

STANDARD II: ETHICS AND INTEGRITY

Introduction

Ethics and integrity are central and defining hallmarks of an institution of higher education. WCU strives to be faithful to our mission to the diverse constituents of the region and to honor commitments to employees, students, and the State of Pennsylvania. Both in terms of communication and policies, WCU strives to promote a diverse and inclusive academic community. Ethics and integrity are important to the institution in the following ways: by ensuring academic freedom and freedom of speech, creating a supportive and inclusive climate, establishing effective grievance and complaint procedures, utilizing fair and inclusive employment practices, being honest in communication, creating access for those with limited financial means, adhering to applicable laws, and regularly assessing ethics and integrity.

Ensuring Freedom (*Criterion 1*)

The hallmark of higher education in a democracy is academic freedom and freedom of expression. WCU brings together a unique and diverse community of individuals to engage in thoughtful and creative inquiry while upholding the freedom of individuals to grow intellectually and build on that growth through invention and expression.

Academic freedom for faculty is protected by the APSCUF faculty collective bargaining agreement (CBA) Article 2. These specific freedoms allow faculty to engage in research, classroom instruction, textbook selection, and to speak professionally as a community citizen without censorship or discipline, provided faculty are respectful in their demeanor. As part of the CBA, this gives faculty access to grievance procedures if their rights are violated (see Criteria 3 below). All faculty are protected by this document including tenured/track and adjunct faculty, fulltime and part-time.

All members of the community: faculty, staff, and students have freedom to explore intellectual pursuits in a broad range of disciplines. West Chester University offers more than 280 programs of study at the undergraduate level and more than 120 programs of study at the graduate level.

In addition to curricular opportunities, community members can engage their intellectual curiosity in many co-curricular programs that raise critical issues for our time that may not yet be integrated into the regular curriculum. WCU has been host to a variety of speakers, some of whom challenge us to think in different ways including leaders in the Black Lives Matter movement and presidential candidate Donald Trump.

Involvement and leadership in student-run publications and political organizations also avails WCU students of nearly 300 co-curricular opportunities for growth and expression.

University policies regarding academic and intellectual freedom as well as freedom of expression for students can be found at the Ram's Eye View Student Handbook Section on Academic Integrity and in the WCU undergraduate and graduate catalogs. These policies are supported for the entire university community through instructions from the PASSHE Office of Chief Legal Counsel entitled "Freedom of Expression, the First Amendment, and the Public University" and by the WCU Threat Assessment Policy which states that recognition and prevention of threats to the campus "serve as proactive measures to increase campus safety and the experience of safety by the community to allow for freedom of expression."

Intellectual property rights are safeguarded through the Office of Research and Sponsored Programs (ORSP). The office guides faculty, staff, and students interested in obtaining patents, copyrights, or declaring trade secrets through the technology disclosure process. ORSP also provides a limited amount of funding to support the identification of an invention's viability to be protected through these means and ensures that the university adheres to the State-Owned University Property Act, the Commonwealth Higher Education Modernization Act, as well as the APSCUF CBA, Article 39 guidance for protecting inventor's rights. Moreover, WCU research compliance policies rely on a combination of ORSP oversight and faculty input to monitor the development of intellectual property. Our Institutional Review Board and the Institutional Animal Care and Use Committee are responsible for reviewing and approving research protocols involving human and animal subjects while financial conflicts of interest are mitigated with input from an *ad hoc* committee of faculty experts.

Online or distance education has been an emphasis of the institution for the past two strategic plans, but our efforts to increase access and intellectual freedom through online course offerings have never been more valued than in the COVID-19 pandemic. In a time of trauma and challenging conditions faculty, staff, and students have worked together to create alternative, online courses that create physical safety for our community members. The Office for Distance Education has been providing faculty training, course support through instructional designers, and assessment for the past 5 years, increasing the number of online courses and fully online programs significantly. They have been invaluable this past semester as staff and trained faculty took the lead to assist and support untrained faculty during the recent tumultuous semester.

