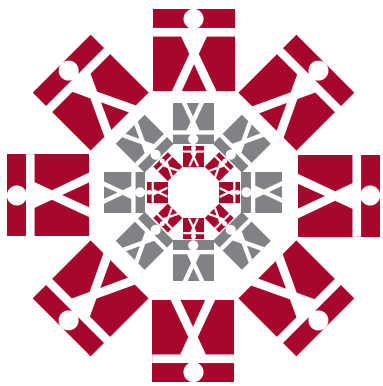


STRIVING FOR EXCELLENCE



Diversity Progress at
Washington State University
1995-1997



***Striving for Excellence
Diversity Progress at
Washington State University
1995-97***

Prepared by:

Ernestine Madison, Ed.D.

Vice Provost for Human Relations and Resources

Washington State University

Pullman, Washington

Additional copies of this report are available from the Office of the Vice Provost for Human Relations and Resources
French Administration Building 134, Phone (509) 335-8888.

? Washington State University, 1998.

TABLE OF CONTENTS

INTRODUCTION 5

DIVERSITY PLANS – ADMINISTRATIVE UNITS

Business Affairs 7
Extended University Affairs 11
Human Relations and Resources..... 25
Provost and Academic Vice President, Office of 31
Research and the Graduate School..... 37
Student Affairs 39

DIVERSITY PLANS – COLLEGES AND BRANCH CAMPUSES

College of Agriculture and Home Economics..... 51
College of Business and Economics 59
College of Education 67
College of Engineering and Architecture..... 73
Intercollegiate Athletic Department..... 75
Intercollegiate Center for Nursing Education (ICNE) 79
College of Liberal Arts..... 85
Libraries..... 89
College of Pharmacy..... 91
College of Sciences..... 95
College of Veterinary Medicine 97
WSU Spokane 105
WSU Tri-Cities..... 111
WSU Vancouver 117

TABLES

Ethnic Enrollment - WSU Pullman 123
Ethnic Enrollment - Branch Campuses 124
Ethnic Enrollment - Undergraduate 125
Ethnic Enrollment - Graduate 125
Degree Completion 126
Six Year Graduation Rates 127
Retention Rates 127
Employment 128

INTRODUCTION

In higher education, the definition of diversity is still evolving in the wake of many challenging social and legal issues. Washington State University (WSU), however, is among the institutional leaders in formulating a broad diversity definition which encompasses many aspects and components of our society. It is our expectation that the WSU colleges and areas campus-wide will embrace this definition and implement goals which will enhance higher education opportunities for all.

Research supports the fact that as a result of successful diversity initiatives, higher education has been profoundly changed for the better. Diversity has improved the educational experiences for all students in their intellectual endeavors. WSU has chosen to adopt and affirm diversity as a way of life because we believe that the University must accept and maintain a leadership role in preparing students to live in a changing demographic and global society. Diversity is the key to educational excellence for all students. Therefore, we must create change to more adequately address the total spectrum of a truly diverse campus community by attracting a diverse faculty and staff population. An example of this commitment is the academic enrichment program which has recently been introduced by the provost to support and enhance diversification efforts in the area of faculty recruitment and retention.

The need for diversified faculty and staff has become extremely evident as an essential component to successful student recruitment and retention issues. Faculty and staff are called on to serve as role models and mentors, assist with equity and social justice, and provide a variety of perspectives concerning institutional practice and decision making. Professors also bring new scholarly perspectives to the curriculum and research.

The results of an institution-wide effort to value diversity will have a great impact on the future of our nation by creating future leaders who are more educated, open to difference, and committed to social justice. As we continue our journey in the diversity arena, we recognize the importance of a comprehensive approach to developing and implementing diversity initiatives. We also recognize that diversification is a long-term strategic process which, in order to be successful, must be embraced and accepted by all members of the institution. WSU has adopted the five diversity goals, which are listed below, to serve as a guideline to assist the University in creating a diverse and welcoming environment for all.

Goal I: Administrative Structure

Provide leadership and an administrative structure which creates systems of accountability. Promote, coordinate, monitor, and enhance diversity efforts in all areas of the University

Goal II: Work and Learning Environments/Climates

Provide avenues for individual, institutional, and community change that will enhance the academic, residential and employment environments by advocating for the well-being and success of all individuals in the University.

Goal III: Student Enrollment, Retention, and Degree Completion

Provide structures for academic success and increased access to higher education for a diversified student body, evidenced through recruitment, retention and degree completion rates comparable across all subgroups of the student population.

Goal IV: Faculty/Staff Recruitment, Employment, and Retention

Provide structures to recruit, employ, develop, and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law.

Goal V: Curriculum Diversification

Provide a curriculum that is inclusive of multiple perspectives and styles of pedagogy which prepares students to be successful in a changing world and increasingly competitive market place.

The University is taking an active role in the advancement of our diversity goals within the community which it serves. This is a second progress report focusing on the success of diversity efforts in all aspects of the University system. Assessments will be conducted in two-year cycles and will be instrumental in determining various courses of action needed at WSU to continue our strong support for diversity. Each progress report shows how WSU has strengthened its diversity efforts in relation to the goals and strategies listed in the *Commitment to a Diverse Community at Washington State University, A Plan of Action 1997-2002*. These areas include the curriculum as well as campus-wide extra curricular activities which provide cultural enrichment designed to meet the needs of our faculty, staff, and students.

Diversity is a precious gift. *Striving for Excellence: Diversity Progress at Washington State University 1995-97* is indicative of how we, as an institution, show our appreciation and support for such a treasure.

Division Of Business Affairs

Mission Statement

The mission of the Division of Business Affairs is to provide those services required to support the teaching, research, and public service goals of Washington State University in a timely, cost effective, and professional manner. Services provided by units in the Division include financial support services, facilities operations and maintenance, planning and construction of new facilities, maintenance of a safe and healthy environment, risk management and insurance, monitoring of internal controls established to safeguard assets, procurement and delivery of goods and services, coordination of policies and procedures, administration of employee benefits, police and fire services, parking and transportation, and housing and dining programs.

Essential to the delivery of these services is a workforce that reflects, understands, and appreciates the racial, ethnic, cultural, religious, gender, sexual orientation, disability and socioeconomic differences found in our community and in society at large. The recruitment, employment, support and retention of such a workforce is the Division's primary diversity goal. The Division also commits itself to the support, in every possible way, of all additional institutional goals set from time to time by the Office of the Vice Provost for Human Relations and Resources.

General Progress Report - 1995-1997

The past biennium has been one of continued incremental progress in achieving the several goals previously set forth in the Division's Diversity Plan. The specific milestones are more particularly described below, as they arise in discussion of specific strategic goals and objectives over the past two years. The overall picture to bear in mind in reviewing these specific developments, however, is one of continuing progress and constant striving to strengthen the Division's commitment to and realization of its diversity goals.

Goal I: Administrative Structure

Provide leadership and an administrative structure which creates systems of accountability. Promote, coordinate, monitor, and enhance diversity efforts in all areas of the University

Objective A: Support the administrative structure which has been developed to enhance diversity efforts on campus

Progress:

- ?? The Division continues to play an active part in the diversity administrative structure of the University. Personnel from Benefits and Risk Management have participated in the work of the Commission on the Status of Individuals with Disabilities, the Committee for Domestic Partner Benefits, and workshops on domestic violence. Representatives of Facilities Development have continued their work with the Commission on the Status of Individuals with Disabilities as well, to prioritize facility improvements that make University buildings and grounds more accessible for the disabled. Many other areas, including Procurement and Housing, have assessed their areas' accessibility, begun the process of obtaining necessary changes, and provided facility and job duty accommodations for disabled employees. Housing's planning for future dormitory renovations now routinely includes provisions for disabled-accessible rooms, again with input from the Commission and the Disability Resource Center.
- ?? The Police Department has established a closer working relationship with the Gay, Lesbian, Bisexual, and Allies Program, addressing areas of mutual concern.
- ?? All departments within the Division have also been encouraged to keep staff updated, through e-mail and/or staff meeting discussions, on the progress of the University's several overall diversity efforts.

Objective B: Utilize the resources that are available to support diversity efforts

Progress:

- ?? Several departments within the Division have availed themselves of various management/diversity training courses that the University has conducted. The Division has actively encouraged such involvement in these courses, both for individual employee development and to promote diversity efforts within the Division as a whole. Department heads are also encouraged aggressively to promote taking such courses to their employees.

Goal II: Institutional Climate

Provide avenues for individual, institutional, and community change that will enhance the academic, residential, and employment environments by advocating for the well-being and success of all individuals in the University.

Objective A: Provide a positive work environment which is supportive of all employees

Progress:

- ?? As noted above, the Division has encouraged employees to attend various management and other training courses, as offered by WSU's Human Relations and Resources (HRR) and by outside entities. Some departments have also sponsored their own in-house training courses, taught by HRR personnel. Employees have received copies of the Statement of Principles developed by HRR, and all departments within the Division have explicitly endorsed that Statement to their employees.
- ?? The Division has encouraged its departments to address and resolve internal personnel issues at the earliest possible point. In many cases that encouragement has itself been sufficient to obtain the desired resolution. Where further efforts are necessary, however, the Division stands ready to provide it. Central Business Affairs staff have intervened in at least one intradepartmental dispute, bringing the Conflict Resolution Program into the mix as well, in order to coalesce the department together as a working unit. This intervention had very successful results.
- ?? The Division contains many of the unionized workers on campus. As a result, the development of cordial relations with the several locals representing those workers has been a priority. While the inherent nature of the labor-management relationship is such that disagreements are inevitable from time to time, the University has made a conscious effort to build a constructive relationship with its labor constituencies. Those efforts will continue.

Objective B: Encourage an appreciation of the value of diversity

Progress:

- ?? The several training course opportunities discussed above, together with the emphasis on the University's commitment to diversity, constitute the major progress markers in this area. The Division's encouragement of its staff to participate in diversity activities and training is an unspectacular, daily occurrence that, we hope, will have magnified results over time.
- ?? The central administration of the Division evaluates each department head's diversity efforts as a part of each such person's periodic job performance review. This makes promoting diversity an important part of each department head's job functions, on which his or her performance rating at least partly depends.

Goal III: Student Enrollment, Retention, and Degree Completion

Provide structures for academic success and increased access to higher education for a diversified student body, evidenced through recruitment, retention, and degree completion rates comparable across all subgroups of the student population.

Objective A: Provide services to students in a manner which will fortify institutional efforts to enroll, retain, and graduate a diversified student body

Progress:

- ?? Many departments within the Division have stepped up efforts to address diversity concerns regarding students, and to provide special services to students of diverse backgrounds. The Department of Public Safety, for example, has increased its outreach efforts to enroll more diverse students in its Intern and Cougar Security programs. Its interfacing with the Gay, Lesbian, Bisexual, and Allies Program (GLBA) has already been noted. Parking Services has further developed facilities for disabled parking, especially at special campus events.

- ?? The Housing Department has continued the development of the International House program at McCroskey Hall. It envisions a first floor remodel that will enhance meeting spaces for international students, and make living spaces available for disabled students as well. Such living spaces will also be included in the University's Math, Science, and Engineering Hall (Goldsworthy Hall) for occupancy in the fall of 1998. Dining Services has continued its practice of hosting "theme" dinners, featuring the cuisines of various diverse ethnicities, in its facilities at intervals throughout the year.

- ?? The Benefit Services and Risk Management Department has worked to develop insurance programs for graduate students, which provides a positive impact for diverse student groups disproportionately. It has also worked with international students on various medical insurance issues, and participated in a University committee examining issues relating to domestic partner insurance benefits.

- ?? The Department of Environmental Health and Safety has aggressively hired diverse students for its temporary student positions. In addition, it is initiating an internship for Nez Perce tribal students. Many other departments within the Division also hire temporary student workers, and all have placed an emphasis on hiring students of diverse backgrounds.

Objective B: Provide opportunities which will enhance the ability to recruit, retain, and graduate a diversified student body

Progress:

- ?? The main focus of the Division's efforts in this area has been in the various temporary student hirings and internships, which are discussed above. The Division has consciously attempted to recruit diverse students for these positions.

Goal IV: Faculty/Staff Recruitment, Employment, and Retention

Provide structures to recruit, employ, develop, and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law.

Objective A: Recruit and employ a staff reflective of the diversity of the faculty and student population

Progress:

- ?? The Division has worked diligently to attract and hire persons of diverse backgrounds. This effort has involved all departments within the Division, and have taken many forms. They include working closely with HRR (and especially the Center for Human Rights) in the recruiting and hiring phases of job searches and solicitations, to ensure that the applicant pool contains as many diverse applicants as possible. The large number of persons taking management and other professional advancement training also fosters the retention of qualified diverse employees.

- ?? The Physical Plant Department has undertaken development of a Trade Trainee program. This program provides an opportunity for employees of diverse backgrounds to gain journey level status in any of a number of trade categories, thereby increasing their job skills, marketability, and value to the University as employees.

Objective B: Support and retain a staff reflective of the diversity of the faculty and student population

Progress:

- ?? The Division's efforts at achieving this goal have been discussed at several points above, and need not be repeated here. The professional advancement training, the continuing efforts to sensitize all employees of the Division on diversity issues, and the conducting of diversity-specific training, all have as a major goal the retention and support of a diverse workforce.

Supplementary Goals For Next Reporting Period

In order to continue to measure the Division's accomplishments of its goals as outlined in its Diversity Plan, through the next reporting period, some more specific goals are needed. These both supplement the existing Plan, covering aspects of needed efforts not fully recognized at the time of the Plan's original drafting, and highlight areas where redoubled efforts to achieve benchmarks already outlined in the Plan are needed.

1. **Training/Retention.** Encourage all departments to conduct their own in-house diversity training programs, with assistance from HRR as appropriate. Encourage department managers and staff to attend University sponsored training, including diversity training. Reaffirm to staff the University's desire for them to participate in diversity and other professional development training consistent with job obligations. Encourage growth of professional training programs targeted at employees of diverse backgrounds.
2. **Recruitment and Hiring.** Continue aggressive searches for underrepresented persons in all job searches. Utilize Center for Human Rights/HRR resources to maximize the diversity of all applicant pools. Expand utilization of diverse persons in student temporary/intern hirings.
3. **Manager Accountability.** Continue to use departmental efforts and successes in diversity efforts as an element in manager evaluations, reaching down to lower supervisory levels.
4. **Facility Renovations.** Continue to identify and renovate (as funds allow) facilities and buildings to enhance disabled access.

The goals embodied in the Division's Diversity Plan remain as important targets for all departments, aside from these supplementary or additional aspirations. The Division, having achieved many of its initial goals, now looks to complete the accomplishments it has secured and to move forward toward a multicultural and welcoming working environment.

Extended University Affairs

Mission

The Extended University Affairs Division of Washington State University plays a critical role in developing and administering institutional advancement programs involving constituencies important to the University, both within the University community and off-campus. This also involves direction of the statewide Washington Higher Education Telecommunications System (WHETS), Distance Education Programs, and statewide Cooperative Extension Education that includes Learning Centers throughout the state. By their very nature, the units in the division work to advance the mission and priorities of Washington State University and so are influential in advancing the work of diversity.

Extended University Affairs Division Alumni Relations; University Advancement, including the WSU Foundation and Advancement Services; University Relations, including News and Information Services; University Publications and Printing and the WSU Press; Beasley Performing Arts Coliseum; Extended University Services (EUS), including the Extended Degree Program (EDP), Conferences and Institutes (C&I), and the University Center for Professional Education (UCPE); Cooperative Extension, including the WSU Learning Centers; and Educational Telecommunications and Technology (ETT), including KWSU Radio and TV and WHETS. These units:

- ?? Foster relationships for WSU with key constituent groups.
- ?? Communicate information in many forms about the University's people, programs, and values to a wide array of audiences.
- ?? Raise private funds to advance the University's priorities.
- ?? Bring intellectual and cultural events and entertainment to the Pullman campus.
- ?? Extend news and cultural programming as well as academic courses throughout much of the state via radio, television, and high-tech teaching systems.
- ?? Reach out to all types of place-bound students and communities throughout the state with the Extended Degree Program, Cooperative Extension, and the Learning Centers.

At the heart of Washington State University's mission is its commitment as a land-grant university to expand access to quality higher education to those groups of Americans who have previously been denied the benefits of a university education. In 1890, when WSU was founded, the University expanded access to children of the state's middle class and farm families. Today, WSU is working to expand access to higher education for all groups of the community, place-bound working adults, and to women and minorities in academic disciplines where they are typically underrepresented.

The units in Extended University Affairs have already made important contributions to diversity efforts through the increase in scholarships provided by the Foundation for students of all groups; the "alumni alliances" that bring diverse alumni in closer contact with WSU; ethnically diverse programming at Beasley Performing Arts Coliseum; proactive efforts to gain publicity for diversity efforts such as the Martin Luther King Day events and the B.O.L.D. Conference; extensive coverage of alumni, faculty, and students who are women or minorities in *Hilltopics*; expanded ethnic cultural programming through ETT KWSU/Radio & Television; and books on Washington's diverse peoples published by the WSU Press.

Accomplishments

Goal I: Administrative Structure

The University's goal is to provide an administrative structure that assumes a leadership role in promoting, coordinating and monitoring diversity efforts in all areas of university life. University Affairs units have also established structures and procedures to foster diversity. The Vice President encourages all unit administrators to

identify opportunities and encourage staff to participate in those opportunities as they become available.

Alumni Relations and the WSU Alumni Association

Alumni Relations and the WSU Alumni Association are committed to cultural pluralism. Following the directives of the University, this unit has succeeded in supporting the effort to diversify in many aspects. By its design and goals, the WSU Alumni Association, through its membership, represents all cultures, religions, and lifestyles of the University alumni.

Extended University Services (EUS)

Staff in all EUS units have had access to HRS training programs on topics of diversity. Supervisors have identified these opportunities and encouraged staff to attend. All staff of the University Center for Professional Education (UCPE) have been notified of diversity training available. All UCPE staff have attended diversity training.

EUS has taken positive steps to ensure that each staff member receives at least six hours of diversity related training each year by conducting two in-house training sessions. The first two-hour session covered issues of sexual harassment and was attended by nearly 75% of the staff. The second 90-minute session was conducted by Steve Nakata from the office of Multicultural Student Services and provided Extended Degree Program staff with information about collecting ethnicity data from prospective students. Steve reviewed the procedures for asking potentially sensitive questions to callers. He also covered some of the important underlying issues related to increasing the diversity of students served by WSU, and what the institution does with the data collected.

In C&I, registration staff members took "Valuing Diversity" training. Supervisors attended "Sexual Harassment Prevention" training. Seven members of the staff viewed the Song to the Creator exhibit with a Native American docent to gain insight to the Native American culture as represented by the artifacts. The director of C&I and the director of EUS both attended the Legal Issues in Human Resource Development seminar sponsored by the Center for Human Rights.

83% of UCPE staff are comprised of underrepresented groups, including women and minorities.

Educational Telecommunications and Technology (ETT)

As public broadcasters and leaders in the delivery of distance education programs, ETT strives to provide programming that is meaningful to underserved and unserved populations within its service area. In the past two years, ETT has increased the amount of ethnic programming on the public television and Cable 8 services, added four additional public radio stations to serve unserved areas, and digitized and expanded WHETS to serve more non-traditional/minority students throughout the state.

WSU Foundation

Issues related to diversity in the WSU Foundation, have been, and will continue to be, addressed at Development Cabinet meetings in an attempt to actively promote, coordinate, and monitor their progress as a unit. Diversity training/workshops were held for all staff of the Foundation and the News and Information Communication Cabinet on October 29, 1996 (Classism), February 18, 1997 (Racial Awareness), and April 18, 1997 (Sexual Harassment).

Office of University Publications and Printing (OUPP)

All OUPP staff participated in Sexual Harassment and Workplace Environment training in 1996. As follow-up training, OUPP managers participated in the Sexual Harassment Prevention for Supervisors and Managers course in 1997. One OUPP staff member completed the diversity track training program in 1995, and assisted with the GLBA youth conference in 1996. Another staff member serves on the GLBA Advisory Board. OUPP actively supports staff member leadership efforts in diversity training programs.

WSU Press books published during 1995-1997 include five by women authors. One in particular, *Northwest Women*, is the first annotated bibliography on the history of Pacific Northwest women. Other recent releases recount multicultural history of the region, including *Hair of the Dog*, an account of Barbara Oakley's experience as a translator on board a Russian trawler in the 1980s; *Voice of the Old Wolf*, a Nez Perce history of the early twentieth century; and *Very Close to Trouble*, a frontier history of the Interior Northwest.

The WSU Press continues to acquire manuscripts that present the multicultural history of the Pacific Northwest as well as titles from traditionally underrepresented authors. Forthcoming titles include a biography of Myra Albert Wiggins, a turn-of-the-century photographic artist; and a series of portraits and interviews of people living along the Yukon River.

University Relations and News and Information Services

University Relations and News and Information Services staff advance diversity through communication activities and public relations programming. Structures and leadership are in place to increase accomplishments in each area. Key aspects are as follows:

- ?? Assistant Vice President for University Relations encourages staff to take part in diversity training, actively encourages diversity communication and public relations work by central as well as college and branch campus staff. Monitors new communication materials for appropriate portrayal of WSU's diverse community. During 1996-97, she took on added responsibility for seeking funding for diversity communication work not covered in regular budgets.
- ?? Assistant director of News and Information Services is assigned leadership responsibility for developing WSU's diversity communication plan with Human Relations and Resources and with colleagues in NIS and on the Communication Cabinet. Through this plan, the communication team works to improve the campus climate and support recruitment of diverse students and the recruitment and retention of diverse employees
- ?? Communicates to the campus community about WSU's diversity work and progress on diversity in the curriculum.
- ?? The Assistant Director of News and Information also builds key working relationships with all of the main leaders of WSU diversity programs and develops selected diversity communication activities and materials in partnership with Human Relations and Resources. He also represented NIS on the diversity training committee with representatives from the WSU Foundation. At the invitation of the Japanese-American student, he attended an Asian-Pacific-American WSU student leadership workshop on campus.
- ?? The editor of *Hilltopics* plays an influential role in portraying the diversity of the WSU community by seeking out major stories on alumni, faculty, and students of all backgrounds. This University-wide publication goes to more than 120,000 alumni, faculty, donors, and parents of current students. He builds relationships with the alumni leading the affiliated alumni groups for graduates of color, helping them tell their story.

Goal II: Work and Learning Environments/Climate

The University's goal is to provide an academic and residential environment that recognizes and appreciates the value of diversity and supports the well-being and success of all participants in a multicultural community. With its particular responsibilities for building relationships, University communication, special events, cultural programming, and public broadcasting, Extended University Affairs makes critical contributions to institutional climate.

Alumni Relations

Alumni Relations is not directly involved in either the academic or residential environment of the University.

However, as ambassadors for the University both on and off campus, the unit is dedicated to supporting both of these areas of the University community.

Both the Crimson Company Show Choir and the Student Alumni Connection strive to recruit members from diverse backgrounds. The office provides programming and staff support for the groups, fosters leadership, management and team-building skills and are excellent ambassadors for the University.

The Alumni Association will continue to recruit and retain multicultural representatives of the WSU alumni for district directors and deputies, constituency representatives and its many volunteers. In addition, the Association will support and endorse groups on campus that represent a diverse WSU community.

Extended University Services (EUS)

On several occasions in the past, EDP instructors have received written work from students that reflect views inconsistent with WSU's stated system of values that embrace a diverse world view. EDP staff have worked closely with faculty in these cases to enable them to provide information to students that could lead them to view the world with increased tolerance.

C&I requires new employees to the unit to attend new employee orientation and diversity training, if they have not already done so in the last two years. Eighty percent of the staff have attended sensitivity training, and one C&I staff member has served on the President's Commission on the Status of Women and the Governor's Interagency Committee on State Employed Women.

C&I treats staff and clients with equity and with sensitivity to differences in their culture and values. They also seek out diverse groups and their knowledge in helping to prepare their programs and to understand their constituents.

The diversity report is a standing report of the Tri-Cities Dean's cabinet meeting and is passed on to UCPE staff at the UCPE staff meeting.

ADA accommodation clause included in UCPE instructor contracts.

ADA accommodation clause included in UCPE participant registration forms.

UCPE employs diversity practices in the hiring of UCPE instructors.

Educational Telecommunications and Technology (ETT)

ETT has played a very key role in helping to strengthen ties between the University and its constituents. It has acquired, produced, and coordinated broadcast and academic programming that meets the ascertained needs, problems, and interests of the intended audiences. ETT has been committed to programming that stimulates interest, provides insight, and reflects the values of the diverse population.

- ?? Northwest Public Television has established and maintained a local programming priority for a diverse audience.
- ?? Outreach specials on menopause and local documentaries on breast cancer have provided valuable programming to viewers.
- ?? In association with the WSU Multicultural Center, it has also produced *Your Voice*, a program designed to address multicultural issues. In addition to airing on Northwest Public Television, this program is being distributed to a cable system outside our coverage area.
- ?? In an effort to utilize a number of excellent lectures, seminars and conference speakers that take place on the WSU campus, Northwest Public Television produces *WSU Presents*. This program brings these guests of WSU to its audience outside the Pullman campus on a weekly basis.
- ?? The overall approach to programming for multicultural audiences is one of inclusivity. Northwest Public Radio broadcasts news/public affairs, information and music programming that is targeted to the diverse population of its coverage area.

News/Public Affairs coverage area includes seven Indian Reservations in Washington, Idaho, and northeast Oregon. News reporters regularly follow issues on these reservations and any other regional issues of special concern to Native Americans. The Hispanic population in our coverage area is concentrated in agricultural industries. The news department covers agricultural issues, paying close attention to any issues affecting farm workers and immigration concerns. The news department also focuses effort in various communities by promoting multicultural education, human rights, and anti-racism activities, as well as actively promoting other minority campaigns such as Black History Month, Hispanic Heritage Month, and Women's History Month.

- ?? Information programming that is targeted to multicultural audiences includes *Talk of the Nation* and *Fresh Air*. These programs devote considerable time to addressing multiculturalism, racism and issues of concern to our minority population.
- ?? During the review period, FCC Quarterly Issues Reports have been compiled and analyzed to help develop programming strategies for serving the diverse population of the service area.

- ?? Audience research has been used to pinpoint specific programming needs of the diverse population. Northwest Public Radio has hired a full-time program director whose position will be to use the data provided by the research to make programming decisions. Northwest Public Television will soon initiate a search for a similar position.
- ?? In an effort to address the needs of the service area, Northwest Public Radio continues to add members to its Community Advisory Board that includes representation from communities within the coverage area. It has just added four members from the Bellingham area and will soon add members from the Walla Walla and Moses Lake regions.

ETT has provided the following learning opportunities to WSU School of Communication students during the past year:

- ?? Provided a one-semester internship in the Finance and Administration office to an Asian female interested in broadcast management.
- ?? Provided an internship to a WSU School of Communication student interested in radio broadcast promotion and public relations. Provided work experience for additional students in promotion and public relations.
- ?? Provide professional work experience on national productions for over 125 WSU School of Communication majors each year in the area of television program production.

The Office of University Publications and Printing/WSU Press

The Office of University Publications and Printing/WSU Press continues to encourage participation in multicultural events. Staff regularly participate in activities such as Human Rights Day activities, Take Back the Night, and various cultural events throughout the year. In addition to posting notices of upcoming events on the employee bulletin board, announcements about multicultural activities are made at unit staff meetings.

Because all managers attended Sexual Harassment Prevention for Supervisors and Managers, we have been able to establish on-going discussions on how to apply the information and material we learned.

The Associate Director was designated as the EEO/Affirmative Action representative for the Office of University Publications and Printing. Her participation will provide a direct channel of information to the OUPP staff.

The WSU Foundation

The Foundation has made a concerted effort for many years to identify and recruit a diverse Board of Trustees. The Nominating Committee has sought out and presented for nomination a diverse slate of trustees each year, resulting in 14 people of color and 37 women currently serving on the Board of Trustees (190 total elected board members). Information about disability and veteran status is more difficult to obtain; however, many trustees are known to be veterans. The Director of Foundation Communication and others take care to feature diverse people in WSU Foundation publications. We have revised the language in our endowment brochure (to reflect attorney general opinion following the *Podberesky* case).

University Relations and News and Information Services

With its responsibilities for internal communication, alumni communication, media relations, marketing through television spots and selected publications, and special public relations work including campus tours and the Speakers Bureau, University Relations and News and Information Services contribute to institutional climate at WSU's four campuses.

Objective A: Continue to give high priority to news and publicity concerning diversity progress and multicultural activities on WSU's campus

Action Items:

- ?? The College of Education's news and information coordinator, supported by the central NIS leadership, developed a first ever Northwest Media Fellowship, to introduce a leading journalist to the college's work in preparing increased numbers of teachers of color for Washington schools as well as its own diversity training for faculty and staff. The fellowship attracted Jerry Large, columnist for the Seattle Times, who spent several days at WSU, interacting with faculty, staff, students and area media. He wrote a column for the Seattle Times, commenting on his experience and recognizing WSU's special efforts in diversity education.
- ?? During 1996-97, staff obtained significant internal and external publicity and news coverage for the Martin Luther King Jr. recognition and other ethnic recognition programming, conferences for African-American young men and women, the Women's History Month programs and awards, and other special events held to advance diversity. Examples of visibility include coverage of WSU Asian Pacific American Month activities which appeared in *The Asian Reporter* of Portland, Oregon, based on WSU news releases and articles provided to and used by several African American newspapers in Seattle and Tacoma, written by Nella Letizia originally for *Hilltopics* and re-released. Ongoing news coverage of key diversity developments, including the hiring of new leadership and counselors for various units, was prepared by Tim Marsh.
- ?? Noteworthy efforts around diversity news and feature coverage also were initiated by news and information coordinators in academic colleges. For example, Bill London achieved coverage for the American Indian Educational Initiative [article about Michael Pavel and initiative in Spokesman Review, reprinted in Lewiston Morning Tribune, 5/28/97], for the Minority Teaching Fellows faculty recruitment program [Daily News, 7/1/96], and on NCATE accreditation for the College of Education including NCATE's positive assessment of the college diversity efforts as "exemplary practice."
- ?? In other examples, Nancy Hilliard, College of Engineering and Architecture, developed a feature story for local and Mississippi media, a Foundation publication, and *Hilltopics* on Terrence Griffin, the first African American to earn a master's in EE through WSU's Minority Graduate recruiting efforts. She also carried graduation features in *Innovation*, the college newsletter, about three successful minority and female students. Nancy also developed communication materials and provided facilitation for a visit to Sunnyside High School by two of the college's Hispanic students. She also featured scholarship winner Santana Cruz in *Innovation* and invited him to make presentations at college alumni events.
- ?? Noteworthy efforts around diversity news and media work were also initiated by communication coordinators at WSU's branch campuses. Examples include Stacy Hall's work in organizing radio talk shows on a Tri-Cities area Hispanic radio station, discussing how students can earn their bachelor's degree at WSU Tri-Cities, and how the campus is reaching out to the Hispanic community. [Establishing new working relationships with Hispanic media in the region and highlighting the accomplishments of diverse students through news releases and WSU periodicals].
- ?? Recipients of multicultural scholarships, including the Minority Scholars, received recognition through the Hometown News Service managed by Sue Hinz. In addition, Tim Marsh expanded the multicultural student feature service providing stories to multicultural media in Washington resulting in numerous stories about successful students in Asian-American, African-American, and Hispanic publications. One feature story on a Filipino-American student was used by Seattle's Northwest Asian Weekly and also appeared in Philippine News (South San Francisco, CA), the largest Filipino newspaper in North America.
- ?? Diverse students were included among the individuals chosen to be highlighted, and both general and multicultural media received copies. Ethnic media have shown high interest and appreciation for such

articles and consistently print them, bringing significant visibility to WSU's increasing success in attracting a diverse student body. There was especially good interest from Hispanic publications in New Jersey, Seattle, and Walla Walla.

- ?? During 1996-97, coverage of diversity was expanded from its previous focus on women and on ethnic minority/multicultural students and employees to proactively include people of disability and those served by GLBA. Specialty mailing lists were developed in order to expanded coverage beyond general media. News releases were developed for both groups during the year, including new staff hired and the new GLBA Alumni Network.
- ?? Tim Marsh is working with Human Relations and Resources and University Publications and Printing on a diversity booklet. This booklet will be for widespread use in communicating WSU's successful diversity efforts and in recruiting diverse employees. This is a first under the new Diversity Communication Plan.

