviewed the current peer education programs at WFU and individual team members volunteered to reach out to the primary contact for each. At the March 30th meeting, team members reported their findings of the recruitment, training and engagement of student facilitators for each of the programs (i.e., PREPARE; Safe Zone; Peer Health Educators; Resident Advisor Training; Sex, Safety and Solidarity; Gatekeepers). At the April 6th meeting, we reviewed our findings and began to create the final report.

E. Recommendations

Based on the aforementioned prioritization process, the action items that the team wishes to advance are as follows:

1. **The creation and funding of the Student Diversity Education Initiative**
   Potential Campus Partner(s): Manager of Diversity Education, Professional Development Center, LGBTQ Center, Women's Center, Office of Multicultural Affairs, Pro Humanitate Institute, and managers of existing student leadership development programs

   Student Diversity Education Initiative provides regular training and programming opportunities for undergraduate and graduate students throughout the academic year. **Programming would include the GateKeepers Workshop Series, Emotional Intelligence & Diversity, Unconscious Bias training, and other workshops and discussions developed to enhance cultural competence among participants.** To support the sustainability of the initiative and offer additional opportunities for learning and engagement, a team of students will be recruited and trained as peer educators for GateKeepers workshops. In addition, program offerings would be expanded each academic year. Students who complete GateKeepers 1 - 3, will receive a certificate of completion. Peer Educators will receive certification as GateKeepers 1 facilitators. These students could be recruited from existing programs such as Branches, Intercultural Ambassadors, Student Government, as well as the general student body.
   Proposed Timeline:
   - **June 2015:** Train 2-3 student peer educators for GateKeepers 1 Workshop (in conjunction with previously scheduled staff training)

        - **Fall 2015:** Pilot GateKeepers Workshop Evening Initiative with trained peer educators and begin ongoing recruitment of prospective peer educators
        - **Spring 2016:** Host first train-the-trainer for up to 8 peer educators, continue GateKeepers Workshop Evening Initiative, and GateKeepers Recognition Event to celebrate trainer and participants
        - **Summer/Fall 2016:** Retreat & fall training for peer educators, Peer educators support facilitation of "Living in a Diverse Community" for freshman orientation, Continue Continue GateKeepers Workshop Evening Initiative, and Pilot new training module.
        - **Spring 2017:** Program assessment, Train-the-Trainer, and GateKeepers Recognition Event to celebrate trainer and participants
    - **Accountability Measures:**
        - Participant evaluations and on-going qualitative and quantitative assessment
        - Peer educator performance evaluation
        - Utilization of PDC registration platform to ensure that accuracy of attendance records
        - Ongoing training and support for peer educators

2. Provide comprehensive training for student organizations and student leaders on sexual assault, diversity, and inclusion
Potential Campus Partner(s): Office of Dean of Students, LGBTQ Center, Pro Humanitate Institute, PREPARE, Residence Life & Housing, Safe Office, and The Women's Center.

- The Office of Dean of Students should expand required training beyond positional leaders to incorporate current peer education trainings/programs that are required each fall.
- Peer educators may be engaged in facilitating these trainings in partnership with staff.
- These trainings would include, but are not limited to the following existing trainings:
    - PREPARE and Peer Health Educators → now under Thrive/Well-being Initiative and being repurposed
        - Students empowered to facilitate their own conversations
    - Resident Advisor Training → facilitated by professional staff/departments responsible for peer education programs on campus; only available for RAs
        - RAs trained and then work in their own residence halls.
    - Safe Zone Training → currently facilitated by The LGBTQ Center staff and professional staff; available for students, faculty and staff

- Sex, Safety, and Solidarity → currently facilitated by The Women's Center and Safe Office staff; available for students
- Gatekeepers → currently facilitated by the Manager of Diversity Education (Office of Diversity and Inclusion) and professional staff; available for faculty and staff with select sessions for students
- Sustained dialogue and identity, training currently facilitated by Pro Humanitate Institute in support of moderators for the BRANCHES social justice retreat

3. Encourage more conversation around campus climate issues
Potential Campus Partner(s): Office of Dean of Students, LGBTQ Center, The Pro Humanitate Institute, PREPARE, Residence Life & Housing, Safe Office, and The Women's Center.

