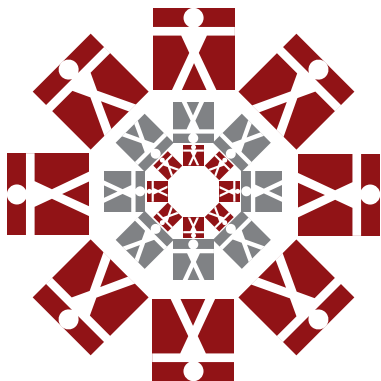


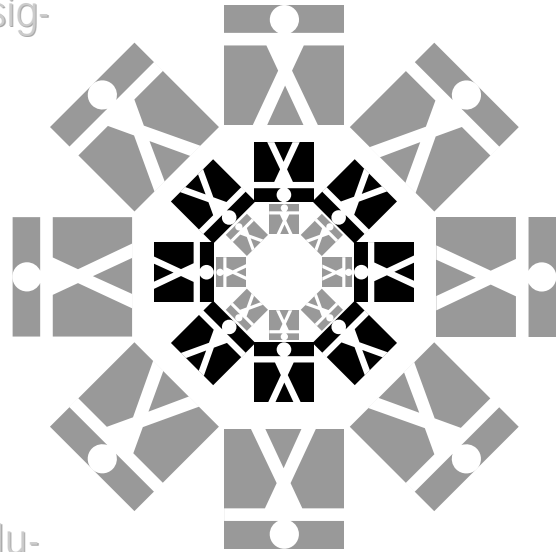
COMMITMENT TO A DIVERSE COMMUNITY

at Washington State University



A Plan of Action
1997-2002

The University endeavors to model for the state and nation, a community of individuals who seek what is best for each other. The University respects and significantly benefits from diversity such as may be expressed through racial/ethnic, gender, cultural, disability, sexual orientation, and socioeconomic differences among the faculty, staff, and students. It takes seriously its responsibility to offer edu-



cational and professional opportunities equitably to all qualified persons it can accommodate. The University, through its curriculum, programs, and services, provides

understanding and supportive interaction among diverse population groups and respects individuals' personal values and ideas.

—Based on *Planning for the Second Century, Common Understandings*, Washington State University

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

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Over the past thirty years, we have witnessed significant shifts in the ways in which diversity and social group memberships have been recognized and woven into the fabric of the nation. Reflective of greater societal transition, workplace and organizational cultures have witnessed and, in fact, have participated in a paradigmatic shift from the proverbial “melting pot” to that of the “salad bowl.” This more recent concept recognized that assimilation was not an attainable or desired goal—that groups did not necessarily want, or need, to give up their cultural identities in order to thrive in our society. While the change in paradigms represented a significant shift from overt climates of discrimination, it failed to acknowledge the cultural and institutional influences that continue to shape our culture.

The current trends related to diversity efforts reflect a more encompassing, empowering approach to involvement by members of all social groups. The leaders of many higher education institutions are reforming diversity efforts by striving to create organizational and educational climates, cultures, systems, and infrastructures which acknowledge and draw upon the strength we achieve from a truly diverse community. As we examine Washington State University, it is helpful to look in more detail at the internal and external trends that have emerged and the ways in which they influence how we, as an organization, approach this work.

First, changing demographics of both the student populations and the workforce contribute to the increased complexity of conducting the business of higher education. Nationally, college participation rates for students of color have fluctuated greatly over the past ten years, but reflect a steady increase since the mid-1980's. Enrollment among the four major ethnic minority groups collectively increased by 63.4 percent during the past ten years, including an increase of nearly 26 percent during the past four years. Female students participating in higher education have exceeded their male counterparts, both at the undergraduate and graduate levels. The number of students with disabilities, as well as non-traditional students, continues to increase.

As our general and student populations become more diverse, so too does the workforce. Recent projections show that by the year 2020, one-third of all employees will be from a racial/ethnic minority group. In the past ten years, the number of female employees has increased by 22 percent and, currently, disabled workers account for 14 percent of the employed population.