Objective B: Continue to develop and publish University periodicals and publications that give fair and balanced visibility to WSU's diverse community.

Action Items:

- ?? Pat Caraher, the Editor of *Hilltopics*, published numerous features and news of diverse alumni, faculty, staff, and students during the past year. He proactively seeks out stories as well as popular alumni classnotes of diverse members of the WSU community as he plans each issue. He covered development of the new alumni alliances for graduates of color. He has also named alumni of color to the *Hilltopics* advisory board, already well balanced with women and men.
- ?? More *Hilltopics* examples include: diverse students selected for interviews and pictures of a story on "Hot Jobs" and the positive job market for college graduates [June 1997]; a major feature on William Julius Wilson, African-American sociology doctoral graduate [March 1997] as well as commencement coverage of his call for racial unity [June 1997]; coverage on the naming of Heritage House for African-American professor Talmadge Anderson [November 1996]; feature on Irene Hirose, Japanese student studying fashion design; diverse students interviewed and pictured for the front page story "Paying for College" [March 1997].
- ?? Over the last two years, Pat has made a conscious effort to feature women on the cover of *Hilltopics* [Barbara Hammond, Counseling Center director; Virginia Lohr, plant pathologist; Shirley Johnston, new head of the Veterinary Teaching Hospital]. Planned for the August 1997 issue is a story on GLBA director Melinda Huskey, including mention of the GLBA alumni network being established.
- ?? Sue Hinz, assisted by Tim Marsh, Barbara Petura and other staff, prepared a four-page special section on diversity progress in *WSU Week* during May 1997. This was first done in 1995, with the goal of producing such a report to the entire WSU community either annually or as a biennial report. In nearly every issue of *WSU Week* throughout the year, a reader will find articles and photographs that reflect a diverse faculty and staff and the issues that unite them.
- ?? WSU Tri-Cities communication coordinator Stacy Hall increased the use of photographs in periodicals and publications that accurately reflect the diverse student population of that campus. She worked with the director of Multicultural Services to insure that campus publications met the needs of the campus's multicultural students.

Objective C: Diversify the presenters in University Relations programs and special events.

Action Items:

- ?? Speakers Bureau: Two diversity topics included in the Speakers Bureau offerings were selected by community and service groups during the past year, among the 95 speakers placed. These were Cindy Gallagher, "Diversity in the Work Place" (1 presentation) and Louise Regelin, "Sexual Harassment" (2 presentations).
- ??
- ?? Campus Tour Program: Active efforts were made to recruit and hire a diverse group of students for the position of campus tour guides, who lead tours for prospective students. While these efforts were not successful, they are worth noting and will be continued.

Goal III: Student Enrollment, Retention, and Degree Completion

Provide structures for academic success and increased access to higher education for a diversified student body, evidenced through recruitment, retention, and degree completion rates comparable across all subgroups of the student population.

The Alumni Association and the Office of Alumni Relations

The Alumni Association and the Office of Alumni Relations foster this goal in many ways. All programs for students continue to emphasize a true reflection of the many diverse cultures on campus, and all the student activities reflect diversity efforts of the University.

- ?? Award over \$95,000 in scholarships per academic year to incoming freshmen. Ensure that the number of multicultural students who receive scholarships reflects the percentage of diverse students on the WSU campuses.
- ?? Provide an opportunity for student internships during the academic year, including opportunities for diverse groups.
- ?? Provide monetary support to over 20 student groups through the Parent's Program to support a wide range of activities including academic, cultural awareness, musical, athletic, and multicultural. Awards for 1996-97 were \$35,000.
- ?? Adoption of three ethnic groups as alliances within the Alumni Association -- the groups represent African-American, Native American and Chicano/Latino cultures. The Association supports these groups both with programming and monetary assistance. In addition, the Asian Pacific student group has approached the Association for support and will most likely be recognized within the next year.

Extended University Services (EUS)

Increasing the diversity of students served is the area where EUS can make the biggest impact in Extended University Affairs' overall effort to improve the diversity climate at WSU. It is using knowledge gained as part of the Multicultural Recruitment Task Force, and is expecting to adapt and implement several of the recruitment strategies recommended by the Noel-Levitz consulting group.

EDP is in the process of developing a plan to reach out to multicultural students in Washington. Among the action items slated or underway within EDP are:

- ?? Solidifying relationships with community colleges in King and Pierce counties with significant multicultural populations. This action item is well underway. Specific examples include Seattle Central Community College, which now includes EDP information in its self-published transfer bulletin. EDP has participated in several college transfer fairs at SCCC, and EDP academic advisers now regularly stop at SCCC when making advising trips. South Seattle Community College has also received focused EDP attention. Tacoma Community College, a partner with the WSU Salishan Learning Center, will host its first ever EDP public information session in June.
- ?? EDP has now modified its prospective student database so that data regarding ethnicity can be collected. As that information becomes available, again using and adapting ideas suggested by Noel-Levitz, EDP will develop outreach strategies aimed at increasing the personal attention given to prospective multicultural

students.

- ?? Membership on the Multicultural Recruitment Task Force has already increased the interaction between the EDP and the institution's multicultural recruiters. This interaction has led to one joint visit to the Colville tribal reservation. Other joint visits are certainly possible. Perhaps the most significant impact EDP's participation on this task force will have is in the ability to ensure that all the multicultural recruiters are knowledgeable about the Extended Degree Program. There is a general consensus that having a program designed to serve working adults, parents of prospective freshmen will have a positive impact on enrollments both for traditional-aged students and the EDP.
- ?? EDP has identified a person who will serve in a development capacity 50% of the time, beginning in fall 1997. Scholarships in general, and for multicultural students in particular, will be EDP's highest development priority.
- ?? EDP, in collaboration with the Director of the Disabilities Resource Center, has established a protocol to ensure that students with disabilities can have their individual situation evaluated for accommodation. When this protocol was announced, seven current and one prospective student requested evaluation within a one-month period. In addition, some 60 agencies within Washington that served the disabled received a letter discussing the EDP as a resource for clients. Follow-up to that original letter is planned.

The Office of University Publications and Printing/WSU Press

The publications' development team works with each University department to include text and photography representative of multicultural activities, students, and faculty in the various publications used for student recruitment. This is an ongoing strategy, reassessed annually to review progress and identify new needs.

Objective: Identify traditionally underrepresented student and faculty groups to serve as resources for the publications' program.

Action Items:

- ?? Establish focus groups to ensure the most accurate representation of minority issues in the University's recruitment publications.
- ?? Include members of minority groups in the publications' development process for major University publications.
- ?? During the review period, the Office of University Publications and Printing has broadened its interaction with the university's Admissions Office in order to incorporate assessments from traditionally underrepresented groups in the areas of language and photography.

WSU Foundation

Central Efforts:

- ?? Commitments were made from a very limited pool of unrestricted gifts in 1995/96 and 1996/97 for diversity programs and events. Examples include:
 - ?? \$20,000 was committed to Multicultural Student Services (MSS) for the College Knowledge for the Mind program in 1995/96.
 - ?? \$10,000 per year was committed to the Student Advising & Learning Center (SALC).
 - ?? \$9,918 was committed to MSS for multicultural student recruitment, in partnership with Horizon Air in both fiscal years.
 - ?? \$10,000 was committed to the MSS development fund in both years.
 - ?? \$10,000 was committed to the Vice Provost for Human Relations and Resources in both years.
 - ?? \$2,000 was committed to the B.O.L.D. Conference in 1995/96; \$5,000 in 1996/97.

- ?? \$14,000 in opportunity scholarships was committed to the Multicultural Scholars Program for use in 1995/96 (70% of total undesignated scholarships).

- ?? \$50,000 from dedicated endowment income was committed to the Multicultural Scholars Program in both years.

- ?? A portion of the proceeds from an affinity calling card program currently under negotiation will provide support for multicultural student recruitment and scholarships.

Constituency Efforts

The Foundation actively encouraged WSU's constituency programs to present funding opportunities to potential donors (corporations, foundations, individuals) for curriculum diversification, access (including distance learning), multicultural scholarships, recruitment, early awareness and retention programs. Several scholarships were raised for single, working women with children.

In 1995/96 and 1996/97 substantial gifts were received in support of WSU's diversity efforts (please see attached lists, summarized by year). In addition, a number of proposals are pending for multicultural scholarships and Camp Roger Larson, which serves disabled and disadvantaged children.

- ?? PEMCO gave \$10,000 to Camp Roger Larson in 1996/97 (received after date of attached list).
- ?? Bob Wolfe has pledged \$20,000 for multicultural scholarships.
- ?? Eli Lilly Company pledged \$500 to the B.O.L.D. Conference in 1996/97.

University Relations and News and Information Services

Staff members responsible for campaign and WSU Foundation communication have actively supported fund raising for additional scholarships for both men and women students, and students of all ethnic backgrounds. This includes increasing public awareness of the importance of scholarships at public universities. During the past year, a major feature on "Paying for College", including the importance of scholarships, was a front page feature in *Hilltopics*. The new CougNet service gives good visibility to the Cougar License Plate program which raises annual funds for student scholarships.

During 1995-96, News and Information Services obtained funding through the Council for Advancement and Support of Education District VIII, for an internship for a student of color. Tim Marsh led the effort to obtain funding and Sue Hinz provided the internship. During 1996-97, this student became a regular student employee in NIS, benefiting from an expanded learning experience and contributing in important ways to the unit's work in communicating about diversity.

Other efforts to support recruitment of a diverse student body for WSU include publicizing "Children of Axtlan Sharing Higher Education," a pre-college conference for Chicano/Latino high school students held in Tri-Cities, as

well as the WSU Seattle reception for students of color and their parents.

Other efforts to positively support diverse students and contribute to retention include a presentation about NIS publicity and news services made by Sue Hinz to a Council of Minority Presidents and student leaders fall workshop. She also worked with several minority student organizations, including Ku-Au-Mah, during the year to release news advances about their events.

Other efforts in the College of Engineering and Architecture include planning for a minority and women in Engineering recruiting brochure, as well as work on an Engineering Management brochure to recruit adult learners. Nancy Hilliard assists the college's student services office with its Bridge Program, tours and orientation for minority and women students, tutoring programs, ethnic and women societies' activities and other efforts to recruit and retain diverse students.

Goal IV: Faculty/Staff Recruitment, Employment, and Retention

Provide structures to recruit, employ, develop, and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law.

Each Extended University Affairs unit administrator has assigned one or two staff members to serve as an EEO/AA representative for their unit. This will ensure continuity of recruitment of staff and faculty as well as compliance with policies and procedures within the area.

All job announcements posted from any unit within EUA includes mention of the fact that WSU is an equal opportunity educator and employer, and urges members of protected groups to apply. These announcements are reviewed by the area EEO/AA representative. All units work very closely with HRS to ensure that anyone reporting membership in protected groups are given the appropriate consideration during the evaluation of applications.

The Alumni Relations office strives to meet affirmative action goals whenever possible. The staff is small with minimal turnover, but when a search is conducted one of our primary goals is to have a diverse pool of applicants.

Extended University Services (EUS)

UCPE advertises position openings in minority newspapers. UCPE provides ongoing diversity training to new hires.

C&I has filled three staff vacancies during this period with personnel who reflect the gender and ethnic diversity of the qualified pool from which they came.

Program coordinators in C&I have always responded to correct speakers' inappropriate or insensitive presentation of information by making WSU's diversity policy clear and unequivocal.

One EDP position was offered to a person with a physical disability. Unfortunately the person was unable to accept the position because the building housing the program is not handicap accessible. EDP has actively continued to recruit and retain diverse staff.

UCPE is housed in a handicapped accessible building.

Educational Telecommunications & Technology (ETT)

ETT has met FCC guidelines and University goals for workforce diversity.

ETT has increased its recruiting efforts during the last period. It now utilizes more sources of job listings and announcements and has increased the distribution of vacancy announcements to non-traditional advertising sources.

ETT has assigned one person to oversee recruitment of both classified and administrative/professional positions to assure continuity in the selection process and compliance with University guidelines. That person also serves as the ETT EEO/AA Representative.

ETT used the strategic planning process to formulate policies regarding workplace issues. It also utilized the strengths of staff to open dialogue and to address issues published in the ETT Strategic Plan.

ETT made adjustments to the internal structure of the engineering department to allow for internal promotion within the classified staff Broadcast Technician series.

ETT has encouraged participation in WSU-sponsored staff development opportunities, including sexual harassment and valuing diversity.

Timely evaluation of all employees has become an evaluation criteria for all supervisors within the unit.

Office of University Publications and Printing/WSU Press (OUPP)

During the review period, the Office of University Publications and Printing/WSU Press hired seven new employees. Five are women, and one is African American. Efforts to create a friendly work environment that embraces cultural differences includes encouragement and support of multicultural traditions and events in the office.

WSU Foundation

Increased diversity of Foundation staff for the period from 1990/91 to June 1997 from 3 to 11 people of color.

University Relations and News and Information Services

University Relations' units have an appropriate 50/50 balance of men and women, both in the general staffing and in leadership roles at the assistant vice president, director, associate director and assistant director levels. News and Information Services also has a hearing-impaired staff member.

Many central News and Information staff and other members of the Communication Cabinet participated in a cooperative diversity training program with the Development Cabinet created specifically to meet the needs of these staff members. Classism, racism, and the diversity of WSU locations are among the topics featured during the past year in these special training sessions.

News and Information attracted candidates of diverse gender and age in its candidate pools and proactively advertised for candidates of color in its searches.

Goal V: Curriculum Diversification

Provide a curriculum that is inclusive of multiple perspectives and styles of pedagogy which prepares students to be successful in a changing world and increasingly competitive market place.

Extended University Services (EUS)

C&I programming reflects the unit's efforts to serve diverse groups and audiences, as well as offer a diverse curriculum that provides experiences of diverse cultures, ethnic groups and gender issues. The following are some of the programs that reflect this effort. Three other programs not listed below have served an international audience.

- ?? AISES (American Indian Science and Engineering Students) Conference
- ?? Elderhostel Programs in Pullman and Seattle (for adults over 55)
- ?? The Black Male Orientation to Leadership Development (BOLD) Annual Conference
- ?? African American Women (AAW) Annual Conference
- ?? The TraveLearn Program
- ?? The Yucatan Peninsula Study Tour
- ?? The Annual Northwest Coalition Against Malicious Harassment Conference
- ?? The Children of Aztlan Sharing Higher Education Conference
- ?? Directions for Change: Women and Leadership Forum

?? Playing Fair: Creating a Strategic Plan for Achieving Gender Equity in Athletics

In terms of content, the Extended Degree Program has one of the most diverse curriculums of any program offered by WSU. Ten of the 35 video based courses developed for the EDP reflect or examine the lives of traditionally underrepresented groups in higher education. Among the courses are: Anthropology/Women Studies 316-*Gender and Culture*; English/Women Studies 409-*Women Writers in the West*; History 331-*Cultural History of Latin America*; Political Science 402-*Civil Liberties*; and Women Studies/Management 315-*Women in Management*. Currently under development are more courses that reflect the EDP goal of increasing curricular diversity. These courses include: Political Science 314-*National States and Global Challenges*; Zoology 404-*Women in Biology*; and Political Science/Women Studies 315-*Gender and Politics*.

UCPE provides diversity training to the public at large and to private companies.

WSU Foundation

The Foundation awarded \$2,000 per year for three years (\$6,000) to former WSU professor Paul Wong of Comparative American Cultures in support of his Rockefeller Foundation grant. Numerous awards were made in FY 95/96 and 96/97 for campus enrichment programs focusing on multicultural topics and performances. Examples include: Sexual Assault/Gender Conference, International Week (GPSA), International Programs, Women's History Month, multicultural musical productions, Asian Pacific American Month lion dance performance.

University Relations and News and Information Services

A new series of reports on curriculum diversification was initiated in *WSU Week* in 1997 as part of the annual diversity progress report. This coverage will continue in 1997-98 with examination of the work of individual faculty and coverage -- when released -- of a favorable assessment of WSU's overall diversity work by the head of a Ford Foundation diversity project.

WSU's first Northwest Media Fellow was Jerry Large, an African-American columnist for the Seattle Times, who participated in diversity training with College of Education employees; interacted with faculty, students and media; and conducted interviews. The visit affirmed the positive diversity curriculum work of an academic unit.

Gifts to Support Diversity - 7/1/95 - 6/30/96:

RE 301-01 2 0299 Alhadeff Future Teachers Scholarship	5,000.00
RE 301-01 2 0659 Anderson Business Scholarship	1,052.51
RE 301-01 2 0744 Athletics - Minority Scholarship	10,000.00
RE 301-01 2 0920 Mabel Bement Scholarship Fund	625.00
RE 301-01 2 1651 CAHE Multicultural Student Scholarship	115.00
RE 301-01 2 1996 College Knowledge for the Mind	15,100.00
RE 301-01 2 3925 ICNE Cult Diverse Rec & Rent	3,000.00
RE 301-01 2 5124 MESA-Yakima & Spokane	36,651.16
RE 301-01 2 5136 Minority Alliance Scholarship	5,000.00
RE 301-01 2 5137 Minority Education Dev Fund	6,550.04
RE 301-01 2 5138 Minorities Awareness Fund	82,000.00
RE 301-01 2 5140 Minority Student Fellowship	300.00
RE 301-01 2 5144 Multicultural Student Scholarship	6,741.77
RE 301-01 2 5409 Native Amer Alumni Alliance	100.00
RE 301-01 2 5539 Olsen Endow for Nat. Am Music	750.00
RE 301-01 2 6209 Refco Minority Endowment Fund	30,000.00
RE 301-01 2 7905 Stride Scholarship Fund	980.00
RE 301-01 2 7951 Elgin Syferd/DDB Needham Scholarship	2,000.00
RE 301-01 2 8193 Jessie Senora Simms Walker Scholarship	3,796.68
RE 301-01 2 8202 Walla Walla Union Buller Scholarship	5,000.00
RE 301-01 3 0798 Bank of Am Endowed Ath Scholarship	75,000.00
RE 301-01 3 1077 Blethen Access/Opportunity	60,000.00
RE 301-01 3 2427 Creighton Native American	216,356.21
RE 301-01 3 3442 Hagadone/Jaeger Endowed Ath Scholarship	50,000.00
RE 301-01 3 5778 Passage Endowed Schol Fund	2,500.00
RE 301-01 3 6290 Harriett Rigas Scholarship	250.00
RE 301-01 3 6318 Jay and Retha Rockey Endowment	1,000.00
RE 301-01 3 6627 Seattle Times Comm Scholarship	290.26
RE 301-01 3 8076 Tousley Memorial Scholarship	1,000.00
RE 301-01 3 8079 Tri-City Herald/News Tribune	15,000.00
TOTAL	636,158.47

Gifts to Support Diversity - 7/1/96 - 5/31/97

RE 301-01 2 0299 Alhadeff Future Teachers Scholarship	5,000.00
RE 301-01 2 0920 Mabel Bement Scholarship Fund	675.00
RE 301-01 2 1651 CAHE Multicultural Student Scholarship	110.00
RE 301-01 2 1996 College Knowledge for the Mind	10,000.00
RE 301-01 2 3925 ICNE Cult Diverse Rec & Rent	120.00
RE 301-01 2 5124 MESA-Yakima & Spokane	35,608.76
RE 301-01 2 5137 Minority Education Dev Fund	1,629.96
RE 301-01 2 5138 Minorities Awareness Fund	135,600.00
RE 301-01 2 5140 Minority Student Fellowship	482.45
RE 301-01 2 5144 Multicultural Student Scholarship	11,510.00
RE 301-01 2 5195 Multicultural Opp. Scholarship	250.00
RE 301-01 2 5409 Native Amer Alumni Alliance	100.00
RE 301-01 2 5539 Olsen Endow for Nat. Am Music	3,150.00
RE 301-01 2 7905 Stride Scholarship Fund	400.00
RE 301-01 2 7928 Student Support Fund/Min Aff	1,075.00
RE 301-01 2 7951 Elgin Syferd/DDB Needham Scholarship	1,000.00
RE 301-01 2 8193 Jessie Senora Simms Walker Scholarship	250.00
RE 301-01 2 8202 Walla Walla Union Buller Scholarship	5,000.00
RE 301-01 3 0659 Anderson Business Scholarship	1,036.21
RE 301-01 3 0798 Bank of Am Endowed Ath Scholarship	125,000.00
RE 301-01 3 1077 Blethen Access/Opportunity	40,000.00
RE 301-01 3 2427 Creighton Native American	88,041.75
RE 301-01 3 3072 Gerron Endowed Schol Fund	10,000.00
RE 301-01 3 5140 Minority Student Fellowship	160.52
RE 301-01 3 5778 Passage Endowed Schol Fund	2,500.00
RE 301-01 3 6290 Harriett Rigas Scholarship	200.00
RE 301-01 3 6318 Jay and Retha Rockey Endowment	1,500.00
RE 301-01 3 6356 Safeco Minority Student Scholarship	50,504.64
RE 301-01 3 8076 Tousley Memorial Scholarship	1,000.00
RE 301-01 3 8079 Tri City Herald/News Tribune	15,000.00
RE 301-01 3 8557 WWP Endwd Multicultural Scholarship	50,000.00
RE 301-01 3 8558 WWP Endwd Multicultural Ed Scholarship	25,000.00
TOTAL	622,071.29

Human Relations and Resources

Mission

The mission of Human Relations and Resources is to develop, implement, and monitor policies, procedures, programs, and services that enable the University to meet its commitment to global and cultural diversity within the colleges and departments and among the individual faculty, staff, and students. The unit has responsibility for ensuring and facilitating educational access as well as employment opportunities for faculty, staff, and students. The units' activities embody a commitment to diversity such that may be expressed through abilities, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic differences.

Accomplishments

Goal I: Administrative Structure

Provide leadership and an administrative structure which creates systems of accountability. Promote, coordinate, monitor and enhance diversity efforts in all areas of the University.

- ?? New directors were hired for the Center for Human Rights; the Gay, Lesbian, Bisexual, and Allies Program; and Human Resource Services.
- ?? Diversity Education was established as a program within Human Relations and Resources and a full-time director was appointed.
- ?? The Center for Human Rights hired a second EEO Specialist and Human Resource Services appointed a Labor Relations Specialist.
- ?? A Case Manager position was created and filled in the Conflict Resolution Program on a part-time basis.
- ?? The Disability Resource Center acquired a temporary position to coordinate the Testing Program. Permanent funding for the position will be pursued.
- ?? Web sites have been created for departments in Human Relations and Resources to provide information on the variety of programs and services available to faculty, staff, students and other interested parties.
- ?? Two employees from Human Relations and Resources have been appointed to the Governor's Interagency Committee of State Employed Women (ICSEW). This is a state-wide committee comprised of representatives from state agencies and institutions of higher education.
- ?? Staff members from Human Relations and Resources served on the NCAA Accreditation Committee and many other University-wide committees.
- ?? Employees from the Human Relations and Resources area have served as lecturers, conference speakers, and consultants at local, state, and national conferences, workshops and seminars including:
 - ?? Blacks in Government Conference
 - ?? South Seattle Community College
 - ?? Colorado State University
 - ?? University of Idaho School of Law
 - ?? Women in Leadership Forum (Washington State University)
 - ?? Washington State Department of Personnel
- ?? The Interinstitutional Committee of Affirmative Action Officers (ICAAO), which is comprised of affirmative action officers from institutions around the state, was chaired by Washington State

University.

- ?? The campus diversity initiatives and accountability processes at WSU were evaluated by the Director of *Diversity Connections*, a Ford Foundation sponsored project, and received excellent reviews. WSU was invited to participate in Diversity Web, a web site devoted to diversity information and ideas sponsored by the Ford Foundation and AAC&U. WSU provided information for their web site (<http://www.inform.umd.edu/diversityweb/>) and consulted on the publication of a cd-rom program.

Goal II: Work and Learning Environments/Climates

Provide avenues for individual, institutional, and community change that will enhance the academic, residential and employment environments by advocating for the well-being and success of all individuals in the University.

- ?? A committee was appointed to address the recommendations of outside consultants hired to evaluate WSU's complaint process.
- ?? The annual WSU Affirmative Action Plan was approved by the Governor's Affirmative Action Policy Committee.
- ?? The *WSU Diversity Plan and Report on Diversity Progress, 1994-95* were published.
- ?? The Student Ambassadors for Diversity continue to meet with the Vice Provost for Human Relations and Resources to discuss strategies to improve the campus climate and promote diversity efforts.
- ?? The Center for Human Rights presented a one-day seminar entitled "Legal Issues in Human Resource Management," attended by 125 administrators, deans, managers, and directors.
- ?? The Center for Human Rights revised the Sexual Harassment Training Program.
- ?? The Director of the Center for Human Rights met with all campus and branch deans to explain WSU's complaint process and affirmative action goals.
- ?? The Conflict Resolution Program developed and implemented a case and training assessment process for conflict resolution and a user manual for case management was created.
- ?? The Conflict Resolution Program developed and implemented an assessment process that allows for all voices to have an opportunity to privately communicate with mediators.
- ?? The Conflict Resolution Program developed training programs for University students including dining center student managers and students with disabilities.
- ?? The Conflict Resolution Program trained and developed a core team of faculty, staff, and student mediators on the Pullman campus. Additionally, the Conflict Resolution Program created and implemented standards for mediator certification at WSU.
- ?? The Gay, Lesbian, Bisexual and Allies Program served faculty, staff, and students through outreach projects including: Speakers Bureau, University committees, community outreach, in-service training, guest lectures, and educational programming through the Center.
- ?? The Gay, Lesbian, Bisexual and Allies Program joined a national project developing an assessment instrument for GLBA programs.
- ?? The Gay, Lesbian, Bisexual, and Allies Program has worked with departments and units to promote a better understanding of glbt issues on campus and has collaborated with other groups to provide a glbt presence at cultural events celebrated on campus.

- ?? The Gay, Lesbian, Bisexual, and Allies Program is involved in on-going work with the WSU Campus Police Department to document homophobic violence and criminal behavior.
- ?? Human Relations and Resources (HRR) hosted a Diversity Fair on the Terrell Mall which provided the opportunity for HRR departments to distribute literature on their programs and raise campus awareness of diversity issues.
- ?? Human Resource Services provided administrative support and counsel to union management committee chairs and members for bargaining units 2, 3,5, and 9. Contract negotiations were completed in May 1996 for bargaining units 5 and 9. Contract negotiations with bargaining unit 8 are currently underway and negotiations with bargaining unit 10 are expected to start during the first quarter of 1998.

- ?? Human Resource Services employee development personnel routinely communicated with deans, department heads, managers and supervisors, members of Staff Senate, Union Stewards and Union Officers to:
 - ?? Identify appropriate training courses.
 - ?? Provide advice on career advancement.
 - ?? Schedule classes.
 - ?? Interview and work with mentors.
- ?? Human Resource Services employee development routinely met with three human potential support groups, provided an average of 69 hours per month of direct classroom training, and ensured timely distribution of training/career development opportunities at WSU.
- ?? Human Resource Services received and processed more than 60 requests for reasonable accommodation. Accommodations, sometimes multiple accommodations, were provided in more than 90% of the cases for employees with disabilities.
- ?? Human Resource Services conducted special recruiting efforts for women and minorities for the Police Lieutenant position in Vancouver and the Fire Officer position in Pullman, conducted information sessions regarding student employment for 25 new students in the bridge program, provided stress management programs for areas experiencing internal problems, coordinated the development of Administrative and Professional Salary Surveys, and provided two staff members to serve on the Administrative and Professional Employee Handbook Committee.
- ?? Human Resource Services has conducted periodic classes for the City of Pullman and has allowed community personnel to participate in WSU training opportunities under the same conditions as WSU employees on a space available basis.
- ?? Multicultural Student Services developed *Visions*, a newsletter to promote the many activities and opportunities that pertain to students of color.
- ?? Multicultural Student Services hosts an “open house” in each student center at the beginning of each semester.
- ?? Multicultural Student Services hosted numerous workshops, speakers, and social gatherings to foster a sense of belonging for students of color.
- ?? Multicultural Student Services completed the implementation of a long term space allocation plan which includes four locations: Lighty Student Services Building, the Multicultural Center, Wilson Hall, and the Heritage House in Cleveland Hall.
- ?? Student centers subscribe to ethnic specific periodicals, newspapers, magazines, and newsletters to help students stay in tune with their ethnic heritage.
- ?? The Women’s Resource Center served as the primary resource for the Commission on the Status of Women in preparing its five year report to the President, *1996 Report to the President on the Status of Women at Washington State University*.
- ?? The Women’s Resource Center coordinated annual celebrations of Women’s History Month, which included events such as International Women’s Day, Women of Color Day, Women’s Recognition Luncheon, Women’s Leadership Forum, and other special programs.
- ?? The Women’s Resource Center implemented outreach efforts, including the publication of nine editions of the WRC newsletter and participation in new student and employee orientation programs.

- ?? Workshops and seminars for WSU employees have been developed and presented by many of the departments within Human Relations and Resources. These include:
 - ?? How to Effectively Handle Discrimination Complaints
 - ?? Equal Opportunity and Affirmative Action Education and Search Procedures Training for Search Committees
 - ?? Affirmative Action in Higher Education, with featured speaker, Mr. Tim Wise.
 - ?? Multicultural Communication
 - ?? Conflict in the Multicultural Workplace
 - ?? Conflict Resolution
 - ?? Speakers Bureau
- ?? Equal opportunity and sexual harassment training sessions have been presented by the Center for Human Rights and the Diversity Education Program to many WSU colleges and areas.
- ?? Staff from Human Resource Services and the Women's Resource Center comprised the Domestic Violence Policy Committee. A policy draft was placed on the HRS web site where the entire campus community, including branch campus staff, could review and comment on the draft.

Goal III: Student Enrollment, Retention, and Degree Completion

Provide structures for academic success and increased access to higher education for a diversified student body, evidenced through recruitment, retention and degree completion rates comparable across all subgroups of the student population.

- ?? The Conflict Resolution Program directed two undergraduate internships. Each intern developed prototypes for future programs for undergraduate students.
- ?? The Disability Resource Center receives funds from an endowment by Frank Blethan and the Seattle Times. With these funds, two laptop computers were purchased for students with learning disabilities to use for school-related work.
- ?? The Conflict Resolution Program designed and implemented conflict resolution skill programs to empower and enable students with disabilities to improve classroom interactions with classmates and faculty.
- ?? The Disability Resource Center had 3,792 contacts with students in 1996/97.
- ?? The student group Disability Awareness Association (DAA), with support from the Disability Resource Center, received \$6,000 from Service and Activity Fees to organize disability awareness activities for Disability Awareness Month in October 1997. The DAA was also awarded \$7,500 to operate the accessible transit program.
- ?? A bibliography/referral directory was created for the Disability Resource Center, focusing on glbt/disability overlap.
- ?? Many departments in Human Relations and Resources participate in student recruitment and retention programs such as the summer "Alive" programs.
- ?? The functional and administrative supervision of the Dialogue Program was moved to the Diversity Education Program. The Dialogue Program hired 14 interns and presented to 1,500 students for the 1996-97 academic year.
- ?? The Dialogue Peer-to-Peer Education Program presented 51 programs with 1,275 participants.
- ?? The Diversity Education Program collaborated with the Center for Teaching and Learning to develop a resource library.

- ?? The Director of the Gay, Lesbian, Bisexual, and Allies Program worked with New Student Services to provide glba training for Orientation Counselors.
- ?? The Gay, Lesbian, Bisexual and Allies Program increased library holdings and arranged for cataloging on the University-wide Griffin system. The library continues to develop as a campus-wide resource center.
- ?? Human Resource Services Campus Student and Hourly Employment Office assisted approximately 8,000 students who were seeking hourly, part-time employment.
- ?? The University-wide Council on Multicultural Student Retention and Council on Multicultural Student Recruitment were created.
- ?? The Multicultural Single Parent Program was developed to assist with access and successful matriculation for single parents.