- Diversity Peer Education can promote conversations and equip participants with the knowledge and skills to effectively engage their social circles in meaningful dialogue around campus climate issues. However, this recommendation is best done in conjunction with curricular changes, which the team viewed as the most impactful way to reach all students.

4. Appoint members of student organizations to focus on diversity (and conduct*)
Potential Campus Partner(s): Office of Dean of Students

- To encourage the establishment of an inclusion chair or committee within student organizations, incentives will be necessary.
- Incentives may include: priority in lounge space allocation and room reservation, additional funding through the SBAC process, and access to the Diversity and Collaboration Fund

F. Conclusion:

For the development of the abovementioned Student Diversity Education Initiative and other action items, there needs to be an increase in the Diversity Education budget. Funding for the Diversity Education department has decreased since its creation in 2012.

- Recruit full-time staff member who would responsible for assisting in the development, coordination and facilitation of training. ($40,000)
- Establish a stipend as an incentive for peer educators and to make the model more sustainable. ($3,000)

STUDENT ENGAGEMENT | Leadership Development

A. Specific Charge:

The Student Engagement Action Team was charged with examining, evaluating and exploring opportunities for implementation for eleven recommendations originating from the Deliberative Dialogue held on Monday, November 3, 2014. The action team reviewed each recommendation, evaluated current policy/practice related to the recommendation, considered any gaps and either crafted a possible course of action or endorsed an existing course of action. In addition, the team members researched best practices at other universities and incorporated the findings into the final set of recommendations submitted for consideration.

B.Action Team Participants:

Team Leaders: Candice Johnston - Associate Director of Student Leadership and Organizations; and Leegan Lim - student

Team Members:
Jennifer Harris - Associate Dean of Admissions;
Hannah Slodounik - Program Coordinator, Office of Sustainability
Lucas Swenson - student;
Brian Calhoun - Associate Professor of Practice, Counseling Department;
Caroline Smith - student;
Jenny Mai - student;
Melissa Klein - student;
Meredith Shaw - student.

C. Action Items Considered by the Action Team: Our specific action items are listed in the appendix following this report. However, we considered paid particular attention to the following:

1. Increase visibility of campus life activities on the weekends.
2. Require that all students wait until sophomore year to rush.
3. Hire a Greek Life Director who is a member of an NPHC organization.
4. Hire a new associate director of student engagement that has experience with NPHC, and preferably is a member of NPHC organizations in some way.
5. Balance the dominant Greek presence with other organizations and/pr communities for social and service belonging.
6. Provide monetary support to NPHC organizations and non-Greek organizations
7. Financial support for NPHC organizations including but not limited to the subsidization of events, dues, and other necessary costs.
8. Provide funding for groups that work together combined with Encourage organizations to interact with each other.

9. Require comprehensive training for Greek and Non-Greek organizations on sexual assault, diversity, and inclusion.
10. Appointing members of student organizations to focus on diversity – medium need to adjust the wording to match the intent.
11. Chartering of a marketing-oriented student organization.

D. Deliberative Process:

Given the large number of action items associated with student engagement, as well as the need to effectively prioritize action ideas, the team intentionally focused on leadership development action items. The recommendations were divided among team members during a meeting. Each team member worked independently to gather information on the specific recommendation to examine the institutional context in which the action item was embedded. Possible constraints and limitations were evaluated as well. The report outlines recommendations based on all the information gathered.

E. Recommendations:

1. **Shift focus from creation of more weekend campus life activities to increase visibility of existing options**
   Potential Campus Partner(s): Office of Communication and External Relations, Office of Dean of Students

   Based on the research, the team concluded the number of events and activities on campus during the week and weekends is sufficient. However, the visibility and marketing of the offered events is less than effective. It is recommended the campus develop sophisticated marketing strategies, such as creating and implementing active and open promotional activities, increasing social media usage, and potentially creating a mobile phone application for student activities. In addition, utilizing online calendar postings to reach each student sub-culture on campus would be effective. The perception is some weekend events are publicized to specific groups. Therefore, more energy and resources need to be allocated to reach a wider, more diverse audience. The action team supports the Office of Diversity and Inclusion Campus Climate Collaborative proposal to create a student-led creative team to better advertise existing events.