West Chester University demonstrates its commitment to academic freedom and other freedoms of expression through policies and programming that encourage respectful dissent and productive discussion for mutual education.

A Climate that Fosters Respect (Criterion 2)

West Chester University is committed to attracting, enrolling, and graduating quality students from a wide variety of educational, cultural, and economic backgrounds. This endeavor requires the University to attract and retain highly qualified faculty and staff and to provide each member of the University community with learning and leadership development opportunities. To this end, the University supports and encourages programs which benefit all people and which seek to eradicate discrimination and injustice. We treasure what we believe to be the highest principles of American society: the worth and uniqueness of each individual, the belief that success is to be earned by individual effort put forth in an environment founded on equality of opportunity, and the appreciation of the ideal of an inclusive society (WCU Values Statement).

West Chester University strives to build and maintain a climate that allows diverse individuals to thrive in scholarly community. To do this we intentionally seek to attract diverse talent to join our community, we foster respectful engagement with diverse subjects, and monitor a variety of indicators to ensure that success is distributed to all.

Promoting an equitable campus climate is not new to our institution, indeed we have one of the oldest Women's and Gender Studies programs in the nation and our mentoring program for

minority students has been recognized for decades. Still, we continue to feature diversity and inclusion as goals in the current university strategic plan, Pathways to Student Success.

To ensure a diverse student population WCU regularly engages in recruiting efforts among traditionally underrepresented groups. In 2011 a 12-person team convened to use the University of Southern California's Equity Scorecard as a way of identifying barriers to equity in the institution. Things like the time of day a class is held, the cost of the application fee, support mechanisms in place for second-year students, and methods of recruiting new students were interrogated and scored to look at their educational impact. As a result of this multi-year effort new venues for recruitment were added, additional staff were hired in the Admissions Department to support multicultural recruitment, support systems beyond the first year were created, and more. The previous strategic plan set targets for student and staff recruitment of underrepresented groups and this work continues today with the new strategic plan. As a result, the percentage of minority faculty has increased from 12% in 2011/12 to 14% in 2019/20. The percentage of minority undergraduate students has increased from 17% in 2011/12 to 26% in 2019/20 (Source: Common Data Set). Further, WCU has increased applications and acceptance rates for minority undergraduates (first time, first year students) significantly (Source: 2019 Fact Book).

Once a diverse community is gathered to campus, the second step is to create a supportive campus environment. The campus supports 34 multicultural student organizations, coordinated by the Multicultural Organization Advisory Board. The new Dowdy Multicultural Center provides space on campus where diverse students can feel comfortable and a variety of programs housed there support students with mentoring, academic support, leadership development and other systemic resources. The Center for Women and Gender Equity offers resources for women and men addressing eating disorders, pregnancy, parenting, sexual health and others. The Center for Trans and Queer Advocacy provides space and resources for LGBTQA members of our community. The Weisenstein Veterans Center provides space and considerable programming for veterans at the institution.

With the growth of new initiatives and programming, we have recently restructured to create the Office for Equity, Diversity and Inclusion to provide leadership and coordination. The office provides training for faculty, students and staff in practicing cross-cultural communication and conflict resolution, Green Dot bystander intervention, inclusive leadership (understanding identities, valuing diversity and inclusion, and understanding micro-aggressions), and sexual misconduct and prevention.

The Office of Diversity, Equity, and Inclusion also houses the office of WCU's Title IX Coordinator who is responsible for ensuring compliance with Title IX. The Title IX Coordinator is responsible for providing sexual misconduct education, training and awareness to all members of the campus community, and to monitor and respond to any reported incidents of sexual misconduct. Additionally, the Title IX Coordinator is responsible for communicating the Sexual Misconduct Policy to the University Community.

This programming and support is complemented by the work of the office's Campus Climate Intervention Team (a group of faculty, managers and Public Safety staff who foster an institution-wide climate free from acts of intolerance), the Multicultural Faculty Commission (established to bring the concerns of faculty of color to the administration), and the Council for Diversity, Inclusion,

and Academic Excellence (charged to inventory diversity efforts, programs, and initiatives and recommend ways to fill gaps in education).