- ?? Multicultural Student Services coordinated the Multicultural Student Mentor Program which reaches out to freshman and transfer students of color, facilitated numerous campus visitation opportunities to attract students of color to WSU, and through College Knowledge for the Mind and other outreach programs, recruitment coordinators from Multicultural Student Services made WSU visible in numerous ethnic communities.
- ?? Multicultural Student Services established the Graduate and Professional School Preparation Program (formerly the Saturday Academy).
- ?? The Multicultural Student Leadership Program was developed to help students of color maximize their college experiences through leadership enhancement.
- ?? The Career Orientation and Professional Development Program was developed to prepare students for their transition from student to professional life.
- ?? The Women's Resource Center advised and supported the Coalition for Women Students, whose activities included "Take Back the Night", Women of Color Day, and the CWS Scholarship. They also assisted Asian Pacific American Women (APAW), Black Women's Caucus, Mujeres Unidas, Native American Women's Association, and the YWCA, in planning and organizing events and programs.
- ?? The Women's Resource Center implemented fundraising efforts and solicited and acquired approximately \$50,000 in co-sponsorships, primarily targeted for the Women's Transit Program and Women's History Month.
- ?? The Women's Resource Center operates the Women's Transit Program, an after-dark safety program for women. Over a two year period, they provided 18,195 free rides to women who would otherwise have had to walk alone at night. During this time, the Women's Transit Program purchased three new vehicles.
- ?? The Women's Resource Center advised and supported the Mom's Weekend Committee, whose projects included: the walk/run, brunch, comedy show, barbeque, and Leona Caires Peace Garden.
- ?? The Women's Resource Center implemented programming to address sexual assault issues. Approximately 470 individuals participated in these programs.

Goal IV: Faculty/Staff Recruitment, Employment, and Retention

Provide structures to recruit, employ, develop and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law.

- ?? Staff members from the Human Relations and Resources area participated on numerous search committees to assist the University in identifying and selecting diverse pools of candidates for position vacancies.
- ?? The Diversity Education Certificate Program was implemented on the branch campuses.
- ?? Over 500 employees have received the first tier of training (Valuing Diversity, Sexual Harassment, A.D.A. and the Compliance workshops) through the supervisory training and other certification programs.
- ?? The Diversity Education Certificate Program presented 32 programs with 412 participants.
- ?? The Gay, Lesbian, Bisexual, and Allies Program worked with administration and departments to assist in recruitment and retention of glbt people as faculty and staff.
- ?? Human Resource Services implemented skills' training programs which address communications, financial management, office support and leadership career tracks as well as special training in computer

operations, labor relations, and improved customer service.

- ?? Staff from Human Resource Services provided special training sessions for supervisors and managers in how to establish and maintain performance management systems to help them recognize and work on employee performance deficiencies before they became serious problems, counseled an average of 80 employees and their managers each month in how to improve working relations, coordinated diversity sensitivity and awareness training programs, and provided staff support to a number of committees that fostered improvements in diversity programs.
- ?? Human Resource Services prepared a video tape and distributed a packet for use by branch campuses for New Employee Orientation and offered monthly orientation sessions at Pullman.
- ?? Multicultural Student Services assisted in the establishment of faculty/staff organizations for each ethnic group.
- ?? Multicultural Student Services established a network with the four ethnic WSU alumni alliances and facilitated their annual meetings. These alliances support our ethnic faculty and staff.
- ?? The Women's Resource Center coordinated three Faculty Colloquium Programs which highlighted research done by or about women.
- ?? The Women's Resource Center coordinated welcoming receptions for new women faculty and administrators.
- ?? The Provost's Office budgeted \$100,000 to assist in faculty recruitment. These funds were administered by Human Relations and Resources to assist deans with one-time start-up costs for faculty of color.

Goal V: Curriculum Diversification

Provide a curriculum that is inclusive of multiple perspectives and styles of pedagogy which prepares students to be successful in a changing world and increasingly competitive market place.

- ?? Workshops were presented to faculty and teaching assistants on teaching strategies as they relate to issues of diversity in the classroom.
- ?? The Conflict Resolution program consulted with faculty members to improve efforts to diversify the University curriculum.
- ?? The Conflict Resolution Program developed a semester seminar entitled *Culture and Conflict Resolution*. The seminar is available to Honors Program students and undergraduate students on the Pullman campus.
- ?? The Director of the Disability Resource Center taught a three credit General Education Requirement (G.E.R.) course entitled *Perspectives on Disabilities*.
- ?? The Director of the Disability Resource Center submitted a proposal to the Speech and Hearing Sciences department chair for a Tier III G.E.R. course that will be titled *Perceptions of Disabilities*.
- ?? The Director of the Diversity Education program participated in the leadership of the general education program committee.
- ?? The Diversity Education Program worked with faculty from the Department of English to include diversity related issues into curriculum and teaching styles.
- ?? The Diversity Education Program worked with student leaders on the General Education Curriculum Change.

- ?? The Gay, Lesbian, Bisexual and Allies Program developed a new course through Women Studies entitled *Queer Theory*.
- ?? The Director of the Gay, Lesbian, Bisexual and Allies Program assisted in the development of a new course in the College of Education entitled *GLBT Issues in K-12 Education*.
- ?? Multicultural Student Services assisted faculty, staff, and students with the process of requesting an American Diversity requirement at WSU.
- ?? The Women's Resource Center coordinated Women's Studies 200 and 499 extra credit and practicum requirements.
- ?? The diversity mini-grant program awards faculty \$1,000 for outstanding proposals in the area of diversification of the curriculum. In 1995-96, ten proposals were funded out of 16 submitted. In 1996-97, ten proposals were funded out of 14 proposals submitted.

Office of the Provost and Academic Vice President

Area Mission Statement

The Office of the Provost and Academic Vice President and the units reporting to this office have placed diversity among the priorities of the University. The Provost's Office realizes that progress towards a truly diverse institution requires long-term leadership and a commitment to provide an affirming institutional climate and equitable opportunities for students, staff, faculty and administrators throughout the University. Further, the Provost's Office acknowledges fully that the University benefits from diversity such as may be expressed through gender, racial/ethnic, disability, cultural, sexual orientation, and socioeconomic differences among the faculty, staff, and students. Recognition of the importance of diversity as an integral component of our educational institution is evidenced by its prominence in the Washington State University mission statement, values, and strategic plan.

Accomplishments

Goal I: Administrative Structure

The Office of the Provost and Academic Vice President will assume a leadership role to promote diversity and advance the goals of diversity through the development and review of policies, processes and evaluative mechanisms to assure equity for all participants in the educational life of the University.

1. Specified diversity efforts among the criteria for annual review of administrators
2. Incorporated evaluation of effectiveness of diversity efforts as part of the five-year review of Deans and Vice Provosts
3. Confirmed "Increased Diversity" as a specific goal in WSU's Strategic Planning Document
4. Continued to administer the Partner Accommodation and Assistance Program through the Provost's Office; the data for 1995-97 are summarized as follows:
 - ?? 21 hires (11 females as primary hire; 4 persons of color)

- ?? Accommodations reported only include those accommodations through the Provost's Office; frequently, the partner was hired into full time position; some accommodations consisted of part time work, graduate student assistantship or waiver; additional activities included referrals within WSU or to employers outside WSU.
5. Supported the hire of a new director for the Gay, Lesbian, Bisexual, and Allies (GLBA) Program and responded in the affirmative to letters from the public and constituents
 6. Sponsored the attendance of one candidate a year to the Bryn Mawr Summer Institute for Women in Higher Education. Laila Vejkovic (Libraries) attended in 1996, Nancy Bell (Business) attended in 1997.
 7. The Office of Student Publications has established a framework that emphasizes diverse leadership for professional staff and student leadership. Gender diversity is reflected equally among professional staff. Student leadership includes not only gender and racial/ethnic diversity but disability and sexual orientation as well.
 8. As a result of WSU's efforts particularly in the areas of partner accommodation program and Women and Leadership Dialogue, administrators in the Provost Office have been interviewed by local, regional and national news media and invited to give presentations on Women and Leadership at other universities and national organizations.

Goal II: Institutional Climate

Provost Office: Assume a leadership role to promote an institutional climate in which individual and global differences are respected and valued, and to sustain an environment free of discrimination.

1. Continued to sponsor the Women & Leadership Dialogue series. The Dialogue Series consists of monthly gatherings and lively discussions that are offered over WHETS to all available locations and via telebridge phone as desired by participants.
2. Conducted exit interviews with females and males faculty of color as they left WSU.
3. The Assessment Committee evaluated ongoing assessment activities at WSU; diversity was among the areas reviewed. In addition, the Assessment Coordinator assisted faculty committees with data collection and analysis for diversity.
4. Supported (financially) and participated in multiple multicultural events sponsored at WSU such as Martin Luther King Unity March, Take Back the Night March, Women's History Month celebrations, and various presentations and lectures on topics of diversity.
5. Met with students, faculty and staff groups including Staff Senate, Working Parents Support group, GLBA advisory board, undergraduate students proposing American Diversity curriculum, Commission on the Status of Women, etc.
6. Served as mentor(s) and presented on mentoring for the Peer Mentoring Program offered through SALC.
7. Promoted implementation of a faculty mentoring program women and men of color.
8. Assisted with individual faculty and staff concerns regarding domestic partner benefits; worked closely with Faculty Affairs Committee regarding policy changes.
9. Actively supported the development of the Center for Teaching & Learning to assist with improving the learning environment for students including those of diverse backgrounds.
10. Coordinated numerous workshops and orientations annually including New Faculty Orientation, New Administrators' Workshop, Fall and Winter Chairs Workshops and Leadership Conferences.
11. Supported the Women and Leadership Forum (1996, 1997) – one day conference on women and leadership free to WSU faculty, staff, and students but open to all. Approximately 250 individuals attended in 1996 and 330 attended in 1997. WSU employees and students served as panelists and presenters along with selected keynote speakers (Sally Helgesen – 1996, Dr. Faith Gabelnick – 1997).
12. Supported hiring of Consultants to assist in evaluating climate issues at WSU.
13. Student Publications established a “credo that emphasizes a belief that it must mirror the face of the campus and society as a whole in order to be able to report on it accurately”. To this end, Student Publications has established formal instruction in diversity as part of their ongoing job training.
14. The Honors Program's commitment to improving the learning environment for its students has been demonstrated by course modification based upon the results of two surveys conducted last year, offered a study tour of Mexico prior to the start of Spring semester 1997, and established a Scholars Residence Hall for a diverse community of students devoted to academic success.
15. The General Education office co-funded several student-sponsored events and speakers related to diversity (e.g., Morris Dees, founder of Klanwatch and the Southern Poverty Law Association).

Goal III: Student Enrollment, Retention, and Degree Completion

Provost Office: Implement recruitment and retention plans to educate a richly diverse student population composed of undergraduate, graduate, and professional students throughout our geographically dispersed University.

1. Continued to support initiatives of key administrative offices to improve the recruitment and retention of students of diverse backgrounds.
2. Actively promoted recruitment and retention of students of diverse backgrounds as a goal for academic units.
3. Convened a committee on Women and Technology to identify issues and make recommendations specific to undergraduate women and learning through technology. The committee issued a report in May 1997 entitled Report on the Status of Undergraduate Women and Technology.
4. Student Publications enlisted student leaders from diverse backgrounds to be spokespersons for bringing other students of diverse backgrounds into the Student Publication program. In addition, Student Publications monitored the academic progress of students in support of academic degree completion.
5. One of the goals of the Honors Program is to enroll the same or higher percentage of students of color as the University. In accomplishing this goal, three of the Honors staff serve on the Task Force on Multicultural Recruitment, the Task Force on Multicultural Retention, and the Advisory Board for the Gay, Lesbian, Bisexual and Allies Program.
6. The Honors Program enrolled 15.66% minority students (University – 11.49%) for fall 1994, 14.35% (12.42%) for fall 1995, and 13.88% (13.80%) for fall 1996. The percentage of females enrolled in Honors was 62.95% (Fall 1994), 58.87% (Fall 1995) and 58.88% (Fall 1996).

Goal IV: Faculty/Staff Recruitment, Employment and Retention

Provost Office: Implement effective programs not only to recruit and retain a diversified work force but to provide career enhancement opportunities as well.

1. Actively supported the Faculty Mentoring program for women and men of color (II-7)
2. Conducted tenure/promotion dialogues, teaching portfolio workshops, and other workshops for faculty. (see also II-10).
3. Coordinated partner accommodation and assistance program for hiring faculty. (see also I-4).
4. Established fund to support “opportunity hires” as well as support retention of qualified minority faculty members.
5. Worked closely with Office of Labor Relations to improve labor relations among WSU employees who are members of Bargaining Units.
6. The Honors Program utilizes a diverse faculty representing diversity by gender, race, national origin, and disability. In addition, the Honors Program seeks to employ graduate students of color.
7. The General Education and Writing Program made several protected category hires in 1996-97.

Goal V: Curriculum Diversification

Provost Office: Empower and endorse efforts throughout the University in support of a diverse, multicultural curriculum and innovation for meaningful student learning through effective instruction.

1. Encouraged and supported efforts by academic units, General Education, Honors Programs, and Faculty Senate to promote an academic environment that is affirming and respectful of diversity.
2. Actively promoted the connections between teaching and learning through efforts of the Center for Teaching and Learning.
3. Promoted efforts for enhanced learning assisted by technology; established a new position of Vice Provost for Learning and Technology
4. Reviewed new and extended degree proposals regarding diversity plans.
5. Appointed an official Curriculum Diversification Committee to assess and make recommendations for curriculum transformation.
6. The General Education program goals and outcomes within WSU's Baccalaureate Programs were formally approved by the Faculty Senate. In addition, the General Education program reviewed a proposal by undergraduate students supporting American Diversity as part of the General Education program.
7. The General Education program adopted a strategy to diffuse diversity issues throughout the curriculum three years ago. Courses for Tier I, II, and III are approved annually. The following courses were approved for 1996-97: Tier I – Engl 105 Composition for ESL students; Tier II – CAC 375/Hist 308 North American Indian History, FA 301 Art of Africa, Native American, and the Pacific, Hist/WSt 350 European Women's History, WSt/FA 308 Women Artists I, WSt/FA 310 Women Artists II; and Tier III Capstone Courses – Anthr 468 Sex, Evolution and Human Nature, CrimJ/Wst. 403 Violence toward women, Hist 436 Imperialism in the Modern World, Zool/WSt 407 Biology of Women. This brings the total number of courses that address diversity issues in the General Education Program to 42 – Tier I – 1, Tier II – 30, and Tier III – 11.
8. Curriculum diversity was a priority for the Honors Program. The activities undertaken by Honors included infusion of diversity issues throughout Honors courses, faculty meetings devoted discussions of diversity issues in the classrooms with WSU faculty members as panelists, speaker from Washington Commission for the Humanities for Women's History Month, small class sizes to ensure highly interactive learning environments.

07/02/97

University Academic Enrichment Program Exception to Open Recruitment

Departments may become aware of particular opportunities to hire instructional faculty who provide enrichment consistent with academic goals or support WSU's strategic plan to increase diversity. In such cases, University policy provides the opportunity to make recommendations for positions without a formal search process

Persons identified as having the potential to add to the diversity of the University, to bring national or international stature, or to contribute unique programmatic expertise may be considered as a part of this program.

This program is not a substitute for open and fair searches as part of the University's regular hiring process. It is designed to take advantage of opportunities to meet WSU's commitment to diversity and excellence. It incorporates elements of existing hiring programs such as targeted hires, partner accommodation, and waivers for positions such as endowed chairs.

The process is as follows:

1. The department chair/director, after consultation with appropriate faculty, may bring a written request to the dean to invite a candidate to campus for an interview. The chair/director should have sufficient information about the candidate to ensure that the candidate meets the expected qualifications for an appointment. The chair/director should review the availability statistics with the Center for Human Rights when recommending a minority/woman candidate.

At the department level, although it is expected that recommendation frequently will come from faculty, the chair/director must take the lead in pursuing candidates identified for consideration. Consultation with the dean prior to inviting a candidate to campus is necessary to ensure that there is college support.

2. If the dean concurs, he/she must consult with the Provost to ensure that FTE and funds are available should the process be successful. The college will pay recruitment costs. In the case of a joint appointment between colleges, the recruitment costs will be shared as mutually agreed upon. The interview must include all appropriate meetings with faculty and administrators. -
3. If, after the interview, the faculty vote to extend an offer, the chair will make a recommendation to the dean who will forward the recommendation to the provost for approval to hire. The process for approvals by the Center for Human Rights must follow regular University policy for hiring.

All eligible faculty must review and vote on candidates put forward by the department. Chairs/Directors are responsible for consulting with other chairs/directors about potential joint appointments. It is the chair's/director's responsibility to secure letters of recommendation and other materials necessary to the hiring process.

The first priority is to fill an existing vacancy with available FTE and funding. If there is not a vacancy, a request for FTE and salary may be made to the Provost. The FTE and a salary equal to the average, for the rank/discipline will be provided by the Provost. Start-up for faculty who contribute to the diversity of the University will be, provided by HRR, the provost, or a combination of sources. In some cases, start-up costs will be provided by the College or from other sources. For example, in the case of a faculty member recruited for an endowed chair, startup costs may come from an endowment.

Office of the Vice Provost for Research and the Graduate School

A dedication to diversity is embedded deeply in the ethos and operations of the Office of the Vice Provost for Research and the Graduate School (Area 16). From the recruitment and development of staff to the recruitment, retention, and graduation of graduate students, commitments to diversity have a long history in Area 16. This report documents the progress made towards Area 16's goals and objectives during the period, July 1, 1995 through June 30, 1997.

Accomplishments

Goal I: Administrative Structure

The administration of Area 16 is committed to exercising leadership in the promotion, coordination, and the monitoring of diversity efforts among all of its operations.

Objective: Make the diversity plan an integral part of Area 16's leadership efforts.

Action Items:

- ?? Diversity is a component of all relevant communications by Area 16 leadership.

- ?? Area 16 is committed to reviews once yearly the contributions of Area 16 leadership to the Administrative Structure Goal.

Goal II: Work and Learning Environments/Climate

Provide avenues for individual, institutional, and community change that will enhance the academic, residential, and employment environments by advocating for the well-being and success of all individuals in the University.

Objective: Make the diversity plan an integral part of Area 16's planning and operations.

Action Items:

- ?? Diversity is a component of all relevant Area 16 planning and policy documents.

- ?? The Area 16 Diversity Plan is being shared with all units reporting to the Area 16 leadership.

- ?? The Area 16 Diversity Plan's Goals, Objectives, and Strategies were used during the development of the Area 16 Strategic Plan for 1997-2002.

- ?? Area 16 staff are monitoring improvements in academic and residential climate among Area 16 staff and graduate students.

- ?? Diversity issues are being incorporated into teaching assistant training efforts (e.g., UNIV 590).

- ?? Initiatives are being developed to assist incorporation of diversity issues into the curricula of graduate students throughout the University. For example, a new all-university graduate course, Ethics in Research (UNIV 592) engaged speakers who addressed diversity issues in higher education.

Goal III: Student Enrollment, Retention, and Degree Completion

Recruit, retain, and support efforts toward graduation of a pluralistic graduate student body that is reflective of the state's population.

Objective: Continue the Graduate School's recruitment and retention efforts with underrepresented populations

including women in underrepresented areas.

Action Items:

- ?? The Graduate School's 1997-2002 Plan for Recruitment and Retention of Underrepresented Students including Women in Underrepresented Areas is being developed for review by the Faculty Senate.
- ?? Partnerships are being developed with outside agencies (e.g., the Western Interstate Commission on Higher Education [WICHE]) to enhance the Graduate School's resources to support underrepresented graduate students.
- ?? Efforts are continuing to reinforce and develop student feeder programs (e.g., Florida A&M University) to assist recruitment of underrepresented graduate students.
- ?? Area 16's top priority for reallocation of resources in 1995-97 was enhancement of the Graduate School's Plan for Recruitment and Retention of Underrepresented Students Including Women in Underrepresented Areas. As a result, Area 16 was allocated funds for five additional assistantships (added to the 35 already in place), beginning in 1995-96.

Goal IV: Faculty/Staff Recruitment, Employment, and Retention

Provide structures to recruit, employ, develop, and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law.

Objective : Improve diversity and the retention of underrepresented persons among Area 16's staff.

Action Items:

- ?? Area 16 is continuing to widen the networks of supervisory staff to enhance recruitment opportunities.
- ?? Individual staff development objectives are being reviewed to include diversity training as needed.

In summary, Area 16's dedication to diversity--embedded deeply in its ethos and operations--has helped launch successfully its diversity plan for 1997-2002. Area 16 leadership will continue to work diligently to meet the goals and objectives of this plan.

Division Of Student Affairs

Mission Statement

The mission of the Division of Student Affairs at Washington State University is determined, in large part, by the land-grant nature of the institution and the unique settings of its four campuses. The primary purpose of the Division is to provide programs and services that enable students to achieve their highest educational potential. Recognizing this responsibility, the Division works closely with the entire University community to create a stimulating and productive educational environment that is conducive to the total growth and development of its students. The Division promotes excellence through its services, striving to be sensitive, caring and personal. The Division's commitment to students is initiated prior to entrance, sustained through matriculation, and continues beyond graduation.

Accomplishments

Goal I: Administrative Structure

Provide leadership and an administrative structure which creates systems of accountability. Promote, coordinate, monitor, and enhance diversity efforts in all areas of the University

Collaboration Among Units and Between Units and Other Campus Departments

- ?? Health and Wellness Services (HWS) has teamed up with Human Resource Services (HRS) regarding diversity issues and training for staff/faculty on HIV/AIDS issues.
- ?? A psychologist from Counseling Services serves as a consultant and liaison with Multicultural Student Services counselors and administrators working to enhance counseling services to students of color.
- ?? During the 1995-97 biennium, faculty within the Division of Student Affairs were active participants on the following:

WSU Boards, Commissions, and Committees

- ?? Gay, Lesbian, Bisexual Advisory Board
- ?? HEP Advisory Board
- ?? Sexual Assault Task Force (SATF), SATF Research Subcommittee, SATF Programming Subcommittee, SATF Response and Reporting Subcommittee
- ?? Commission on the Status of Women
- ?? YMCA Board
- ?? Chicano/Latino Graduate Student Association
- ?? Ad hoc committee to develop a class on "Perceptions of Disability"

National Committees

- ?? American College Personnel Association - Committee on Multicultural Affairs
- ?? American Psychological Association - Commission on Ethnic Minority
- ?? Recruitment, Retention, and Training (Resource Person on the Panel of Experts)
- ?? The Office of Admissions provides minutes of faculty and staff meetings, and recruitment calendars to Multicultural Student Services (MSS).
- ?? A MSS Coordinator is included in recruitment planning meetings of the Office of Admissions.
- ?? The Admissions Office has a designated liaison for the Disability Resource Center and Reentry students.

?? The Division participates in the Multicultural Recruitment/Retention Task Force.

Evaluation (Performance and Program)

- ?? In many departments within the Division, directors, faculty and staff supervisors are evaluated, in part, on their efforts to increase awareness and advance diversity in their units.
- ?? Faculty and staff are evaluated on equal and inclusive delivery of all services and programs.
- ?? Career Services currently shares facilities and resources with The Office of Multicultural Student Services.
- ?? Career Services faculty have participated on the Sexual Assault Task Force, Multicultural Retention Council, and the YWCA.

Training Objectives

- ?? Members of various departments within the Division are made aware of training opportunities available and are encouraged and supported in efforts to participate. Many supervisors have completed the HRS Leadership Training Course. Faculty, staff and students within the Division of Student Affairs are encouraged to attend events for ongoing personal education as well as social interaction and opportunities for diversity.
- ?? All ASWSU student officers and committee chairs participate in a fall retreat which includes diversity components.
- ?? CUB/Activities Recreational Sports has developed an organizational values statement with diversity issues as a component to clarify expectations regarding employee behavior.
- ?? Diversity issues are included in the Health and Wellness Services new employee orientation.
- ?? Student Advising and Learning Center (SALC) has held various workshops for staff and student staff on advising students of color; trans-cultural communication; understanding gay, lesbian, and bisexual students; general diversity education themes, etc.
- ?? Representatives from Multicultural Student Services and Disability Resource Center are invited to attend all regularly scheduled staff and advising meetings held by SALC.
- ?? Each fall semester faculty and interns from Counseling Services meet with staff from Multicultural Student Services to discuss ways the units may work collaboratively to better serve multicultural students. Counseling Services also holds meetings with staffs of Disability Resource Services, Intensive American Language Center, and International Students Program for the purpose of better understanding and responding to the needs of these student populations.
- ?? On-going training of faculty and staff on legal issues in the employment/recruiting process is provided.
- ?? Career Services counselor case management supervisory meetings include training in diversity issues and client populations.
- ?? Student Affairs directors devote at least one meeting a year to diversity-related training.

Overarching Administrative Goals

- ?? Diversity is defined by the Division to include students, faculty, and staff of different age groups, sexual orientation, gender, disability, ethnicity, race, religion, socio-economic status, and cultural backgrounds.
- ?? The Office of the Registrar has developed a commitment to advance the philosophy of Washington State University's commitment to diversity -- and endorses this position in a written statement. A copy of the position statement is being developed for inclusion in the Registrar's employee handbook.
- ?? All Student Affairs units have in their specific mission statements a commitment to advancing issues of diversity in their units and on campus.

Goal II: Institutional Climate

Provide avenues for individual, institutional, and community change that will enhance the academic, residential, and employment environments by advocating for the well-being and success of all individuals in the University.

The Division of Student Affairs diligently monitors the campus climate to assure the development of an environment conducive to diversity. These monitoring activities range from informal discussions to more sophisticated research efforts. The focus of these climate checks is to ensure students receive a positive reception to the University, develop a feeling of belonging to a supportive community, and are encouraged and supported to progress toward a degree. For faculty and staff, the campus climate, and specifically the work place, must be friendly, encourage professional growth and development, and support professional opportunities as the employee develops. In all cases and among all students, faculty and staff, we strive to develop a feeling of pride in our University as an excellent educational institution and an outstanding place to work and study.

Environments

- ?? The proportion of underrepresented students in residence halls and their ratio of hall moves and check-outs has been monitored over the last two years. No disproportionate move and/or check-out rates were noted.
- ?? Residence Life strives for participation rates in activities and programs sponsored in the halls proportional to the numbers of underrepresented students in a hall or house.
- ?? Residence Life is in the process of comparing responses of identifiable underrepresented students to other students in surveys conducted (where feasible) and will continue to investigate patterns of differences where observed.
- ?? HWS has actively worked with the Pullman Memorial Hospital to develop new protocols and policies for sexual assault exams that are more sensitive to women's needs.
- ?? The counseling staff at Counseling Services comes from diverse cultures, racial/ethnic identities, and sexual orientations. A number of counselors are bilingual or multilingual. For example, among the counseling staff of the 1996-97 year, there is proficiency in ten languages other than English. Bilingual counselors increase the accessibility of services to students for whom English is a second language. Counseling Services has Spanish translations of intake forms. The GED test is available in Spanish and some national tests may be obtained through Testing Services in forms written in languages other than English.
- ?? Of WSU students seen for counseling, 13.5% self-identified as racial/ethnic minorities and an additional 4% were international students.

Publications/Pubic Relations

- ?? Most Departmental web sites include pictures of the diverse student population that we serve.
- ?? The Admissions Office posts flyers and encourages attendance at a variety of multicultural activities.

Program and Student Support

- ?? Most departments within the Division participate in national and University recognized theme weeks such as Student Employment Week, Financial Aid Awareness Week, Sexual Assault Awareness Week, Women's History Month, Black History Month, Semana De La Raza, Gay/Lesbian Awareness Week, etc., to encourage a sense of community.
- ?? All Student Advising and Learning Center (SALC) programs support underrepresented groups; i.e.: Freshman Seminar, Peer Tutorial Program, Peer Advising and faculty advising.
- ?? SALC faculty, staff, and programs advocate for diverse students. Internships and scholarships are provided for underrepresented students.

- ?? Counseling Services provides active liaisons with other campus programs that serve underrepresented student populations--e.g. Gay, Lesbian, Bisexual, and Allies Program; Intensive American Language Center; Multicultural Student Services; High School Equivalency Program; Women's Studies Program; Disability Resource Center; Women's Resource Center; The SAFE (Survivors and Friends Empowered) Place, and the Sexual Assault Task Force.
- ?? Counseling Services' sport psychologist offers the following services and programs to student-athletes and athletic staff for the support of a diverse institutional climate:
 - ?? A nationally recognized peer mentor program for student-athletes provides peer mentors that represent the same gender and wide range of racial/ethnic diversity as the student athlete population.
 - ?? Between 20 and 30% of student-athletes receiving sport psychology services are from diverse ethnic or racial backgrounds. Over 50% of students receiving these services are women.
 - ?? Consultation is provided by the sport psychologist to coaches and teams on issues of diversity.
- ?? Career Services jointly sponsors, with The Office of Multicultural Student Services, the Summer Job, Internship, and Multicultural Job Fair. A joint proposal was successful in receiving Student Affairs funds to underwrite the registration fees of community agencies and businesses owned by people of color.
- ?? Information on racial/ethnic identity of and languages spoken by Counseling Services staff was given to MSS counselors to assist them in referring students.
- ?? Provided student intern opportunities to a diverse population.
- ?? The CUB/Activities-Recreational Sports delivers and supports a host of programs specifically intended to enhance diversity on our campus:
 - ?? Co-sponsoring multicultural conferences and activities (e.g. BOLD/AAW)
 - ?? Support ethnic food events (e.g. Africa Night, India Night)
 - ?? Public display of art work (e.g. CUB Diversity Mural)
 - ?? Provide office and meeting space for Gay, Lesbian and Bisexual Center; multicultural student groups
 - ?? Present CUB Gallery exhibitions with ethnic themes
 - ?? Provide specialized assistance to ethnic groups in planning and conducting events
 - ?? Developed summer Intramural program that supports the needs of International Students
 - ?? Continue support of multicultural programs by ASWSU Senate
 - ?? Coffeehouse Committee
 - ?? Visual Performing Lecture Artist Committee; Art A La Carte
 - ?? Support programming efforts by ASWSU Asian Pacific American Committee
 - ?? Support programming efforts by ASWSU African American Association
 - ?? Support programming efforts by ASWSU Ku-Au-Ma
 - ?? Support programming efforts by ASWSU MEChA
 - ?? Support programming efforts by ASWSU GLBTA
 - ?? Support over 50 recognized student organizations with a diversity theme

Accommodation

- ?? The Office of the Registrar recently included a design concept to accommodate special needs of persons in the recent office renovation project. Additionally, special accommodation is being incorporated in the student registration system currently under development.
- ?? The Office of Student Financial Aid (OSFA) strives to respond to telephone and window inquiries in a manner that reflects openness, sensitivity and competency in problem solving. Client service is emphasized and is the subject of ongoing improvement.
- ?? The relocation to new facilities, which include handicap accessible service counters and offices, provides a greater opportunity for many Student Affairs offices to make services accessible.

- ?? Health and Wellness Services (HWS) takes special care in providing health care to students whose first language is not English and who may come from cultures with medical traditions different from those in the United States.
- ?? Realizing that counseling is a highly personal activity and that qualities of the counselor are often important in establishing rapport, Counseling Services asks students to indicate any preferences they have for a counselor (such as gender, race, language spoken) and makes every attempt to honor these preferences when possible.
- ?? The Office of Career Services provides "reasonable accommodation" to students and/or employers who utilize the facilities and/or services of Career Services.
- ?? The CUB/Activities-Recreational Sports continually upgrades its facilities to maintain accessibility to all students, faculty and staff (e.g. new lever door handles, accessible drinking fountains)
- ?? CUB/Activities-Recreational Sports developed an assisted listening system for use by CUB patrons

Goal III: Student Enrollment, Retention, and Degree Completion

Provide structures for academic success and increased access to higher education for a diversified student body, evidenced through recruitment, retention, and degree completion rates comparable across all subgroups of the student population.

Access to higher education for all qualified students in the state of Washington is vital to the mission of Washington State University. Student Affairs is charged with administering the enrollment management efforts for the University. As a Division we will provide recruitment activities, financial assistance, academic support services, and a campus climate which attracts diverse students to the University and supports these students through the attainment of their academic goals.