2. Balance the dominant Greek presence with other organizations and/or communities for social and service belonging.

Potential Campus Partner(s): Office of Dean of Students

- Create a framework similar to the Greek Expectations for Excellence for all student organizations. Implement training and incentives for participation. The curriculum should include organizational development, basic student leadership and organizational

skills as well as competencies related to addressing high-risk social behavior. The framework would include:

- Leadership Development: Developing positive leadership skills, practices and beliefs grounded in the ability to make a difference in the world
- Intellectual Advancement: Developing inside and outside the classroom, by engaging in academic pursuits as well as intellectually stimulating conversations and activities, thus cultivating a passion for lifelong learning
- Engaged Citizenship: Engaging with the campus and larger community by serving others, being socially responsible and providing opportunities for the advancement of others
- Community Building: Creating inclusive organizations that are welcoming all people and foster cross-cultural exchange
- Cultural Fluency: Equipping leaders with the skills necessary to lead purposefully within diverse environments
- Seeking Purpose: Providing an experience which promotes individual growth and development toward authentic lives of meaning and purpose

The Office of the Dean of Students should continue to expand the Student Engagement and Leadership Celebration in which of student leaders, organizations and advisors are publicly validated and valued. The first celebration was held on Tuesday, April 14 in the Benson University Center.

Develop and implement a competency based advisor training program. Acknowledge and recognize through human resources and supervisors the student organization advisors who successfully complete the program.

3. The committee merged four recommendations designed to address concerns related to student organizations, student organization funding, and available resources for NPHC organizations.
Potential Campus Partner(s): Office of Dean of Students, the Office of Diversity and Inclusion, University Advancement

- **Provide monetary support to NPHC organizations and smaller student organizations.**
- **Financial support for NPHC organizations including but not limited to the subsidization of events, dues, and other necessary costs**
- **Provide funding for groups that work together**
- **Encourage organizations to interact with each other**

The Diversity and Collaboration Fund, which is managed by the Office of Diversity and Inclusion, requires the collaboration of two organizations on an event or program to

access funding. In addition, student organizations can access funding through the Student Activity Fee, which is managed by the Office of the Dean of Students Office. The event or program must be open to all students on campus to be considered for funding.

It is recommended Student Government provide additional funding for smaller organizations and niche events to establish culturally specific programming. An example is the Black Student Gala. Funding raised through the Wake Will Campaign could be designated for the purpose of student programming. Ideally, the fund would be endowed and self-perpetuating. The promotion of and access to information related to student organization funding should be transparent and easy to find on the website. In addition, the funding application process, rules, regulations, and reimbursement process should be broadly communicated to all student organizations and advisors on Wake Sync as well as the WFU website.

4. Require comprehensive training for organizations on sexual assault, diversity, and inclusion. Require SafeZone and Gatekeepers training for student leaders.
Potential Campus Partner(s): LGBTQ Center, the Office of Diversity and Inclusion, Office of Wellbeing

- In the past, new members within the fraternity and sorority community were required to attend educational workshops through the Alpha Series. Alpha Series was not offered during the 2015 spring, which creates an opportunity to revision a new initiative. The committee recommends the Director of Fraternity and Sorority Life partner with the three councils to develop a new, incentivized training series for the fraternity and sorority community. In addition, the Dean of Students Office will create a student organization training series open and accessible to all students.

- Currently, non-Greek organizations are not required to attend any training sessions with the exception of event management training. Enforcement of attendance through the fraternity and sorority community has been challenging. We recommend expanding the number of trained faculty and staff facilitators for Gatekeepers and Safe Zone Training in an effort to increase access to these established programs. The Office of Diversity and Inclusion and the LGBTQ Center would lead these efforts with support from the Office of the Dean of Students. The area of Student Engagement, within the Office of the Dean of Student will create of a framework and incentivized model for student organization training and development. Gatekeepers and Safe Zone Training will be a part of the incentivized training model.

