

**WESTERN WASHINGTON UNIVERSITY
BOARD OF TRUSTEES
AGENDA
October 8, 2015**

THURSDAY, OCTOBER 8, 2015

Location: OM 340

Time: 3:00 p.m.

1. **CALL TO ORDER**
3:00 – 3:05

2. **WESTERN CARES – COMMITTED TO BUILDING A HEALTHY CAMPUS COMMUNITY**
3:05 – 3:50 Presentation: Eileen Coughlin, Senior VP & VP for Enrollment and Student Services
Discussion

3. **CAMPUS EQUITY AND INCLUSION FORUM**
3:50 – 4:35 Presentation: Nick Sanchez, Co-Chair of the President’s Task Force on Equity, Inclusion
and Diversity
Discussion

4. **EXECUTIVE SESSION MAY BE HELD TO DISCUSS PERSONNEL, REAL ESTATE AND
LEGAL ISSUES AS AUTHORIZED IN RCW 42.30.110.**
4:35 – 5:00

1. CALL TO ORDER

WESTERN WASHINGTON UNIVERSITY ITEM SUBMITTED TO THE BOARD OF TRUSTEES

TO: Members of the Board of Trustees

FROM: President Bruce Shepard on behalf of Vice President Eileen V. Coughlin

DATE: October 8, 2015

SUBJECT: Western Cares – Committed to Building a Healthy Campus Community

PURPOSE: Discussion Item

Western Washington University is proud to be recognized as one of five recipients, and the only master's granting institution in the United States, for the inaugural 2015 Active Minds Healthy Campus Award. Other recipients of the 2015 award include Cornell University, University of Minnesota, University of North Carolina at Greensboro, and the University of Texas at Austin.

Applicants for this award were assessed in a multi-phased process across eight criteria identified by Active Minds, Inc. and a panel of leading national health experts. This award was presented to Western most notably for our work in engaging students in prevention efforts that address physical and mental well-being, prioritizing health and wellness as a campus community, and for using innovative programs to help promote student well-being.

Letters from student groups were key in demonstrating how deeply involved students have been in planning and implementing prevention strategies on our campus. In addition to a support letter from the AS President, nearly 100 students provided signatures via support letters representing the Associated Students Resource & Outreach Programs, the Residence Hall Association, BRAVE (Building Resilience and Voicing Empathy for all students), Prevention and Wellness Services' Peer Health Education program, and the Wade King Student Recreation Center.

Below are two examples of innovative efforts for which Western received particular attention. Student representatives from each of these efforts will be speaking to these efforts. Speaker bios are located at the end of this document.

BEST SELF

[BEST SELF](#) is a health promotion model recently introduced on campus based on research from *Character Strengths and Virtues: A handbook and classification* (Peterson, C. & Seligman, M., 2004). The authors identify [six virtues and 24 characteristics](#) that, when practiced, help to create a strong sense of well-being and increased resiliency and to function at a higher level, even in the face of adversity. In this model, BEST SELF is defined as: a strong sense of well-being promoted by choices that enhance a person's physical, emotional, and spiritual health.

Students, staff and faculty across campus, from groundskeepers to graduate students to full professors, have been both leading and participating in workshops to engage with the model. This inclusive, simple,

and flexible model makes it adaptable to any venue or situation on campus, and has proven easy for individuals to implement as an everyday practice – reinforced by a takeaway magnet with the BEST SELF characteristics as a visual reminder.

The magnets are also being translated into other languages including Spanish, Japanese, and Chinese in order to reach more members of our campus community with the BEST SELF model.

Effectiveness of the program has been measured using student focus groups and pre- and post-assessments of classroom presentations. Focus group feedback indicates that the model (“the bubbles”) is visually easy to remember and having it in a handout or as a magnet has made it easy to incorporate use of the model as a daily activity.



In a 6 month follow-up assessment with students introduced to BEST SELF in a class presentation (n=139 students), 85% of students reported having used the characteristics of BEST SELF to help them overcome or meet a challenge. The most cited challenges from respondents included Academics (75%), Stress (65%) and Emotional Health (54%). The characteristics most utilized included Wisdom and Knowledge – Open Mindedness (74%), Courage – Persistence/Perseverance (74%) and Temperance – Self-Regulation (68%).