Public Relations

- ?? Career Services representatives give presentations about resources and services to various groups on campus, including Women in Engineering, Disability Resource Center, International Programs, and Multicultural Student Counselors.
- ?? The ALIVE! promotional brochure highlights a statement regarding grant funds available to students with financial need. In addition, we are working with the Office of Multicultural Students Services to encourage students in need to attend the ALIVE! Program and to apply for the grant funds available.
- ?? The Office of Scholarships and Financial Aid (OSFA) strives to make consumer information available to a diverse group, and provides FAFSAs in English and Spanish. OSFA participates in several programs promoting student enrollment, retention, and degree completion. OSFA continues to explore additional opportunities to participate in these types of programs.
- ?? Most departments within the Division currently participate in the following programs - many of which are directly linked to diversity awareness and diversity recruitment efforts:
 - ?? College Knowledge for the Mind Programs
 - ?? Saturday Academy
 - ?? New Students of Color Reception
 - ?? MESA Programs
 - ?? OSFA Open House
 - ?? Evenings of Excellence
 - ?? Future Teachers of Color
 - ?? C.A.S.H.E. Conference
 - ?? Bridge Program
 - ?? Cougar Monday

- ?? Diversity issues have been discussed during planning stages and ideas implemented in development of brochures and promotional materials for most departments within the Division.

Enrollment

- ?? A member of Counseling Services' staff provides training for counselors, student recruiters, student leaders and peer mentors in Multicultural Student Services.
- ?? The Admissions Associate Director and Multicultural Student Services (MSS) Coordinator meet with all colleges to discuss recruitment plans, including multicultural goals and initiatives.
- ?? MSS and Office of Admissions cooperate in development and implementation of the Cougar Monday program. Through Multicultural Student Services, many students of color from throughout Washington State are flown to Pullman to participate in the visitation. Multicultural recruiters organize activities in addition to the Cougar Monday schedule, giving participants an opportunity to meet and visit with people that are involved in activities and organizations on campus for students of color.
- ?? The Office of Admissions assists with multicultural visits sponsored by MESA, Education, CAHE, Science, Engineering, and Multicultural Student Services.
- ?? The Admissions Office has been successful in involving multicultural students in Cougar Connection, Spring Preview, and office intern positions.

- ?? Training on multicultural issues and Multicultural Student Services office is incorporated into Preview training. Diversity information is included in university-wide training for all student recruitment groups.
- ?? MSS participates in Faculty Phon-a-thon sponsored and organized by the Office of Admissions.
- ?? The Admissions Office prioritizes multicultural students in Transfer Achievement and Academic Achievement Awards process.
- ?? The Office of Admissions was given strategic recruitment funds for which priority was given to MSS and the recruitment effort for students of color.
- ?? POW-WOW events and a visit to MSS are included in Preview events.
- ?? The Division advocated to the HEC Board for additional core waiver for students with disabilities.
- ?? Student Affairs offices collaborate with MSS to visit many high multicultural schools. Representatives from the Division attend most College Knowledge programs and the Children of Aztlan Sharing Higher Education (CASHE) Program. Efforts are made to coordinate with multicultural college recruiter recruitment trips.
- ?? Multicultural students are included in all publications and events; women are depicted in a variety of roles in publications.
- ?? Multicultural recruitment is included in branch planning.
- ?? Admissions staff meet with academic faculty interested in multicultural recruitment.

Degree Completion

- ?? Career Services implemented a job search workshop targeted towards multicultural students and foreign students respectively.
- ?? Through career counseling, Career Services assists students experiencing barriers to develop strategies to be successful in school.
- ?? Counseling Services provides the following testing services in response to special needs of students:
 - ?? Learning disability testing and feedback for referred students to assist them in deriving full benefit from available academic opportunities;
 - ?? Special test administrations and accommodations for students who are physically challenged or learning disabled;
 - ?? GED testing for the community and the High School Equivalency Program (the majority of students using this service are economically disadvantaged).
- ?? Under the leadership of the sport psychologist, WSU was one of the first universities in the country to implement the NCAA-sponsored Life Skills Program. This mandatory class for all incoming freshmen and transfer student-athletes focuses on issues of cultural awareness, sexuality, and individual differences. Staff from WSU Student Affairs offices are active participants in presentations for this program.
- ?? An automatic review is provided the Office of Admission for disabled students, multicultural students, and women with AIN (Admissions Index Number) of 15 to 24. MSS and DRC faculty are included in making recommendations and voting on the sub-committee.
- ?? Information on prospective multicultural students is provided to college recruiters on request; special follow-up to multicultural students identified as a priority by college recruiters is also provided.

Retention

- ?? Career Services has developed a handout dealing with employment issues for foreign students.
- ?? OSFA (Office of Student Financial Aid) continues to make a large number of work study positions available within the department, and has maintained a diverse student work-force.
- ?? SALC Peer Advisors are recruited from students across campus. Efforts are made to recruit students from underrepresented groups. Selection of minorities is a ranking priority. Peer Advising recruiting materials encourages diversity. Applications are sent to college faculty to encourage a wide range of applicants. Letters are sent to college deans, chairs, and faculty requesting recommendations of qualified students. MSS encourages students to apply. Applications are on site at all the MSS centers. Residence Life distributes applications during informational nights for paraprofessional staff recruitment held during the fall.
- ?? The students involved in the Hypernauts program (Hypernauts are undergraduate student interns in the SALC computer labs) are ethnically diverse. The size of the Hypernauts group fluctuates, but currently there are 34 with 15 being from underrepresented groups (Ethnic/racial minorities - 7; Women - 8)
- ?? The numbers of both women and minorities have steadily increased since 1994, but increases in proportional representation haven't met our goals. While minorities now make up more than 20% of our Hypernaut population, women continue to make up less than 25%. The gender imbalance, though improving, is an area of particular concern, and is indicative of larger cultural patterns which we are committed to working against.
- ?? SALC Recruitment task force, which itself has superb minority representation and leadership, has been active in recruiting minority and women students into the Hypernaut program. They have visited sororities and minority-group fraternities, encouraging students to learn more about the Hypernaut program and, in many cases, bringing in new members.
- ?? SALC continues to recruit new Hypernauts from the Freshman Seminar student population as well. We have made substantial efforts to identify promising female and minority students who could make valuable contributions to the program.
- ?? The Division of Student Affairs has collaborated on diversity related efforts with other Departments: such as DRC, MSS, Athletics, Math and Science, Bridge Program, Career Services, Residence Life, academic departments, Counseling Center. Collaboration encourages a diverse population to make use of the services of the offices within the Division and to let others know what services are available.
- ?? Counseling Services provides support groups for gay, lesbian, bisexual, and transgendered students. The particular focus of these groups is established each year in collaboration with the GLBA Program.
- ?? Central to the work of Counseling Services staff is the advocacy for students and other members of the University community for whom psychological issues create particular needs and challenges.
- ?? A psychologist from Counseling Services provides coordination and supervision of cofacilitators conducting a support group for Chicana/Latina undergraduate students.
- ?? Support groups for students dealing with issues of sexual assault or abuse are provided at Counseling Services every semester.
- ?? WSU West - an Admissions representative provides staff support to African American Alumni Association.
- ?? Career Services offered group career counseling and assessment specifically for multicultural students.

- ?? Most units within the Division have participated in: College Knowledge for the Mind, Alive, Future Cougar Days, Cougar Monday, Bridge Program, Saturday Academy, and presentations at various Student Centers.
- ?? Literature in the Career Services resource center reflects multicultural employment issues, disabled worker employment issues, and EEO/AA issues.
- ?? CUB/Activities-Recreational Sports employs approximately 500 student employees with a mix of diverse cultures, sexual orientations, and racial/ethnic identities.

Goal IV: Faculty/Staff Recruitment, Employment, Retention

Provide structures to recruit, employ, develop, and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law.

The training of Student Affairs faculty and staff begins with a strong orientation for each new employee on the value of diversity, and continues with on-going diversity skills training activities throughout the employment of the individual. Faculty and staff are encouraged to participate in campus-wide diversity activities. This training program is crucial to the overall development of a positive campus climate and that enhances diversity.

Training

- ?? The ALIVE! student program has a two-hour time block dedicated to diversity issues.
- ?? Discussion of need for diversity is included in presentations to faculty senate, new faculty orientation, and college meetings for department chairs.
- ?? Departments continue to encourage professional development for their employees by supporting attendance to various seminars and workshops. The OSFA was instrumental in arranging a recent NASFAA/WASFAA workshop in Pullman, as well as the visit of the Student Advisory Committee.
- ?? The Office of the Registrar has instituted an aggressive in-house program to bring training to staff. Training has been developed around the stated needs of the staff and includes a wide variety of professional subject matter; topics include: Sexual Harassment, Diversity, Time Management, Communications, Groups Dynamics.
- ?? Permanent staff at the Children's Center includes one male; Center staff make extensive efforts to hire a variety of college student staff to work with the children - including both male and female students of color.
- ?? Eight Residence Life professional staff members completed the eight-week "Diversity Advocate" training program by HRS.
- ?? HWS speakers have presented on a variety of diversity related topics at staff meetings and semester retreats; the most recent being training on transgendered issues in January 1997.
- ?? Training inclusive of issues of diversity is provided for all staff at Counseling Services.
- ?? Access for staff to Human Relations and Resources diversity training is promoted and supported for all units within the Division of Student Affairs.
- ?? Counseling Services provides counseling (a maximum of 5 sessions), consultation, and outreach services to WSU faculty and staff, including consultations to departments and units promoting the development of a workplace climate that is respecting and supportive of employee diversity.
- ?? All of the CUB/Activities-Recreational Sports faculty and Administrative/Professional staff members have completed the HRS eight week "Diversity Advocate" training program.
- ?? All CUB/Activities-Recreational Sports staff attended training sessions designed to improve understanding and awareness of the issues related to gay, lesbian, transgender and bisexual students on campus.

General Employment Issues

- ?? The CUB/Activities-Recreational Sports faculty and staff come from diverse cultures, sexual orientations and racial/ethnic identities.

?? The current population breakdown in the Office of Admission is as follows:

Faculty: 2/10 Multicultural; 5/10 women
Staff: 2/23 Multicultural; 20/23 Women
Hourly: 5/13 Multicultural; 10/13 Women
Interns: 6/12 Multicultural; 5/12 Women

?? The Office of Scholarships and Financial Aid (OSFA) is currently quite diversified. OSFA will continue to support and promote diversity. OSFA always considers and seeks to recruit underrepresented persons in its faculty and classified staff searches. OSFA currently consists of:

Faculty: 13 faculty members. 2 males, 11 females (15% male); 4 over 40 years of age (31% over 40); 1 person of color (8% persons of color)

Classified Staff: 12 classified staff members. 2 males, 10 females (17% male); 7 over 40 years of age. (58% over 40); 2 persons of color. (17% persons of color)

Graduate Assistants: 3 graduate assistant members. 1 males, 2 females. (33% male); 1 is over 40 years of age (33% over 40); 2 persons of color (67% persons of color).

Work Study Students: 14 work study student members. 9 males, 5 females (36% female); 0 are over 40 years of age. 3 persons of color(21% persons of color).

Summary: 42 members. 14 males, 28 females (33% male); 12 over 40 years of age (30% over 40); 8 persons of color (19% persons of color).

Recruitment

?? Further emphasis on diversity goals for the Division of Student Affairs has been made through affirmative action hiring decisions and as part of the annual review process for those who have been involved in search committees as the chair.

?? Within the Office of Financial Aid there are 5 members who are bilingual in the Spanish, Chinese, or Vietnamese languages.

?? The percentage of underrepresented paraprofessional candidates has slightly increased in 1996 to 14.78%.

?? The current hire rate of underrepresented offered Residence Life paraprofessional positions is 43%. 30% of non-underrepresented student have been offered paraprofessional positions.

?? Residence Life increased the 1996 expenditures for job announcements in publications focused on underrepresented populations for professional staff positions to 10% over 1994-95 levels.

?? In the spring of 1996 a series of training forums on issues of diversity were held by the Department of Residence Life and offered to students, student staff, and prospective student staff.

?? The most recently hired physician at HWS (Health and Wellness Services) is from an underrepresented group.

?? Including people from diverse ethnic, cultural, sexual and economic backgrounds is a primary goal in the selection of HIV/AIDS counselors.

?? Recruitment of health care professionals always includes special attention to meeting the needs of our diverse student population.

?? Counseling Services seeks to obtain a diverse pool of applicants for all positions. In the predoctoral internship program, candidates from the American Psychological Association's list of minority applicants are contacted and invited to apply. All intern applicants are invited to indicate their experience with and/or interest in diversity issues on their application forms.

?? All Admissions searches have Multicultural Student Services faculty involvement. A multicultural former student intern has been hired as an Admissions Counselor.

- ?? Career Services seeks to hire people from varied cultural, ethnic, and sexual backgrounds when filling faculty, staff, graduate assistant and work study positions.
- ?? The CUB/Activities-Recreational Sports actively recruits diverse candidates for vacant positions.
- ?? Residence Life maintained 30% of orientation counselor staff as identifiably diverse students. Reached the goal of 25% of orientation counselor training focusing on diversity issues.

Retention

- ?? One Career Services faculty also teaches a course in Women Studies which includes gender and ethnicity issues in the world of work.
- ?? All CUB/Activities/Recreational Sports search committees include members of diverse backgrounds as well as student representation.
- ?? Faculty and staff are strongly encouraged to attend WSU diversity training. WSU multicultural students are encouraged to consider Student Affairs careers.
- ?? In the spring of 1995, follow-up phone interviews were conducted, assessed, and incorporated into the recruitment of more diverse Residence Life paraprofessional staff members.

Goal V: Curriculum Diversification

Provide a curriculum that is inclusive of multiple perspectives and styles of pedagogy which prepares students to be successful in a changing world and increasingly competitive market place.

The Division of Student Affairs through its various departments seeks to deliver a host of programs specifically tailored for multicultural students, and multicultural programming for all students, faculty and staff. This programming is represented by special theme weeks and months, art displays, leadership development, health education, and many more. These efforts are supported through a multiplicity of human resources and through direct financial assistance.

- ?? Expenditures for educational resource materials within Residence Life focused on diversity issues were increased by 20% over 1994-95 levels.
- ?? In 1995-96 Residence Life increased expenditures for educational resource materials focused on diversity issues by 25%.
- ?? A Residence Life staff member is designated to monitor and report the levels of diversity, Multicultural and international theme programming done in residence halls and Greek chapters.
- ?? Residence Life monitored the frequency and number of diversity related educational program events in fall 1996 within the Residence Halls.
- ?? Training is provided for all HIV/AIDS counselors includes elements of diversity related to cultural, sexual, and economic backgrounds.
- ?? Student staff members in Residence Life have at least 2 sessions of formal training on issues of Diversity prior to beginning their positions.
- ?? Representatives from HWS gave presentations on health care services, availability, and access to all international students (International Student Orientation and IALC Orientations) each semester.
- ?? All recognized student organizations were invited to participate in programs coordinated by HWS such as AIDS awareness week, national condom week, campus dry days.

- ?? Underrepresented groups from other cities were invited to participate in recent World AIDS week programs and events.
- ?? The HWS department has developed programs to reach the needs of target populations -such as a Sexual Assault program, For Men Only, Friend to Friend, and programs for athletes, gays, and lesbians.
- ?? Diversity issues and cultural communications skills are keys elements in the training of Peer Counselors in the SIRC (Sexual Information Referral Center) and CEAK (Cougars Encouraging Alcohol Knowledge) Programs sponsored by HWS.
- ?? Counseling Services provides clinical training and supervision for interns, counseling assistants, and practicum counselors on counseling a diverse student population. Specific training is provided in cultural sensitivity; multicultural counseling; women's issues; gay, lesbian, bisexual, and transgender issues; and multicultural issues in clinical supervision.
- ?? Part of the evaluation of trainees in Counseling Services is assessing their sensitivity to diversity and competence in counseling people who are different from them.
- ?? Diversity is incorporated into all publications within the Division.
- ?? The WSU Children's Center has implemented an anti-bias multicultural curriculum. A variety of multicultural activities are offered to children and their families, including celebration of holidays, ethnic foods, sharing of artwork, music and traditional dress. In 1996 the center held a Kwanza celebration and invited the Multicultural Center. Children have also had opportunities to participate in other ethnically/culturally based celebrations.
- ?? WSU Children's Center classroom toys and equipment include multicultural pictures, artwork, dolls, and games.
- ?? Children's Center staff work with Early Learning Services, the public schools, and Whitman County interagency Coordinating Council for Early Intervention in providing services for special needs children.
- ?? The Children's Center has contracted with Community Child Care Center to incorporate an ECEAP program for low income families.
- ?? 15% of children accepted at the WSU Children's Center receive subsidized child care from the Department of Social and Health Services as part of the JOBS programs.
- ?? The message of the value of diversity is incorporated into all presentations given by the Office of Admissions.
- ?? Admissions Office and MSS have held presentations planning workshop together.
- ?? University 100, a career planning course, specifically addresses cultural pluralism, diversity and global pluralism.
- ?? Representatives from Career Services provide career and job search information to targeted populations such as women in engineering, re-entry students, athletics, and foreign students.
- ?? Career Services reviews educational materials located in resource center to ensure that materials include attention to diversity issues.

College of Agriculture and Home Economics

Overview

The College of Agriculture and Home Economics (CAHE) Diversity Plan Task Force was appointed May 19, 1997 by CAHE Dean James J. Zuiches and charged with completing the College's Diversity Progress Report for 1995-1997 and revising the CAHE Five Year Diversity Plan based on the University's diversity goals.

The Diversity Progress Report presented here was generated from reports requested of unit administrators by the Dean's office to reflect activities in the two year period 1995 through 1997. Progress made in diversity issues is reported relative to the five goals adopted university-wide, listed below. These goals were refined from goals used previously in the Cultural Diversity Task Force Report (CAHE, 1992) and the previous College progress report, the CAHE Cultural Diversity Report Card, October 6, 1995.

The activities and accomplishments of WSU Cooperative Extension are integrated into this report, as requested by the Dean. Units with on-campus Cooperative Extension faculty and programs incorporated progress reports into their overall unit report, as appropriate. In addition, an updated Cooperative Extension federal report contributed information from county and tribal offices and other off-campus locations. Because of the traditional role of WSU Cooperative Extension in reaching out to and serving diverse populations in the state, the federal report describes a distinctly independent area of diversity effort and accomplishment for the College. The interested reader may contact WSU Cooperative Extension at 509-335-2811 for a copy of that report.

The College of Agriculture and Home Economics adheres to the WSU Mission Statement and Goals for Diversity, as follows:

Diversity is embraced as a core value of Washington State University. We respect and place an extremely high value on the diversity that is expressed through racial/ethnic, gender, cultural, disability, sexual orientation, and socioeconomic differences. We are sensitive to these differences in our University community and total environment. We view diversity as an enriching influence, which allows the university to be responsive to a changing world and an increasingly competitive global marketplace.

The progress of the College within these goals is presented in a summary and as strategies, accomplishments and future plans, combined from all reporting units. Strategies are the objectives relevant to each goal and represent the general approach various units have taken to attain a goal. Accomplishments do not necessarily correspond to a specific strategy, but were actions taken or outcomes reached in response to the goal. Future plans represent the units' concepts of appropriate next steps in progress toward each goal. The report concludes with a needs section that offers suggestions for future progress reports.

Summary

Goal I: Administrative Structure

Reports indicate that unit administrators encourage faculty and staff to participate in diversity training opportunities. These administrators voiced an interest in, and commitment to, addressing diversity issues in their departments as evidenced by attention to communication between the unit administrator and unit personnel regarding diversity and workplace environment issues, actions to address diversity issues within units, and efforts to incorporate diversity issues into departmental policy and procedures.

Goal II: Work and Learning Environments/Climates

Advances related to work and learning environments were varied in nature among the units. Some units established workgroups mandated to address diversity and work/learning environment issues in general, with broad potential impact on departmental personnel and climate. Others reported actions, such as providing language support services, staff training, and brown bag lunches to discuss women's issues, which represented progress targeted to more specific groups or issues affecting work and learning environments.

Goal III: Student Enrollment, Retention, and Degree Completion

Efforts to recruit a diversified student body were wide-ranging and utilized electronic outreach as well as culturally appropriate personal contact and mailings. Staff and faculty also made increasing use of existing programs designed to identify potential minority student recruits. Some of the units that do not have their own degree programs provided funding or other support for undergraduate and graduate students in other departments.

Goal IV: Faculty/Staff Recruitment, Employment, and Retention

Information about faculty and staff recruitment, employment, and retention suggest a continued commitment to this goal, with some notable efforts to hire women faculty, mentor new faculty, and encourage and support women and minorities in career advancement. It appears that diversity gains will remain modest given the low turnover rate in faculty and staff positions within the College and the limited numbers of candidates of color as well as female candidates in some disciplinary areas.

Goal V: Curriculum Diversification

While curriculum diversification does not pertain to all units, it has become a priority in many areas. The need for cultural and diversity awareness has been recognized throughout the College. Diversity issues have become part of the curricula in many departments and units. Courses specifically focusing on minority issues are being taught in two academic units. In many units the research and teaching programs are international in scope and therefore encourage cultural awareness. In addition, some programs are targeted toward cultural and ethnic groups to meet their specific needs. Overall, CAHE academic programs train tomorrow's professionals in many career areas and thus contribute to our graduates' awareness and skills in bringing diversity into wider community and sociopolitical contexts.

Accomplishments

Goal I: Administrative Structure

Provide leadership and an administrative structure which creates systems of accountability. Promote, coordinate, monitor, and enhance diversity efforts in all areas of the University

Strategies:

- ?? To demonstrate commitment of departmental leadership to diversity and to positive work and learning environments
- ?? To commit funds for supporting diversity activities
- ?? To provide diversity training for all administrators of CAHE
- ?? To establish, communicate, and implement clear departmental expectations, policies and procedures related to diversity
- ?? To ensure that marketing publications reflect diversity
- ?? To provide programs and opportunities which will interest and benefit diverse groups
- ?? To encourage involvement of departmental personnel in activities that address diversity and workplace and learning environments

Accomplishments:

- ?? Three units established a departmental committee or task force to assess, plan, coordinate, and help implement diversity and workplace and learning environment initiatives for faculty, staff, and students. In one of the three units, the committee will present a report at the annual departmental meeting. A

fourth unit will form a diversity committee in the fall of 1997 to examine diversity issues and advise departmental administration.

- ?? One department established a concise commitment/goal statement regarding diversity and work and learning environments to be prominently displayed and referenced (including new departmental brochures).
- ?? In another department, faculty have been advised that accountability for workplace environment and diversity issues has been mandated as a part of annual performance evaluations.
- ?? In one department, the chair and staff administrative assistant were actively and increasingly involved in departmental workplace initiatives and issues.
- ?? Extension Outreach:
 - ?? Extension facilities display "...And Justice for All" posters in Spanish and English prominently in public areas. Artwork and graphics used in Extension publications are representative of constituent groups.
 - ?? Protected classes continue to be reached with extension programs by having newsletters, posters, handouts, and radio spots in Spanish. Counties mail fliers and letters to agencies and organizations directly involved with all ethnic and racial groups.
 - ?? The Extension Diversity Team awarded two summer minority internships.
- ?? Extension Training:
 - ?? Diversity training was provided to some off-campus county Extension locations via the use of satellite technology and on-site workshops with Deborah Love (Director, Center for Human Rights) and Cindy Gallagher (Director, Diversity Education Program).
 - ?? The Extension Diversity Team financially supported the training of a 4H Specialist at a National Workforce Preparedness Symposium in Washington, D.C.
- ?? Extension Programming:
 - ?? Increased program participation was linked to use of newspapers, radio stations, and personal contact to inform minorities of available programs. Urban counties have enhanced their programs and the interest of protected classes with personal contact.

Future Plans:

- ?? Develop a tracking system for CAHE's progress in meeting diversity objectives, for example, training attendance.
- ?? Add diversity activities and accomplishments to departmental annual review and tenure and promotion criteria.
- ?? Document and enhance departmental training and leadership in the areas of diversity and workplace environment including:
 - ?? faculty and staff training.
 - ?? development of departmental policy and procedures.
 - ?? individuals, committees or task forces assigned to diversity issues.

Goal II: Work and Learning Environments/Climates

Provide avenues for individual, institutional, and community change that will enhance the academic, residential and employment environments by advocating for the well-being and success of all individuals in the University.

Strategies:

- ?? To provide faculty/staff diversity training opportunities

- ?? To promote formal and informal monthly activities that target diversity issues (for example, seminars, brown bag luncheons, socials)
- ?? To include diversity guidelines in departmental policies or procedures
- ?? To encourage research efforts and activities that lead to greater understanding of multicultural populations in the state and globally

Accomplishments:

- ?? Equal gender access was provided at animal center housing facilities.
- ?? Learning environments were adapted to the needs of certain populations, such as classes in Spanish and training of indigenous leaders so that they can train their specific groups.
- ?? Instructors increased the integration of research and teaching based on instructor experiences in multicultural communities.
- ?? Some faculty and staff participated in brown bag lunches on women's issues.
- ?? Unit administrators showed willingness to encourage faculty and staff to create a positive environment for all.
- ?? Several departments formed work groups to address diversity issues.
- ?? Staff provided language services and support services for developmentally disabled youth for a number of youth development activities.
- ?? One department placed diversity guidelines in their departmental by-laws.

Future Plans:

- ?? Provide adequate funding for diversity training statewide.
- ?? Increase opportunities for diversity training of off-campus faculty, staff, and students.
- ?? Encourage, as needed, a diversity training program at the department level based on the combination of multiple training attended by individuals. This should lead to practical applications when teaming with other departments on multi-unit projects.
- ?? Encourage more integration of research and teaching based on experiences in multicultural communities.
- ?? Support recruitment and retention efforts to increase diversity in the workplace and classrooms resulting in well balanced, positive work and learning environments.
- ?? Increase orientation and mentoring programs for incoming students, faculty, and staff.
- ?? Continue activities that are both formal and informal to promote diversity and encourage mentoring between students and faculty.
- ?? Encourage feedback during faculty annual review regarding activities that support positive work and learning environments.

Goal III: Student Enrollment, Retention, and Degree Completion

Provide structures for academic success and increased access to higher education for a diversified student body, evidenced through recruitment, retention and degree completion rates comparable across all subgroups of the

student population.

Strategies:

- ?? To recruit and retain diversified undergraduate and graduate student populations

- ?? To increase opportunities for conducting research and other learning activities in ways that benefit minorities

Accomplishments:

- ?? Several departments assisted undergraduate and graduate students in obtaining minority scholarships and assistantships.

- ?? Outreach programs such as the WSU Cooperative Extension EFNEP (Extension Family and Nutrition Education Project) and Food Stamp Nutrition Education Program provided families with information about the opportunities for higher education.

- ?? Numerous departments established or utilized recruitment channels to increase minority awareness of and application to programs. Examples include a web page, use of the Minority Access to Research Career (MARC) program at WSU, working with the Graduate School to identify minorities interested in a specific field, involving faculty and alumni in recruitment, and supporting intensive language courses for international students.

- ?? A Chicano/Latino Agricultural Career Awareness Day was successfully conducted in fall 1996 at WSU-Prosser. Students in attendance were encouraged to pursue careers in agriculture and to attend WSU for career preparation.

- ?? The Irrigated Agriculture Research and Extension Center (IAREC) employed a diverse summer workforce of students who were encouraged to pursue higher education.
- ?? Graduate students were encouraged to apply for funds from the Schaffer Foundation which preferentially supports studies benefiting ethnic minorities.
- ?? People of color appeared in 25% of the CAHE brochures and poster pictures.
- ?? Four multicultural CAHE scholarships totaling \$5,000.00 were awarded for the 1997-98 academic year.
- ?? A Native American student received financial assistance to attend a national convention.
- ?? Departmental approval was secured and a proposal was submitted to establish a Native American sweat lodge.
- ?? A number of units reported that undergraduate and graduate students represent many ethnic and other minority backgrounds.
- ?? All departments reported that a positive and nurturing environment is provided for students and in particular, minorities and students that are physically challenged.

Future Plans:

- ?? Recruit and retain undergraduate and graduate students from varied and underrepresented racial and ethnic groups. Efforts will be continued to work with recruiters to develop strategies for recruitment, mentoring, and retention of students.
- ?? Special funding will be sought for priority issues such as partner accommodation, teaching assistantships for minorities, scholarships, and placing of undergraduate and graduate students.
- ?? Formal agreements will be sought with specific institutions such as the Northwest Indian College and 1890 Institutions to facilitate transfer of students to WSU.

Goal IV: Faculty/Staff Recruitment, Employment, and Retention

Provide structures to recruit, employ, develop, and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law.

Strategies:

- ?? To recruit and hire a more diversified faculty and staff
- ?? To recruit and hire a person who is knowledgeable and has the experience to develop and implement a diversity education program in the unit

Accomplishments:

- ?? EEO guidelines and principles were followed in all search and hiring efforts for faculty, staff, and other professionals.
- ?? Two units hired or trained an individual to address diversity issues as part of their responsibilities.
- ?? Several departments recruited and interviewed women as finalists during faculty searches, made extensive efforts to hire women who emerged as top candidates, and in several instances successfully hired new women faculty.
- ?? Several departments made progress in faculty and staff training including mentoring of new faculty, educational efforts designed to encourage young women and minorities to consider careers in science, and

efforts to restructure the assigned duties of existing women and minorities to help them in achieving their long range career goals.

- ?? One department deployed a full-time senior extension faculty member to work with Washington's Hispanic population in rural development programs.

Future Plans:

- ?? Develop more effective mechanisms for attracting minority applicants, particularly from 1890 Institutions.
- ?? Increase recruitment and retention through partner accommodation.
- ?? Develop a database for each administrative unit within the College of Agriculture and Home Economics and for the College as a whole, to track personnel changes within the College over the past five years.

Goal V: Curriculum Diversification

Provide a curriculum that is inclusive of multiple perspectives and styles of pedagogy which prepares students to be successful in a changing world and increasingly competitive market place.

Strategies:

- ?? To offer students learning experiences that recognize and value diversity
- ?? To increase opportunities for student research to address minority needs

Accomplishments:

- ?? One unit appointed a committee to identify and respond to areas needing improvement as pointed out in student evaluations and comments from faculty.
- ?? Research and teaching activities benefited from international collaborative efforts.
- ?? College ambassador training now includes a session on diversity.
- ?? Numerous units refined their curricula to include diversity related issues:
 - ?? in regularly scheduled courses
 - ?? in lectures on cultural experiences when visiting other countries
 - ?? to highlight the roles and contributions of under-represented groups in the industry
 - ?? through curricula accreditation by national organizations that support the incorporation of diversity issues
- ?? Cultural awareness increased among students and faculty exposed to international graduate students' research projects involving minority issues.
- ?? Cooperative Extension offices published bilingual newsletters for Hispanic audiences on family issues.
- ?? One program developed guidelines for the purchase of curriculum materials that reinforce diversity values.

Future Plans:

- ?? Expand course content relative to diversity issues, for example, a segment of a new course that emphasizes flower/vegetable gardens produced by diverse ethnic groups of historical significance.
- ?? Encourage faculty to present and accommodate differing points of view in appropriate academic settings, discussions, and debates.
- ?? Increase attendance at workshops to promote diversity in curricula across the College.
- ?? Promote specific departmental training in incorporating diversity into courses and curricula and fostering learning environments that are positive from a diversity standpoint.

Needs

The current progress report on diversity for the College of Agriculture and Home Economics presented a number of challenges. First, new goals were adopted in the past year for reporting purposes, requiring unit administrators to make adjustments in their documentation. Second, the College needs guidelines so that individual units can identify and plan accomplishments for each goal. This need was apparent in the varied ways different unit administrators

interpreted each goal and in the lack of response from some units to the request for a report. Establishing guidelines will assist administrators in understanding the complex issues and steps needed to make progress in diversity, help them to identify the advances their units have made, and should result in enhanced response from units when documentation is needed. The CAHE Diversity Plan Task Force is charged with developing a five-year diversity plan for the College that will in part meet this need for guidelines.

On a related issue, the College represents a variety of disciplines practiced in a variety of settings, resulting in numerous interpretations of what the issues are that relate to diversity and work and learning environments and how they can be quantified. One cross-cutting issue is quantifying the diversity of student, staff, and faculty populations in the College. At the time this report was completed, there were no systematic data available to profile faculty and staff changes that could reflect diversification. Another cross-cutting issue relates to documenting diversity training. At the time of this report, no data were available on numbers of staff, faculty, or administrators who had received training. These kinds of data measure outcomes that contribute to building awareness about diversity and establishing the climate in which diversity issues are most effectively addressed.