  In addition, Student Engagement staff should continue to partner with prevention staff members as part of Thrive. The goal of this collaboration is the creation an effective prevention framework focused on shifting campus culture around high risk social behaviors and inclusion. The committee supports the prevention work initiative as well as

the need to incentivize student organization training. Incentives include connecting student organization participation in training sessions to recognition programs. In addition, Dean of Students Office should continue to provide resources and additional funding assistance for high performing student organizations.

5. Chartering of a Marketing-Oriented Student Organization
Potential Campus Partner(s): Office of Dean of Students

Campus Life Programming Committee and Office of Diversity and Inclusion Campus Climate Collaborative proposed the formation of a student-led creative marketing team. The full proposal is available upon request. The committee fully supports the formation of a creative team. Space designated for Design Time on the third floor of Benson University Center could be repurposed for the creative team.. This organization would be supported the Office of the Dean of Students.

F. Conclusion

Our action team has evaluated and created a priority list of the recommendations relevant to student leadership development. With each recommendation, the action team was required to search for existing initiatives, conduct research, and provide innovative recommendations. All members of the action team, especially the students, expressed difficulty in finding information regarding current initiatives, funding, processes and practices for approval. Information was not readily accessible through online sources or through written resources available to students. Searching for current initiatives required emailing and contacting staff and faculty members of the university and requesting information. The action team recommends the university make available information regarding new initiatives, processes and policies for student organizations and student organization advisors. Detailed plans should be accessible online for students to review, analyze and submit feedback. Currently, a feedback loop for the Diversity and Collaboration Fund, Student Activity Fee as well as SBAC Funding does not exist.