Numerous academic initiatives promote diversity of thought in the curriculum. Examples include general education requirements include a “J” designation when promoting the ability to communicate, think, and respond thoughtfully to issues of diversity. Majors and concentrations are available beyond the traditional academic offerings such as Holocaust Studies, Women and Gender Studies, and Contemplative Studies. WCU has numerous programs that require a foreign language or language plus culture cluster courses. Courses like COM 295 Communications and Disabilities or GEO 304 Geography of Asia introduce students to different cultures through English-language instruction. Currently, the university offers instruction in 9 languages, including American Sign Language, and has over 80 language and culture cluster courses.

Study abroad is an important mechanism for WCU students to partake in a tradition, culture, and language that is not their own. The past decade has seen an increase in the institution’s commitment and support for growth in international student exchange. With the creation of leadership positions for international studies and signing of legal agreements with different international institutions, WCU has seen continued growth in this area. In 2018-19 more than 470 students participated in international learning experiences, including 40 recipients of the Golden Rams Initiative that funds international experiences for students from underrepresented groups. In addition WCU was a temporary home to 130 international students from 47+ countries. The Center for International Programs provides space and resources for our international students as well as support for students exploring study abroad opportunities.

It is not enough to recruit and support programming for a diverse community, but outcome assessment needs to be done to ensure that success is equitably distributed within the community. WCU collects data from a variety of sources to assess whether our diversity programming is having the desired effect. Persistence and graduation rates are regularly analyzed to see if we are having an impact on at-risk populations. The National Survey of Student Engagement is another source of information about our students. Recently, the NSSE helped us to identify that only 4% of graduating seniors had research opportunities as part of their degree, and minorities were even less represented in this group. In response to this several initiatives have begun to encourage faculty to involve students in their research over the summer, and to incorporate more research within the existing course curriculum.

The Multicultural Faculty Commission provides mentoring for diverse faculty and has often initiated research to identify ways to better support multicultural faculty on campus. Tenure and promotion statistics have been analyzed every decade to consider whether the institution is accessible to multicultural faculty and new initiatives have tried to address inequity in different ways at different times.

The AAP Workforce Analysis revealed that of the 983 faculty members at WCU, only 16% identify as non-White. Additionally, the related Availability Analysis of the general workforce availability among African Americans, Hispanics and persons of two or more race groups indicated that the university is understaffing faculty from these groups by 5%, 3.5%, and 0.2%. This led the university to set an employment goal to eliminate underutilization of these groups in faculty employment.

Building a positive, respectful climate for diversity and inclusion is a value and a goal for our institution. It is an area we have excelled in, but also one we continually revisit to build even stronger. We do this through recruiting diverse individuals to engage in our community, by supporting them while they are here, and continually assessing their progress to ensure that programs are working.

Fair and Impartial Grievance Policies (*Criterion 3*)

In a large and diverse institution like West Chester University, perceptions of unfairness and complaints should be expected. Because of the union environment, the term “grievance” has a limited meaning for represented employees to cover violations of the collective bargaining agreement. Nonetheless, policies exist to address a broad variety of complaints that allow perceptions to be tested against fact-finding and provide a forum for diverse voices to be heard. Below the formal grievance process is reviewed, followed by alternative complaint procedures that may be used at the institution.

Often, a first measure taken to address a problem is a meeting between management and union leadership known as “Meet and Discuss”. All CBA units engage in regular Meet and Discuss to review new policies, implementation, and raise concerns about fairness to their constituents (see Appendix X for dates and highlight issues). Some problems can be resolved here without using the formal grievance process.

Within each CBA (see Appendix X) a formal grievance process is outlined that is accessible on the Human Resources website. In general, these policies stipulate a process in which the complaint escalates from the lowest-level manager with the authority to remedy the problem all the way to arbitration, unless either (1) the parties reach a negotiated settlement or (2) the union decides not to pursue the grievance further. The protocols specify timelines both sides must meet, as well as both union and management rights and responsibilities at each step of the process. Grievance procedures are used when there is a perception that policies are improperly implemented by management. Each union has identified grievance officers to assist a grievant in filing a complaint as well as assigning representation, etc. to assist members in using the process.