Prepared by the CAHE Diversity Plan Task Force:

Chair: Jill Armstrong Shultz, Department of Food Science & Human Nutrition
Jeri Ayala, WSU Puyallup Research and Extension Center
Keith Blatner, Department of Natural Resource Sciences
Emily Burgess, Grant County Cooperative Extension
Ralph Cavalieri, Department of Biological Systems Engineering
Ken Duft, Department of Agricultural Economics
Olga Fusté, Pierce County Cooperative Extension
Marie Harris, Cooperative Extension Administrative Offices
Justine Rupp, Department of Horticulture and Landscape Architecture
Janet Schmidt, Whitman County Cooperative Extension
David Youmans, WSU Prosser Irrigated Agriculture Research and Extension Center

Clerical and organizational support:

Carolee Armfield, Department of Food Science and Human Nutrition

College of Business and Economics

Mission Statement

The College of Business and Economics (CBE) is committed to recruiting, hiring, promoting, and retaining undergraduate and graduate students, and administrative staff and faculty of diverse backgrounds, including gender, ethnicity, culture, sexual orientation, and disability. In addition, the College is committed to providing a positive educational and working environment that respects the dignity and values the worth of individuals of all backgrounds.

Accomplishments

Goal I: Administrative Structure

Provide an administrative structure that is committed to the promotion and affirmation of diversity at the student, staff, and faculty level within the College of Business and Economics.

Objective: Develop comprehensive goals and action plans.

Strategy:

- ?? Establish a college-wide diversity advisory committee composed of faculty, staff, and students to review and make recommendations concerning issues of diversity in teaching, research, recruitment, and retention of diverse students and faculty. The diversity advisory committee will also advise the Dean regarding strategies and actions for creation of a positive environment for women and persons of diverse cultural backgrounds.

Goal II: Institutional Climate

Provide an educational and work climate that is conducive to the personal and professional development of each individual. In addition, encourage an atmosphere that values and nurtures diversity and the unique contributions of all individuals within our College, campus, and community.

Objective: Provide an academic environment that encourages and supports a diversified population of students, staff, and faculty.

Strategies:

- ?? Identify the EEO Officer who represents the College before the Center for Human Rights to address diversity and climate issues within the College.
- ?? Encourage faculty and staff attendance at diversity sensitivity and awareness workshops.
- ?? Expand the DeYoung Executive-in-Residence program within the College to incorporate a diverse group of lecturers and participants.
- ?? Promote programs that will include speakers from ethnic minority and female-owned and operated businesses and organizations.

Action Items:

- ?? The Associate Dean has been identified as the College EEO Officer to respond to incidents regarding cultural, ethnicity, and gender discrimination and climate issues.
- ?? The Dean and Associate Dean, department chairs, and some staff have attended Human Resources and Personnel workshops and all university-wide conferences. All other faculty and staff are encouraged to attend diversity sensitivity and awareness workshops.

- ?? The College is targeting ethnic minority and female business leaders to serve as lecturers and role models for current culturally diverse business students in the DeYoung Executive-in-Residence program. Betty Woods, CEO of Permera, was spring 1997 Executive-in-Residence.

Goal III: Student Enrollment, Retention, and Degree Completion

Recruit, enroll, retain, and graduate increased numbers of high performing students with emphasis particularly on women and persons from diverse cultural backgrounds at the undergraduate and graduate level.

Objective 1: Increase the representation of high performing students at the undergraduate, and graduate level with emphasis particularly on underrepresented students.

Strategies:

- ?? Support the position of Director of Recruitment and Retention within the CBE to promote, coordinate, and monitor recruitment and retention efforts of high performing undergraduate students within the College at the high school and community college level.
- ?? Enhance College recruitment efforts for women and students of diverse cultural backgrounds for the graduate programs in business.
- ?? Work with national business programs and organizations that focus on placing interested underrepresented M.B.A. students into Ph.D. programs in business-related majors.

Action Items:

- ?? The Dean provides an annual operating budget to the CBE Office of Recruitment and Retention to assist with the recruitment and retention efforts for female and culturally diverse undergraduate business students.
- ?? Two undergraduate business students are employed (ten hours per week each) to support the Director of Recruitment and Retention.
- ?? The CBE Development Office has established a scholarship program targeting incoming freshmen and transfer students with a 3.0 and above g.p.a. Students are required to enroll in the Management 101 course and participate in the mentoring program within the College as a condition of receiving the scholarship.
- ?? A Student Ambassador Program for undergraduate students to participate in on-campus and off-campus recruitment activities has been initiated and will be fully operational in the fall 1997 semester.
- ?? The Associate Dean has utilized the ETS list to target over 4,000 high school students who have SAT scores in the top 50% performance bracket within all of the Western states, except Arizona and California. Students were contacted via direct mail.
- ?? The Office of Human Relations and Resources in conjunction with the College has provided funding to recruit an African American female Ph.D candidate into the Hotel and Restaurant Administration department with intent to hire into a tenure track position upon completion of her degree.
- ?? The Associate Dean has identified 5000 high performing, high school seniors who have SAT scores in the top 50% performance bracket within all of the Western states, except Arizona and California. Students will be contacted via direct mail for recruitment purposes.

Objective 2: Enhance the retention efforts of all students within the College of Business and Economics.

Strategies:

- ?? Implement a three-tier Mentoring Program for all CBE scholarship recipients that comprises first year incoming freshmen and currently enrolled sophomores who have indicated business as their major, declared business majors, and faculty.
- ?? Implement a Tutorial Program for first year incoming freshmen and currently enrolled sophomores who have indicated business as their major.
- ?? Provide support for grant writing efforts to solicit external funding for retention.

Action Items:

- ?? A three-tier Mentoring Program for all CBE scholarship recipients has been initiated that comprises first year incoming freshmen and currently enrolled sophomores who have indicated business as their major, declared business majors, and faculty was established fall 1996.
- ?? A Tutorial Program that focuses on the areas of accounting, math, and economics is established for first year incoming freshmen and currently enrolled sophomores who indicate business as their major.
- ?? The CBE Office of Recruitment and Retention in collaboration with the College of Education and the Office of Human Relations and Resources applied for the TRIO - Student Support Services Program Grant to offer support services to low income, first generation, or disabled college students. The grant would provide funding for up to five years to increase retention and graduation rates of currently enrolled students. If awarded, the TRIO - Student Support Services Program is to be operated by the Office of Human Relations and Resources with the cooperation of the College of Business and Economics and the College of Education.

Objective 3: Increase funding for pro-active recruitment of women and culturally diverse students.

Strategies:

- ?? Develop extramural support for CBE multicultural scholarships for women and ethnic minority students at the undergraduate and graduate level.
- ?? Establish support of the WSU Graduate School to help increase efforts in identifying assistantships to be awarded to prospective women and ethnic minority doctoral students in business.

Action Items:

- ?? The College has significantly increased the scholarship funding available to all students, including women and ethnic minorities, over the last two years.
- ?? The Assistant Dean of External Affairs and Development, in collaboration with the Development Coordinator, will develop a plan to generate additional funding for ethnic minority scholarships.
- ?? In coordination with the WSU Graduate Program, the CBE Associate Dean and the CBE Director of Graduate Programs will examine ways to identify and increase assistantships to be awarded to prospective female and ethnic minority students seeking doctoral degrees within the College.

Objective 4: Create marketing material for recruitment purposes that is inclusive of women and culturally diverse students.

Strategies:

- ?? Design recruiting brochures and a video that are inclusive of women and culturally diverse students. The material will highlight currently enrolled business students in academic and social settings and provide pertinent information to assist prospective students.
- ?? Design a table display that will attract prospective students and provide them necessary information

concerning the College. The display should reflect a diverse student population in a variety of social and academic settings.

Action Items:

- ?? The Communication Coordinator has developed three sources of recruitment materials: “Degree of Choice” brochure, “Help Yourself to a Great Career in Business” viewbook, and a CBE video. Materials are utilized for on and off campus recruitment activities and are enclosed in direct mailings to high schools and community colleges within Washington state.
- ?? The Office of Recruitment and Retention has purchased a table display with header and carrying case for recruitment purposes to highlight academic majors, student services, and programs within the College.
- ?? Information regarding courses, academic departments, and student support services and programs within the College is readily available to interested parties via the Internet.

Objective 5: Promote the College of Business and Economics to pre-college and community college students.

Strategies:

- ?? Participate in campus-wide programs for early outreach to diverse student populations such as Adopt-A-School, College Knowledge for the Mind, Cougar Monday, and Evening of Excellence.
- ?? Include currently enrolled CBE ethnic minority students in high school recruitment visits.
- ?? Develop innovative programs within the College to recruit women and culturally diverse students interested in business.
- ?? Explore collaborative recruitment efforts with other departments and colleges.
- ?? Participate in high school and community college recruitment visits and cooperate in these activities with other WSU departments and colleges when practical.

Action Items:

- ?? The CBE Office of Recruitment and Retention participates in campus-wide programs for early outreach to diverse student populations such as Adopt-A-School, College Knowledge for the Mind, Cougar Monday, and Evening of Excellence.
- ?? The Student Ambassador Program, which includes currently enrolled CBE ethnic minority students, carries out high school recruitment visits throughout the academic year. The program was developed by the Recruitment and Retention Office.
- ?? The Recruitment and Retention Office developed the Business Leaders of Tomorrow Program. The program will be held fall and spring semesters to target female and ethnic minority high school juniors and seniors who are interested in pursuing degrees in Business Administration, Hotel and Restaurant Administration, and Economics.
- ?? The Recruitment and Retention Office will continue its collaborative recruitment efforts with other departments and colleges.
- ?? The Office of Recruitment and Retention is in the process of developing a recruitment calendar for the 1997-98 academic year to schedule visits to high schools and community colleges within the state of Washington.
- ?? A “Two Plus Two” program has been developed, under the leadership of the Dean and Associate Dean, and in collaboration with all community colleges within Washington state. The program is designed to identify community college business counselors and faculty, and inform them of the College

undergraduate degree requirements. Program participants who are pursuing an Associate of Arts degree in business, and have the required g.p.a., will automatically become certified majors within the College once they have transferred to WSU. In addition, a program brochure tailored to each community college will be designed and distributed to all community colleges within Washington state.

- ?? A Business Simulation Summer Program will be developed by the Office of Recruitment and Retention to target high performing female and ethnic minority high school juniors to participate in a four-day program. The program will be managed by graduate students and available faculty members within the College each summer.

Goal IV: Faculty/Staff Recruitment, Employment, and Retention

Create a positive environment for recruitment, hiring, mentoring, and retention of a diverse faculty and staff.

Objective 1: Increase faculty representation of women, African Americans, Asian-Americans, Hispanic Americans, and Native Americans in the College of Business and Economics.

Strategies:

- ?? Seek public, private, and non-profit funding initiatives to develop a program that will serve to increase the pool of minority undergraduate and graduate students to assume faculty and professional positions in academia, research, and business.
- ?? Visit selected Historically Black Colleges and Universities that offer business degrees for the purpose of recruiting ethnic minority M.B.A. and Ph.D. students.
- ?? Identify women and ethnic minority graduate students at other universities for recruitment when vacancies occur in the faculty.
- ?? Seek funding to establish a visiting professorship for a Minority Business Scholar.

- ?? Utilize the Diversity Advisory Committee to:
 - ?? Assist in finding sources of supplemental funding to attract diverse faculty candidates to the College.
 - ?? Assist in identifying sources of highly qualified women and ethnic minority candidates to faculty and staff positions within the College.
 - ?? Assist in the identification of mentors for newly hired women and ethnic minority faculty.
 - ?? Assist in the development of support programs and initiatives for women and ethnic minority faculty, staff, and students.

Action Items:

- ?? The Dean has caused a realignment of interviews to assist in hiring highly qualified women and ethnic minorities into faculty and staff positions within the College.
- ?? The College has had limited success in the area of increasing faculty representation of women and ethnic minorities within the College. Below is a list of female and ethnic minority new hires between July 1995 through June 1997:

Dean's Office

1 African American Female	Permanent Full Time
3 European American Females	Permanent Full Time

Accounting

2 European American Females	Faculty Tenure Track
-----------------------------	----------------------

Economics

1 Chicano/Latino Male	Faculty Tenure Track
-----------------------	----------------------

Hotel/Restaurant Administration

1 European American Female	Permanent Full Time
----------------------------	---------------------

Marketing

1 Chicana/Latina Female	Faculty Tenure Track
1 European American Female (Vancouver)	Faculty Tenure Track

Management and Systems

1 European American Female	Faculty Tenure Track
----------------------------	----------------------

- ?? The College has not made progress regarding the aforementioned strategies: 1, 2, 3, 4, and 5. Once established, the Diversity Advisory Committee will address issues regarding the recruitment and retention of women and ethnic minority faculty, staff, and students.

Objective 2: Provide visible leadership at the administrative level to encourage and support diversity efforts in hiring.

Strategy:

- ?? For all faculty and department chair searches, the College EEO Officer, the Dean, and the applicable department chair will meet with each faculty search committee at the initial meeting of the committee to personally convey the College's commitment to faculty diversity and discuss efforts to be undertaken during the search process.

Action Items:

- ?? Initially serving as the College EEO Officer, the Dean met with each search committee in the applicable departments and offices within the College to lay out both University and College goals. The process will continue under the leadership of the Associate Dean, under the Dean's authority.

Objective 3: Reaffirm commitment to improve the retention of women and ethnic minority faculty, professionals, and administrators.

Strategies:

- ?? The Dean and department chairs will annually review the progress of all untenured female and ethnic minority faculty members. Where appropriate, the Dean and department chair will offer additional developmental support for these faculty members.
- ?? Each department chair will monitor the service demands placed on untenured female and ethnic minority faculty members. Where appropriate, the department chair will assist the faculty member in balancing service loads and responsibilities presented by the department, College, University, student groups, and external constituencies.
- ?? The College will maintain as supportive an environment as possible for the entire College community.

Action Items:

- ?? The College EEO Officer and department chairs continues to review annually the progress of all untenured female and ethnic minority faculty members as well as provide developmental support.
- ?? Each department chair will continue to monitor the service demands placed on untenured female and ethnic minority faculty members.
- ?? Once established, the Diversity Advisory Committee will advise the Dean regarding strategies and actions for creation of a positive and supportive environment for all persons within the College, in particularly, women and persons of diverse cultural backgrounds.

Objective 4: Enhance strategies to identify larger numbers of candidates from traditionally underrepresented groups.

Strategies:

- ?? Seek specialized lists, directories, and databases of ethnic minority and female candidates prepared by professional groups within business. For example, The Ph.D. Project, created and founded by the KPMG Peat Marwick Foundation to increase the number of ethnic minorities applying to business doctoral programs.
- ?? Advertise vacancies in nationally recognized specialty publications directed at audiences of women and ethnic minority educators. For example, *Black Issues in Higher Education*, a publication for African Americans, and the *Minority MBA*, a career magazine for African American and Hispanic graduate business students.
- ?? Send vacancy announcements to the dean of each of the Historically Black Colleges and Universities, universities and colleges with a large proportion of Hispanic students; and colleges that predominately serve Native American students that offer a doctoral program in business. Inform each university and college of all current and anticipated faculty openings in the CBE, as well as the College's commitment to diversity in faculty recruiting.

Action Items:

- ?? The Director of Recruitment and Retention attended the Ph.D. Project Conference sponsored by the KPMG Peat Marwick Foundation in 1995 and 1996, to target ethnic minorities who are interested in pursuing a Ph.D. in business. In addition, the Foundation provides each participating university with a specialized database identifying conference attendees. The CBE Office of Graduate Programs has made initiatives in contacting these prospective students for recruitment purposes.
- ?? The Office of the Dean has made some initiatives in advertising vacancies in nationally recognized specialty publications directed at audiences of women and ethnic minority educators. However, further progress needs to be made in this area.
- ?? No progress has been made mailing College faculty vacancy announcements to the dean of each of the Historically Black Colleges and Universities, universities and colleges with a large proportion of Hispanic students, and colleges that predominately serve Native American students that offer a doctoral program in

business.

Goal V: Curriculum Diversification

Develop strategies to include multiculturalism and diversity within the CBE curriculum to assist students in understanding and appreciating themselves and their diverse cultural and physical environments.

Objective: Increase awareness and sensitivity of diversification issues within the classroom.

Strategies:

- ?? Encourage all faculty to incorporate diversity issues into their instructional activities.
- ?? Encourage all faculty to actively recruit female and ethnic minority guest lecturers and speakers to visit the College and deliver presentations to students concerning business related topics.
- ?? Encourage all faculty to participate in diversity sensitivity and awareness education workshops.
- ?? Encourage all teaching assistants to participate in diversity sensitivity and awareness education workshops.

Action Items:

- ?? Two tracking studies for the CBE core courses have been developed by the Associate Dean. Results illustrate that in the fall 1996 semester College faculty reported that at the undergraduate level across the entire core, about 15 hours of instruction is devoted to discussing “the impact of demographic diversity on organizations”. For graduate level core courses, this number is four hours. It is the requirement of the American Academy of Collegiate Schools of Business (AACSB) accreditation that such topics be discussed fully and appropriately in the business curriculum.
- ?? The Associate Dean will make recommendations to the each faculty member to increase formal presence of topics covering “the impact of demographic diversity on organizations” in core course syllabi within the College.

To Be Initiated - Once initiated, these will be on-going commitments:

- ?? All faculty will be encouraged to actively recruit female and ethnic minority guest lecturers and speakers to visit the College and deliver presentations to students concerning business related topics.
- ?? All faculty will be encouraged to participate in diversity sensitivity and awareness education workshops.
- ?? All teaching assistants will be required to participate in diversity sensitivity and awareness education workshops.

Note: Even though the Office of Diversity Education Programs sponsors the diversity training workshops for the entire campus, the CBE Diversity Advisory Committee will commit to providing diversity sensitivity and awareness education workshops within the College.

Prepared by: Lynn W. Rochon, Director of Recruitment and Retention
07/01/97

College of Education

Mission Statement

The mission of the College of Education is to address the needs of communities, families, individuals, and educational institutions in a diverse society by establishing a learning community that promotes reciprocal development among students, faculty, and staff through leadership, scholarship, and professional practice.

Accomplishments

Goal I: Administrative Structure

Provide leadership and an administrative structure which creates systems of accountability. Promote, coordinate, monitor, and enhance diversity efforts in all areas of the University

Objectives:

- 1.1 To give all members of the College of Education ownership in and empowerment of diversity concepts
- 1.2 To establish a Diversity Committee that directs and facilitates diversity training
- 1.3 To include diversity concepts in the mission statement of the College of Education and in the goals and objectives of the College
- 1.4 To include in the administrative structure a full-time position that is focused on recruitment and retention of minority students

Action Items:

Since 1992, the College of Education has had a Diversity Committee that includes representatives from faculty, staff, students (undergraduates and graduates) from across the three departments in the College. The Diversity Committee's work is facilitated by the Assistant Dean. During 1995-97, the Diversity Committee continued to advise the Dean about areas of diversity that needed to be addressed in the College of Education (e.g., gender or race relations, communications between diverse groups). In addition, this committee worked with the Assistant Dean in developing the methods and strategies used in diversity training for the College of Education (e.g., presentations, discussions, workshops).

During the 1996-97 school year, the College of Education conducted a strategic planning process. The goals and objectives of the College were examined and an entire section of the Strategic Plan was written to address diversity.

Since 1992, the College of Education has employed a full-time professional dedicated to recruitment and retention of minority students. Milton Lang, who has filled this position for the past four years, also provides support and assistance to the minority students in the College of Education through mentoring programs and other supportive mechanisms (e.g., social groups, individual counseling, and advising).

During the 1996-97 academic year, the College of Education engaged in a strategic planning process which resulted in the *College of Education Strategic Plan*. In this plan several goals of the College are discussed, one of which is Promoting Diversity. The strategic plan states, "The College is committed to recognizing issues of diversity in their broadest sense among curricula, faculty, staff, and students. To this end, we will adopt multiple strategies at multiple levels consistent with the needs of individuals, programs, departments, and the college" (Strategic Plan, 1997).

Goal II: Work and Learning Environments/Climates

Provide avenues for individual, institutional, and community change that will enhance the academic, residential and employment environments by advocating for the well-being and success of all individuals in the University.

Objectives:

- 2.1 To provide an academic community that recognizes and appreciates the value of diversity
- 2.2 To support the well-being and success of all members/participants in the College of Education, in particular minority faculty and students

Action Items:

The College of Education progressed in these objectives by providing workshops in diversity issues for all members of the College of Education. The purpose of these workshops was to increase the knowledge and understanding of diversity of the faculty, staff, and students in the College of Education. As participants in these workshops became more knowledgeable, their sensitivity to diversity issues and the social implications of diversity increased.

Workshops Conducted

The workshops have covered a wide range of topics, identified by the Diversity Committee as being critical areas in which the faculty, staff, and students of the College of Education needed training. Evaluations and comments from participants of these workshops have been extremely positive.

October 13, 1995

- ?? Classism Workshop
- ?? Success Strategies for Students of Color
- ?? Learning Styles and Diversity
- ?? Issues in Privilege
- ?? Gay, Lesbian, and Bisexual Issues

February 2, 1996

- ?? Issues of Diversity in Schools
- ?? Black Athletes
- ?? Positive Steps in the College of Education in Diversity

March 1, 1996

- ?? General Diversity Training

October 11, 1996

- ?? General Diversity Training

February 9, 1997

- ?? Issues of African-American/Other Minority Students in College

March 7, 1997

- ?? Sport/Social Construction in the Identity of Minority Students
- ?? Ebonics

The goal of Promoting Diversity in the *College of Education's Strategic Plan* includes items that will enhance the institutional climate of diversity. These include objectives that focus on:

- ?? Support systems in the College to gather minorities together to discuss, plan, and act in support of minority issues (e.g., mentorships, meetings, listserves for faculty/students, employment information)
- ?? All faculty being held responsible for addressing diversity in their classes which will be assessed throughout the annual review process
- ?? Updating the College's progress, at least annually, on its success in meeting its goals and objectives

Goal III: Student Enrollment, Retention, and Degree Completion

Provide structures for academic success and increased access to higher education for a diversified student body, evidenced through recruitment, retention and degree completion rates comparable across all subgroups of the student population.

Objectives:

- 3.1 To increase enrollment of undergraduate and graduate minority students
- 3.2 To increase and improve retention of undergraduate and graduate minority students
- 3.3 To assist and support minority students as they pursue a degree in order to improve degree completion rates

Action Items:

Milton Lang, the College of Education Minority Recruitment and Retention professional, has compiled statistics indicating the success of the College in recruiting, retaining, and supporting minority students.

Enrollment/Recruitment/Retention

Minority students who have indicated Education as their major

- ?? increased from 1994 to 1995 by 21% (from 71 to 86)
- ?? decreased from 1995 to 1996 by 10% (from 86 to 77)
- ?? increased from 1996 to 1997 by 23% (from 77 to 95)

Minority students admitted to the teacher certification program

- ?? increased from 1994 to 1995 by 108% (from 12 to 25)
- ?? increased from 1995 to 1996 by 24% (from 25 to 31)

New minority recruits to the College of Education

- ?? increased from 1994 to 1995 by 6% (from 47 to 50)
- ?? decreased from 1995 to 1996 by 28% (from 50 to 36)

In the fall of 1996, 13 new College of Education students were admitted (3 Hispanic students, 2 African American students, 2 Native American students, and 6 Asian American students). Also for fall 1996, 29 graduate students were admitted (5 Hispanic students, 11 African American students, and 13 Asian students). The College of Education also documented 36 incoming freshmen and community college transfer students in the fall of 1996 who indicated Education as their major (17 Hispanic students, 7 African Americans, and 12 Asian American students).

As a part of the College of Education's commitment to retaining students of color and minority students, the College has continued its Faculty/Student Mentor Program. This program has been designed to help new students of color make the transition to college and to identify their academic interests and plans. The mentoring is also designed to provide continual support throughout students enrollment in the College's programs. The goal of the College of Education is to provide students, particularly students of color, with the personal and academic support necessary to increase their persistence in completing a program of study that will enhance their personal and professional lives.

The College of Education Mentor Program matches students of color (mostly freshman and community college transfer students) with selected College of Education faculty and graduate students. The student's academic field of interest and their personal hobbies are the basis for the matches. Participating students have someone to talk with about school and life goal. This program provides the students with exposure to the informal network and the strategies that faculty and graduate students use to solve problems. Involvement in the program results in connections to job opportunities and graduate programs (Recruitment Office, 1995).

Every year the College hosts Future Teachers of Color programs around the state. Students are recruited to these programs through the College's Recruitment Office. A minimum of one Future Teachers of Color program is conducted per year. From 1995-1997, four Future Teachers of Color programs were completed.

The College of Education collaborates with the Multicultural Center in its Adopt-A-School Program in which 20-30 students from participating middle schools visit the University for one full day and night. These students have the opportunity to meet college students enrolled in WSU, as well as gain "hands-on" experience in some college classes and labs. The purpose of this program is to encourage these students' interest in pursuing higher education, and to put WSU foremost in their minds as a potential institution for enrollment.

Milton Lang visited over 20 high schools across the state during recruitment fairs to publicize WSU and the College of Education. He also attended 4 national conferences for recruitment of graduate students.

In the College's strategic plan, several objectives under the goal of Promoting Diversity address the recruitment and retention of students including:

- ?? Graduate assistantships funding will be provided to departments that include minority students in the candidate pools

?? Conducting exit interviews with each minority undergraduate and graduate student to maintain a database to assess the professional progress of all minority graduates

Goal IV: Faculty/Staff Recruitment, Employment, and Retention

Provide structures to recruit, employ, develop, and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law.

Objectives:

- 4.1 To recruit and employ a diversified workforce that equitably represents persons of color, persons with disabilities, and women in administrative, faculty, and staff positions.
- 4.2 To retain a diversified workforce

Action Items:

The College of Education has advertised all faculty searches in the *Chronicle of Higher Education*, *Black Education*, Hispanic newspapers, and other targeted areas of recruitment. The College of Education provides new faculty with a mentor team who advise and support the faculty in research, teaching, and service. In addition and when appropriate, often new faculty of color/minority will be advised to teach less than the 15 credit load of courses in order to build their research and service foundation in the College, at WSU, and at state and national levels. This reduction in teaching load is often coupled with extra developmental support for these faculty members.

All members of the College of Education (faculty, staff, students) attend the diversity workshops and professional development referred to in Goal II. The education and collegiality gained through these all-College activities assists in retaining a diverse population in the College.

The Minority Teaching Fellows program was conducted each summer during the 1995-1997 period. Over thirty minority doctoral candidates from the United States have participated in this program. The Teaching Fellows spend six weeks on campus during which they conduct research, attend seminars, and teach with College faculty. Each of the Fellows has a faculty mentor in the College of Education. Three Minority Teaching Fellows have been hired as adjunct faculty in the College.

The College of Education has increased its efforts to employ and retain a diverse population. Progress in this effort is reflected in Table 1.

**TABLE 1:
NEW EMPLOYMENT OF DIVERSE FACULTY AND STAFF IN THE COLLEGE OF EDUCATION**

Area of Employment/Position	Year			Total
	1995	1996	1997	
Dean's Administration				
African American	1F	2F		3F
Asian American	1F			1F
Anglo			2F	2F
Educational Leadership/Counseling Psychology				
Native American	1M			1M
Hispanic			1F	1F
Anglo	2M			2M
Kinesiology and Leisure Studies				
Asian American	1M			1M
African American		1M	1M	2M
Anglo	1M	2F		1M, 2F
Teaching and Learning				
African	1M			1M
African American		3M, 1F	1M, 1F	4M, 2F
Hispanic		1M		1M
Anglo	1M, 3F			1M, 3F

F=Female, M=Male

This data do not reflect the minority/women faculty and staff retained, only the new hires.

In the College's Strategic Plan, several objectives address recruitment of minority faculty and staff including:

- ?? Consideration for minority women in the recruitment, retention, and promotion process to meet an equal balance to the overall balance of minority women to men
- ?? Position searches will be equitable unless at least one minority faculty candidate reaches the short list
- ?? The participation of every department in the Minority Teaching and Research Fellows Program

Goal V: Curriculum Diversification

Provide a curriculum that is inclusive of multiple perspectives and styles of pedagogy which prepares students to be successful in a changing world and increasingly competitive market place.

Objectives:

- 5.1 To develop strategies and innovations to enhance multiculturalism and diversity in the curriculum
- 5.2 To infuse all curricula with the concepts of diversity and multiculturalism as they relate to individual disciplines

Action Items:

All departments in the College of Education have made a concerted effort to build in diversity and multiculturalism into every course syllabi, as these topics related to the course content. The diversity workshops discussed in Goal II have assisted faculty in designing such syllabi.

During the 1995-1997 period, all syllabi in the Department of Teaching and Learning were revised to reflect diversity and multicultural concepts as they relate to the course topics. The department's philosophy is that diversity permeates all aspects of teaching and schools and therefore, all courses should address this topic. In addition, the Teaching and Learning Department revised the annual faculty review to include a focus on diversity in the curriculum. The Faculty Annual Review Assessment Criteria contain specific reference to inclusion of diversity and multicultural content in each course instructed. This form is now used to evaluate the faculty annually.

The Teaching and Learning courses, *Diversity in Schools and Society* (T&L 330) and *Teaching Students with Disabilities in General Education* (SPED 420), were developed and implemented as required courses for all students pursuing a teaching credential (K-8).

In the *College of Education Strategic Plan*, one of the objectives specifically focuses on curriculum diversification. That objective states that each faculty member is responsible for addressing diversity in his/her classes which will be assessed through the annual review process and faculty being held responsible for addressing diversity in every class.

Prepared by: Darcy Miller, Ph.D., Assistant Dean, College of Education
November 1, 1997

College of Engineering and Architecture

Capitalizing On Diverse Human Resources A Commitment To Diversity

Introduction

Washington State University's three-part, land-grant mission includes providing education, research, and service to the public. WSU's obligations extend to its students, employees, and the people of the state and beyond; WSU's people—its faculty, staff, and students—are the institution's most important component. The environment in which they live, work, and learn ". . . must continue to improve as a place that is intellectually lively, economically and socially productive, civil, and just."¹ One of the goals of the *Strategic Plan for Washington State University* is *Increased Diversity*, specifically:

*The University as reflected in all of its goals is committed to global and cultural pluralism among the faculty, staff, and students.*²

The College of Engineering and Architecture holds a highly visible position for influencing diversity in engineering, architecture, and related technical professions and contributing substantially to WSU's goal of *Increased Diversity*. As a knowledge and service provider for an increasingly diverse public, the values it embraces will characterize higher education and likely will be emulated throughout the professions it serves. Therefore, the College must provide the best opportunities possible for its diverse clientele—for students to learn and to live, for employees to engage in meaningful work and contribute to the needs of society, and from which graduates initiate on-going, competent, and socially-responsible contributions to society. The College must consciously build a diverse technical workforce and contribute effectively to the needs of a diverse population within its service areas.

The College must commit itself to diversity in the broadest sense: it must utilize and develop the rich, diverse human resources available in its employees and in its other clientele. This can be accomplished most effectively in an environment of a clearly articulated strategic plan that is endorsed by the College's leadership and that is "owned" by the people of the College. The College's plan should support and complement the University's goal of *Increased Diversity* and be embraced fully by the people of the College.

Goal I: Provide an environment that maximizes personal development, accomplishment, and enjoyment for diverse employee and student populations.

Goal II: Enroll and successfully educate in the College's programs a population that reflects the diversity of the targeted audiences.

Goal III: Build and empower an employee population that reflects and supports our commitment to diversity.

Accomplishments

Goal I: College Environment

Provide an environment that maximizes personal development, accomplishment, and enjoyment for diverse employee and student populations.

The College has a structure in place to support diversity in the student body and among employees. For students

¹ George, Thomas. *Academic Vision*. Office of the Provost, Washington State University, Spring 1993.