Secondly, for many reasons—including individual and systemic discrimination—targeted group members have not progressed as far or as fast as would be reasonably expected. The U.S. Department of Labor's *The Glass Ceiling Report* indicates the existence of an invisible barrier, which prevents women and minorities from reaching the upper administrative levels of organizations. Concurrently, backlash and accusations of reverse discrimination abound. The current controversy surrounding affirmative action adds to the challenges faced by employers.

Finally, new technologies are a catalyst for change, and are redefining the way in which organizations function. However, we find that the technological advances have half-lives of less than five years. These rapid changes create many challenges. Organizations must prepare to address the ways in which these advances both assist and limit organizational development. New technological advances require that we examine the “hardware, software, and human resources that are employed to produce and deliver the units product or service and look for bias and barriers in the processes used by the organizations to do its work” (Cross, et al, 1995, pg. 238).

Given the demographic and technological changes, there is an emergent need for faculty, staff, and students to develop skills that help them effectively interact with those who are different from themselves. This includes an increased awareness of individual diversity, an increased understanding of compliance and basic legal parameters, on-going critical analysis of institutional and cultural influences, and a participation in the changes necessary to improve the quality of life for all WSU community members.

Washington State University faces a variety of challenges in terms of aggressively addressing issues of diversity. These challenges are complex, and are often a product of the various locations in which WSU has a presence. The populations served, and the methods of delivering service and education differ among the branch campuses and the main campus. In meeting these challenges, WSU continues to rely on the philosophy that is central to its heritage—providing higher education opportunity to groups that had previously not been afforded access.

The revised *Strategic Plan for Washington State University* was released in the spring of 1996. This document highlights seven goals designed to guide the University into the next century. The area of Human Relations and Resources is responsible for ensuring the on-going success of goal three of this plan which reflects the University's commitment to diversity and which reads as follows:

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

Human Relations and Resources has taken a two-part approach toward supporting the diversity vision through the area's eight units which include: Center for Human Rights; Conflict Resolution Program; Disability Resource Center; Diversity Education Program; Gay, Lesbian, Bisexual and Allies Program; Human Resource Services; Multicultural Student Services; and Women's Resource Center.

In our on-going efforts to develop an effective multicultural environment, we are working toward eliminating discrimination and harassment in the classroom and the workplace. Simple compliance, however, does not by itself ensure the success of the target group members. While the legal mandates drive many of our functions, "social mandates" provide the impetus for others. As a result, Human Relations and Resources also provides the framework for empowering and encouraging individuals to participate in creating the appropriate environment. The two approaches interact and together move us forward in our efforts.

Based on recommendations set forth by the Commission on the Status of Minorities in its *Report to the President*, a framework has been developed to address the third goal of the University's strategic plan which seeks to enhance diversity on all WSU campuses. The Commission originally suggested four goals to assist the University in this task. Each goal was later evaluated and adapted to be more inclusive of all minority groups and an additional goal addressing diversity in the curriculum was added. These five diversity goals have been adopted by the University and are as follows:

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.

Every five years, all WSU colleges/areas are responsible for addressing each of these goals. Through the development of their individual diversity plans, they strategize how to promote and enhance diversity in their respective environments. This document is the product of those efforts.

Clearly, we have made noticeable progress over the past several years. Increases in the enrollment of racial/ethnic minority students have been substantial, and minority students currently comprise over 12 percent of our student body. We continue to realize steady gains in the employment of protected group members as well. The percentage of administrators and faculty of color compares favorably with those on the national level, and the same holds true for female administrators and faculty. Additional resources have been provided to help address the needs of the disabled, as well as the gay, lesbian, bisexual, and transgendered populations.

While the changes that have occurred at Washington State University are noteworthy, they also contribute to a more positive environment. As we increase the visibility and participation of so many groups, however, we recognize that tensions are inevitable. Consequently, there is still much more work to be done. Washington State University is positioned to accept the many challenges ahead by developing, on a five-year recurring basis, five-year diversity plans which focus on increasing awareness, appreciation, and support for diversity in all aspects of our society.