The student grade appeal process is similar to grievances because it escalates from the lowest-level person with authority to remedy the problem (the faculty member), through the department chair, the dean, and finally a grade appeal board made up of students, faculty, and administrators. There are slight differences between undergraduate and graduate grade appeal procedures, but mostly they are the same. Timelines are specified and students and faculty are permitted advisors.

For complaints that are not covered by the CBAs, similar complaint procedures are managed by the Human Resources Department (complaints against employees), by the Office for Diversity, Equity, and Inclusion (for sexual harassment), and the Student Code of Conduct Office/Judicial Affairs Office (complaints against students). The general procedure for receipt of a complaint is an investigation, which leads to a fact-finding report. That report is considered by the appropriate judge, who determines whether the finding rises to the level of a policy violation; if so, there’s a process for issuing discipline that allows the person to address accusations and evidence against them. The entire process ensures the parties’ rights to confidentiality. (See Appendix X for relevant grievance and complaint policies).

The process is spelled out for students in the WCU Student Code of Conduct, where hearings are used to establish evidence instead of a fact-finding report. Complaints against a manager are governed by the PASSHE Board of Governors policy 1983-01-A Merit Principles, which does not mandate the investigation of complaints but does stipulate a similar procedure giving the accused an opportunity to respond with a timeline for all actions.

One example that illustrates our community approach to resolving unfairness is the recent establishment of the Faculty Ombudsperson. Over the past 5 years, WCU has engaged in discussion about how to support faculty who feel that they are being treated unfairly in ways that do not explicitly violate the CBA. This was often a result of faculty-on-faculty conflict that the traditional labor-management processes do not effectively address. At various times in the past 5 years the institution has experimented with bringing in outside mediators, with training employees to be informal mediators, and most recently by creating an ombudsperson office. We continue to experiment and assess our policies and procedures to ensure that members of our community have a chance to be heard and to interrogate the fairness of our procedures.

Of course, not all unfair policies can be addressed using grievance or complaint procedures because the policy is itself considered unfair. For example, failure of the employer to recognize same-sex partners for the purpose of employment benefits or inequitable provision for female employees following the birth of a child are two issues that have been negotiated into some of the collective bargaining agreements over the past decade. Although these occur at a systemwide level, some of the advocacy, research, and actions have been taken by employees at WCU to move these issues into the spotlight.

Another example is a negotiated agreement between WCU APSCUF and WCU management to address a classification of employees known as “regular part-time faculty.” Because of a loophole in the contract, a small group of faculty had been retained long-term without access to tenure or promotion. This agreement allowed them some choice to join the tenure track or be given fulltime employment.

Resolution of complaints and issues of unfairness in employment are not easily resolved, and often take years to come to fruition. However, WCU has a track record of raising concerns and looking for ways to address them in a collegial environment.

Avoidance of Conflict of Interest (Criterion 4)

Our university actively works to avoid conflict of interest (COI) or the appearance of such conflict in all activities and among all constituents. Within the institution, COI may occur in financial dealings as well as in evaluation. COI is addressed by policies at four levels: compliance with Pennsylvania law, the provisions of various CBAs, PASSHE BOG policies, and university policy.

First, state laws are designed to prevent financial conflicts of interest. As a public university in the Commonwealth of PA, WCU is subject to the following state statutes: The Pennsylvania Public Official and Employee Ethics Act, the Governor’s Executive Order on Gift Ban, the Governor’s Executive Order on Code of Conduct, and the State Procurement Code. Guidance is further provided in the following PASSHE Board of Governor’s policies: Policy 2012-01-A Conflict of Interest and Policy 1998-04-A Procurement of Goods, Services, Supplies, and Construction (see separate document detailing compliance with applicable laws, Criteria 8).