² *Strategic Plan for Washington State University*, Spring 1996.

we have both a Minorities in Engineering Program and a Women in Engineering Program established at the College level. The director for both programs is Ms. Charlena Grimes, who works within the Office of Student Affairs. Ms. Grimes received the 1996 Dr. Martin Luther King, Jr. Distinguished Service Award from the Office of Multicultural Student Services in recognition of her commitment to “Keeping the Dream Alive” among a number of other awards and recognition for her contributions to serving women students and students from underrepresented groups. Recruitment, scholarships, and student support services are coordinated through the Office of Student Affairs.

In addition to the Minorities in Engineering Program and the Women in Engineering Program, the College supports professional organizations such as the National Society of Black Engineers, the Society of Hispanic Professional Engineers, the American Indian Science and Engineering Society, and the Society of Women Engineers, which are focused on providing a welcoming educational environment for women students and students from underrepresented groups. These organizations are active nationally and assist the College in recruiting activities.

Diversity advocacy for faculty and staff hiring rests with the dean and chairs/directors of the units within the College. These individuals provide direction and leadership for ensuring that women and individuals from underrepresented groups are well represented in potential hiring pools, negotiate competitive salaries, and provide necessary support for employee success.

Goal II: Enrollment and Educational Success

Enroll and successfully educate in the College's programs a population that reflects the diversity of the targeted audiences.

Enrollment of women and undergraduate students in the College has increased in recent years. In 1990, the enrollment of women was 14% and for students from underrepresented groups (African American, Asian Pacific American, Hispanic, and Native American) was 11%. The percentage of women undergraduate students increased to 15% in 1995, while the enrollment of students from underrepresented groups remained at 11%. From 1995 to 1997, the period of this report, enrollment of women students increased to 17% and that for underrepresented groups to 14%.

Perhaps more important than enrollment is the number of students who receive degrees. In 1996 and 1997, the percentage of women receiving bachelors degrees was 13% and 22%, respectively. For students from underrepresented groups, the percentages are 12% and 16%. That the percentage of degrees awarded to women and students from underrepresented groups exceeds the percentage of enrollment indicates that students from these groups are enjoying relatively high rates of success in comparison to the student body as a whole.

Goal III: Employee Enhancement

Build and empower an employee population that reflects and supports our commitment to diversity.

A substantial amount of effort is put forth in ensuring that the faculty reflect a diverse population so that students are exposed to many viewpoints and experiences. From 1995 to 1997, six women faculty were hired, 40% of the total number of 15 women faculty in the College. Women now constitute somewhat over 10% of the College faculty. In the past two years, two women faculty were granted tenure and promoted to Associate Professor, and one woman faculty member was promoted to Professor. During this same period, six faculty from underrepresented groups were hired.

Intercollegiate Athletic Department

The diversity plan for the department of Intercollegiate Athletics was drafted, revised, and adopted as part of the NCAA certification process which was completed in the spring of 1997. Therefore, the formal implementation of the plan is just beginning. However, following is a summary of actions which have been or will be taken relative to the goals and objectives of the plan.

Accomplishments

Goal I: Administrative Structure

Provide leadership and an administrative structure which creates systems of accountability. Promote, coordinate, monitor, and enhance diversity efforts in all areas of the University.

Objective A: Provide an administrative structure that promotes, coordinates and monitors the Athletic Department's efforts to diversify it's faculty, staff, and student-athletes.

Actions:

- ?? The following recent appointments have contributed to the diversification of the staff: Jon Oliver, Director of Compliance; William Knight, event management intern; Mike Walker, assistant football coach; James Ward, graduate assistant football coach; Charles Verduco, first assistant baseball coach; Heidi Hopkins, athletic trainer.

- ?? The four strategies will be addressed with staff during staff orientation.

Objective B: Utilize the resources which are available to support diversity.

Actions:

- ?? Student-athletes are made aware of University services through the *Student-Athlete Handbook*, fall orientations, the athletic academic counselors, PROWL (Providing Responsible Options With Life Skills) seminar, and the sports psychologist. Two weeks of the 15 week PROWL seminar for new student-athletes were devoted to diversity and cultural issues. During the fall semester, we worked with staff from the Diversity Education Program and during the spring semester we worked with Multicultural Student Services.

- ?? Diversity training will be part of our fall staff orientation.

- ?? Herb Delaney is now participating on the PROWL curriculum committee which is currently developing the seminar for the 1997-98 academic year.

Goal II: Institutional Climate

Provide avenues for individual, institutional, and community change that will enhance the academic, residential, and employment environments by advocating for the well-being and success of all individuals in the University.

Objective: Departmental staff will insure a climate that is supportive of all members of WSU's pluralistic community.

Actions:

- ?? Strategies 1, 2, 3, 4 will be addressed in staff orientation.

- ?? Strategy 5 will be addressed by including these events on the department master calendar and through announcements in unit and all staff meetings.

Goal III: Student Enrollment, Retention, and Degree Completion

Provide structures for academic success and increased access to higher education for a diversified student body, evidenced through recruitment, retention, and degree completion rates comparable across all subgroups of the student population.

Objective A: Provide services to students in a manner which will fortify institutional efforts to enroll, retain, and graduate a diversified student body.

Actions:

- ?? All head coaches and student services directors receive a copy of the NCAA Graduation Rate Report. By NCAA rule it is also distributed to all prospective student-athletes.

- ?? The Director of Academics and Eligibility compiled and distributed a summary of the 1997 NCAA Graduation Report Summary and a fall semester report of student-athletes in academic services by ethnicity and gender.

Goal IV: Faculty/Staff Recruitment, Employment, and Retention

Provide structures to recruit, employ, develop, and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law.

Objective A: Recruit and employ a staff at all levels reflective of the diversity of the population of student-athletes.

Actions:

- ?? Directors and coaches chairing searches have been proactive in identifying qualified candidates who are women and persons of color. The Senior Associate Athletic Director has worked with each chair to emphasize the importance of our diversity efforts and to assist them with strategies for identifying qualified candidates.

- ?? Evaluation forms will be revised during the course of this year to reflect our commitment to diversity and the opportunity to be evaluated on these efforts.

7/7/97

1997 NCAA Graduation Report Summary (1990-91 Cohort / Graduation Within 6 Years)

Freshmen Student Graduation Rate

All freshmen students = 63%

All freshmen female students = 66%

All freshmen male students = 59%

All freshmen student-athletes = 58% (37/64)

All freshmen female student-athletes = 68% (23/34)

All freshmen male student-athletes = 47% (14/30)

Freshmen Ethnic Graduation Rate

All freshmen 4 ethnic groups = 57%

All freshmen student-athletes 4 ethnic groups = 45% (5/11)

All freshmen female student-athletes 4 ethnic groups = 67% (2/3)

All freshmen male student-athletes 4 ethnic groups = 38% (3/8)

All freshmen African American students = 54%

All freshmen African American female students = 60%

All freshmen African American male students = 47%

All freshmen African American student-athletes = 33% (3/9)

All freshmen African American female student-athletes = 0% (0/1)

All freshmen African American male student-athletes = 38% (3/8)

All freshmen White students = 63%

All freshmen White female students = 66%

All freshmen White male students = 60%

All freshmen White student-athletes = 63%

All freshmen White female student-athletes = 70%

All freshmen White male student-athletes = 52 %

Transfer Student Graduation Rate

All transfer students = 63%

All transfer student-athletes = 60% (21/35)

All transfer female student-athletes = 92% (12/13)

All transfer male student-athletes = 41% (9/22)

Time To Degree (average over 8 year period)

Time to degree for all students = 4.85 years

Time to degree for student-athletes = 5.05 years

Most Popular Majors

Business, Biology, Social Sciences/History, Recreation & Fitness

Summary of "Exhausted Eligibility"

(page 23 of Institutional Research's report) (No time limit for graduation)

- ?? % Graduated who exhausted eligibility for 8 year avg.(1983-90) = 81% (178/221)
- ?? % Graduated who exhausted eligibility 1990-91 Cohort = 77% (27/35)
- ?? Total # exhausted eligibility = 35 of 64 student-athletes (55% "sport retention")
 - ?? 27 of 64 student-athletes graduated and exhausted eligibility (42%)
 - ?? 10 of 64 student-athletes graduated, but did not exhaust eligibility (15.5%)
 - ?? 8 of 64 student-athletes did not graduate, but exhausted eligibility(12.5%)
 - ?? 19 of 64 student-athletes did not graduate and did not exhaust eligibility (30%)

Highlights

- ?? All student-athlete graduation improved from last year and is the highest since the NCAA began requiring a graduation report:
 - 1997 = 58% (90-91 cohort)
 - 1996 = 50% (89-90 cohort)
 - 1995 = 57% (88-89 cohort)
 - 1994 = 49% (87-88 cohort)
 - 1993 = 49% (86-87 cohort)
 - 1992 = 53% (85-86 cohort)
 - 1991 = 51% (84-85 cohort)
- ?? All transfer student-athletes graduation rate = 60%
- ?? Women's transfer student-athletes graduation rate = 92%
- ?? Women's freshmen graduation rate (Soccer-89%, Swim-80%, Tennis-100%, WBasketball-75%)
- ?? Men's Basketball = 100% graduation rate
- ?? Women's Golf = 100%, but will show as no report since they went on aid after their first year of enrollment.
- ?? Women's Crew = 80% actual graduation rate, but will show as 0% on NCAA Report because three went on aid after first year and one graduated after 8/96

Concerns

- ?? All student-athlete graduation rate is 5% below the all student graduation rate.
- ?? All male transfer student-athlete graduation rate - 41 % (esp. Football and Baseball).
- ?? All male freshmen student-athlete graduation rate - 47% (esp. Football-41%, Baseball-0%, W.T&F-43%)
- ?? Exhausted eligibility graduation rate for 90-91 cohort - 77% (below 8 yr avg. of 81%)
- ?? Time to degree needs to be 5.0 or less years (odds of graduating drop off "drastically" after a 5 year period)
- ?? Freshmen African American student-athlete graduation rate (esp. male-38%).
- ?? Transfer African American male student-athlete graduation rate (17%)

Intercollegiate Center For Nursing Education
College Of Nursing for Eastern Washington University, Washington State University
and Whitworth College

Accomplishments

Goal I: Administrative Structure

Provide leadership and an administrative structure which creates systems of accountability. Promote, coordinate, monitor, and enhance diversity efforts in all areas of the University.

A Diversity Committee within the College of Nursing was established with members appointed in February 1996. The membership of the committee is as follows: three faculty, two from the Spokane and one from the Yakima campuses; two staff members; three students, two undergraduate and one graduate; the Native American Coordinator; and the Dean as ex-officio. The committee meets on a monthly basis to implement the College of Nursing/ICNE's Diversity Plan.

Goal II: Institutional Climate

Provide avenues for individual, institutional, and community change that will enhance the academic, residential, and employment environments by advocating for the well-being and success of all individuals in the University.

The College of Nursing for WSU, EWU, and Whitworth College is working to address the overall issues relative to enhancing and supporting diversity. A specific concern which has required intense focus has been assisting faculty who work with ESL students. The Diversity Committee and Faculty Development Committee have hosted two workshops on ESL teaching and learning strategies. Additionally the Native American Coordinator conducted a workshop for faculty and staff on Native American culture and presented ideas for effectively working with Native American students. As part of the workshop, Professor Margo Long of Whitworth College gave a presentation about teaching and learning styles and how to join the two together.

A bulletin board within the College of Nursing building in Spokane has now been designated for diversity issues. It spotlights relevant events on the consortium campuses and the community at large. The board was set up in the fall of 1996 and is updated on a regular basis.

The Center Focus, the College of Nursing newsletter, has included topics about the Native American Recruitment and Retention Project. One of the editions featured the Native American student Karen Cawston. The newsletter is widely distributed throughout the state and the region as well as to all the colleges of nursing throughout the country.

The College has actively sought and been successful in obtaining grant monies to further support the Native American Recruitment and Retention Program. Most recently funds have been obtained to increase support for Hispanic/Latino nursing students in the Yakima Valley area where the College of Nursing has a satellite program.

Goal III: Student Enrollment, Retention, and Degree Completion

Provide structures for academic success and increased access to higher education for a diversified student body, evidenced through recruitment, retention, and degree completion rates comparable across all subgroups of the student population.

Following is data regarding the ethnic background and gender of undergraduate students.

Fall 1995 Graduation

?? Graduate two Latino students from undergraduate program on Spokane campus. Information regarding

ethnicity and gender not available from the branch campuses or the Yakima satellite.

Fall 1995: Spokane Campus Enrollment

Ethnicity	WC	EWU	WSU	Total	Gender	
					Female	Male
White	20	73	139	232		202
African American	0	0	0	0		45
Native American	0	0	1	1	Total	247
Latino	0	1	3	4		
Asian/Pacific Islander	0	1	3	4		
International	0	3	3	6		
Total	20	78	149	247		

Spring 1996: Spokane Campus Enrollment

Ethnicity	WC	EWU	WSU	Total
White	16	68	141	225
African American	0	3	0	3
Native American	0	0	2	2
Latino	0	1	3	4
Asian/Pacific Islander	0	2	5	7
International	0	3	3	6
Total	16	77	154	247

Spring 1996: Branch and Satellite Campus Enrollment

Ethnicity	Yak	Tri	Van	Wen	Total
White	28	15	30	12	85
African American	0	0	1	0	1
Native American	2	0	1	2	5
Latino	2	2	0	0	4
Asian/Pacific Islander	1	0	1	0	2
International	0	0	0	0	0
Not Reported	0	1	1	0	2
Total	33	18	34	14	99

Spring 1996 Graduation

?? Seven non-Caucasian undergraduate students graduated from the College of Nursing campuses: 3 Native American, 3 Asian/Pacific Islander, 1 African American.

Spring 1996 Gender Of Undergraduate Students

Spokane Campus		Branch Campuses	
Female	200	Female	79
Male	47	Male	20
Total	247	Total	99

Fall 1996: Spokane Campus Enrollment

Ethnicity	WC	EWU	WSU	Total
White	20	59	126	205
African American	0	2	0	2
Native American	0	1	1	2
Latino	0	1	2	3
Asian/Pacific Islander	0	7	6	13

International	0	2	3	5
Total	20	72	138	230

Fall 1996: Branch and Satellite Campus Enrollment

Ethnicity	Yak	Tri	Van	Wen	Total
White	30	17	33	12	92
African American	0	0	0	0	0
Native American	2	1	3	1	7
Latino	2	2	0	0	4
Asian/Pacific Islander	0	1	0	0	1
International	0	0	0	0	0
Total	34	21	36	13	104

Fall 1996 Gender Of Undergraduate Students

Spokane Campus		Branch Campuses	
Female	187	Female	84
Male	43	Male	20
Total	230	Total	104

Fall 1996 Graduation

?? Four non-Caucasian undergraduates students graduated from the College of Nursing Campuses. The graduates were 2 Latino, 1 Asian, and 1 International.

Spring 1997: Spokane Campus Enrollment

Ethnicity	WC	EWU	WSU	Total
White	16	54	130	200
African American	0	0	1	1
Native American	0	1	2	3
Latino	0	2	1	3
Asian/Pacific Islander	0	6	6	12
International	0	3	7	10
Total	16	66	147	229

Spring 1997: Branch and Satellite Campus Enrollment

Ethnicity	Yak	Tri	Van	Wen	Total
White	33	16	32	11	92
African American	0	0	0	0	0
Native American	3	1	3	1	8
Latino	2	2	0	0	4
Asian/Pacific Islander	0	1	0	0	1
International	0	0	0	0	0
Total	38	20	35	12	105

Spring 1997 Gender Of Undergraduate Students

Spokane Campus		Branch Campuses	
Female	187	Female	86
Male	42	Male	19
Total	229	Total	105

Spring 1997 Graduation

- ?? Eight non-Caucasian undergraduate students graduated from all College of Nursing campuses. The students were 2 Latino, 1 Asian/Pacific Islander, 3 Native Americans, and 2 International.

- ?? The percent of undergraduate students of color and international students enrolled in the College of Nursing during the academic years 1995-1996 and 1996-1997 was 3%. Also during those academic years there was one student with a hearing disability who completed the BSN.

Graduate Program Enrollment And Graduation

Fall 1995

Ethnicity		Gender		Graduated	
White	82	Female	80	Female	8
Latino	2	Male	4	Male	0
Total	84				

Spring 1996

Ethnicity		Gender		Graduated	
White	68	Female	65	Female	16
Latino	2	Male	5	Male	0
Total	70				

Fall 1996

Ethnicity		Gender		Graduated	
White	66	Female	61	Female	5
Asian	2	Male	7	Male	1
Total	68				

Spring 1997

Ethnicity		Gender		Graduated	
White	66	Female	60	Female	15
Asian	2	Male	8	Male	2
Total	68				

The Native American Recruitment And Retention Program (NARR)

Robbie Paul, the Native American Coordinator for the College of Nursing/ICNE Native American Recruitment and Retention Program (NARR) has established a Native American Advisory Board made up a membership of eight individuals from the region's Plateau Tribes. The Native American Advisory Board meets four times a year, once each quarter.

As a component of this program, Ms. Paul has implemented a Native American High School Summer Nursing Institute with the first camp held August 1996. Seven Native American high school students attended. Based on the success of that camp, the Institute was repeated during the summer of 1997 with a second camp added in Yakima.

Ms. Paul had visited all eight area Plateau Tribes to talk with their middle and high school students. She has identified 3,266 Native American junior and senior high school students in the region and is currently tracking 28 Native American high school students who have expressed an interest in nursing.

Ms. Paul also is tracking 19 Native Americans who are in various stages of preparing to enter the basic BSN or RN to BSN Programs. She keeps in contact with both prospective and currently enrolled students by mail, phone, and personal visits. Additionally, she helps provide tutors for students if needed and acts as an advocate for Native American students. Ms. Paul networks with the Native American Counselors for EWU and WSU to help coordinate recruitment and retention efforts. Additionally, she attends each institutions' Native American Awareness Week and participates in the activities.

Other related efforts include the development of a Native American recruitment video, a recruitment display, and Plateau-specific overheads for recruitment talks. Also, a multicultural club named NAMASTE has been established that is student run with a faculty advisor. The group supports the very diverse groups enrolled in the College of

Nursing.

Goal IV: Faculty/Staff Recruitment, Employment, and Retention

Provide structures to recruit, employ, develop, and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law.

There is an ongoing process of recruitment with a focus on increasing the number of men on the faculty and staff/faculty of color. Women are well represented among the administration, faculty, staff, and students of the ICNE. There are only two male nursing faculty members, however, the Head Librarian, College Finance Officer, and Student Counselor are men.

There is one Native American female faculty. Of the administrative professionals, there is one Native American. Sixty five percent (65%) of the classified/exempt staff are white women. Among the 35% of the classified/exempt staff who are men, all are Caucasian except one, who is Libyan. The break down of faculty and staff is as follows:

Total numbers employed by College of Nursing

	All Sites	Spokane Only
Men	20	19
Women	105	77
Total	125	96
Faculty Men	5	6
Faculty Women	71	51
Total	76	57
Staff Men	14	13
Staff Women	35	26
Total	49	39

When the ICNE advertises for vacancies for new faculty/staff positions, consistent attempts are made to include persons from underrepresented groups in applicant and interview pools.

Goal V: Curriculum Diversification

Provide a curriculum that is inclusive of multiple perspectives and styles of pedagogy which prepares students to be successful in a changing world and increasingly competitive market place.

Several endeavors illustrate the commitment of the College of Nursing to increasing diversity among its faculty, staff, and students. It is recognized that much is left to be done but a firm commitment has been made to move forward in this effort.

Money has been set aside for faculty to use to address diversity issues in the classroom by means of invited speakers, development of new teaching strategies, etc. These funds were provided by the Dean and are administered by the Diversity Committee.

The Undergraduate Curriculum Committee has been reviewing the current curriculum to determine the extent of and the effectiveness of the way diversity issues and experiences are addressed.

The Diversity Chair assisted in seeking ESL tutors for ESL students and providing these students with support for testing. The Diversity Committee and Faculty Development Committee are actively seeking ways to bridge culture with nursing culture.

In January 1997, Dr. Karine Crow received a mini grant to develop an interdisciplinary Transcultural Nursing course that will be offered spring 1998 for both graduate and undergraduate students.

College of Liberal Arts

College Mission

The College of Liberal Arts has long been characterized by its strong commitment to diversity, both academically and through its efforts in recruitment and retention of faculty, staff, and student body. The College's programs in the arts, humanities, and the social sciences examine the human experience in a multiplicity of forms. Since over one-third of the University's undergraduate credit hours and one-fifth of its graduate and professional students are in the College of Liberal Arts, the diversity of our programs impacts a large number of students on this campus.

General Education, providing a common foundation of knowledge for all undergraduates, is an essential function of higher education. Central to the mission of the College of Liberal Arts, fully 80 percent of WSU's general education courses are offered within the College. Liberal Arts is, therefore, uniquely positioned to lead the institution in the area of diversity. Indeed, the College is currently looking into strategies for increasing attention to American diversity in response to the needs of our student body.

The service missions of the College center around the individual and her/his integration into the University community. Enriching the cultural environment through theater, music, speakers, and other activities promote awareness of diverse cultures and encourage the intellectual development of students and faculty.

Providing a safe environment for all members of the community is very important in the College of Liberal Arts. We have taken steps to enhance the learning, working, and teaching climate for everyone through proactive and reactive measure to maintain a positive experience for everyone. As a land-grant institution, we believe WSU should reflect the population of the state of Washington. To that end, the College recruits students from diverse groups and works hard to ensure their successful completion of studies while at the University.

Accomplishments:

Goal I: Administrative Structure

Provide leadership and an administrative structure which creates systems of accountability. Promote, coordinate, monitor, and enhance diversity efforts in all areas of the University.

Diversity Task Force - Faculty, Administrators, Staff

In response to Goal I, the Dean of the College of Liberal Arts has appointed a Task Force on Diversity, charged with promoting, coordinating, and monitoring diversity matters within the College. This college-wide council is chaired by the Associate Dean and is comprised of department chairs, junior and senior faculty, support staff, development personnel, and representatives from the Gay, Lesbian, Bisexual, and Allies Program and Disability Resource Services. The ethnic and racial makeup of the Task Force is representative of the diverse range of people within the College community.

Data Collection

In preparation for the work of the Task Force, the Associate Dean collected data from department chairs regarding faculty and student recruitment and retention efforts, scholarship availability, graduate support, and curricular efforts to enhance diversity. The Associate Dean also met individually with advisors from various ethnic/racial minority centers to continue to seek out ways to bring mentoring efforts into academic units.

Task Force Goals

Bringing this information to the Task Force on Diversity, the Associate Dean and the newly formed group has identified a number of goals—short term and long term—for the future.

- ?? Evaluate climate, curriculum, recruitment, enrollment/employment and retention of students, faculty, and staff
- ?? Make recommendations to the Dean regarding planning and implementation
- ?? Make available "best practices" within the College
- ?? Initiate and facilitate College activities, such as mentoring, tutoring, and other means of supporting diverse students

Leadership Goals

The College will continue to provide visible leadership for diversity efforts in hiring by continuing the Associate Dean's appointment as EEO/Affirmative Action representative for the College. The EEO/AA representative(s) meets with search committees, monitors hiring practices, presents a proactive "awareness of field" list of available underrepresented groups, and continues to alert search committees to College goals.

Provide leadership at the Dean's level for diversity in the curriculum by continuing to:

- ?? provide faculty development opportunities for training and implementation
- ?? work with the General Education Committee on areas of coherence that emphasize diversity
- ?? support Diversified Curriculum Development-Summer Session mini-grant efforts to continue to build an inclusive curriculum

Continue to value faculty efforts in promoting diversity by:

- ?? adapting language in performance evaluation criteria to encourage further awareness of diversity
- ?? recognizing and valuing efforts to promote diversity through curriculum reform and student/faculty activity

Goal II: Work and Learning Environments/Climates

Provide avenues for individual, institutional, and community change that will enhance the academic, residential, and employment environments by advocating for the well-being and success of all individuals in the University.

Programs, Presentations, Activities

Concerned with the issue of awareness with regard to diversity, the College has continued strong support for cultural enrichment through speakers, performance groups, and visual arts activities. Among these programs, presentations, and activities receiving support were:

- ?? Gloria Anzaldua lecture/workshop
- ?? Asian Studies Colloquium
- ?? Black History Month Task Force/B.O.L.D. Conference
- ?? Chicano/Latino mural
- ?? E. San Juan lecture
- ?? AIDS quilt
- ?? Joy Harjo mini-residency
- ?? Visiting Brazilian artists
- ?? Filipino American Student Association
- ?? Dr. N. Valis lecture
- ?? Yevtushenko poetry reading
- ?? Multicultural Student Services-multiple fundings
- ?? Native American Women's Association—H. Kauffmann
- ?? Pah-Loots-Pu Native American Alliance

Diversity Training/Presentations

The College is concerned with issues of racism, sexism, ableism, and homophobia within the campus community (e.g., dormitory, classroom, campus, office settings, etc.). We have thus sought out and will continue to find ways to implement diversity training into our faculty, staff, and student forums through workshops, speakers, and presentation of data.

As part of a "best practices" program, Ella Englebret from the Department of Speech and Hearing Sciences presented her program to the chairs and directors at one of their spring meetings. The intent was to share information and strategies for recruitment, retention, and curriculum design to enhance diversity in her department. This effort is the first of many to bring "best practices" into College units.

As part of the Task Force's mission, plans have begun to make available to faculty and staff the University's Diversity Advocate Program workshops on affirmative action, recruitment and retention data, mentoring strategies,

and others.

Goal III: Student Enrollment, Retention, and Degree Completion

Provide structures for academic success and increased access to higher education for a diversified student body, evidenced through recruitment, retention, and degree completion rates comparable across all subgroups of the student population.

The Diversity Task Force has recognized WSU as a land-grant institution and as such, must work toward attracting a student body which reflects the population of the state of Washington. To this end, we will be investigating ways to enhance recruitment and retention efforts for target populations.

Many recruitment efforts and scholarships are currently available to students through individual schools and departments.

School of Music and Theater Arts

- ?? Dawley Award for Graduate Study of Native Music of North America
- ?? Program Success-new undergraduate female students of color
- ?? Recruitment of international students

School of Communication

- ?? 30 scholarships from \$250-\$2,500
- ?? Summer Camp
- ?? Letters with scholarship application forms
- ?? Visits, donor solicitation, word of mouth

Department of Comparative American Cultures: Ethnic Studies Essay Awards

Graduate Student Colloquia

In spring 1997, Assistant Professor Marcos Pizarro instituted a six-week colloquia where eight graduate students presented their individual research. Overall, more than 160 members of the WSU community attended and participated in various aspects of this project. As a result, students received feedback for further work, were encouraged to present their work at national conferences, and were given suggestions for publishing. Further goals for this project include increasing mentoring possibilities to include advice on submitting funding proposals, publishing, preparing the vita, jobtalks, etc. We intend to increase the participation of these activities college-wide.

Department of English: Eva Feryl Peterson Fellowship/Native American Women

Department of Speech and Hearing Sciences

- ?? Recruitment newsletters, Adopt-a-School Program, Upward Bound, assistance with application
- ?? Tuition waivers, graduate research assistantships
- ?? Link training with cultural background
- ?? Retention strategies involve inclusion of students' cultural background
- ?? Native Americans and Communication Disorders (NACD) Training Project—Native American Graduate Students—recognized a need for Native American Speech-Language Pathologists and Audiologists. As of August 1997, nine master's degrees, 14 bachelor's degrees to Native American students, currently two research assistantships, full and partial tuition waivers, and two scholarships.

Department of Sociology: Western Name Exchange, graduate and faculty contact

Department of Psychology: Every year for the past decade, the department has recruited at least one student of color into the clinical Ph.D. program. Their graduation rate is 100 percent for these students.

Department of Comparative American Cultures: Employs students of color as graders, RA's and TA's, and part-time instructors

To assist students in finding and maintaining financial support, the College has:

- ?? initiated plans to implement several workshops for students regarding information and methods of seeking financial support through adequate financial packages, work study, and scholarships.
- ?? begun to develop a web page to assist students in finding extramural scholarships.
- ?? continued dialogue with advisors from Multicultural Student Services yielding several successful efforts in providing assistance for students of color who otherwise would have been forced to leave the institution.

Goal IV: Faculty/Staff Recruitment, Employment, and Retention

Provide structures to recruit, employ, develop, and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law.

The College has adopted strategies to create and continue to maintain a friendly, safe environment to promote efficient and productive working conditions. The Task Force for Diversity is collecting data to determine where our efforts can best be spent. Among our tasks, we will:

- ?? evaluate issues of climate for faculty and staff.
- ?? develop and facilitate the promotion of positive working conditions through workshops and dissemination of statistical data.
- ?? educate the College community regarding issues of diversity.

Hiring women and members from protected groups is a continuous goal for the College. The number of women faculty have increased from 20% in 1987 to 37% in 1996. Faculty of color has increased from 7% in 1987 to 11% in 1996.

Of the twenty-one new hires in the fall of 1996, nine faculty were women (43% of new hires) and four faculty were from protected groups (19% of new hires) (*Provost Decision Support Data, 1995-96*).

The Associate Dean is the EEO/Affirmative Action representative of the College and monitors hiring practices.

Goal V: Curriculum Diversification

Provide a curriculum that is inclusive of multiple perspectives and styles of pedagogy which prepares students to be successful in a changing world and increasingly competitive market place.

Through grants from AAC&U and the Washington Center, we have instituted a nationally recognized General Education Program which has become a central focus of international diversity. The centerpiece for the academic study of diversity and multiculturalism is the Department of Comparative American Cultures. This department offers courses in Native American, Asian American, African American, and Chicano/a literature and culture. CAC has been awarded a Rockefeller grant to establish the Northwest Center for Comparative Cultures and Race Relations—the only such center in the area.

Reflective of a liberal education in a democratic society, students at WSU have experienced the true meaning of freedom and independence, and the meaning of one's "voice" in the academic forum. As a result of growing student interest, and the work of a Diversity Committee responsive to the needs of our student body, the General Education Committee is currently exploring ways of implementing an American Diversity component into our General Education requirement. This course will become central to the study of diversity and will be housed primarily in the areas of American Studies, Comparative American Cultures, and Women's Studies—all curricula in the College of Liberal Arts. Plans for this foundation course are underway with proposal meetings which promise to yield a program of study in the near future.

Currently, the College of Liberal Arts offers over three dozen courses which satisfy the General Education requirements and explicitly address issues of race, ethnicity, class, gender, and ability within the United States. These courses include: Main Currents in American Culture; America Before Columbus; Gender and Culture; Introductions to Comparative American Cultures; Asian American Studies; African American Studies; Chicano Studies; Native American Studies; The Histories, Literature, and Politics and Major Ethnic and Racial Minorities; Women Writers; Women in American Society; Gender and Politics; Psychology of Women; Perspectives on Disability; Social Inequality and many others.

August 1997

WSU Libraries

Recruitment/Retention

In 1995-96 we hired two classified staff from underrepresented groups (African American and Asian American). However, that same year we lost 2 librarians – one to retirement (Native American) and one to the University of Washington (Asian American). We also lost one African American classified staff member to layoff resulting from budget cuts. 1996-97 proved to be “a near wash” in terms of our recruitment and retention of library faculty and staff from underrepresented groups. I am pleased to report that we successfully hired one Asian American library faculty member. However, at the same time, another Asian American library faculty member retired this year. Similarly, while we hired two new classified staff from underrepresented groups (Asian American and African American), we later lost one of them to a better paying job on campus.

Consultant

This past year, I invited Kriza Jennings, Program Officer for Diversity from the Association of Research Libraries (ARL), to WSU to review our Diversity Plan, discuss ideas, and share “best practices” she has observed as ARL primary diversity consultant. The Association of Research Libraries represents the 125 leading research libraries in North America. Kriza Jennings is nationally renowned in the library profession for her work with libraries in the U.S. and Canada on diversity issues. During her visit, she also met with key WSU personnel, including Ernestine Madison and Cindy Gallagher, to discuss the overall University diversity program. I am pleased to report she was very favorably impressed with the Diversity Plan and activities both on campus and in the Libraries. She did offer a number of good ideas for the Libraries to consider for future implementation.

Outreach

During the 1995-97 period, the Libraries were pleased to sponsor a number of library exhibits featuring multicultural themes, most of which were in partnership with campus multicultural student organizations.