Regular BEST SELF practice is also supporting students in their academic success. As an example, Dillon, a senior at Western, began practicing BEST SELF last year and saw a dramatic improvement in his term GPA. Dillon attributes his academic success and improved self-confidence to his use of the BEST SELF model. Students are also using it for interpersonal issues such as practicing kindness during stressful times, dealing with difficult team/group work dynamics, and to self-manage anxiety.

BRAVE

In 2013 Western received a federally funded SAMHSA grant which provided additional resources to support suicide prevention initiatives. One outcome of the grant has been the creation of the BRAVE program – a multi-faceted effort that has involved collaboration from across the campus and includes outreach to at-risk identity groups at Western including queer students, Native American students, veterans, and men.

BRAVE uses “upstream” prevention methods – addressing students’ needs when they report emotional distress and not at the point when they are in crisis. BRAVE initiatives include: providing an online training tool for faculty, paraprofessional student leaders and students; developing and hosting campus-wide suicide/mental health awareness events; and promoting Western’s values as a caring and supportive community.

The Suicide Prevention Grant Manager also works with these students to assist in outreach, such as a “No-Shave November” focused on men’s mental health, an annual art show highlighting recovery and resiliency, and the creation of an academic class to focus on suicide. These outreach efforts tie into campus counseling services and other prevention efforts.

When students are identified as candidates for mental health intervention, the Counseling Center is able to step in with after-hours on-call services and same-day appointments for urgent needs. Because 72% of students using Counseling Center services report feeling “isolated and alone,” groups and workshops are emphasized for dealing with that feeling of isolation. Group sessions specific to queer students, to men, and to women allow individuals to create a network of support with those who share their identities and their concerns.

CHALLENGES AND ONGOING NEEDS

While this award has recognized Western as a leader in this area and provides us an opportunity to celebrate the efforts of many – faculty, staff, and students - we also accept this humbly knowing there is still work to be accomplished. While we have many strategies and programs in place, we still have room for improvement and limitations as well.

As the needs and challenges our students face continue to change we must also continue to adapt our programs in response and strengthen our efforts in providing culturally competent services. In addition, the demands for services have outpaced state support. BEST SELF is still a relatively new program and BRAVE is a grant-funded program which will need support to continue after the biennium.

Finally, as a campus we are not immune to the impact of recently enacted state laws that have increased access to liquor and marijuana for members of the local community. Furthermore, the growing number of students coming to the University with pre-existing mental health-related concerns and significant use of psychotropic medications increases the risk of interactive effects when easier access to alcohol and marijuana is mixed with prescriptive drugs.

These are the realities we face and the work we need to continue doing in order to safeguard a caring and supportive environment for students in need.

STUDENT VOICES

Stevona Burks

Stevona is a recent graduate of the Human Services Program at Western. This program impressed upon her the importance of education and encouraged her to further her academic career. Last year, Stevona was an intern with BRAVE, where she co-coordinated the Mental Health Fair and assisted with other suicide prevention events targeting under-served populations such as students of color, LGBTQIA community, and veterans. Currently, Stevona is a graduate student in the Adult and Higher Education Program at Woodring College. She serves as a Graduate Research Assistant under Dr. Sondra Cuban. Stevona wants to focus her studies on encouraging first generation and low income students to pursue higher education and building a sense of community in under-represented populations. She feels confident that Western will give her the ability to follow her passion as an agent of change.

Phaolan Class

Phaolan is a sophomore at Western majoring in Biology/Anthropology with honors and a pre-med focus. Prior to her enrollment at Western, Phaolan volunteered with the King County community resource, Teen Link, an anonymous, confidential phone-line for teens to talk to teens. Her four years of training, peer educating, and work in suicide prevention while being with Teen Link aptly prepared her for success in the behind the scenes, or upstream approach, of Western’s BRAVE Program. While working as program support during the 2014-15 academic year, Phaolan headed event planning for the speaker Eric Hipple, which reached a number of athletic, veteran, and general students of the campus; the winter art show entitled “Recovery” which appealed to art-minded and art-appreciative communities on campus; and the

spring quarter “Mind Memoirs” which appealed to those of special interest groups, LGBTQIA, people of color, and veterans. She also completed materials for promotion of on and off campus resources, including BRAVE’s own events. Phaolan truly believes that with the proper application of peer advocacy, willingness to seek resources, and a society-wide acceptance of speaking about mental health and wellness, the risk of suicide can be eradicated.

