



## Wellness and Self-Care Task Force

### Report

March 1, 2023



## Executive Summary

The Wellness and Self-Care Taskforce was organized in late fall 2022 to develop recommendations for the Eastern Washington University Executive Leadership Team on organizational strategies that could be implemented to enhance the campus community culture related to employee self-care and wellness, connecting with values, accountability, and employee training and development. The following highlights the Taskforce's recommendations.

**Self-Care and Wellness.** Create and sustain a culture of wellness. Enhance the profile of programs presently available to employees; provide employees with more opportunities to access fitness activities during the workday; reduce costs for employees to engage in fitness activities; enhance connections between employees and the community; utilize strategies for communication that support stress reduction; seek grants to support employee wellness; demonstrate respect and commitment to work/life balance; provide better communication about wellness-related activities; provide active workspaces; notify employees of their ability to access the campus food pantry; host an annual Benefits Fair; and ensure all employees have opportunities to participate in activities.

**Connecting with Values.** Incorporate self-care and wellness in the University's Strategic Plan and utilize consistent messaging and actions to demonstrate the University's commitment to DEI. Demonstrate employees are valued by providing more forms of employee recognition. Address wage compression issues for employees caused by minimum wage increases. Implement practices that demonstrate an institutional commitment to work/life balance, provide opportunities for employees to give back to the community, and simplify institutional processes.

**Creating Accountability.** Enhance institutional accountability by creating an environment that helps employees be their best selves. Provide employees with tools (e.g., campus guide) to help them more easily respond to stakeholder questions and improve "customer" service. Prioritize work when adding additional initiatives; help employees who are assigned additional responsibilities manage their workloads; provide additional compensation for extra duties performed during long periods of understaffing; provide supervisors with training on employee wellness; and complete annual performance reviews to include a review of job descriptions.

**Training and Development.** Support career growth and implement systematized professional development opportunities within workloads. Provide training during department meetings using campus experts and peer mentors. Provide more opportunities to attend conferences and require employees who attend to train peers on what they learned. Create training resource lists and a master list of professional organizations that provide training opportunities. Expand tuition waivers for employees and offer tuition waivers for employee dependents. Create a better conduit of information to the Board of Trustees by adding a non-voting faculty and staff member.

## **Background**

Since becoming Eastern Washington University's President in June of 2022, President Shari McMahan has received considerable input regarding the need to improve campus culture and morale. In response, on October 11, 2022, the President's Office hosted a forum on "Cultivating Campus Culture" facilitated by Tiffany Wentz, a mental health professional, where attendees received lessons on how wellness and self-care can help strengthen the overall University campus. President McMahan also formed the Wellness and Self-Care Taskforce. The Taskforce was asked to develop and provide recommendations to Executive Leadership Team on potential organizational strategies that could be implemented to enhance the campus community culture. The areas of focus for the Task Force included: self-care and wellness, connecting with values, creating accountability, and employee training and development.

## **Task Force Membership**

The Task Force included the following representatives:

- Naite Boham, Associate Director for the Pride Center
- Stephanie Bradley, DEI Training and Development Coordinator
- Aaron Brenton, Administrative Assistant 3, serving in the Catalyst Building
- Nate Bryant, Executive Asst. to Vice President for Business and Finance and CFO
- Valerie Stalford, EWU Police Officer
- Laura Gant, Health Education Coordinator for Counseling and Wellness Services
- Chris Kirby, Professor of Philosophy, on behalf of UFE
- Frank Lynch, Associate Professor of Mathematics, on behalf of Faculty Org
- Crystal Medina, Assistant Director – Events and Visits for Admissions
- Brooke Nicholson, Retention and Advising Specialist, CAMP, on behalf of PSE
- Ray Rector, Director of Equal Opportunity, Investigator, ADA Coordinator
- Amanda Reedy, Professor Social Work
- Keith Ross, Truck Driver 3
- Nicole Scholle, Administrative Assistant 3 for IT
- Michelle Schultz, Associate Director Student Facilities and Housing
- Ashley Stettler, Program Coordinator for Records and Registration
- Katie Taylor, Associate Professor for Wellness and Movement Sciences
- Mark Ward, Management Analyst 5, Records and Registration, on behalf of WFSE
- Sandy Wentz, Assistant Director Benefits

The Task Force was facilitated by Deborah Danner, Associate Vice President for Human Resources, and Michelle Ferazza, Administrative Assistant 3 for Human Resources, provided administrative support.