Liaison with Multicultural Counselors

For the last five years, four librarians have volunteered to serve as liaisons to each of the Multicultural Student Centers. Several times a year, each librarian liaison meets with the appropriate student counselor to see if there are any specific library activities that would help the students they serve. These liaisons also serve as a first contact for the counselors and students regarding any library related questions or problems they might have. Depending on the wishes of the students, some liaisons have offered library orientation and other similar activities to new students. Based on a suggestion from Kriza Jennings during her visit to WSU last year, we scheduled our first group meeting of all the multicultural counselors and all the library liaisons to share ideas and information. This proved so worthwhile that the participants decided to continue the practice each year.

ARL Diversity

Nancy Baker has had the privilege this past year to serve as the Chair of the Diversity Committee for the Association of Research Libraries. This has been a busy and active year for diversity efforts for that Association. Among the Committee’s many projects has been an effort to establish and sustain a more active partnership with the Graduate Schools of Library and Information Science, accredited by the American Library Association, in their efforts to recruit and graduate more qualified libraries from underrepresented groups to work in academic research libraries. There previously had not been a strong relationship between ARL and these graduate programs. The ARL Diversity Committee also sponsored a national library workshop on affirmative action and a major program entitled “Building Community Out of Diversity” at the organization’s annual spring conference. This chairmanship has provided Nancy Baker with a unique opportunity to become more familiar with diversity issues, practices, and contacts at a national level. It has provided a unique opportunity for her to bring these ideas back to WSU.

College of Pharmacy

Accomplishments:

Goal I: Administrative Structure

Provide leadership and an administrative structure which creates systems of accountability. Promote, coordinate, monitor, and enhance diversity efforts in all areas of the University

Members of the Council for Diversity continue to carry out their responsibilities individually and in coordination with each other and other faculty members. The Council is serving the College well in achieving its goals.

Goal II: Work and Learning Environments/Climates

Provide avenues for individual, institutional, and community change that will enhance the academic, residential, and employment environments by advocating for the well-being and success of all individuals in the University.

?? The College continues to enjoy a friendly and supportive environment.

?? The College has participated in several all-University events and contributed funds to support these activities.

Goal III: Student Enrollment, Retention, and Degree Completion

Provide structures for academic success and increased access to higher education for a diversified student body, evidenced through recruitment, retention, and degree completion rates comparable across all subgroups of the student population.

The College participated in the following minority recruitment activities:

- ?? Adopt-A-School Program, College Knowledge for the Mind, and SMART Program
- ?? Minority Athletic Students Program and Cougar Monday
- ?? Careers in Pharmacy displays during Native Americans and Hispanic recruitment efforts
- ?? Individual recruiting trips to Native American Nations
- ?? Multicultural Center's special recruiting events
- ?? Individual counseling for minority students identified by the Office of Admission

Ethnic Enrollment Data Professional Pharmacy Degree

Year	Asian American	African American	Native American	Hispanic	Total Minority	Total Enrollment	% Minority
Fall 96	45	5	3	6	59	229	25.8
Fall 95	37	7	2	5	51	216	23.6
Fall 94	27	7	2	4	45	222	20.3
Fall 93	25	2	2	4	33	226	14.6
Fall 92	13	2	2	2	19	221	8.6
Fall 91	13	1	1	--	15	209	7.2
Fall 90	13	--	--	1	14	209	6.7
Fall 89	18	--	--	1	19	231	8.2

Ethnic Enrollment Data Pharmacology/Toxicology Graduate Program

Year	Asian American	African American	Native American	Hispanic	Total Minority	Total Enrollment	Female	% Minority	% Female
96	1	--	--	3	4	27	15	14.8	55.55
95	1	0	0	4	5	27	12	17.2	44.8
94	2	0	0	3	5	27	13	14.3	48.6
93	1	0	0	2	3	31	14	9.7	45.2
92	1	0	0	1	2	28	16	7.1	57.1
91	1	0	0	1	2	20	12	10.0	60.0
90	1	0	0	0	1	19	8	5.3	42.1
89	1	1	0	0	2	21	7	9.5	33.3

The College provides a variety of scholarships supported by the private and public sectors. The following are scholarships provided by friends and supporters of the College and targeted for underrepresented minority students.

Mabel E. Bement Scholarship

- ?? Financial need
- ?? Entering pharmacy student
- ?? Member of a minority group

Deary Sisters Scholarship

- ?? Given to support female students in the College of Pharmacy
- ?? Preference shall be given to women of Hispanic descent

Maurice Lawson Memorial Scholarship

- ?? Preference to a minority student or non-honors student

Marion Merrill Dow Scholarship

- ?? Minority - African American pharmacy student

Jessie Senora Sims Walker Scholarship

- ?? Awarded to an African American student in good standing in the College of Pharmacy
- ?? Potential and commitment to serve the African American community
- ?? Academic performance
- ?? Financial need

Dorothy Otto Kennedy Graduate Fellowships

These fellowships are used as a tool in the recruitment of students who will enhance the quality of the Pharmacology/Toxicology Graduate Program. Multicultural students are targeted for these fellowships.

Scholarships for Disadvantaged Students Program

The College applies for and has received federal funding through the Scholarships for Disadvantaged Students Program. These scholarships are available to individuals from disadvantaged backgrounds. This is defined as one who comes from an environment that has inhibited the individual from obtaining the knowledge, skills, and abilities required to enroll in or graduate from a health professions school or comes from a family with an annual income below a level based on low income thresholds according to family size. These scholarships provide up to \$4,000 per year for 6-8 students. The College received approximately \$30,000 for 1994-95 and over \$30,000 for 1995-96. The program was not available in 1996-97. However, the College is exploring and intends to apply for other programs.

Goal IV: Faculty/Staff Recruitment, Employment, and Retention

Provide structures to recruit, employ, develop, and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law.

The College has increased its efforts in the recruitment and retention of faculty women and ethnic minorities. The College has met its hiring goals for women, African American, and Hispanic groups. The hiring goals for Asian Americans has not been achieved as yet. This category has a 25.10 percent availability.

Category	Total	Affected Group			Relative % Utilization	Total Goal FTE	Total Goal %	Anticipated Annual Vacancies
		Total	Percent	Avail %				
Total Faculty	53.05							7.00
Female		16.55	31.20%	23.60%	7.60%	MET		
Total Minority		9.70	18.28%	29.60%	-11.32%	6.00	29.60%	
Black		4.20	7.92%	2.40%	5.52%	MET		
Hispanic		1.00	1.89%	1.80%	0.09%	MET		
Asian		4.50	8.48%	25.10%	-16.62%	8.82	25.10%	
Amer Indian		0.00	0.00%	0.30%	-0.30%	--	0.30%	

The College has been successful in increasing its efforts to employ qualified staff who are members of ethnic minority and underutilized groups. Of the College’s seventeen staff members, seven are underutilized, one is Native American, and one is Hispanic.

College of Sciences

The mission of the College of Sciences at Washington State University is to provide user-friendly, quality undergraduate education to majors and non-majors alike, and graduate training linked with research which is useful for the state of Washington, the United States, and the international community. The College of Sciences is one of the two colleges which encompass the core of the University, the other being the College of Liberal Arts. We teach approximately 22% of the undergraduate credit hours and have the second largest contingent of graduate students in the University. We in the College of Sciences embrace the policy of the National Committee on Science Education Standards and Assessment. The Committee has a stated policy of "Science for all."

As part of the College of Sciences continued commitment to the policy of "Science for all," a part-time position of Director of Student Recruitment and Retention was created by the College in January 1997. This position was filled by a Hispanic female (Dr. Mary Sánchez-Lanier) and will include an emphasis on the recruitment and retention of minority students. Dr. Sánchez-Lanier will continue to build on the programs established in the College of Sciences.

Faculty Diversity

Searches are the base from which diversity of faculty can be achieved. The Assistant Dean of the College is a representative of human resources on every search committee in the College. For the past two years he regularly attended the first meeting of the search committee in order to reiterate the College's position on developing diverse pools of candidates. When the finalist pool has been determined it goes to the Dean for signature. At that point the Dean looks at the pool and determines if it is representative. Several times persons have been added to that pool to achieve gender or minority equity. This strategy has been effective and will be continued in the College of Sciences.

Student Recruitment and Retention

Student recruitment and retention is the next important issue. The College of Sciences has been very active in both the recruitment and retention of minority students. The increase in the numbers of minority students graduating with degrees from the College of Sciences suggest that we have been at least partially successful. In 1996, the College of Sciences graduated 19 African American, Native American, and Hispanic students. That was an increase from 1995 when the College graduated 15 minority students. This is in sharp contrast to the four minority students graduated from the College in 1995 and the seven students graduated in 1994. Similarly, the number of Asian American students graduated in 1997 and 1996 respectively were 23 and 18. Again this is in contrast to the figures for 1995 (nine students) and 1994 (nine students).

The College routinely obtains input from students from its Student Advisory Committee which meets several times each academic year. The Advisory Committee has served as an effective link between the Dean's office, the faculty, and the students. Input from this committee has affected a number of policies in the College of Sciences.

The College funds a College Work Award program for minority students. This program provides support for minority students to work in research laboratories beginning their freshman year. The advantage of this program is that students are provided with a mentor from the very beginning as well as experience in their chosen field. For students who have work study funding, the work awards have been used to guarantee them a work study job in the supportive environment of a research laboratory, again with the benefits of a mentor. Ninety-five percent of the minority students supported by this program have graduated from WSU.

Students of the College have also had external funding support for the undergraduate research experience. Money from the Howard Hughes Foundation is used to support students who have junior or senior standing. While this program is not specifically a minority program, minority students in the College are particularly encouraged to apply. Since the program was begun, it has supported 24 Asian students and 29 Hispanic, Native American, and

African American students.

The College of Sciences, in conjunction with the College of Engineering and Architecture, has supported, and will continue to support, a bridge program for minority students. This program is open to freshman and transfer students and takes place the week before classes start. It provides advising, orientation, and other helps to minority students coming to WSU.

Programs such as College Knowledge for the Mind, Upward Bound, the C.A.S.H.E. youth conference, and other events sponsored by Multicultural Student Services are regularly attended by College of Sciences personnel.

With respect to student recruitment, we have offered out of the Dean's office, \$30,000 per year for the last three years for minority graduate student recruitment and retention (in the form of RA support) and approximately \$25,000 toward minority undergraduate student recruitment.

Over the past year the College of Sciences had representatives on both the Council for Multicultural Student Retention and the Council for Multicultural Student Recruitment. In addition to active participation on these councils, the College of Sciences incorporated much of the work of the two councils into its own diversity plan.

Another very important direction is College support of the Women in Math, Science, and Engineering (WIMSE) program. This is best manifest through the WIMSE residence hall project, which by all accounts is a great success. The Gannon-Goldsworthy area, complete with a computer cluster, tutoring, and faculty assistance, is a model for a learning community. These services are provided to students free of charge.

The College is making progress on diversity efforts on many fronts. Much work remains to be done in transmitting information with respect to the climate and effectively acting upon that information. In all, we are moving forward in a positive and determined effort to improve diversity and climate issues within the College.

College of Veterinary Medicine

Mission Statement

The College of Veterinary Medicine (CVM) is committed to maintaining excellence in its teaching, research, and service programs as stated in the area-level Strategic Plan 1997-2002, submitted September 1997, and the CVM Pew National Veterinary Educational Strategic Plan 1990-2000, developed in 1998-90. The CVM Organization and the Policies Manual, adopted January 1, 1995, sets forth the organizational structure of the College, defines duties and responsibilities of the principal administrative officers, and standing and deans advisory committees. The manual contains statements of policy and information pertaining to College operations.

The CVM is firmly committed to Washington State University's land-grant mission and human, academic, and professional diversity issues including civil rights, equal opportunity, and affirmative action. This commitment is central to the College mission and the conduct of its programs in the recruitment, acceptance, retention, and development of students, faculty, administrative professionals, staff, and temporary employees. The College goals, plans, and actions for diversity are encompassed in the University goals for diversity: administrative structure; work and learning environments/climates; student enrollment, retention, and degree completion; faculty/staff recruitment, employment, retention; and curriculum diversification. The College is committed to addressing diversity throughout College programs under each of these goals.

Accomplishments

Goal I: Administrative Structure

The CVM will provide a leadership and administrative structure that creates and supports systems of accountability to achieve College and University goals for diversity. The College administrative structure will promote, coordinate, monitor, and enhance diversity efforts in all areas of the College.

- ?? The College and departments have updated diversity plans.
- ?? The Cabinet attended a day long workshop on May 13, 1996, "Thinking About Gender on Campus," facilitated by Robbie Ferron and Betty Schmitz. The following materials were provided by the Dean to all cabinet members for review as a follow-up to the workshop: "Warming the Climate for Women in Academic Science," by A. Giorio; "Opinion on Affirmative Action of the U.S. Court of Appeals for the Fifth Circuit" and "Little White Lies—The Truth About Affirmative Action and Reverse Discrimination," by T. Wise; and "On Campus with Women," by Project on the Status and Education of Women.
- ?? The College of Veterinary Medicine Work Environment Survey was conducted in the spring of 1996 and the Summary Report of Survey Findings was completed on July 3, 1997. The work environment survey findings were distributed to CVM cabinet members and made available to all CVM faculty, staff, and administrative/professional employees. Each unit's leader has initiated discussion groups to follow-up on the survey with the goal to make improvements in the work environment at all levels throughout the College. Facilitators from HRS have assisted the cabinet and units in conducting discussions on work environment issues. Future work environment surveys will be conducted to assess status and progress.
- ?? College committees, including the CVM Cabinet, have been expanded to include staff and student representatives.
- ?? The Staff Advisory Committee meets monthly with the Dean. The committee provides advice to the Dean on matters of importance to staff. Communication with College administration and staff has been enhanced. Departmental staff advisory committees have been formed and are meeting regularly.

?? The CVM has conducted special training sessions on performance evaluation and planning for all College supervisors and employees. Three training sessions have been conducted. The training program was recommended by the Staff Advisory Committee and arranged by Human Resource Services.

- ?? Commitment to affirmative action to achieve College and University goals for diversity is important and operative in the recruitment, appointment, retention, and review of all levels of College administration.
- ?? College administrators, faculty, staff, and students have participated in diversity training programs offered through Human Resource Services, and in special College-based training programs and workshops.
- ?? The College appointed its first woman Chair; Dr. Shirley M. Johnston, Chair, Department of Veterinary Clinical Sciences effective July 1, 1995.

Goal II: Work and Learning Environments/Climates

The CVM will provide avenues for individual, institutional, and community change and growth that will enhance the academic, residential, and employment environments by advocating for the well-being and success of all individuals in the College, University, and the publics we serve.

- ?? The College of Veterinary Medicine sponsored a Work Environment Survey of all paid College employees performed by the Social and Economic Sciences Research Center during spring 1996. A total of 364 questionnaires were sent and 220 returned, for a response rate of 60.4%. The survey results have been widely distributed throughout the College and have been and are still being discussed in units to establish goals, objectives, and action items to improve the workplace climate for all personnel. Staff from the Center for Human Rights met with the College Cabinet to discuss the results of the survey.
- ?? The survey identified employee attitudes, perceptions, and experiences that suggested the need for the College to reaffirm the goal of having a harassment-free work place—a work place where individuals are listened to, treated with respect, valued for their contributions, and where decisions are made openly and fairly. Action items have been identified in an updated diversity plan to accomplish these goals. Work Place Environment Committees were formed and continue to meet with unit leaders to improve all aspects of the work environment.
- ?? Developed a “Statement of Policy on Sexual Harassment” consistent with WSU anti-discrimination and sexual harassment policies which clearly outlines the College’s commitment and policy toward maintaining an environment free from all forms of harassment.
- ?? A Gender and Multicultural Committee was formed to educate faculty, staff, and students, to provide a discussion forum on diversity issues, and to develop means to respond and resolve grievances.
- ?? Human Resource Services has provided a 45-hour Supervisory Development Training program for all academic and nonacademic staff with supervisory responsibilities. The CVM is committed to having all supervisors attend the training sessions, and to date approximately 40 supervisors have been trained with a 100% participation as the goal.
- ?? During 1997, Human Resource Services conducted two special in-college Performance Appraisal and Planning sessions for supervisors and employees that are supervised. Another session was held in August of 1997. To date, approximately 100 CVM employees attended these special training sessions. The Staff Advisory Committee recommended the training program to the Dean.
- ?? The Staff Advisory Committee met monthly and with dean every two months to discuss staff concerns and issues. Increased communication and participation in the College by staff has been a highly positive outcome of the effective advisory committee. The committee initiated and coordinated the annual College Food Drive benefiting Whitman and Latah County Food Banks, and recommended to the Dean the establishment of the annual Outstanding Staff Recognition Award presented at the annual faculty and staff picnic. A recognition plaque and \$500 check is awarded to a staff member through a nomination process coordinated by staff.
- ?? Sponsored a special education symposia on computer-assisted instruction, problem-based learning, differences in teaching and learning styles, and current learning issues designed to enhance the teaching and learning

environment for students and provide professional development opportunities for faculty.

- ?? Faculty and staff are provided opportunities to attend regional, state, or national off-campus workshops and meetings to enhance professional development. Faculty members are required to document their teaching effort and effectiveness in the Teaching Portfolio that includes student evaluations. When the overall rating of a faculty member by students is less than two standard deviations from the College mean, the faculty member is request to work with an educator and a Peer Assistance Team to improve their teaching effectiveness.
- ?? The Dean and the Associate Dean for Academic and Student Affairs maintain close communications with D.V.M. students through the Student Chapter of the American Veterinary Medical Association (SCAVMA) and with graduate students through CVM GPSA representatives.

Goal III: Student Enrollment, Retention, and Degree Completion

The CVM will provide an environment supportive of academic quality, success, and increased access to higher education for a diverse student body with outcomes for recruitment, retention, and degree completion rates comparable across all subgroups of the student population.

- ?? The D.V.M. class size was increased during the past five years from 60 to 70 for a 16.6% increase, providing increased access to the professional veterinary education program.
- ?? Beginning in 1995, the College has participated in the Veterinary Medical Common Application Service (VMCAS) which provides applicants an easy means to apply to the veterinary college of their choice.
- ?? As a result of participating in VMCAS, the CVM receives approximately 1,200 applications for 70 positions. Students recruited and enrolled in CVM are well rounded with outstanding academic records with an overall GPA of 3.51 and an average GRE combined score of 60%.
- ?? The College is committed to admitting a diverse group of students. The incoming student body for the last five years has been 63% women. The mean age of students is 25 years with students ranging in age from 19 to 36 years.
- ?? The College is committed to increasing the number of qualified multicultural students entering the D.V.M. program. Multicultural D.V.M. student enrollment increased from 3.1% and 4.6% during 1993-95 to 7.3% and 11.4% in 1995-97.
- ?? Multicultural student participation in the Department of Veterinary Clinical Sciences post-D.V.M. training programs (interns, residents, graduate students) increased from 1 of 20 (5%) in 1995 to 4 of 22 (18%) in 1997.
- ?? The College is committed to strategies to increase multicultural enrollment in professional and graduate programs through expanding contacts with the multicultural community, increasing scholarship opportunities, and employing additional multicultural faculty members.
- ?? The VCS Department initiated interactions with Nez Perce Tribal representatives and the Northwest Indian Youth Conference to assist in DVM student recruitment. The interactions were facilitated by Mr. Jeff Guillory, Human Resource Services.
- ?? The College supports the goals and objectives of the CVM's student multicultural organization, Society for Veterinary Multicultural Issues (SVMI) which was established during the 1995-97 reporting period.
- ?? The goals and objectives of SVMI are to develop a trusting relationship between students, administration, and faculty, improve interactions among all students, provide multicultural students a forum to express their views and opinions, to educate CVM on issues facing multicultural students, and to assist CVM in recruiting multicultural students, and the identification of multicultural preceptors.
- ?? The CVM Multicultural Student Association meets monthly with Dr. Catherine Ulibarri, faculty representative and Sandra Brabb, staff/AP representative, to discuss issues and concerns of students and

means to enhance the learning, work, and social environment for all CVM students.

- ?? During all admissions interviews, students are informed of the CVM's commitment to diversity programs.
- ?? At the beginning of each school year, an orientation is given over two days to all entering students which includes discussion of the College's commitment to diversity programs and the College's zero tolerance for harassment or discrimination of any kind. The expectations for acceptable academic and interpersonal conduct are clearly outlined during orientation.
- ?? Entering D.V.M. students are assigned big brother/sister peer mentors to assist students in their transition to the D.V.M. program and to provide a support system to assist students in adjusting to the academic and social environment.
- ?? The College graduate programs are coordinated in each of our academic departments where recruitment and retention of excellent and diverse graduate students is a high priority (see departmental reports).
- ?? The College and its departments continue to be successful in receiving competitively-based extramural training grants to attract and support an increasingly diverse graduate student population.
- ?? Faculty advisors and peer mentoring programs are in place to enhance retention and program completion of all students.
- ?? The Dean and the Associate Dean for Academic Affairs and Student Services maintain close communication with the D.V.M. professional student association, Student Chapter of the American Veterinary Medical Association (SCAVMA) and the GPSA graduate student representatives within the College.
- ?? Workshops have been held during the reporting period to provide professional development to faculty regarding teaching and learning styles to effectively serve a diverse student population.

Goal IV: Faculty/ Staff Recruitment, Employment, and Retention

The CVM will provide the environment and structures to recruit, employ, develop, and retain the most qualified employees representing a diverse workforce that includes equal opportunity for all underrepresented groups.

- ?? The EEO representative met with all search committees for faculty and A/P positions at the first meeting to review the guidelines for the recruitment of faculty and A/P positions and to discuss the College commitment to affirmative action and EEO guidelines.
- ?? The CVM Cabinet reviews all requests to fill vacant and/or new faculty positions prior to the initiation of the recruitment process and interviews all candidates for faculty positions.

During 1995-97, the CVM recruited and filled the following faculty positions:

1995-96

Name	Title	Specialty	Degree	Department
Joanna Ellington	Asst. Prof.	Fertility	Ph.D., DVM	VCAPP
Laurie Mitten	Asst. Prof.	Equine Medicine	DVM, MS	VCS
Wendy Brown	Professor	Immunology	Ph.D., MHP	VMP
Fred Rurangirwa	Professor	Pathology	DVM, Ph.D.	VMP
Thomas Baldwin	Asst. Prof.	Aquatic Animal Health	DVM, Ph.D.	VMP
Ruth Newberry	Asst. Prof.	Animal Well-Being	Ph.D., DVM	Vet. Med.

1996-97

Name	Title	Specialty	Degree	Department
James Krueger	Professor	Sleep	DVM, Ph.D.	VCAPP

Gary Johnston	Professor	Anatomy/Radiology	DVM, MS	VCAPP
Shirley Johnston	Professor/Chair	Reproduction	DVM, Ph.D.	VCS
Debra Sellon	Assoc. Prof.	Equine Medicine	DVM, Ph.D.	VCS
Rance Sellon	Asst. Prof.	Small Animal Medicine	DVM, Ph.D.	VCS
Steve Martinez	Asst. Prof.	Small Animal Orthoped.	DVM, MS	VCS

The multicultural composition of administration and faculty positions for FY94 and FY97 is as follows:

CVM Positions (Head Count)	% Multicultural	
	FY97	FY97
Administrative	0	0
Professor	.094	11.1
Associate Professor	.158	11.1
Assistant Professor	.103	13.6

During the reporting period, the CVM increased the percentage of multicultural faculty members in professor and assistant professor ranks.

The gender composition of administrators, faculty, graduate assistants, A/P, and classified staff positions for FY 1994 and FY 1997 is as follows:

CVM Positions (Head count)	FY 1994		FY 1997	
	% Male	% Female	% Male	% Female
Administrators	77.7	22.2	61.5	38.5
Professors	89.7	10.3	91.4	8.6
Associate Professors	81.8	18.2	80.0	20.0
Assistant Professors	65.5	34.5	63.6	36.4
Other Faculty	66.7	33.3	72.2	27.8
Instructors	50.0	50.0	25.0	75.0
Residents	41.2	58.8	50.0	50.0
Graduate Assistants	50.0	50.0	41.5	58.5
A/P	70.6	29.4	39.3	60.7
Classified Staff	34.7	65.3	30.0	70.0

During the reporting period, the percentage of women employed in CVM increased in administrator, associate and assistant professor, instructors, graduate assistant, administrative/professional, and classified staff positions.

- ?? College and unit administrators and supervisors provide new employees with a thorough introduction to the workplace and an orientation to include safety, diversity plans, goals and action items, and the College's commitment to achieving them.
- ?? During 1995-97, approximately 40 College employees attended the HRS-sponsored supervisory development training program with the goal being that all supervisors, faculty, staff, and administrative/professional employees will participate in this program.
- ?? During the review period, Human Resource Services provided two special in-college performance appraisal and planning training sessions, which were attended by both supervisors and employees.
- ?? The Staff Advisory Committee met monthly and with the dean every two months to discuss staff issues, concerns, and projects. The Staff Advisory Committee recommended to the dean that the special performance evaluation sessions be provided and this was the motivation for this.

?? Supported numerous employee training opportunities to promote personal and professional development and to provide all employees with human relations skills necessary to insure an open, affirming, and respectful work environment. Classified staff have been included in faculty and administrative/professional search committees.

Goal V: Curriculum Diversification

The CVM will provide a curriculum that is inclusive of multiple perspectives and styles of pedagogy which prepares students to be successful in a changing world and in increasingly competitive market place.

- ?? During 1995-97, the College demonstrated its commitment to developing and strengthening the use of information technology by investing enrollment increase funds, internal reallocations, and reorganization of units in order to expand the personnel in our Veterinary Information Services unit.
- ?? A new Instructional Technology division under the leadership of Dr. Cheryl Dhein was established along with a new multimedia programming position.
- ?? The Technical Systems division was expanded through new resource allocations and consolidation of existing units in order to provide College faculty, staff, and students with computer network and user support.
- ?? The Medical Informatics division was organized under the leadership of Dr. Jay Weidner with both the Department of Veterinary Clinical Sciences and Washington Animal Disease Diagnostic Laboratory investing two-programmer support positions in this unit.
- ?? College commitments have enhanced the use of information technology as a means to deliver distance learning, asynchronous, computer-assisted learning, cooperative learning, continuing education, public service, and two alternative surgery surgical training to provide expanded learning experiences for diversified student body, practitioners, animal industries, and the public.
- ?? The College continued its commitment to a core D.V.M. professional curriculum with an elective tracking system which includes increased elective opportunities, increased preceptorship opportunities to appeal to a diverse student body with expanded career opportunities.
- ?? Continued to support diversification of the curriculum through the alternative surgery curriculum, research track, international programs, aquatic animal health training, and the guided preceptorship.
- ?? The College continued its commitment to the Washington, Oregon, and Idaho (WOI) Regional Program in Veterinary Medical Education and the Western Interstate Commission on Higher Education (WICHE) to provide regional opportunities for excellence in veterinary medical education to a diverse student population represented by the thirteen western states as well as to continue to provide opportunities for students from outside the western region.
- ?? Continued to work cooperatively with international faculty and students through exchange programs supported through extramural grants and contracts as well as through continued development of the international veterinary education training program.
- ?? Faculty, staff, and students were provided assistance from the College's Veterinary Information Systems unit in training, participation, and the development of computer-based courses and for taking advantage of the new opportunities for information technology resources both within the College and University.
- ?? The Associate Dean for Academic Affairs and the faculty advisor of The Society for Veterinary Multicultural Issues (SVMI) have worked closely with this student multicultural organization to support its goals and objectives.
- ?? Issues of ethnic and racial diversity are included as a part of the CVM's program to improve both its teaching and learning experience.
- ?? Faculty workshops have been provided during the reporting period to focus on teaching and learning issues to account for multiple perspectives in styles of teaching and learning.

Summary

The College of Veterinary Medicine is firmly committed to Washington State University's goals and strategies for diversity and will work diligently to continue implementation of monitoring of outcomes from the College mission statement and on each of the five goals for diversity summarized in our updated diversity plan of May 8, 1997. The College diversity plan is an integral part of the recently updated strategic plan and will be included in the College organization and policies manual following review and adoption by the faculty and provided to all members of the College of Veterinary Medicine community, faculty, staff, administrative/professional, students, and temporary employees as well as incorporated into the College web site. The updated diversity plan for the College, as well as those of the individual departments and divisions, will serve as the benchmark for progress reports and assessment of progress and outcomes in achieving the College's mission statement on diversity issues. The College of Veterinary Medicine's commitment to diversity and to an open, affirming, respectful, and productive work environment for all members of the community is an integral part of the College's strategic plan for achieving excellence in instruction/learning, research, service, and administrative programs in support of all the publics we serve.

November 14, 1997

WSU Spokane

Mission Statement

WSU Spokane is committed to making “valuing diversity” an integral part of our campus climate. We seek ways to create a community that values difference, recognizing that pluralism enhances scholarship and learning. WSU Spokane extends the resources of the University to northeast Washington, with specific emphasis on providing upper level and graduate academic programs to placebound students in Spokane, and serving as a center for graduate education for the state of Washington.

Accomplishments

Goal I: Administrative Structure

Provide leadership and an administrative structure which creates systems of accountability. Promote, coordinate, monitor, and enhance diversity efforts in all areas of the University

Terrie Scott serves the campus as Assistant to the Dean for Human Relations. Ms. Scott coordinates diversity training, serves as EEO Representative to oversee searches, consults with the CEO/Dean regarding diversity issues, and is campus ombudsman to the faculty and staff for issues and concerns.

WSU Spokane provides leadership to the Spokane higher education community’s Intercollegiate Racial Concerns Committee, the Spokane Mayor’s Task Force on Race Relations, and the Spokane Chamber of Commerce’s Workforce Diversity Committee by faculty membership on the committees. These committees have been very active in heightening and promoting diversity awareness within the Spokane community.

WSU Spokane provides staff resources and in-kind support to the Spokane community to promote diversity awareness by providing monetary and staff training support for educational and awareness events such as the Spokane Racial Congress and welcoming events for students of color to Spokane’s higher education institutions. WSU Spokane has also included staff of area institutions in diversity advocate training efforts.

As a board member of the Spokane Area Chamber of Commerce, the Dean has encouraged the inclusion of the following diversity agenda in the Chamber’s work plan: continue to participate in the leadership of the Spokane Race Relations Task Force; hold diversity training courses for Chamber staff and volunteers; develop a cultural diversity plan for the Chamber, in partnership with members of the Strategic Alliance; implement “Understanding Multi-Cultural Awareness in the Workplace” to improve the relationship between employers and people of color; model and promote employment and career opportunities in business for people of color.

WSU Spokane partners with Eastern Washington University, Gonzaga University, Whitworth College, and the Community Colleges of Spokane to offer programs promoting the values of diversity in the community such as the Spokane Advocate Training, collaborating with the Spokane Mayor’s Task Force on Race Relations in efforts such as co-authoring the Spokane Commitment to Racial Equity, and helping to organize the Spokane Racial Congress.

WSU Spokane continues to support and sponsor the Mathematics, Engineering, Science Achievement (MESA) program which targets middle and high school students and young women of color for careers in mathematics, engineering, and science. Achievements of the MESA program include the development of a partnership with Hewlett Packard (HP) where HP employees have participated in development of a science competition project for high school classrooms. As a result of their work with the MESA program, HP has requested names of MESA students for summer employment opportunities. Other projects include tutoring workshops in preparation for SAT exams, providing SENSE scholarships for engineering careers, bringing WSU Spokane faculty and staff speakers into area classrooms, BioTech Tech days at Cle Elum and Newport High Schools, and College Knowledge for the Mind for area middle school students.

WSU Spokane is a member of the Spokane Training Consortium, a local partnership of trainers and personnel representatives who join together to share training programs to Consortium members. Participation in the Consortium adds diversity and depth to the training curriculum offered at WSU Spokane and, in turn, expands WSU's diversity training curriculum to include the Spokane community.

WSU Spokane staff serve the Spokane community as mediators in cooperation with the services offered by Inland Mediation Center, Spokane School District #81, and WSU Pullman to provide conflict resolution services regionally.

Goal II: Work and Learning Environments/Climates

Provide avenues for individual, institutional, and community change that will enhance the academic, residential, and employment environments by advocating for the well-being and success of all individuals in the University.