Mission

The mission of the Business Affairs area 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. Some of the services provided by units in the area include financial support services, facilities operation and maintenance, planning and construction of new facilities, maintenance of a safe and healthy environment, monitoring of internal controls established to safeguard assets, procurement and delivery of goods and services, coordination of policies and procedures, and administration of employee benefits.

Essential to the successful delivery of those services is a workforce which reflects, understands, and appreciates the racial/ethnic, gender, cultural, disability, sexual orientation and socioeconomic differences found in our University community and society at large. The recruitment, employment, support, and retention of such a workforce is the primary diversity goal for the area.

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.

Strategy A:

To support the administrative structure which has been developed to enhance diversity efforts on campus.

ACTION ITEMS:

- The Vice President's office will participate as a member of the Human Relations and Resources Advisory Council.
- Business Affairs staff will work closely with the Commission on the Status of Individuals with Disabilities and the Disability Resource Center, particularly on the updating of facilities, and the accommodation of staff, faculty, students, and visitors.
- Each biennium, facilities management personnel will maximize the level and impact of resources provided by the Office of Financial Management for facility modifications required by the Americans With Disabilities Act.

Strategy B:

Utilize the resources which are available to support diversity efforts.

ACTION ITEMS:

- Business Affairs managers will ensure that all area personnel are informed of the resources and services available through the Office of Human Relations and Resources (HRR).
- Business Affairs managers will assess the skills and knowledge of their employees on interpersonal and diversity issues, and will require them to attend appropriate training where needed.

GOAL II: WORKING 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.

Strategy A:

Provide a positive work environment which is supportive of all employees.

ACTION ITEMS:

- The Statement of Principles developed by the Office of the Vice Provost for Human Relations and Resources will be distributed to all units.
- All managers will expect the application of those principles by all area personnel to all interactions in the workplace.
- Human Resource Services supervisory training designed to develop and enhance professional and appropriate employee relations skills will be provided for those employees who require it.

- Managers will assess the skill levels of their employees, and will require attendance at workshops and training sessions which address the various issues which contribute to a positive work environment for all employees. Attendance required and progress made will be addressed as part of employee evaluations.
- Problems will be addressed in a timely, decisive, and effective manner. Where appropriate, the resolution of problems will be used as an educational opportunity for staff.
- Managers will request special offerings by HRR staff to address specific issues and areas of concern if appropriate to a given situation.
- All Division personnel will be expected to maintain professional and productive working relationships with employee unions, the Staff Senate, the Faculty Senate, and other constituencies on campus.

Strategy B:

Encourage an appreciation of the value of diversity.

ACTION ITEMS:

- All staff members will be required to attend some form of diversity training, the appropriate training to be determined by the employee's supervisor and documented.
- Staff will be encouraged to sponsor and/or attend special campus presentations and events which demonstrate and educate the community on the value of diversity.

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.

Strategy A:

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

ACTION ITEMS:

- The housing and dining system will offer programs which promote and enhance an appreciation and understanding of diversity, and help to create an environment which is comfortable for all students.
- Student Affairs and other appropriate groups will be asked to provide feedback on those Business Affairs services which do not adequately respond to diversity concerns. Appropriate adjustments will be made to service delivery to address those concerns.

Strategy B:

Provide opportunities which will enhance the ability to recruit and retain a diversified student body.

ACTION ITEM:

- As funds are available, employment and internship opportunities will be offered to undergraduate and graduate students, with special emphasis on the enhancement of diversity.

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.

Strategy A:

Recruit and employ a staff reflective of the diversity of the faculty, staff, and student population, and the diversity goals for the area.

ACTION ITEMS:

- When conducting searches or filling classified staff positions, staff and search committees will be proactive in the identification of qualified candidates who can enhance the diversity of our workforce.

- The Center for Human Rights staff will be involved in the recruitment process to ensure that all available avenues are explored in the identification of qualified candidates.
- Managers will be evaluated on steps taken to achieve increased diversity within their units, and to support the diversity goals established by the area and the institution.