## Task Force Recommendations

As the Task Force began its review, it recognized the University may not be able to implement some proposals due to budgetary constraints, legal restrictions, or other limitations. However, knowing that budget limitations may mitigate over time and that ideas may spark further dialogue on strategies to enhance campus culture, the Task Force elected to include all recommendations.

### 1. Self-care and Wellness

- **Enhance the profile of programs and services that are presently available to the University's employees.**
  - [SmartHealth](#).<sup>1</sup> A program sponsored by Washington State Health Care Authority, that lets employees join activities, earn points, and qualify for a \$125 wellness incentive.
  - [EAP \(Employee Assistance Program\)](#).<sup>2</sup> A confidential Washington State program that has expanded its services beyond counseling to also include financial resources, legal assistance and more.
    - **Health Benefits. Provide employees with more detailed information about the benefits available through their employee insurance plans. E.g., Discounts available for fitness facilities like SNAP.**
- **Reduce fees for EWU Recreation Center for employees.** Provide University Recreation Center membership benefits at additionally reduced costs for employees, or if the SRA process changes budget allocations, explore whether the University could pay for part of the employees' membership costs to the Recreation Center.
- **Employee exercise/fitness incentive program.** Offer employees, who engage in a University fitness program, incentives such as reduced Recreation Center access fees, reduced group exercise class costs, group personal training, etc.

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<sup>1</sup> <https://www.hca.wa.gov/employee-retiree-benefits/smarthealth-pebb>

<sup>2</sup> <https://des.wa.gov/services/hr-finance/washington-state-employee-assistance-program-eap> (Our organization code is **EWU**.)

- **Reduced fees for departments/units/colleges.** In order to support team building activities on campus for departments/units/colleges, provide reduced costs for access to activities like ice skating, rock climbing, challenge course, etc.
- **Provide increased opportunities for fitness/exercise.**
  - Group exercise. Provide expanded offerings of daily group exercise classes for employees (yoga, strength training, and trial drop-in for pickleball are being offered at noon on the Cheney campus).
  - Offer options for group exercise later in the day (the lunch period does not work for all employees). Offer a dedicated class or “walk and talk” or “walk with a doc” (doc is a prof) type program for the Spokane campus community.
  - EWU fitness classes. Fill empty student spots in EWU fitness classes with faculty and staff; offer evening classes. Use PE rooms that are often empty to provide additional classes for employees.
  - Faculty gym. Reach out to Faculty Commons regarding use of the building to build a small gym for faculty.
  - Exercise breaks. During 15-minute breaks, enhance campus community connection by offering organized walks or other activities.
  - Opportunities for all employees.
    - Currently, there are “structural issues” related to the different types of employee classifications that make it more difficult for some employees to participate in activities. Explore greater use of team building activities during work time which contribute to fitness/exercise (rock climbing wall, ice skating, etc.).
    - Make sure opportunities are available for both Cheney and Spokane Employees.
  - Work time health-related activity. SmartHealth and EAP may not be utilized because the employee has to act outside of work time; incentives for employees; encourage wellness at work instead of outside of work.
  - Fitness committee. Create a fitness committee where employees contribute out of their paychecks. The committee uses funds received to provide fitness/exercise

services based on the amount of contributions received. (e.g., they may sponsor event(s) during the year). Everyone is welcome to participate in activities sponsored by the fitness committee even if they do not contribute.

- **Wellness**

- Include “wellness” in the Strategic Plan.
- During finals’ week, include faculty and staff in stress-busting activities.
- Offer wellness events each month that are tied to an established wellness calendar, such as February for heart health. Choose one event each month on which to focus.
- Hold blood drives, and offer health information clinics on both the Cheney and Spokane campuses and ensure they are well marketed. (e.g., Vitalant holds a monthly blood drive on the Cheney campus during the academic year).
- Provide employees access to Calm or Headspace Apps.

- **Provide opportunities for all employees to participate in activities.**

- Ensure Spokane faculty and staff and remote workers are included in activities and communications.
- Explore strategies to provide classified employees more opportunities to attend campus activities. Work with supervisors to offer flexibility and provide information on when it is okay for employees to leave their job duties to attend such things as Pass Through the Pillars.
- Provide an earlier release time for certain employees on occasions.