WSU Spokane provides a positive work and learning environment that promotes diversity awareness by displaying culturally rich art exhibits in the gallery at the Design Institute and in the foyer at the Downtown Campus, through circulation of publications such as *What's Up At WSU Spokane*, *The Dean's Report*, *The Community Report*, and *The Campus Update*, by providing training with diverse themes, and inviting a variety of speakers to faculty and staff meetings and to classrooms. Displays included exhibits that highlighted Black History Month, Women's History Month, Native American exhibits on loan from MONAC, Indian Boarding School, and "100 Black Men/100 Black Women."

Campus committees such as the Campus Climate Committee, the Ad Hoc Human Relations Advisory Committee, and Task Force on the Permanent Part-time have been formed to represent diverse and underrepresented groups of faculty and staff. These committees serve as advisory groups to the CEO/Dean and provide a forum for discussion a variety of concerns and issues.

Faculty in MESA, HPA, Architecture, and Landscape Architecture have included presentations by local professionals in their curriculum who have discussed topics including religion and culture, perspectives from disabled individuals, women, and individuals of color.

WSU Spokane has identified a group of faculty and staff who provide an open avenue for communication to ensure timely and effective resolution of conflicts by acting as points of contact for individuals needing to talk to someone in an official capacity. Collectively, this group of individuals is skilled at problem-solving, mediation, conflict resolution, team building, and providing referrals.

Goal III: Student Enrollment, Retention, and Degree Completion

Provide structures for academic success and increased access to higher education for a diversified student body, evidenced through recruitment, retention, and degree completion rates comparable across all subgroups of the student population.

A diverse student body requires us to provide a variety of support services tailored to the particular needs of each segment of the population. Get acquainted activities are designed to assist students of color with the adjustment process and acquaint them with resources. Student leaders are supported in their diversity efforts. For example, a Speech and Hearing Sciences Native American student was recognized at commencement for her contributions to the diversity efforts at WSU.

WSU Spokane has assisted several students with disabilities in their pursuit of an advanced degree by providing accommodation tailored to their particular needs.

WSU Spokane hosts events designed to support a diverse student population and to provide a welcoming and friendly environment. These events include the Fall Barbecue and various potluck gatherings scheduled during the year. A Student Orientation Guide is provided to assist students in becoming familiar with the Spokane community and to identify cultural and other supportive connections for new students at WSU Spokane.

In spring 1997, we initiated an annual Student Satisfaction Survey as an internal assessment of the campus climate and to assist in the creation of positive learning environments. The AY 96-97 survey focused on campus climate, academic atmosphere, and academic and student support services. Overall, the results were positive and the percentage of surveys returned indicated good participation by students. Applying the results as a tool to identify areas where WSU Spokane can concentrate attention, these key efforts were identified: communicating information, creating awareness of services provided by CALS, opportunities for students to meet informally with faculty, administrators and each other, expand career services, continue to communicate the campus' commitment to diversity, increase visibility of student government and ASWSUS, personal safety issues including increased lighting on pathways and parking lots, availability of security at both locations, and additional places for student's to meet, study, and get acquainted. The Student Satisfaction Survey has been found to be an effective evaluative tool and will be administered annually.

WSU Spokane has partnered with other local institutions of higher education to sponsor a combined community welcoming event for multicultural and international students to assist the students in identifying peers at other local colleges and universities.

The Area Health Education Center (AHEC) sponsors a Health Careers Ambassador Program that collaborates with communities to identify and support students interested in careers in the health sciences. Currently 45 rural communities in eastern Washington are participating in the Ambassador Program, many of which are considered to be disadvantaged either because of population factors or because their schools are not able to offer a broad academic program in the sciences and other areas considered essential for health careers.

The AHEC collaborated with WSU Spokane research faculty to offer a biotech program that reached Native American and Hispanic students through classroom presentations, mentorships, and health careers mini-camps. Other related projects of the AHEC include the Medical Scholars Program and Rural/Underserved Opportunities Program; the U-DOC program; a health career program specifically for students of color; and Region X Latino Mentor and Mentee Network designed to ensure continuous and proportional representation of Hispanics in the medical profession. The AHEC also serves as a mechanism for advising students on how to obtain financial aid information and medical fellowships with the U.S. Public Health Service and National Health Service Corps.

During AY 96-97 the students of the Interdisciplinary Design Institute undertook a community service project to contribute student perspective to the development plans for Mirabeau Point, a residential/commercial/recreational development in the Spokane Valley. The Health Improvement Partnership (HIP) internships offer students an opportunity to participate in a number of community service programs targeting various underrepresented groups in the community.

WSU Spokane has representation on two University task forces, the Council on Multicultural Students and the Council of Multicultural Student Recruitment, to support the overall diversity efforts of WSU.

WSU Spokane advertises course offerings regionally in publications that target diverse audiences.

WSU Spokane is showing growth in the areas of recruitment, retention, and graduation of students of color as demonstrated by the table below:

Enrollment - WSU Spokane

Ethnicity	Fall 1995	Spring 1996	Fall 1996	Spring 1997
International	7	7	15	16
Asian American	15	15	19	16
African American	4	3	4	3
Native American	5	5	7	7
Hispanic	7	3	12	12

These figures are from information provided by WSU Registrar's Office and Institutional Research.

Goal IV: Faculty/Staff Recruitment, Employment, and Retention

Provide structures to recruit, employ, develop, and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law.

Recruitment efforts targeting underrepresented groups increased during the 95-97 period through advertising in targeted publications, utilizing the Spokane Chamber of Commerce's placement referral service, and by target mailings to specialized lists. In addition, WSU Spokane is represented on the Task Force and Chamber of Commerce Workplace Diversity Task Force which serve as valuable links to the community for maintaining visibility and continuity as a local employer.

A campus Ad Hoc Committee on Human Relations is developing a mentoring plan that will be available to all staff and faculty to assist with their transition to WSU Spokane. The mentors will be representatives of the staff and faculty willing to act as resources for new members of the WSU Spokane community. The mentoring program will promote personal development, furnish information on resources, assist with problem solving, and provide emotional support.

Several committees of WSU Spokane faculty have been formed to provide a forum for collaboration and contribution of ideas to projects with interdisciplinary and multicultural themes. Products of the committees include a proposal for a HUD grant, and the formation of a task force to study issues facing an urban land grant institution such as the WSU Spokane campus.

Campus climate for particular underrepresented groups is monitored by the CEO/Dean who meets twice yearly with a committee of women faculty, classified staff, and with a task force on the permanent part-time to share information and resolve issues or concerns such as equity issues surrounding nontraditional appointments, academic affiliations, benefits, or promotional opportunities.

WSU Spokane has successfully retained four employees who have self-identified as individuals needing accommodation under ADA by providing workplace accommodation.

A snapshot of the WSU Spokane workforce profile as of June 30, 1997 shows the progress that has been made in recruiting and retaining a diverse workforce, and identifies areas where recruitment efforts should be emphasized (actual numbers of individuals hired and percent of hires that are persons of protected groups.)

New Hires - WSU Spokane

Ethnicity	1995		1996		1997	
	Male	Female	Male	Female	Male	Female
International					1 (7.7%)	1 (7.7%)
Asian American					1 (7.7%)	2 (15.4%)
African American		1 (12.5%)		1 (5.6%)	1 (7.7%)	1 (7.7%)
Native American						
Hispanic						
White	3 (37.5%)	4 (50.0%)	4 (27.8%)	12 (66.6%)	2 (15.4%)	3 (23.0%)
Disabled						1 (7.7%)
Total	3 (37.5%)	5 (62.5%)	4 (27.8%)	13 (72.2%)	5 (38.5%)	8 (61.5%)

These figures are from information provided by the Center for Human Rights, Institutional Research and WSU Spokane records.

Goal V: Curriculum Diversification

Provide a curriculum that is inclusive of multiple perspectives and styles of pedagogy which prepares students to be successful in a changing world and increasingly competitive market place.

Nick Lovrich has conducted a needs assessment project in rural areas of northeastern Washington that has identified areas where WSU Spokane can contribute courses and programs to benefit the region. Resulting from these assessments has been the development of courses and programs designed specifically to fit the needs of the area. Examples of new programs include the Learning Center at Colville and computer classes offered to employees at the Alcoa plant in Colville through their retraining efforts.

Certificate programs for health care professionals of the Spokane community are being offered in a nontraditional format to meet the needs of working professionals who are advancing their workplace skills.

The Area Health Education Center (AHEC) at WSU Spokane has developed a conference center which is receiving acclaim within Spokane and Eastern Washington. The AHEC produced 24 conferences/seminars during the 95-97 biennium, providing accredited continuing education to a wide range of health care professionals. Offerings included topics on environmental and mental health as well as those relevant to primary care, youth, and elder care professions.

Leadership courses are being offered that create awareness of the value of diversity and multiculturalism.

The Washington Institute for Mental Illness, Research, and Training at WSU Spokane has developed a program to

help individuals with severe and persistent mental illness for entry into vocational training school and the workplace through experience in the performing arts. Project results to date have demonstrated significant improvement in areas of improved self-confidence, self-discipline, interpersonal skills, and socialization.

Education courses aimed at preparing future school administrators and student teacher training provide course work regarding the needs of a diversified student body.

The Health Policy Administration program offers courses on international health care systems and rural health that heightens awareness of multicultural issues.

The Food Science and Human Nutrition program offers a community nutrition and life cycles course that addresses cultural acceptance and non-acceptance of western foods.

The Speech and Hearing Sciences program offers a multicultural section in their curriculum that discusses working with diverse populations and heightens student awareness. The program received notice of a significant (\$500,000) U.S. Department of Education award supporting Native American students.

Kelsey Gray's work in multi-county organizational development interventions embraces interest-based problem solving and negotiations that address multicultural activities. Dr. Gray has collaborated with Professors Erp and Lovrich to develop a community oriented policing (COP) institute at WSU Spokane. COPs provides a mechanism to bring together both law enforcement and community interests to solve common problems. Dr. Gray has also worked with the members of the local and tribal communities through the Lake Roosevelt Forum to heighten awareness of diversity issues.

The Washington State Institute for Community Oriented Policing (WSICOP) contributes research to the criminal justice curriculum on the topics of racial, cultural, age, gender, socio-economic status, and other issues which police officers face during conduct of their duties.

WSU Spokane has created an Interdisciplinary Design Institute to allow students of architecture, interior design, landscape architecture, and construction management to work together on projects which blend the respective design elements into real-life applications. Such exposure creates an awareness of the importance of diversity and community. The curriculum offers coursework that examines non-western cultures and the influence of culture on the design process.

Pharmacy students study drug metabolism and its effects on individuals of diverse backgrounds. The students provide educational workshops on various aspects of the health and well-being for the aging population of the region.

As a guest presenter, Terrie Scott, campus EEO Representative, has presented information on multiculturalism and diversity to students in the Health Policy Administration program.

Alonzo White represents WSU Spokane in the community by participating in mediation and conflict resolution with the Dispute Resolution Center (DRC). The DRC programs focus on issues external to the University. Alonzo has been involved in cross-cultural mediation and conflict resolution with the Spokane Police Department and the Spokane Public Schools, and will be working with multicultural student recruitment efforts.

WSU Tri-Cities

WSU Mission Statement

Diversity is embraced as a core value of Washington State University. We respect and place an extremely high value on the diversity that is expressed through racial ethnic, gender, cultural, disability, sexual orientation, and socioeconomic differences. We are sensitive to these differences in our University community and total environment. We view diversity as an enriching influence, which allows the University to be responsible to a changing world and an increasingly competitive global marketplace.

WSU Tri-Cities Mission Statement

The University, as reflected in all of its goals, is committed to global and cultural pluralism among the faculty, staff and students. WSU Tri-Cities serves a set of communities rich in diversity and will continue to be proactive in faculty/staff recruiting, inclusive in expanding student access, and focused in providing programs and activities that foster understanding and furnish cultural enrichment.

Accomplishments

Goal I: Administrative Structure

Provide leadership and an administrative structure which creates systems of accountability. Promote, coordinate, monitor, and enhance diversity efforts in all areas of the University

There is an administrative structure in place at Washington State University Tri-Cities that promotes, coordinates and monitors diversity efforts.

The Campus Dean's Cabinet provides overall leadership and support for diversity efforts. John Steele, Human Resource Area Coordinator serves as the EEO/Affirmative Action representative for the campus, meeting with search committees to discuss search procedures. In July, 1996, Juana Vasquez, Admissions Counselor was hired with responsibilities for Multicultural Recruiting and Graduate Liaison. Also in September, 1996, Pat Wright, former MESA Director, was named Director of Multicultural Services. Her responsibilities include addressing the issues of multiculturalism and diversity for the campus, and providing guidance to enhance ethnic and racial diversity through the recruitment and retention of a diverse faculty, staff, and student body. Stacy Hall, Communication Coordinator, hired in July 1995, assists the Multicultural Services Director through promoting cultural events, through news releases and advertising. The Communication Coordinator also assists Admissions and Multicultural Services with their multicultural recruitment and retention efforts through brochures, news releases and making sure campus communications products reflect and represent a diverse student body. Kirk Reinkens was hired as the Mathematics, Engineering, Science Achievement (MESA) Director in October 1996. The MESA Director's responsibilities are to direct programs and services with local secondary schools to increase the number of underrepresented students in mathematics, engineering and science fields.

The Multicultural Advisory Committee (MAC), established in 1992, continues to be an integral part of the University's diversity efforts. This is a group of fifteen community leaders and faculty, staff and students from WSU Tri-Cities. Participation in MAC is invited by the Campus Dean. MAC's mission is to counsel and assist the Campus Dean in fulfilling WSU's commitment to global and cultural pluralism among faculty, staff, and students. MAC endeavors to strengthen the awareness and value of a shared community, enabling the creation of an open and affirming environment under which all internal and external constituents, whatever their economic or disability status, ethnicity, sexual orientation, gender, religious background or age, may contribute, benefit and prosper.

MAC's key objectives for 1996-1997 were:

- ?? Work with WSU's Development Office to gain visibility among local business and industry CEO's in order to leverage in-kind and financial assistance for WSU's student support programs and services.
- ?? To become an economic development partner with the DOE contractors and other local community businesses toward the advancement of mutual diversity goals.
- ?? To become ambassadors of good will in our community on behalf of *Washington State University Tri-Cities' Diversification Plan*.
- ?? To establish a trusting and working relationship with the Multicultural Services Office and create tasks and assignments in direct support of its commitments.

A few of MAC's accomplishments:

- ?? Assisted with the revision of the Spring 1997 Diversification Plan
- ?? Developed a MAC brochure
- ?? Developed a MAC web page
- ?? Participated in the search process for faculty and administrative staff
- ?? Increased MAC's community and educational membership
- ?? Planned Corporate (Hanford) Reception scheduled for October 1997
- ?? Participated in Diversity Education training

Goal II: Work and Learning Environments/Climates

Provide avenues for individual, institutional, and community change that will enhance the academic, residential and employment environments by advocating for the well-being and success of all individuals in the University.

Campus Efforts

WSU Tri-Cities has worked diligently to enhance the institutional climate, particularly one that is comfortable and appreciates all participants and recognizes the value of a multicultural community. A number of cultural programs and activities are provided by ASWSU Tri-Cities to enhance the climate for diversity on campus. Each year there are 20-25 events on campus including: music (*jazz, folk, blues, R&B, country, and rock*), theater productions, poetry reading and discussion, a contemporary guitarist, acoustic guitarist, and a number of vocalists. Awareness and appreciation for various cultures are celebrated through the Hispanic, Native American, Black, Asian, and Women's History months. We also had on display the photo exhibit "Family, Friends and Neighbors." The unifying characteristic of this set of black and white professional photographs is they all have at least one subject who is lesbian, gay, bi-sexual or transgendered. The message of the exhibit is that these people are, simply, part of our community; our neighbors, friends and associates. The campus also supports the Hanford community with the celebration for the different Heritage Months.

Cindy Gallagher, Washington State University's Diversity Educator presented workshops on diversity and multiculturalism for the Dean's Cabinet, faculty, staff, and students. Topics included: "A Model: How To Move a Monocultural Campus to a Multicultural Campus" and "Becoming An Advocate...On An Individual or Institutional Level." The student government leaders and other students had opportunities to participate in workshops presented by the Dialogue Program at Washington State University. These workshops focused on teaching in a multicultural environment, campus climate and campus politics.

The faculty, staff, and students also had an opportunity to view and discuss the "Color of Fear," a video showing six men on a retreat discussing what racism meant to them. Also another video presentation by Tim Wise, author of "Little White Lies: The Truth About Affirmative Action" and "Reverse Discrimination and the Politics of Prejudice: Racial Scapegoating in the 1990's." This video focused on affirmative action. Each video was shown several times.

During the New Student and Faculty Orientation, diversity information was presented. Several of the skits done by students focused on diversity. This year Multicultural Services was included in the orientation presentations.

Continued efforts are made to assure that the physical appearance of our buildings are reflective of the diverse cultures of our students. Displays of art work are in the various offices, the reception area and the Common.

Community Outreach Efforts

The Office of Multicultural Services worked with Columbia Basin College, the Hanford & Community Diversity Council, and local school districts to sponsor Yolanda King, eldest daughter of Dr. Martin Luther King Jr. and Coretta Scott King. WSU Tri-Cities was a major sponsor and the Office of Multicultural Services assumed major responsibilities for coordinating two lectures and receptions. Ms. King spoke on "*Multicultural Diversity: The Next Frontier.*" The Human Resource Area Coordinator and Multicultural Services Director are members of the Hanford & Community Diversity Council. The Multicultural Services Director also serves on the community based Multicultural Affairs Committee.

The M.E.Ch.A Club members at Washington State University worked with the Office of Multicultural Services and MESA hosting the First Annual CASHE Youth Conference at WSU Tri-Cities on March 21-22, 1997. CASHE (Children of Aztlan Sharing Higher Education) was a pre-college conference for Chicano/Latino high school students. The conference promoted social awareness, personal development, and academic achievement.

Goal III: Student Enrollment, Retention, and Degree Completion

Provide structures for academic success and increased access to higher education for a diversified student body, evidenced through recruitment, retention, and degree completion rates comparable across all subgroups of the student population.

The WSU Tri-Cities Admissions Counselor coordinated recruiting efforts at the community colleges with the Director for Multicultural Services. Recruitment efforts at area community colleges included meeting with the Admissions and Student Services directors, student officers and members from the various multicultural organizations. A number of presentations to each were done. Students were invited to the WSU Tri-Cities campus for informational sessions and a campus tour. These visits were beneficial for meeting the students and staff, establishing a relationship and sharing information.

The Enrollment Management Team includes the Campus Dean; Directors for Business and Finance, Admissions and Registration, Multicultural Services; the Associate Director for Admissions, the News and Information Coordinator, and two faculty members. The primary focus has been planning, marketing tools and advertisement for recruitment. Also, information on enrollment, academic programs and retention are shared and discussed.

	Spring 95	Fall 95	Spring 96	Fall 96	Spring 97
African American	19	17	17	15	16
Asian/Pacific Islanders	54	62	57	66	63
Hispanic	65	69	74	79	80
Native American	16	12	12	12	7
White Non-Hispanic	885	877	861	931	982
Other Non-Hispanic	0	164	169	152	131
Non-U.S. Citizens	9	8	7	9	9
Total	1244	1209	1197	1264	1292

Campus Efforts

Sid Bartlett, Pat Startzel, Bette Ward, and Pat Wright participated on the WSU Retention Council, developing the WSU Multicultural Student Retention Strategy document. Juana Vasquez and Derek Brandes participated on the WSU Multicultural Student Recruitment Strategy Document.

DaVonna Johnson and Herman Caldasillas worked as Student Interns in the Office of Multicultural Services last year. They participated in the Community College recruitment visits, orientation, Student Ambassadors, and the Multicultural Club.

DaVonna's responsibilities were Advisor for the Multicultural Club, the development of a Multicultural Services

Web Page, a brochure for MAC, and coordinating meetings (4) for the community college Multicultural Directors and staff. These meetings focused on recruitment, general concerns and barriers for students trying to access higher education. She also participated in MESA activities and began the initial work establishing a Dialogue Program.

Herman's responsibilities were to develop a training packet for the Ambassadors; these packets and training were provided for each Ambassador. He also completed a draft for our proposed Faculty, Staff, & Community Mentoring Program for Multicultural students. Herman also participated in MESA activities and worked with DaVonna on coordinating the community college meetings.

Student Ambassadors

A group of WSU Tri-Cities students that share their WSU experience with prospective students and community members. In fall 1995, the number of ambassadors increased, and for the first time training was provided for these students.

The Faculty, Staff and Community Mentoring Program in the Office of Multicultural Services is an outreach effort and is designed to assist multicultural students in adjusting academically and socially to the WSU Tri-Cities environment. Mentors provide students with information about services offered by Multicultural Services and other University services, encouraging them to utilize these services. Through their work, Mentors also model cross-cultural communication, cooperation, understanding and interaction.

A Multicultural Club was established in the spring of 1996 and focuses on activities, communication and education that increases the awareness of multicultural issues. The organization has been actively working on campus and community issues and projects.

WSU Tri-Cities elected its first multicultural ASWSU President in 1997.

Scholarships for multicultural students are continuously being developed. Since the last report there are five additional ones: the Bechtel Minority Scholarship, the Cochrane Scholarship, the Westinghouse Scholarship (consideration given to diversity), the American Indian Endowed Scholarship and the White Earth Reservation Tribal Council. Glenn Williams, Director of Development and Campus Advancement, hired in October 1996, and Rodney Scott, Development Coordinator, hired in April 1995, are instrumental in developing the multicultural scholarships.

WSU Tri-Cities Education students participate in the scholarship awards for the College of Education. Since 1995, eight students have received scholarship awards.

The Dialogue Program is an existing program at Washington State University and one that our campus is using as a model. WSU Tri-Cities' staff and students have met with the student facilitators from Washington State University for general program development information and some training. This program is a peer-to-peer diversity education program designed to engage students in discussions about issues of oppression and specific policies and procedures regarding these issues on our campus. The goal is to provide a safe environment in which students can express their opinions and increase their awareness about these issues.

The Professional Development School Project is a partnership of Washington State University Tri-Cities and Educational Service District 123 with school districts within the region. In the fall of 94, a cohort of thirty-four cross-cultural participants was admitted for classes. The thirty-four participants included: representation from nine school districts; 30 women and four men; 12 bilingual English/Spanish, one bilingual English/Laotian, and one bilingual English/Vietnamese. In the spring of 1997, twenty-eight of the original thirty graduated and 50 percent have jobs. WSU Tri-Cities is continuing this project with cohorts' two and three.

The Washington State University Fellows were on the Tri-Cities campus for the second time this summer. This is a summer institute for multicultural students working on a Doctorate Degree. The Teaching and Learning Department was the host, and the Multicultural Services Director made a presentation and answered questions for the students.

Pre-College/Early Educational Outreach Efforts

Washington State University Tri-Cities continues to sponsor the Mathematics, Engineering, Science Achievement (MESA) Program. The Faculty Sponsor is Jim Cochrane, Campus Executive Officer and Dean. MESA's mission is to provide enriching opportunities in mathematics, engineering, and science for underrepresented students in grades 6-12 through the use of exemplary materials and instructional approaches.

The MESA staff ensured representation from WSU Tri-Cities from faculty, staff, and students at local educational

student of color functions (i.e. conferences, career awareness programs, workshops and high school classrooms and college visits). MESA continues to bring middle and high school students to the campus, giving them the opportunity to meet faculty, staff, and students. Events are also scheduled on campus for area middle and high school students.

Goal IV: Faculty/Staff Recruitment, Employment, and Retention

Provide structures to recruit, employ, develop, and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law.

The Campus Dean provides continuous updates on faculty and staff openings. The Human Resource Area Coordinator maintains job announcement reports for WSU Tri-Cities positions. MAC members receive the weekly Job Opportunities Bulletin for staff, and MAC representatives participate with the search committees for faculty and administrative/professional staff.

We continue interaction with community based organizations (i.e. NAACP, National Society of Black engineers, Society of Hispanic Professional Engineers, AISES, and the Commission on African American Affairs). Newsletters and other publications are used to announce available positions at WSU Tri-Cities.

We have worked hard to increase the pool of minority applicants by advertising in high minority populations areas, in the appropriate journals, newspapers, educational chronicles, and networking with minority professional organizations and societies.

Faculty and administrative/professional candidates meet with representatives from MAC.

New Faculty

	<u>Total Hires</u>	<u>Multicultural</u>	<u>Male</u>	<u>Female</u>
1995	8	2 (2 males/0 female)	4	4
1996	8	3 (2 male/1 female)	5	3
1997	13	4 (3 males/1 female)	8	5
*Totals	29	9	17	12

*These figures include: Athanassios Tsekouras/Visiting Scientist Instructor and Sharon Keever/Librarian 1.

New Staff

	<u>Total Hires</u>	<u>Multicultural</u>	<u>Male</u>	<u>Female</u>
1995	21	3 (3 males/0 females)	10	11
1996	19	4 (1 male/3 females)	12	7
1997	7	2 (1 male/1 female)	5	2
Totals	47	9	27	20

Goal V: Curriculum Diversification

Provide a curriculum that is inclusive of multiple perspectives and styles of pedagogy which prepares students to be successful in a changing world and increasingly competitive market place.

The Master in Teaching is still unique to WSU Tri-Cities. This program’s focus is multicultural education. Course content prepares students to become teachers in a multicultural classroom.

The multicultural focus is integrated throughout the program from field experiences to research projects.

General course offerings having multicultural content increased from twelve in 1993-94, and twenty in 1994-95, to forty-two in 1996-97.

WSU Vancouver

Mission Statement

The mission of WSU Vancouver arises from Washington State University's traditions as a land-grant University, and from educational needs identified by the Washington state legislature and the Higher Education Coordinating Board (HEC Board), the bodies creating the WSU branch campuses. The Physical Planning Committee of Washington State University has developed and clarified the mission of WSU Vancouver. The first portion of the mission is to provide access to quality upper-division undergraduate and graduate education for the citizens of southwestern Washington. The students attending WSU Vancouver are initially expected to be place-bound residents, many of them older people with jobs or families. In the future, however, the University is also expected to serve a rapidly growing group of upper-division and graduate students in traditional college age groups.

The second portion of the WSU Vancouver mission is to develop partnerships with the community, and thereby assist the economic and cultural development of southwest Washington. There are no other public or private baccalaureate or graduate institutions located in the region. The third part of the mission is to set an example of environmental responsibility in the development of WSU Vancouver's new campus thereby maintaining the site as an ecological resource for the region.

The primary responsibility of any university is teaching students to think critically and to evaluate ideas carefully. The basic elements in educating students are active scholarly inquiry by the faculty, openness to new ideas, and continual debate and evaluation of those ideas. A diversity of opinions and philosophies is essential to a university. Students who acquire only a single methodology for evaluating ideas cannot be considered well-educated. The curriculum therefore must be broad-based and encourage interdisciplinary exploration. In addition, the acquisition of intellectual skills cannot rely only on passive absorption in the classroom. Education also takes place outside the classroom through debate among students, continual dialogue among students and faculty, and the exchange of ideas between the university and the larger community. The University must foster an atmosphere conducive to debate, and it must build constructive ties with the surrounding communities.

Accomplishments

Goal I: Administrative Structure

Provide leadership and an administrative structure which creates systems of accountability. Promote, coordinate, monitor, and enhance diversity efforts in all areas of the University

The administrative structure at WSU Vancouver consists of an administrative cabinet and, within the instructional area, academic area coordinators. Although none of these individuals are ethnic minorities, the female representation increased in administrative areas. Two major units, Liberal Arts, and Student Services are now being led by women.

Recruitment efforts for new administrative positions were designed to reach underutilized groups. This resulted in the hiring of two female candidates to fill the positions of Human Resource Coordinator and Manager of Facilities and Auxiliary Services.

A reorganization of academic units occurred this year so that branch campus academic units will align with academic units in Pullman. This will facilitate better communication between the leadership of academic colleges and academic units on branch campuses, thereby extending the diversity efforts being undertaken at the college level. It will more fully integrate the initiatives, including diversity, occurring at the academic college level with efforts at the Vancouver branch.

Human Resource Services and the Campus Dean's office arranged several on-site trainings for all administrators and area coordinators, in diversity awareness and discrimination/sexual harassment policies. These trainings focused on

administrative responsibility for promoting diversity and for preventing/handling discrimination. Emphasis was placed on creating an open door policy in handling discrimination/harassment complaints from employees and students. Training was provided by the Director of Diversity and the Director of the Center for Human Rights. Two affirmative action seminars were attended by administrators.

Goal II: Work and Learning Environments/Climates

Provide avenues for individual, institutional, and community change that will enhance the academic, residential, and employment environments by advocating for the well-being and success of all individuals in the University.

A Human Resource Coordinator was hired to take the lead role in promoting and coordinating diversity efforts through awareness training and activities with employees on campus. The Human Resource Services office on campus provides employee relations, affirmative action, equal employment opportunity and disability accommodation services to campus employees and applicants.

Staff and faculty participated in diversity and discrimination/sexual harassment training over WHETS and on-site with the Director of Diversity and the Director of the Center for Human Rights.

Discrimination/sexual harassment policies are being distributed by Human Resource Coordinator to employees and students at trainings and employee/student orientations. Complaint procedures are being publicized.

A "Lestbigay" Club and a Multicultural Student Club were formed last year.

Goal III: Student Enrollment, Retention, and Degree Completion

Provide structures for academic success and increased access to higher education for a diversified student body, evidenced through recruitment, retention, and degree completion rates comparable across all subgroups of the student population.

With the opening of the new campus in 1996, WSU Vancouver was able to forge new relationships with the community to encourage enrollment of diverse populations.

Newly admitted students are now being provided with information about services available for disabled students.

An ethnic origin code was added to all WSU Vancouver student databases. This allow us to track student of color and effectively use direct mail for recruitment.

Science and Engineering faculty volunteered time at several high school and junior high school-level science contests. Minority and female participants were widely represented in the contests.

A locally funded scholarship is in place to serve minority applicants enrolled in education programs. A scholarship from Hewlett-Packard in math, science, and engineering is designated for underrepresented minorities and women.

Joint multicultural recruiting efforts are occurring at local high schools with both Clark College and Lower Columbia College.

In connection with the Hispanic Youth Leadership Network, summer visitation programs are being conducted for minority students. T his year's trip took Clark County youth to Seattle University and Evergreen State College. Additionally, the Career Center director serves on the board of Hispanic Youth Leadership Network.

A multicultural student affairs intern continued to serve on campus. The student affairs intern represented WSU at the Clark College MLK celebration. ASWSUV again funded the multicultural club to sponsor MLK and Black History Month celebrations and events on campus.

Goal IV: Faculty/Staff Recruitment, Employment, and Retention

Provide structures to recruit, employ, develop, and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law.

Diversity continues to be a major focus in recruiting for WSU Vancouver. In the past year, fifteen new faculty were recruited. Eight of the fourteen faculty are women. Three are Hispanic and other minorities. Seven administrative/professional staff were hired, six of whom are women. Also, of sixteen classified staff recruited, seven are women, two are Hispanic, and one is Asian.

The Human Resource Coordinator worked with outside supported employment organizations to encourage job opportunities on campus for persons with disabilities. One person with developmental disabilities was hired in food service.

The Human Resource Coordinator advises search committees on diversity efforts in recruitment, advertising, screening and hiring, and monitors diversity efforts in the search process.

Goal V: Curriculum Diversification

Provide a curriculum that is inclusive of multiple perspectives and styles of pedagogy which prepares students to be successful in a changing world and increasingly competitive market place.

New programs continue to be added to the curriculum at WSU Vancouver, which broadens our ability to serve diverse populations. The colleges of Science and Engineering both added programs and degrees. The Master's in Education continues to provide a track in diverse learners. It addresses educational concerns related to gender, social, ethnic as well as cognitive diversity for current K-12 teachers. Many other course offerings provide opportunities for students to enroll in courses focusing on cultural and gender issues. Frequency and scheduling of courses has been modified to reach more students. WHETS classes have been added due to increased capacity provided by new facilities. And technology has been increasingly used as a diverse teaching tool, including web based classes.

TABLES