Strategy B:

Support and retain a staff reflective of the diversity of the faculty, staff, and student population.

ACTION ITEMS:

- Whenever operations will allow, staff development requests for training and course work for personal and professional growth will be supported. Staff development has a positive impact on institutional climate as well as on the retention of employees.
- Strategies used to enhance institutional climate will also be used to assist with the support and retention of staff.

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 includes 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; Educational Telecommunications and Technology (ETT), including KWSU Radio and WHETS and Cooperative Extension, including the WSU Learning Centers. Cooperative Extension reports jointly to Extended University Affairs and the College of Agriculture and Home Economics. 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 University Affairs have already made important contributions to diversity efforts, whether you consider the increase in scholarships for students of all groups, the "alumni alliances" that bring alumni from all groups 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 people published by the WSU Press.

GOAL I: ADMINISTRATIVE STRUCTURE

Extended University Affairs goal is to provide an administrative structure that assumes a leadership role in promoting, coordinating, and monitoring diversity efforts in all our units. All University Affairs units have established structures and procedures to foster diversity.

Strategy A:

- All units will assume a leadership role in promoting, coordinating, and monitoring diversity efforts throughout their individual units. Each of our units support the overarching goal of fostering the diversification of staff, faculty, students, and programs.
- All units will promote diversity education opportunities and encourage staff to participate in diversity training offered by the institution.

ACTION ITEMS:

- All units will communicate regularly with University training personnel to identify new training opportunities. Direct managers to assess training needs for all staff regularly and make recommendations as determined. Have staff actively participate in planning diversity training workshops.
- All units will emphasize diversity training opportunities as they become available. Make special mention of successful completion of diversity training in the annual performance evaluation. Some units will incorporate diversity training of staff as a performance criteria as part of individual Senior Management team annual reviews.
- WSU Foundation, working in concert with University administration, will identify priority areas for private support that help colleges and units to advance their diversity goals.
- WSU Foundation will continue to commit limited unrestricted donations to units such as Human Relations and Resources, Multicultural Student Services, and Women's Resource Center to enhance the University's diversity efforts through a variety of programs and events (e.g., cultural programs, diverse student recruitment programs, etc.)

Strategy B:

ETT will incorporate diversity training of staff as a performance criteria as part of individual Senior Management team annual review.

ACTION ITEM:

- ETT will on a semi-annual basis, review the Strategic Plan's Mission and Statement of Principles to ensure diversity issues are addressed in the daily operation of the organization.

Strategy C:

EUS has set a level of expected participation in diversity training programs for EUS staff, with a suggested minimum of 6 hours per year. EUS has begun to incorporate diversity training into each staff member's annual review process. By the end of calendar year 1998, such training will be required of all EUS personnel on an annual basis

ACTION ITEM:

- One of EUS' major initiatives, the Extended Degree Program, was founded to serve marginalized, disenfranchised individuals in Washington. The very foundation of the program is to reach out to time, place, and work-bound individuals who seek to complete a bachelor's degree, but are unable to leave their communities to do so. As a result, the administrative culture of EUS will remain extremely sensitive to the needs of under-represented groups, including women, minorities, and the disabled.

Strategy D:

Alumni Association, through its membership, will continue to work toward representation of all cultures, religions, and lifestyles.

ACTION ITEM:

- Through recruitment efforts, target new membership for the Alumni Association in areas otherwise unexplored that will help us toward our goal of representation of all cultures, religions, and lifestyles.

Strategy E:

University Relations/News and Information Staff, as well as college and campus communication officers, will continue participation in shared diversity training with development officers in the WSU Foundation.

ACTION ITEMS:

- Assess the perceived training needs of all members of the WSU Communication Cabinet and have members participate actively in planning the annual sequence of diversity training workshops.
- Establish a clear understanding that performance evaluations will include professional development, which includes diversity training.

- Seek funding to allow one college News & Information Coordinator to become diversity certified, both for his/her college and for the Communication Cabinet. Once trained, have this individual assist in planning for added diversity training for cabinet members.