Appendix

Complete List of Action Items

	Recommendation	Source	Category	Crosslisted
2	Explicitly recruit students of diverse backgrounds, and offer those students scholarships (6)	Town Hall	Admissions	
3	Operate by merit based admissions (need-blind) (4) [CL: PLC]	Town Hall	Admissions	X
4	*Need blind admissions [CL: Town Hall]*	*PLC*	*Admissions*	X
5	Improve Interview Process (3)	Town Hall	Admissions	
6	Recruit classes that mirror national racial/ethnic demographics (2)	Town Hall	Admissions	
7	Be honest about campus climate with prospective students (1) [CL: PLC]	Town Hall	Admissions	X
8	*Change VISIONS, MOSAIC, and other "diversity focused" admissions programming [CL: Town Hall]*	*PLC*	*Admissions*	X
9	Give more fin aid, especially for women and minorities (1)	Town Hall	Admissions	
10	Create greater transparency surrounding admissions process (1)	Town Hall	Admissions	
11	Recruit diverse students who wish to develop campus life outside of the Greek system (1)	Town Hall	Admissions	
12	In State affirmative action for minority students from low socioeconomic statuses instead of TPUs	Forward Together	Admissions	
13	Maximum of 50% of student body being TPUs by 2025	Forward Together	Admissions	
14	Maximum of 30% of student body being TPUs by 2035	Forward Together	Admissions	
15	Prospective Students should have the option to attend smaller Deliberative Dialogues with Upperclassmen students to clearly understand the values t	Roosevelt	Admissions	
16	Increase transparency with students (5)	Town Hall	Communications	
17	Increase administrator presence at diversity-oriented events (3)	Town Hall	Communications	
18	Give significant weight to minority student voices moving forward (3)	Town Hall	Communications	
19	Be more direct in university emails (2)	Town Hall	Communications	
20	Recruit students of the majority to engage in these discussions (1)	Town Hall	Communications	
21	Encourage students to listen and be patient (1)	Town Hall	Communications	
22	Form a diversity council of students, faculty, staff, administrators, and alumni to assess how well we actually live out our values (1)	Town Hall	Communications	
23	Provide official and public apologies about offices' wrongdoings (1)	Town Hall	Communications	
24	Provide regular updates to students on progress and initiatives (1)	Town Hall	Communications	
25	Take more ownership of both WFU's problems and values (1)	Town Hall	Communications	
26	Increase accountability mechanisms (1)	Town Hall	Communications	
27	Increase opportunities for deliberate dialogue (1)	Town Hall	Communications	
28	Denounce civility campaign and refrain from discources associated with civility in future communications	Forward Together	Communications	
29	Creation of a student oversight board that has an active role in producing and collaborating on policy reforms and programming concerning power, pri	Forward Together	Communications	
30	Publically release the minutes taken on committee and task force meetings concerning policy reform related to issues of power, privilege, and oppress	Town Hall	Communications	
31	Reform Bias Incident Reporting System to include a Student Oversight Board responsible for arriving at an appropriate resolution for administrators/ot	Forward Together	Communications	
32	Increase transparency of Bias Incident Report System by anonymously featuring reports on the system homepage	Forward Together	Communications	
33	Short "History of the Future Documentary"	CCC	Communications	
34	Office of Diversity and Inclusion Annual Report	CCC	Communications	
35	Quarterly E-newsletter highlighting institutional progress and providing links to resources	CCC	Communications	
36	Strengthen recognition for Inclusive Excellence/Building the Dream Award, perhaps a adding monetary award	CCC	Communications	
37	As a campus, articulate what we mean by "cultural awareness", "cultural diversity," and "intercultural competence", etc; measure this to determine the	CCC	Communications	
38	Regular faculty briefings on the state of campus climate	CCC	Communications	
39	Require that all students enroll in a cultural competency course (11) [CL: PLC, CCC]	Town Hall	Curriculum/Faculty Engagement	X
40	*Change HES 100/101 class sequence to a cultural competency core [CL: Town Hall, CCC]*	*PLC*	*Curriculum/Faculty Engagement*	X
41	*Add a 1-3 credit course requirement for all incoming students with a focus on intercultural competency and communication (Could possibly serve as a*	*CCC*	*Curriculum/Faculty Engagement*	X
42	Change the CD Requirement (5)	Town Hall	Curriculum/Faculty Engagement	X
43	*Re-examine the CD requirement*	*PLC*	*Curriculum/Faculty Engagement*	X
44	*2 branch CD Requirement (modeled from U Maryland): Intercultural Competency and Understanding Plural Societies **[See FT's "Redefining Pro-Hum*	*Forward Together*	*Curriculum/Faculty Engagement*	X
45	*Enhancement of the CD requirement; review of curricular requirements/options/"minors" areas of concentration and specialty/ tracks of study*	*CCC*	*Curriculum/Faculty Engagement*	X
46	Modify faculty expectations for including these topics in courses (1)	Town Hall	Curriculum/Faculty Engagement	
47	Support the faculty as the group to modify requirements (1)	Town Hall	Curriculum/Faculty Engagement	
48	Offer a seminar on understanding others to faculty and staff (1)	Town Hall	Curriculum/Faculty Engagement	
49	Outside the classroom diversity training (1)	Town Hall	Curriculum/Faculty Engagement	
50	Encourage professors to engage in topics of diversity and inclusion in existing courses (1)	Town Hall	Curriculum/Faculty Engagement	
51	Increase hiring of diverse faculty/staff in all departments (9) [CL: FT, CCC]	Town Hall	Curriculum/Faculty Engagement	X
52	*Need more diverse faculty to carry out ideal diversity/social justice curriculum [CL: Town Hall, CCC]*	*Forward Together*	*Curriculum/Faculty Engagement*	X