All faculty and staff members who manage university accounts are required to disclose financial COI through the Office of Human Resources. Those faculty members who apply for external funding for research must file financial COI disclosures to the Office of Research and Sponsored Programs, before the proposal is submitted. The WCU Policy for Financial Conflict of Interests describes cases for which faculty would have to claim a significant, research-related COI and provides a pathway for mitigating or resolving them.

For faculty, safeguards to prevent financial COI for intellectual property are integrated into the APSCUF Faculty CBA, Article 43. A variety of other CBA articles address evaluation COI to prevent "immediate family members" from serving on committees involved in hiring (Article 11), evaluation (Article 12), tenure (Article 15), and promotion (Article 16). Beyond restricting family members from evaluation, faculty members who are in the same evaluation process are also restricted from evaluating one another, as are untenured faculty restricted from evaluating tenured faculty. To clarify the rules surrounding evaluation committee membership, the WCU COI policy for faculty evaluation was created jointly with the local faculty union.

Students are also protected by the faculty CBA, which indicates that students cannot evaluate other students. Moreover, the WCU student evaluation policy stipulates that student evaluations of faculty cannot be released until after grades are submitted (with only limited release of data when 5 or fewer students are in a class).

Fair and Impartial HR Practices (Criterion 5)

West Chester University is a union environment and most employees are covered by one of six collective bargaining agreements on campus. In many cases, parallel policies for managers (non-represented) exist on the Human Resources Website. Although graduate assistants and work-study students are not considered employees, they also have policies governing the work they perform on campus. At WCU we strive to support fair and impartial employment practices through accessibility to the policies, training for consistent implementation, and recourse to grievance/complaint procedures.

Accessibility to policies is mainly online, but in a few places a parallel paper document is also accessible such as the printed copies of the APSCUF faculty contract sent to each faculty member and relevant manager. Employment-related policies for hiring, evaluation, promotion, and separation of employment are accessible through the union CBAs, Human Resources, and other relevant websites. Appendix X provides information about these protocols/procedures for all of WCU's unions, which are governed by state and federal labor law. All employment policies for faculty and staff that are not covered by the CBAs and information about student employment are described in the university Human Resources website. This includes information about background checks, contracting out, employment of citizens of foreign countries, manager classifications, student work study, veteran's preference, and use of student workers, among others (see Appendix X). Hiring materials for graduate assistants are available through the Graduate Assistantship website, and work-study recipients can find out policies relevant to them on the Financial Aid website (see Appendix X).

Detailed criteria and processes for evaluation and promotion of faculty are described in the WCU Promotion Policy. Decisions about renewal, tenure, and promotion are made by the University President with input from a broad range of evaluators. This includes a department evaluation committee, the department chair, the college dean (or appropriate administrator), the

University-wide Tenure and Promotion Committee, and the Provost. Individual evaluators are not allowed to participate in the evaluation process more than once. Locally negotiated faculty promotion and tenure policies have included individual statement of expectations as well as departmental teacher-scholar models that allow individuals to know position-related and disciplinary expectations and communicate these to evaluators outside of their department. The faculty CBA allows for individual faculty members to make rebuttals at most stages in the evaluation process.

Many individuals responsible for implementing employment policies are offered training to ensure fairness, transparency, and impartiality. For example, before beginning to hire a new employee, a search committee chair receives instruction on the process along with an employment checklist from the employment manager. Before the position announcement is created, the search committee is trained on mitigating implicit bias, how to attract a diverse pool of applicants, and understanding the WCU Nondiscrimination Policy by staff from the Office of Equity, Diversity, and Inclusion. Throughout the process, the employment manager reminds the search committee chair of the state regulations governing consideration of retrenched PASSHE employees from other institutions and the preferred hiring of veterans.

It is a typical response in our institutional culture to provide training for any group (employee or not) that is entering a new position, whether it is New Faculty Orientation or the new First Year Experience course for in-coming undergraduates. These programs do more than address what the institutional policies are and how they should be implemented, but they also serve to create a shared sense of ethical responsibility toward our governing policies.

