

Dear campus community,

On Wednesday, January 24th, approximately 350 students sat in at Galpin Hall, to bring forward their urgent concerns about a variety of important issues related to diversity, inclusion and student experience at Wooster. Student leaders met with a group of staff and faculty over the course of the afternoon and evening. We discussed their experiences and concerns, and the changes that could best address them. Everyone present shared one goal; taking concrete and effective action to make Wooster a better, more welcoming, and more equitable, place.

The conversations were wide-ranging. Several of the initiatives proposed in the demands had also been part of the College's [Diversity Equity and Inclusion plan](#), which was developed with students, staff, faculty and the board of trustees last year. In those cases, we discussed with students the actions that are already underway and ways to ensure that they are as effective as possible in improving student experience. Other concerns raised by the students were not addressed in that plan, and so we considered new approaches as well.

Here's a summary of the main areas in which we developed and discussed plans.

- **Resources for student groups that support underrepresented students and/or provide education for the campus on culture, diversity, equity or related issues**
- **Education and training for students, staff and faculty to create a more equitable and inclusive campus**
- **Effective and accessible processes for reporting of and response to discriminatory behavior and/or harassment**
- **Transparency and monitoring progress**

More details about each of these areas, along with information about point people leading the work and timing for completion, is in the document attached here. I encourage you to read it.

The College of Wooster must be a place where all students can live, learn and thrive. I extend my great thanks to all of those students who came together and who put so much time, care and thought into finding ways to reach that central goal.

I look forward to making Wooster even stronger, together.

Sincerely,
Sarah Bolton

Summary of plans following Galpin call-in January 30, 2018

Resources: We discussed the set of resources available to support underrepresented students, as well as resources for student organizations who provide such support and/or education for the campus on culture, diversity, equity, or related issues. We committed an additional \$20,000 to support the work and programs of the Center for Diversity and Inclusion this spring, as well as a review of needs as we establish budgets for next year. Campus Council and SGA are also reviewing their budget guidelines to better support such programs. We discussed housing and space needs for these student organizations. We will make program housing available (if they apply and meet requirements) and also will review other possible meeting and gathering spaces on campus.

Education and training: Effective education and training for all students, staff, and faculty to create a more equitable and inclusive campus was a central part of the Diversity, Equity, and Inclusion Strategic Plan, and is already underway. We will connect student leaders with the professionals who are creating those programs, to be sure that they address the concerns and experiences that students have. We will provide education in cultural competency, including sexuality and gender inclusion, for all students as part of orientation and other required first-year activities. We also discussed the need for additional training for student leaders both in student organizations and in athletics, as well as in key budget-setting areas such as the Campus Council and SGA budget committees. Some work was already taking place in these areas and we are committed to sustaining it over time, and expanding it to include leaders of all student organizations.

Reporting of, and response to, discrimination and bias-related harassment: We discussed current barriers to reporting and ways to ensure that reporting is easily accessible and easy to use. We will make changes to ensure that is the case. We also talked about clarity of process for response. While the response process for Title IX concerns is quite clearly laid out in our website materials, that is less true for concerns around other kinds of discrimination. We agreed with the students that clarity of process for response is important, and we will create materials that lay those processes out. We also discussed staffing, and ensuring that individuals responsible for responding to concerns are free of conflicts of interest, or any appearance of such a conflict. We agreed that the Deputy Title IX Coordinator would not also be the Director of Student Rights and Responsibilities. We also discussed a review of sanctioning guidelines that will be undertaken this semester.

Storage and Translation: We will work on ways for parents and families who don't read English to access crucial information on the Wooster website, and to enable consistent and affordable summer storage for international students and others who need it, including low-income students with homes far from the area.

Transparency and monitoring progress: We will add reports of bias and discrimination, as well as reports of drug and alcohol incidents, to the existing monthly campus climate report, which currently relays Title IX issues. We also agreed to conduct campus climate surveys every two years, and to regularly assess our training programs on cultural competency and diversity to ensure that they are meeting our goals.

Below is a matrix showing the timeline and point people for each of these areas of work. Overall progress will be monitored by a student group convened by Dean Smith, which is also discussing the rollout of the Diversity, Equity, and Inclusion Strategic Plan as well as ongoing student concerns.

									Point people	Timing
<input type="checkbox"/>	Resources for student groups									
	o	CDI Funding							Bolton/Smith	Spring 2018
	o	Campus Council/SGA Budget Committee Structural Funding Issues							Johnston/Griffith	Spring 2018
	o	Housing/spaces for groups (multicultural groups and hot-line)							Fein/Brown	Spring 2018
	o	Appellate process for student group decisions (eg. around imagery, rights to post, hold events, etc.)							Fein/Brown/Schreck/Lutz	Spring 2018
<input type="checkbox"/>	Education and training for students, staff and faculty									
	o	All new students/Title IX & Cultural Competency							Buxton, Makin-Byrd, Smith	Fall 2018
	o	Student leaders, in student orgs and in athletics							Smith, Zimmer, Reid	Spring and Fall 2018
	o	Faculty							Newton/Bolton	In process
	o	Staff							Beasely/Bolton	In process
<input type="checkbox"/>	Reporting and response to discrimination									
	o	Clarity of access to reporting							Johnston, Smith, Makin-Byrd	Spring 2018
	o	Process for response							Mowrey, Beasely, Johnston, Smith, Lori	Fall 2018
	o	Staffing/Division of roles, student searches							Bolton, Brown	Fall 2018
	o	Sanctioning							Makin-Byrd, Buxton	Fall 2018
<input type="checkbox"/>	Monitoring progress									
	o	Campus climate surveys every 2 years & assessments after trainings							Makin-Byrd, Smith	Fall 2018 trainings
	o	Monthly climate report, will include Title IX, bias incident reports, drug and alcohol violations.							Makin-Byrd, Brown, Johnston, Kirk	Spring 2018
<input type="checkbox"/>	Wooster website translation								Hopkins	Summer 2018
<input type="checkbox"/>	Storage								Munro, Fein	Spring 2018