53	*Develop consistency in recruitment practices that encourage diverse slates of candidates for faculty and staff positions [CL: Town Hall, FT]*	*CCC*	*Curriculum/Faculty Engagement*	X		
54	*Recruit new faculty that seek out/ create opportunities for students to engage in experiences that validate differences and critical thinking in relation to*	*CCC*	*Curriculum/Faculty Engagement*	X		
55	*Cluster-hiring groups of diverse faculty at one time; or extensions of the Target of Opportunity process for identifying and hiring diverse faculty [CL: To*	*CCC*	*Curriculum/Faculty Engagement*	X		
56	Provide clear paths to tenure/promotion for new faculty hires (1)	Town Hall	Curriculum/Faculty Engagement			
57	Create a "certificate" program on diversity training for faculty and staff [CL: CCC]	PLC	Curriculum/Faculty Engagement	X		
58	*Professional Development Opportunities that encourage faculty to participate in cross cultural dialogues and trainings for increased student connectio*	*CCC*	*Curriculum/Faculty Engagement*	X		
59	Broad based philosophical and resource support to implement these suggestions	CCC	Curriculum/Faculty Engagement			
60	Establish a "clear end goal" as to what increased faculty engagement looks like	CCC	Curriculum/Faculty Engagement			
61	Creation of protocol for selection committees made up of department staff and a professor whose scholarship focuses on the politics of identity and so	Forward Together	Curriculum/Faculty Engagement			
62	Create position of a Diversity Search Advisor/ Committee who specializes in recruiting and retaining diverse faculty. This occupation would mandate p	Forward Together	Curriculum/Faculty Engagement			
63	Assess every 2 years to gauge faculty and student acclimation to reform	Forward Together	Curriculum/Faculty Engagement			
64	Creation of a faculty mentor program for diverse staff support	Forward Together	Curriculum/Faculty Engagement			
65	Cross Listed Course between WFU and WSSU	Forward Together	Curriculum/Faculty Engagement			
66	Hire a consultant/ "instructional specialist" to work with faculty to explore what "enhanced faculty engagement" looks like outside of the classroom	CCC	Curriculum/Faculty Engagement			
67	Organize and convene a Diversity and Inclusion Advisory Board, composed of national leaders in these areas, to facilitate the work of the aforementio	CCC	Governance			
68	Linked courses for faculty members interested in curricular links for courses that deal with intercultural discussion, dialogue and discourses	CCC	Curriculum/Faculty Engagement			
69	Faculty Days of Dialogue where issues of campus climate are discussed with Reynolds Campus Faculty members	CCC	Curriculum/Faculty Engagement			
70	Encourage departments to work with Institutional Research to establish demographic breakdowns of students enrolled in majors and minors in order t	CCC	Curriculum/Faculty Engagement			
71	Teacher-Scholar Post-Doc Opportunities set aside in areas of research and engagement that tackle diversity, inclusion, intercultural engagement	CCC	Curriculum/Faculty Engagement			
72	Consultant/Instructional Specialist to explore what "enhanced faculty engagement" looks like within the classroom	CCC	Curriculum/Faculty Engagement			
73	Coalescing around a "good book" of a topic related to diversity, inclusion, and engagement	CCC	Curriculum/Faculty Engagement			
74	Improve diversity workshops/training during freshmen orientation (2)	Town Hall	Orientation/First Year Experience			