- **Improve communications to increase awareness of campus wellness, fitness, and community activities.**

- Include information in the President's emails, on InsideEWU, and on 25 Live.
- Create a website.
- Provide direct communications to supervisors and tip sheets for supervisors.

- Market existing team activities like the Terror Trot, Turkey Trot, cross-country skiing, and kayak rentals.
- **Enhance connections for employees, students, and campus community.**
  - Sponsor activities that allow for family participation--e.g., EWU Trick or Treat.
  - Provide discounts for EWU athletic games to make family participation less costly, offer staff appreciation nights, and host themed games.
  - Sponsor annual events/competitions for staff, students, and campus community – e.g., sports (softball, dodgeball, pickleball), party games, and other activities.
- **Benefits Fair.** Reinstitute the Benefits Fair by providing support for EWU to put on its own Benefits Fair using external and internal experts from such departments as nursing, Department of Wellness and Movement Sciences, and the College of Health Sciences and Public Health. The State of Washington is only offering Benefits Fairs on a limited basis.
- **Grant opportunities.** Provide support for and seek out grants that would help fund employee wellness and self-care.
- **Work/life balance and schedules**
  - Leadership should show thoughtfulness, respect and commitment to work/life balance.
  - Provide leadership with guidance/training/examples of how to support work/life balance for employees.
  - Use of a tagline or email signature note that says something to the effect that “if I am emailing you outside of regular work hours, you are not required to respond” or “I’m out of the office and disregarding all emails while I am out. Please wait to email me until I have returned.”
  - Refrain from sending faculty emails or other communications related to important matters on Friday afternoons or weekends. If faculty receive them at this time, they may feel the need to work on responses late into Friday evening or over the weekend which impedes the ability of faculty to have down time.
  - Align spring break schedule with K-12 schedule and offer 2-week long spring breaks to better support faculty with children. In the course of realigning spring break, ensure the academic year is not moved too late into June causing negative

impacts on students who are trying to find jobs after graduation, impacts on academic summer programs and campus, and impacts on recruitment. Perhaps consider moving to a unified academic calendar.

- Student email accounts. Return to generic accounts, separating work emails from student emails; consider timing of emails or include a note in your signature so receivers do not feel obligated to respond to work-related emails at all hours.
- Minimize information overload by holding shorter meetings and creating fewer and briefer emails.
- **Create and sustain a culture of wellness.**
  - Be cognizant of the institutional policies and practices that adversely impact the wellbeing of faculty, staff and students, e.g., misalignment between university priorities and job expectations, evaluations and promotions, unrealistic job expectations, the perpetuation of a crunch culture, grind culture and a culture of urgency.
  - Be aware of the unequal distribution of wellbeing caused by systematic, institutional practices within and outside of EWU, e.g., the uneven distribution of emotional labor, the unwritten expectation on DEI work by employees from marginalized backgrounds, how current events affect well-being of faculty, staff and students (e.g., the murder of George Floyd, the Atlantic Shooting).
  - Take workload into consideration when new initiatives are introduced. As an institution, we cannot continue to add new initiatives and add new responsibilities without subtracting responsibilities to make room for the additional work.
  - Take the impact of budget reduction into consideration in their decision-making. (Impact can be workload, stress, moralism etc.)
  - Adopt a trauma-responsive management approach. Be educated on how personal, intergenerational, and historical trauma affect faculty, staff and students, especially those from marginalized backgrounds, and take that into consideration in their management responsibilities and decision making.
  - Identify and correct institutional practices of EWU that can contribute to trauma experienced by faculty, staff and students, especially those from marginalized backgrounds.



- For Academic Affairs, take into consideration well-being in setting tenure, promotion and evaluation requirements in college policies and procedures, and with an equity lens.
  - Conduct regular review/assessment to identify unequal distribution of work responsibilities. For example, there is research literature on how women and faculty of color share disproportionate responsibilities of university and community services. We need to see if such disproportionality exists at EWU.
  - Take leadership in resisting grind culture, crunch culture, passion exploitation, etc., which go against EWU's commitment to diversity, equity and inclusion.
  - Take results from campus climate surveys seriously and implement policies and practices to improve campus climate based on results.
- **Demonstrate ongoing commitment to employee wellness.** Create a permanent Wellness and Self-Care Committee or hire a dedicated staff person.
  - **Workspaces.** Provide active workspaces, including stand-up desks, ergonomic desks and accessories, floor mats and walking pads, and appropriate lighting and room temperatures.
  - **Food Pantry.** Provide better communications to the campus community that the Food Pantry is also available to employees. Explore whether there are options for employee-specific food pantry access.