Honesty and Truthfulness in Promotional Materials (*Criterion 6*)

We live in a world where communication can be initiated from any community member and can become a viral, international phenomenon. The messages we send are archived and the volume of messages available make them difficult to navigate. In this environment, the honesty and accuracy of institutional messaging becomes an important value. Oversight of WCU communication occurs at different points in the institution and although it is distributed among many stakeholders, there are several important gatekeepers for maintaining honesty and truthfulness in communication. These include the Communications and Marketing Department, the Division of Information Services and Technology, the Curriculum and Academic Policies Council (CAPC), the Admissions Office, the Division of Student Affairs, and the Human Resources Department.

The University Communications and Marketing Department maintains a strategic plan for how to communicate to external and internal stakeholders. All messaging is tied to the principles conveyed in the University's strategic plan and mission. When communications are planned, the office's Assistant Vice President (AVP) vets all talking points with senior University leadership to make sure that facts are accurate and the message is consistent. The AVP also regularly convenes a group of 20 or so communicators across campus so that messaging maintains consistency. The office's communications adhere to all requirements for confidentiality and privacy.

Relevant content on the WCU website is largely reviewed and posted by the subject-matter experts in various departments and entities. Web specialists in the Information Services and Technology run monthly reports across the WCU domain to identify pages which have not been updated in the previous 6 months ("stale content"). The owners of the stale content are asked to review and update the pages within 30 days, or the pages are removed. In addition, when

anyone uses the search engine on the WCU site, freshness of content is one of the 73 preference factors utilized by the search algorithm.

Academic policies and student requirements are within the purview of the Curriculum and Academic Policies Council (CAPC). The Course Review and Revalidation Committee monitors courses that are not offered regularly to assure that students are not anticipating courses to which they will not have access. In addition, it ensures that courses not offered in recent years will be updated and revised to reflect current knowledge and circulated through the CAPC approval process. When changes to academic programs are approved by CAPC, staff in the Registrar's office work to make sure that relevant online and paper catalogues are updated to reflect the new policies. These documents are regularly sent to departments and programs for additional review.

Admissions materials have an internal vetting process as well as being routed through academic departments and programs for accuracy. All printed admissions materials have a regular schedule of review for reprinting and online material has a similar process. Within the Division of Student Affairs, guidelines are provided to various constituent groups to assist their communication effectiveness. Many announcements in Student Affairs are time sensitive and are displayed on the University calendar, a newer addition to the community website. All employment advertisements have a multi-step vetting process and are published from a central desk in Human Resources after approvals for the wording have been received from multiple levels.

Ensuring the accuracy of internal and external communication in a university community is a challenging task. Particularly in a digital age when official materials can be sent in a variety of media formats from multiple devices by a broad range of individuals. By using several different monitoring strategies, WCU is successful in reducing misinformation and ensuring that important messages reflect the institutional priorities. Unfortunately, it continues to be a challenge to manage the overwhelming amount of communication that community members receive or have access to.

Promoting and Providing Education around Funding Sources (*Criterion 7*)

West Chester University takes seriously its institutional mission to provide access to learning. It is a point of pride that WCU has kept costs down, increased scholarships and endowments, and offers a quality education at an affordable price. The institution has consistently been rated a Kiplinger "best buy" for higher education and has been recognized by Money Magazine and Consumer Digest for keeping costs low while delivering a competitive educational experience. Compared with regional institutions, WCU costs have grown at a slower rate. Even within the PASSHE system WCU overall costs are low, compared with sister institutions.

The WCU Foundation engages in significant fund-raising to increase the availability of scholarships, and this has significantly increased in the past decade. Because of these alternative funding sources, WCU is able to keep its cost to students lower in a challenging fiscal environment. In 2019, the Foundation was responsible for raising over \$7.4 million. More than 6000 students benefit from Foundation scholarships each year.

WCU also looks for ways to contain student costs and support them to overcome financial obstacles to a college degree. Some examples include: the Philadelphia campus has a 10% reduced tuition fee, the Bursar has instituted pay plans over 5 months instead of 3, and the

Registrar has created more flexible policies to allow students to remain registered after non-payment of tuition. Several programs have been instituted to reduce the cost of textbooks and support for food insecurity and homelessness have also been added.