Strategy F:

News and Information Services have designated one of their assistant directors as the lead officer to develop an annual diversity communication plan in conjunction with the unit leaders in Human Relations and Resources to increase understanding of diversity issues and progress at WSU.

ACTION ITEMS:

- With the EUA Vice President and HRR Vice Provost, seek additional funding for significant diversity communication projects so that more elements in the communication plan can be brought to fruition.
- Seek funding for an entry-level position, jointly funded by News and Information Services and HRR, to produce a wide variety of diversity communication materials.
- Reinforce the concept that advancing diversity is the responsibility of each member of the University Relations and News & Information Services team, with a wide variety of public relations and communications materials benefiting from an inclusion of diversity elements.

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 members of the WSU 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.

Strategy A:

- All units within Extended University Affairs are involved in being ambassadors for the University both on and off campus. Our division is dedicated to supporting quality service throughout WSU and to all members of the community.
- Promote, coordinate, and monitor our progress as a division within the WSU community.
- Encourage employee participation in WSU's multicultural community.
- Create opportunities for staff to discuss diversity related issues.

ACTION ITEMS:

- Continue to address issues related to diversity at regular training sessions for all staff (at least annually).
- Appoint one or more EEO representatives for each unit who will attend University EEO meetings and communicate policy to their respective staff.
- Publicize multicultural events and activities in staff meetings, and post announcements throughout the department.
- Encourage employees to serve on committees and participate in multicultural events.
- Strongly encourage managers and supervisors to set an example by participating in multicultural programs.
- Establish a vehicle for regular dissemination of diversity related information.
- University Publication and Printing will designate specific times each year to discuss practical application of training models at staff meetings.
- WSU Foundation will appoint an Employee Relations Committee representative of both professional and support staff to hear employee concerns and advise Foundation President of employee relations issues to be addressed.
- Both Crimson Company Show Choir and the Student Alumni Connection strive to recruit members from diverse backgrounds. The Alumni Association 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 our many volunteers. In addition, the Association will support and endorse groups on campus that represent our diverse community.
- EUS seeks to provide a working environment for employees and a learning environment for participants in EUS programs where communication is open, each person respects the contributions of others, and honesty and integrity prevail. It is through confident, skillful, and resourceful employees who draw upon their diverse backgrounds that EUS is successful. EUS values the diverse perspectives of program participants, instructors, and colleagues and seeks the optimum program outcomes for all constituents. With this in mind, EUS will continue to seek candidates from under-represented groups, factor institutional diversity goals into hiring decisions, and continue to promote diversity training as a unit priority.

Strategy B:

It is the mission of ETT to support WSU's teaching, research, and public service functions through the use of telecommunications and related technologies. ETT provides services that advance education, citizenship and culture in the region and extend the presence of WSU beyond its physical campuses. Through public radio, public television and distance learning technologies, ETT strives to provide meaningful programming to underserved and unserved populations and provides national leadership in the area of telecommunication technology.

ACTION ITEMS:

- Produce and broadcast programming which reflects the regional nature and minority populations within our broadcast service area. Continue, and expand when possible, the multicultural programming available to the public. Seek out programming that provides social and entertainment benefits to minorities within the broadcast service area.
- With use of the FCC Quarterly Issues Report and letters from the public, review on a quarterly basis ETT's progress toward providing informational and educational programming to a diverse population.
- Use audience research data and survey results to pinpoint specific programming needs of the diverse population served by the public broadcasting stations.
- Actively pursue the acquisition of additional closed-captioning programming for broadcast on Northwest Public Television.
- Continue to work with WSU's Multicultural Center to produce television programming.
- Continue participation in developing WSU's distance learning initiatives, including development of additional sites and new program areas that serve minority populations.

Strategy C:

News and Information Services will continue to give high priority to news, feature stories, and publicity concerning diversity progress, activities, and people throughout the WSU system.