## 2. Connecting with Values

- **Work/life balance.** The University should help employees gain work/life balance so they have an enhanced quality of life and are able to meet the demands and needs that arise outside of work. This would help support employee retention and morale, which fuels our grit and tenacity.
- **Community work.** One of the values of the University is "gratitude." One of the ways gratitude can be expressed is by giving back to the community, such as performing community service. A few hours offered to employees who want to volunteer or contribute to their community could support these efforts. Provide more options for leave or compensatory time. Provide more community work on behalf of adults like we do for children with Toys for Tots (e.g., food bank, coat drive, etc.) and ensure they are marketed.

- **Enhanced flexibility to support opportunities for wellness and self-care activities during the workday.** For many employees, it is difficult to find time for wellness and self-care outside of work hours. Some employers provide paid lunch time for employees to engage in fitness and wellness activities. While this may not be possible for EWU as a state institution, providing employees with flexibility in their schedules could achieve the same goal by adding extra time to a workday in a way that does not interfere with home responsibilities before or after work. While flexibility may be possible for some departments, this opportunity may not be available for other departments who have high work demands during the lunch hour.
- **Enhance bereavement leave.** The University currently provides three days of bereavement leave. New employees do not have extra leave time, and in some cultures the ceremonies related to death take longer than three days. It would be helpful to have additional leave opportunities available.
- **Simplify.** Efforts are being made in some areas to simplify processes so the team can better manage their time.
  - Make it easier to find out who does what on campus. Some departments receive a diversity of questions from students, employees and stakeholders. The staff in these areas often have challenges trying to figure out who on campus would be best suited to address the issue. The creation of an EWU contact list or a directory that identifies departments' and colleges' responsibilities would make it easier to access the correct information. Additionally, it would be helpful to have an Administrative Contacts tab in the University Directory list an administrative contact in addition to the department chair or lead.
  - Provide updates on InsideEWU of each department so the rest of the campus knows a little more about what is going on with other employees and departments.
  - Create a common email address for each department. Due to frequent staffing changes, it is difficult to keep campus "contacts" up to date. A common email address for each department would help employees get assistance without having to stay up to date as to who works in the area. It would also ensure that assistance is timely received if someone is out on leave, because then someone else on the team could respond to questions or concerns.
- **Wages.** Provide fair wages (increases in minimum wage is creating wage compression for some employees).

- **Dedicated faculty time.** Provide dedicated time for faculty to do tasks such as assessment, accreditation, training, community service, and retreats was proposed. Some institutions designate Fridays as a day for faculty when no classes are scheduled but staff are expected to come to work and participate in these other types of activities. The creation of blocks of time on other dates and times would also work.
- **Employee recognition.** The University could better support employees to achieve greatness and be their “best selves” by ensuring there is more employee recognition. While the University currently has service awards, it would be nice to create some sort of system that supports departments in providing other forms of recognition.
  - Provide departments with some funding to recognize their employees for their work. Supervisors could send out small, inexpensive award objects monthly for employees to collect and display as a way to show off their accomplishments. (e.g., “Alty” aka “A Little Thank You” Awards). Awards do not have to be over-the-top.
  - Provide departments with a “lunch fund” to take employees out once in a while or have pizza parties. This fall, faculty met at the Barrel House for pizza. It was an opportunity to connect as a community and was well received. Faculty Commons is planning to host another similar type of event.
  - Fund participation in the state and nationwide Student Employee of the Year organization. Nominations from supervisors would be submitted at school level and go on to state and national levels of recognition and award. This event occurs the second week of April.
  - The Provost or other administrators providing an acknowledgement or a thank you for hard work is valued greatly by faculty. Recognition is really important to faculty. They are asked to do more and more with less and less. There are very few formal recognition awards. The Dean of Students does ask students for submissions/nominations from students regarding faculty. This provides a positive experience for faculty who are identified by students.
  - In determining appropriate forms of recognition, explore what resonates with employees and faculty as recognition? Different forms of recognition may be better received by different employee groups.
  - Be thoughtful in scheduling recognition events. More thoughtful scheduling of these events would increase opportunities for connecting with other faculty, staff and the community. In timing events, leadership should consider specific department workloads during different times of the year. For example, if it is a

super busy time of year for a college or department, this would not be a good time to schedule.