Esmeralda Hernandez

Esmeralda is a junior at Western intending to major in Mathematics-Secondary Education. She is a first generation college student who comes from a migrant working community and family. She proudly identifies as Mexican-American and is bilingual in Spanish and English. Esmeralda was first introduced to BEST SELF through her student job at Prevention and Wellness Services. She notes that practicing the BEST SELF model gave her the confidence and *courage* to run for an office, to apply to be a peer health educator, and to find her voice. She is the current president of the Western’s Circle-K International and is part of the THRIVE Peer Health Educator Program.

Corinne Sudduth

Corinne is a senior at Western Washington University who is majoring in Human Services. Corinne is also an intern for Western Washington University’s BRAVE organization. Throughout her time as an intern at BRAVE, Corinne has worked to increase students’ service seeking behavior by assisting in training and class presentations on campus. She has also worked with focus groups for at-risk students to identify barriers to service seeking. These focus groups appealed to special populations such as students of color, students of the LGBTQIA community, and general students.

Dillon van Rensburg

Dillon is a senior majoring in the Community Health program at Western Washington University with a minor in Writing Studies. Dillon has volunteered as a Peer Health Educator, presenting sexual health programs in the residence halls, for the last three years. Dillon says practicing BEST SELF has increased his general well-being and his confidence in the classroom. He is a champion of the model, advocating and educating others in how to use the model to their benefit. His long term goal is to teach in the university setting.

STAFF VOICES

Dr. Farrah Greene-Palmer, Suicide Prevention Project Manager

Farrah is currently the Project Manager for the Suicide Prevention Program, BRAVE at WWU. She received her master’s and doctorate degrees in Clinical Psychology from the University of Hawaii at Manoa, where her doctoral thesis centered on interrelations among suicidal ideation, negative affect and anxiety and depressive symptoms. She completed her post-doctoral fellowship at the Laboratory for the Treatment of Suicide-Related Ideation and Behavior at the Uniformed Health Services University, working on research to assist active duty military personnel. Before coming to Western, she taught at several universities and colleges, conducted clinical assessments and treatment, worked with grants, and published research on suicide.

Leslie Hall, Library/Archive Paraprofessional 6, Wilson Library

Leslie has worked at WWU’s Wilson Library for 29 years and is an alumna, having earned an MA degree from the history department. She catalogs scores and audio-visual materials as well as co-manages the library’s art galleries. Music, art, history and gardening are among her chief passions. Leslie first got involved with the BEST SELF model last winter quarter as a personal interest. Once learning more about

the model and its benefits, she gained the support of the Dean and Associate Dean of Wilson Library to provide this as a professional development opportunity this past spring for all faculty and staff of the library. The model was well received and has a daily presence through the magnets seen displayed at various workstations.

Catharine Vader, Registered Nurse/Wellness Outreach Center Coordinator

Catharine Vader has contributed to Western Washington University for twenty four years. In her health promotion role with Prevention and Wellness Services, she has taught classes, created sexual health programs, and supervised several hundred student volunteers. She has been active in creating and promoting the BEST SELF model. Catharine says Western's enthusiastic response to BEST SELF is a testament to a culture that is open to new approaches to increase the health and wellness of our community. Prior to working with PWS Catharine was a triage nurse at the Student Health Center.

ABOUT ACTIVE MINDS, INC.

Active Minds was founded in 2003 by Alison Malmon following the suicide of her only sibling —22 year old brother, Brian Malmon. Driven to combat the stigma and lack of understanding that Alison felt contributed to Brian's death, she started the first chapter of Active Minds in her dorm room at the University of Pennsylvania. Upon graduating, she launched the national nonprofit, Active Minds, Inc.

Active Minds is the leading national nonprofit organization that engages students to change the conversation about mental health. It exists today to create a positive conversation around mental health and help those struggling find their voice and recognize that they are not alone. By educating and empowering the students of today, Active Minds is shaping the policy makers, school administrators, and parents of tomorrow.

ABOUT THE HEALTHY CAMPUS AWARD

Health and well-being dramatically impacts students' experiences and outcomes in college. As such, student health must be integral to the core mission of colleges and universities. The Active Minds *Healthy Campus Award* recognizes and celebrates U.S. colleges and universities that are prioritizing health and demonstrating innovation and excellence in promoting the well-being of their students. The award is presented by Active Minds to honor and elevate institutions of higher education that are creating healthy campuses through systemic efforts and powerful partnerships across all levels of the university. Active Minds worked extensively with students, administrators from numerous institutions of higher education, and prominent researchers to develop and select winners for the 2015 *Healthy Campus Award*. The Active Minds *Healthy Campus Award* is generously supported by the Margaret Clark Morgan Foundation.