75	Reform FYS to make students culturally, socially, and civically aware, equipping them with the skillset to think critically about the socio-cultural implica	Roosevelt	Orientation/First Year Experience			
76	Support efforts to create a diverse first year living experiences	CCC	Orientation/First Year Experience			
77	Review and make more transparent the Student Life Committee of the Board of Trustees	CCC	Governance			
78	Review and make recommendations for developing a more transparent student life social space allocation process, including allocation criteria, and th	CCC	Space			
79	Support RL&H's efforts to enhance the ecology of buildings and the student life experience by formalizing a role for RL&H in the SLC space allocation	CCC	Space			
80	Be transparent about the financial realities of student lounge spaces	CCC	Space			
81	"Right-size" every current lounge space and structural renovations occur (600-1000 sq ft)	CCC	Space	Trustees/RLH		
82	Include student life social space as a topic in a climate survey	CCC	Space			
83	Make SAC more visible and transparent	CCC	Space			
84	Clarify and make more transparent which body makes space allocation decisions that fall outside of SAC's purview, what criteria are used to make tho	CCC	Space			
85	Review and amend the expectations for outcomes when the non-discrimination policy has been violated	CCC	Space			
86	Develop a climate survey	CCC				
87	Support the Equity Scorecard Initiative and recommendations	CCC				
88	Develop consistency in departure practices for staff, faculty, and students that capture feedback about campus climate	CCC	Other			HR
89	Improve lounge access possibilities for NPHC organizations (1) [CL: FT]	Town Hall	Space	X		
90	*Creation of an NPHC Lounge for more equity amongst Greek Life [CL: Town Hall]*	*Forward Together*	*Space*	X		
91	Enforce equitable policies for IFC/PHC/NPHC organizations (3)	Town Hall	Governance			
92	Create gender neutral housing and bathrooms (1) [CL: CCC]	Town Hall	Space	X		
93	*Create gender neutral bathrooms [CL: Town Hall]*	*CCC*	*Space*	X		
94	Install a Cabinet Level position of Chief Diversity Officer (CL: CCC)	Forward Together	Other	X		Cabinet
95	*Create the position of Chief Diversity Officer reporting to the President [CL: FT]*	*CCC*	Other	X		Cabinet
96	The event management training process should include a cultural awareness component in which student leaders are better equip to think critically ab	Roosevelt				
97	Create events that bring the campus together through common interests (1)	Town Hall	Student Engagement			
98	Maximize visibility and quantity of cultural events (1)	Town Hall	Student Engagement			
99	Offer more campus life activities on weekends (1)	Town Hall	Student Engagement			
100	Require that all students wait until sophomore year to rush (2)	Town Hall	Student Engagement			
101	Eliminate the Greek system (2)	Town Hall	Other			Cabinet/Trustees
102	Hire a Greek Life director who is a member of an NPHC organization (1) [CL: FT]	Town Hall	Student Engagement	X		VP Campus Life
103	*Hire a new associate director of student engagement that has experience with NPHC, and preferably is a member of NPHC [CL: Town Hall]*	*Forward Together*	*Student Engagement*	X		VP Campus Life
104	Balance the dominant Greek presence with other organizations and/pr communities for social and service belonging (1)	Town Hall	Student Engagement			