Beyond reducing costs, WCU provides financial aid workshops/education for incoming students and families to ensure that they understand financial options and responsibilities. Financial Aid counselors provide financial literacy instruction during admission events (both parent and students have sessions), orientations, and the First Year Experience. A financial aid toolkit included in these presentations is available online. It includes a module on budgeting, a credit work sheet, and information about borrowing student loans. The Office of Financial Aid holds FAFSA filing training semi-annually. At that time counselors meet with anyone who needs support and provide 60-minute tutorials through the Financial Aid TV service. Financial Literacy Ambassadors help students understand and apply different types of financial situations to everyday life. These ambassadors set up events, host games, and have tables all over campus. Faculty and staff can arrange for ambassadors to speak to campus organizations and do classrooms presentations.

Services and programs devoted to accessibility appear to be succeeding, as evidenced by regular tracking of underrepresented minority students and students receiving Pell grants. While underrepresented minority student enrollment has steadily increased from 14% to 20% since our last self-study, recipients of Pell grants has hovered around 20% with a slight decline in 2016-2017.

Assessment of Ethics and Integrity in Policies and Processes (Criterion 9)

West Chester University engages in several different approaches for assessment of policies and practices. With regard to ethics and integrity, an important value to the institution is ensuring that institution is accessible to individuals from diverse backgrounds and perspectives. To that end, a variety of measurements are regularly made for the purpose of assessment. For example, statistics related to ethnicity and gender are regularly used to evaluate the staff and student complement for colleges or the President's Cabinet to set goals for the coming year. In 2009/10 and again in 2016 a campus climate survey was conducted. The results were used by the Office for Diversity, Equity and Inclusion, the President's Cabinet, and a variety of other ad hoc committees.

In addition, many policies are regularly reviewed in different contexts to determine if they are fair to constituents. Meet and Discuss between union representatives and management provides a forum for employees to give feedback on existing policies. This regularly occurs for new policies and changed policies, but at times existing policies are reviewed in this context.

Although it is sporadic, committees and offices at a variety of levels often provide a year-end report offering an analysis of their activities during the year. This does not always address issues of ethics and integrity, but it is a regularly occurring opportunity for ethics to emerge as a concern or for celebration.

Conclusion: Strengths and Opportunities

Ethics and integrity are central, indispensable, and defining hallmarks of West Chester University. They are visible in our support of academic freedom and freedom of speech, in the supportive and inclusive climate on campus, in the use of effective complaint procedures and fair employment

practices, in truthful communication, in our financial accessibility, in compliance with applicable laws, and in regular assessment. The previous sections outline many strengths and opportunities for our community with regard to ethics. Below some additional strengths and opportunities are listed for consideration.

Emphasizing and supporting diversity has been a longtime value for West Chester University and many of our successful initiatives continue this legacy. The reorganization of diversity initiatives under one Office for Diversity, Equity, and Inclusion has increased communication and created programming opportunities that were not possible before. Two recent initiatives have successfully increased accessibility for students with disabilities: The Real Achievement Matters (RAM) Initiative brings small numbers of students with intellectual disabilities to WCU. The Dub-C Autism Program provides direct and indirect support to degree-seeking West Chester University students with Autism Spectrum Disorder (ASD). Multiple facilities changes have increased access to diverse groups: single-occupancy, non-gender-specific bathrooms have been added to many buildings, lactation rooms are available in most classroom buildings, space on campus for meditation and prayer has been made available. Additionally, a new policy enables individuals to use a preferred first name, rather than a legal name on many university systems and records.

Some opportunities for future growth include improving student preparation to engage with inflammatory visitors to our campus, increasing transparency when managing non-union complaints, reconsidering the fee structure for students who take a mixed load including traditional and distance education classes, increased clarity about the total costs of attending college for traditional students as well as international students, continued attention to college student financial literacy at graduation, and increased on-site resources for child/family-care.