- Provide recognition after the accomplishment of big tasks/projects. Currently, these accomplishments are not typically recognized, and the teams just move to the next project/task.
- **Intentional communications.** People should feel valued by the way we communicate with each other. For example, be intentional about showing student employees that we are interested in them, not just what they can do for us. Create an opportunity to be able to be real people with them, such as lunch together outside of the workplace.
  - More thoughtful timing of campus messaging regarding significant matters that may impact employee morale or cause stress resulting in a negative impact on work/life balance.
- **Diversity, Equity and Inclusion**
  - Inclusion and diversity are essential values and should be included in all endeavors and not just in hiring. We must make a concerted effort for expanding support for our representative staff who are overburdened with the responsibility for providing and upholding our DEI endeavors while also trying to participate in other activities. For instance, a staff member may want to be a part of the SRA process but also has DEI commitments already on their plate. We should be thinking creatively about a solution. Some ideas include removing something off the plate of a staff member when something else is added; a dedicated advisory or supervisory position or another role within the institution who can review hiring/diversity efforts; or searching for solutions from the Advocate Program.
  - Provide more support for disability. Offer more information on the accommodations process to the campus including: reaching out by way of an annual callout to colleges; better marketing for who to contact when there is an ADA concern; providing mini training sessions for supervisors on the formal accommodation process and how to have hard conversations about disability; and prioritize and consider the needs of marginalized populations in policy development and modification.
  - Ensure diversity and inclusion messaging to the campus community is consistent and regular.
  - Diversity and inclusion should be clearly present when exemplifying values. Some suggestions for demonstrating this are ensuring there is diverse

representation in hiring, especially in upper administration, and providing disability advocacy.

### 3. Creating Accountability

- **Employment environment.** Create a framework that helps employees be their best selves.
- **Department resource guide.** Some departments have inboxes that are a “catch-all” for a variety of requests from students, staff and faculty. For staff working within those departments, it is difficult to know who in the University is accountable/responsible for different matters. Create a resource or guide which identifies the departments and the individuals within the departments who are responsible for responding to specific inquiries. Searching on the intranet takes a lot of time, and if an individual is referred to the wrong place, this creates a negative experience.
- **Manage employee workloads.** For some employees, due to workload and position demands, there is no time for wellness activities, and they feel unable to request time off for vacation or self-care. They are also unable to participate in other EWU activities that are not directly within their primary assigned work. It is the departments and staff who must do more with less people who need self-care the most. People are burned out, and they do not have anything that gives them hope that circumstances will be changed. Money does not solve the issue of employees being overwhelmed. Employees need to feel enthused about coming to work and not have to take their work home. Not only do increased workloads result in individuals having no life outside work, but many employees also feel they are unable to use their vacation time or otherwise take time off for themselves. For many employees, it is hard to approach a supervisor with requests for help or for time off because there is so much work to be completed. Some employees believe they may be fired if they were to ask for time off for self-care. Making it easier to have these conversations with supervisors, who are overwhelmed themselves, would allow employees to use the tools they have (annual leave time) to have work-life balance.
- **Extra duties and compensation.** Over time, some employees take on added tasks that may not be in their job description but in a time of understaffing, things still need to get done, and someone must do it. These tasks can end up becoming a permanent duty for an overloaded employee. Some employees may not receive compensation for these additional duties but remain accountable for continuing to make sure that both their job requirements and the additional job duties are fulfilled. In the interim between hiring, people need to be compensated for extra work.