WESTERN WASHINGTON UNIVERSITY ITEM SUBMITTED TO THE BOARD OF TRUSTEES

TO: Members of the Board of Trustees

FROM: President Bruce Shepard on behalf of Nick Sanchez, Co Chair of the President's Task Force on Equity, Inclusion and Diversity

DATE: October 8, 2015

SUBJECT: **Campus Equity and Inclusion Forum**

PURPOSE: Discussion Item

Purpose of Submittal:

Nick Sanchez, Employment Inclusion Manager and Co-Chair for the President's Taskforce on Equity, Inclusion and Diversity and coordinator of the Campus Equity and Inclusion Forum will introduce this new initiative, invite Board of Trustees to experience its impact through an exploration into the differing and shared identities in the workplace and classroom.

Nick will also introduce the assessment tools that will be used to measure the success of the initiative and demonstrate the breadth of the program's scope and reach through its web site:

<http://wp.wvu.edu/equityforum/>

Background:

The WWU Campus Equity and Inclusion Training Series is a university-wide initiative to empower members of the Western campus community to better understand and thoughtfully engage with the experiences and identities of all our community members. The mission of the Equity and Inclusion Training Series is twofold:

1. To honor and endorse existing training and engagement opportunities for Western employees to expand their critical cultural consciousness
2. To provide a single portal for Western faculty and staff to register for diversity-related training and events

The Equity and Inclusion Training Series welcomes staff and faculty from across the university to attend, design and lead its workshops. Support and facilitation of these workshops is a combined effort of all divisions, colleges, and departments.

How Does the Campus Equity and Inclusion Training Series Work?

Upon completion of one workshop from each of the four conceptual areas below over the course of an academic year, participants will receive a certificate of lifelong learning – as diversity and inclusion work is an ongoing process.

Workshops will include but are not limited to:

Concept 1: Cultural Awareness of Self

Questioning Our Assumptions
Responsible Use of Privilege

Concept 2: Experiences of Others

Queer Safe Zone Training
Micro-Aggressions and Eliminating Subtle Discrimination

Concept 3: Critical Conversations in the Workplace

Courageous Classroom Conversations
Power, Privilege and Being an Ally

Concept 4: A Call to Action

Impacting Informal Culture for Positive Change
Using Feminist and Queer Perspectives in the Classroom

In his 2014 Fall Convocation address, President Shepard challenged the Western Washington University campus community to more fully embrace its mission to reflect the increasing diversity of its current and prospective students, faculty and staff. As part of that call to action, President Shepard has called upon resident campus experts to help the campus community enhance its sensitivity and understanding of the experiences of our diverse colleagues. To facilitate this work, President Shepard announced that the university would be calling upon and honoring those who do this work to create a new series of courses and training opportunities on topics like critical cultural consciousness, which would be available for WWU employees to attend on university time and at university expense.

On November 10, 2014 the President's Taskforce on Equity, Inclusion and Diversity held a luncheon to recognize the outstanding ongoing efforts of those who work on diversity issues across campus, and to solicit suggestions and volunteers to lead additional trainings on this new platform. Over 25 faculty and staff volunteered to teach workshops on a variety of topics. In the spring of 2015 the President's Diversity Taskforce submitted a recommendation to fund the Diversity & Equity Training series into the university-wide budget process, and is grateful to have received pilot funding to demonstrate the value of this program to achieving Western's strategic goals related to diversity.

Strategic Questions:

1. What guidance can the Trustees provide in helping to attract the widest possible audience of faculty and staff at Western?
2. Of the assessment tools shared, which would be the most compelling for the Trustees in demonstrating the impact of the Campus Equity and Inclusion Forum?
3. While the training series serves as the foundation of the Campus Equity and Inclusion Forum it will also be partnering with other efforts in sponsoring speaking events, academic talks, etc. In what other ways do the Trustees imagine this initiative impacting campus?

4. EXECUTIVE SESSION

Executive Session may be held to discuss personnel, real estate, and legal issues as authorized in RCW 42.30.110.