105	Require that organizations which have thrown parties with offensive themes in the past compensate NPHC organizations in some way (1)	Town Hall	Student Engagement		
106	Provide monetary support to NPHC orgs and non-Greek orgs (1) [CL: FT]	Town Hall	Student Engagement	X	
107	*Financial support for NPHC organizations including but not limited to the subsidization of events, dues, and other necessary costs [CL: Town Hall]*	*Forward Together*	*Student Engagement*	X	
108	Provide funding for groups that work together (1)	Town Hall	Student Engagement		
109	Require comprehensive training for Greek organizations on sexual assault, diversity, and inclusion (1)	Town Hall	Student Engagement		
110	Make intentional efforts to make minority students feel included (1)	Town Hall	Student Engagement		
111	Improve safety and inclusion of the LGBTQ+ community (1)	Town Hall	Student Engagement		
112	Encourage organizations to interact with each other (1)	Town Hall	Student Engagement		
113	Encourage more conversation around campus climate issues (1) [CL: CCC]	Town Hall	Student Engagement	X	
114	*Expansion of Dialogue Programs: Support for both further Deliberative Dialogues and the Sustained Dialogue Program [CL: Town Hall]*	*CCC*	*Student Engagement*	X	
115	Require SAFE Zone and Gatekeepers training for student leaders	PLC	Student Engagement		
116	Appointing members of student organizations to focus on diversity	PLC	Student Engagement		
117	Delegation of 5-8 students to serve on the Board of Trustees	Roosevelt	Other		
118	Advising for the Diversity and Inclusion Committee on Student Government	CCC	Student Engagement		
119	24 hour Cultural Programming Requirement*	CCC	Student Engagement		
120	Optional Service Capstone*	CCC	Student Engagement		
121	Implementation of a Social Justice Minor*	CCC	Student Engagement		
122	Chartering of a Marketing-Oriented Student Organization	CCC	Student Engagement		
123	Address WSPD jurisdiction at the Barn (2)	Town Hall	Policing/Space		
124	Increase policing at IFC lounge parties (1)	Town Hall	Policing/Space		
125	Decrease policing at the Barn and at lounge parties (1)	Town Hall	Policing/Space		
126	Require immediate and ongoing unconscious bias training [for police] (7) [CL: FT]	Town Hall	Policing/Space	X	
127	*Fully funding unconscious bias training for WFUPD. Process of choosing/ creating training should have student veto [CL: Town Hall]*	*Forward Together*	*Policing/Space*	X	
128	Recommend the resignation of Chief Regina Lawson or other responsible parties (5)	Town Hall	Other		
129	Require police officers to wear body cameras (4) [CL: FT]	Town Hall	Policing/Space	X	
130	*Mandating all WFUPD officers wear body cameras that record during all officer-student interactions (by Jan 13) [CL: Town Hall]*	*Forward Together*	*Policing/Space*	X	
131	*Students, staff, faculty, administrators, and community members who are recorded by WFUPD should have a right to access copies of any recordings*	*Forward Together*	*Policing/Space*	X	
132	Equitably police events (3) [CL: CCC]	Town Hall	Policing/Space	X	
133	*Review and Amend the large social event policy; continue making changes to party management practices and codify them into revised party manage*	*CCC*	*Policing/Space*	X	
134	Establish a police oversight board (3) [CL: FT, CCC]	Town Hall	Policing/Space	X	
135	*A third party monitor should be tasked with creating a police oversight board comprised of students and faculty with a background in racial, gender, an*	*Forward Together*	*Policing/Space*	X	
136	*This oversight board should conduct random audits and reviews of police tapes recorded by WFUPD body cameras [CL: Town Hall, CCC]*	*Forward Together*	*Policing/Space*	X	
137	*Board should be granted the authority to issue demands on the WFUPD to make changes to personnel, training, or programming [CL: Town Hall, CC*	*Forward Together*	*Policing/Space*	X	
138	*Review and amend the function of the Police Advisory Board; empower members to be stronger partners [CL: Town Hall, FT]*	*CCC*	*Policing/Space*	X	
139	Hire an independent police monitor/ombudsperson (3) [CL: FT]	Town Hall	Policing	X	
140	*Creation of a third party police monitor for accountability, transparency, and oversight of WFUPD. Students should have active role in hiring process, i*	*Forward Together*	*Policing/Space*	X	
141	Address the discrepancy in ID stops between white and minority students (2)	Town Hall	Policing/Space		
142	Decrease overall police presence on campus (2)	Town Hall	Policing/Space		
143	Recruit a more diverse police force (2)	Town Hall	Policing/Space		
144	Clarify and make more transparent UP's body camera use policy, along with other relevant policies	CCC	Policing/Communications		
145	Improve methods of gathering and recording data (police) (3)	Town Hall	Policing/Communications		
146	Release raw data to be tabulated by students and staff (2) [CL: FT]	Town Hall	Policing/Communications	X	
147	*Immediate release of the raw Data collected by Developmental Associates to be tabulated by students and faculty [CL: Town Hall]*	*Forward Together*	*Policing/Communications*	X	
148	Re-open investigation into WFUPD practices (2)	Town Hall	Policing/Communications		
149	Promote greater understanding on the part of the student by about WFUPD's role on campus, their rights, and their responsibilities (1)	Town Hall	Policing/Communications		
150	Organize and convene a Diversity and Inclusion Advisory Board, composed of national leaders in these areas, to facilitate the work of the aforementio	CCC	Other		
151	Develop consistency in departure practices for staff, faculty, and students that capture feedback about campus climate	CCC	Other		HR
152	Install a Cabinet Level position of Chief Diversity Officer [CL: CCC]	Forward Together	Other	X	Cabinet
153	*Create the position of Chief Diversity Officer, reporting to the President [CL: FT]*	*CCC*	Other	X	Cabinet
154	Eliminate the Greek system (2)	Town Hall	Other		Cabinet/Trustees
155	Delegation of 5-8 students to serve on the Board of Trustees	Roosevelt	Other		
156	Recommend the resignation of Chief Regina Lawson or other responsible parties (5)	Town Hall	Other		

157	Hire an independent police monitor/ombudsperson (3) [CL. FT]		Town Hall	Policing	x
158	*Creation of a third party police monitor for accountability, transparency, and oversight of WFUPD. Students should have active role in hiring process, i*		*Forward Together*	*Policing/Space*	x