- **Regular performance evaluations and job description review.** Regular job description reviews and evaluation of performance on an annual basis by supervisors may help supervisors ensure employees continue to work within their role while also allowing for adjustments in positions that may be needed if a department evolves, or things change.
- **Prioritization of work.** When we are short-staffed, there is more work with fewer people, which means that job tasks can get pushed down or over to other staff. Temporary job assignments are lasting a long time, resulting in stress for an extended time. Perhaps a bottom-up, top-down approach and establishing priorities would help to mitigate employee stress and burn out.
- **Impacts of OT eligibility for previously OT-exempt personnel.** Challenges have been created with the OT-exempt to OT-eligible status. As a result of this change, it is difficult for employees to participate in some extra activities that they previously participated in because they are not subject to overtime.
- **Supervisor training on wellness.** Supervisors could attend learning sessions during a University-sponsored “wellness week” to learn how to have conversations with their employees addressing work/life balance issues, quality of life, and workload management.
- **Lean processes and simplification of work processes.** Developing lean processes or just reviewing and simplifying processes could remove a lot of duplicative or unnecessary tasks which may mitigate some of the current workload challenges.

#### 4. Training and Development

- **Career growth.** Provide opportunities for employee career growth.
- **Systematized and funded professional development/training opportunities.** Create systematized professional development opportunities, such as training and provide earmarked funds to support employees’ opportunities to build skills, grow, and better contribute to the University. Better training and development programs would make employees feel valued and allow them to grow. It would also support retention. There are some funds for faculty training pursuant to the faculty CBA, but not for other groups. Encourage an evaluation of whether the funding for faculty under the CBA is adequate.
- **Advocacy training.** Strongly encourage employees, departments, units, colleges to go beyond the base-line training required for DEI and complete advocacy training to ensure we are creating an environment that supports diversity.

- **Training steps program.** There are programs in other agencies that allow exempt, non-represented employees to earn “training steps” that equal a step up in pay every time a certain number of steps are achieved. (e.g., Community Colleges of Spokane).
- **Faculty workload.** For faculty, provide professional development time as service in the workload or provide additional compensation for earning a certificate. Certifications add to workload. Normalize a service commitment.
- **Training on best practices.** Ensure supervisors and employees receive proper training on the best practices for their area of work to prevent waste of time and money. We could find experts in specific areas of development to provide guidance in this area.
- **Communications regarding training.** Training needs to be highly advertised and marketed in order to be well-attended. Additionally, there needs to be advance notice well ahead of events to allow for employees and supervisors to make time for such training events.
- **Mentors.** Peer connections, such as peer mentors, would provide a sense of community and strengthen the work and performance of employees.
- **Tuition waivers.** Expand the availability of tuition waivers for employees (e.g., there are no waivers for self-support programs, including AP programs). Offer tuition waivers for employee dependents.
- **Training incentives.** Incentivize faculty training to include rate reductions on wellness activities or gym membership.
- **Professional list master list.** Create a master list of all the professional organizations our university belongs to, because there is a lot of free information and training that can be obtained through those resources.
- **Training resource list.** Develop a resource (a list of training opportunities) available for each department’s needs. Tailor training to the needs of the group. Departments and colleges could then access this list and request training for department or college meetings.
- **College/department meeting training.** College meetings are a good way to reach chairs, directors, and deans. Departments should be having regular meetings. This is an opportunity to bring in a campus expert for brief training during these meetings and give a high level of information in a short period of time. It creates connectivity. Departments could create a goal for a certain number of a la carte topics to be presented each year.

These brief training sessions would empower staff with information without the commitment of a 2-hour training.

- **Experts on campus.** Have experts come to campus to provide training instead of sending employees out to receive training to reduce costs.
- **In-house experts.** Have our in-house experts lean into their expertise and allow people to connect while learning what departments do.
- **Training formats.** Provide training in multiple formats to increase employee engagement. Zoom training is not always effective in that there are interruptions and because you are able to work during the training there are distractions. We should consider providing classes in person, together with classroom technology, to allow the community to be together.
- **Test out options.** Provide an option to test out of training (non-statutory training).
- **Mandatory training.** Explore making more training mandatory.
- **Conferences and team training.** Allow more opportunities for attending conferences. Offer guidelines around budget. Maximize the use of funds for conference attendance and increase accountability by having faculty and staff who attend come back and provide training to other individuals about what they learned during the conference.
- **Board of Trustees conduit.** Create a better conduit of information to the Board of Trustees. The Board needs a non-voting faculty member and a staff member to make sure employees are heard. They need all stakeholder perspectives.

### Conclusion

The members of the Committee appreciate the opportunity to participate in this process and to provide input on such a vital subject. We strongly believe that there are numerous opportunities and strategies to make small, incremental changes that collectively would significantly improve EWU culture and employee morale. Thank you for bringing this important endeavor to EWU.