ACTION ITEMS:

- The Assistant Directors responsible for diversity communication, for selected events publicity and student hometown news, will take the lead in developing an annual training workshop for diverse student groups and for employees working with them to build understanding of the publicity and communication process. They will help bring attention to less well recognized cultural activities.
- The Assistant Director handling diversity communication at the Pullman campus and the campus communication coordinators at the branch campuses will work to insure high visibility for diversity activities such as the Martin Luther King recognition, Women's Month, GLBA programming, Disability Resource Center activities, and other special events.

- The Assistant Director who manages the Hometown News Service will make sure that the Minority Scholars receive hometown recognition.
- News staff will report progress in achieving diversity in student enrollments, faculty hiring, and other achievements as appropriate to build public understanding of the University's commitment to diversity.

Strategy D:

Continue to develop and publish University periodicals that give fair and balanced visibility to women and men, people of all ethnic backgrounds, persons of disability, persons of varied sexual orientation, and other diverse groups.

ACTION ITEMS:

- Feature a diversity of people in WSU Foundation publications; encourage college development units to do likewise.
- The Editor of *Hilltopics* will continue to seek out features and news of diverse alumni, faculty and staff, and students.
- The Editor of *WSU Week* will again produce an annual look at progress in diversity, using a four-page insert format if funding is provided.
- The Editor of the *Annual Report of the President* will include diversity progress and diverse WSU people on a frequent and consistent basis.
- The Editor of the monthly WSU page in *Pullman Community Update* will continue to publicize the special diversity programming on campus and will develop feature articles of interest to the community about diversity issues and people.
- The Coordinator of the *Facts & Figures* brochure will include diversity progress information in this widely used document.
- The college and branch campus News and Information Coordinators will include diverse students, faculty, and staff in unit publications and periodicals as appropriate to their topics.
- As appropriate, invite diverse faculty, staff, and students to write for WSU periodicals, providing a diverse perspective on issues and topics.

Strategy E:

University Relations/News and Information Services and the WSU Foundation will advance diversity by including diverse people and diversity issues in special events and community relations programming such as the Tour Program, the Speakers Bureau, and Foundation events/programs for trustees and members.

ACTION ITEMS:

- The Speakers Bureau program will make a proactive effort to place diverse faculty in speaking engagements before service organizations and schools statewide.
- The coordinator of WSU's Tour Program will insure that a diversity of students serve as paid tour guides.
- College News and Information Coordinators will provide materials and displays to support diverse students as they participate in student recruitment activities statewide, and recommend individuals of diverse backgrounds to serve as moderators, speakers and more for special events.
- Include students, faculty, and staff of diverse backgrounds in Foundation events/programs for trustees and members.

GOAL III: STUDENT ENROLLMENT, RETENTION, AND DEGREE COMPLETION

The University's goal is to 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.

Strategy A:

Continue to develop recruitment publications that incorporate traditionally underrepresented groups.

ACTION ITEMS:

- Include text and photography that represent multicultural activities, students, and faculty members.
- Make recommendations in regard to the University's "core recruitment publications" that will increase the University's commitment to minority recruitment and retention.

Strategy B:

University Publications and Printing will 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.

Strategy C:

Through those staff members responsible for WSU Foundation communication, including college and branch campus individuals, News and Information Services will actively support fund-raising for additional scholarships for diverse students. This includes increasing public awareness of the importance of scholarships at public universities and support of diverse students.

ACTION ITEMS:

- Provide an in-depth briefing on the "post-campaign scholarship priority" for the Communication Cabinet, and build a strategy to make the need for scholarships for students of all backgrounds a high priority communication activity for the next five years. One of the stated communication goals in the post-campaign period continues to be increased funding for improved access and diversity.
- Several members of the Communication Cabinet plan to serve as mentors to one or more students from diverse groups, encouraging college success and professional development.

Strategy D:

Internship experiences are positive incentives for students to succeed in their studies and graduate. Since good gender balance exists in student employees and interns in University Relations and News and Information Services, seek to expand the opportunity to students of other diverse backgrounds.

ACTION ITEM:

- News and Information Services will seek funding for a permanent internship for a student from one of the many diverse groups here on campus, with emphasis on an aspect of WSU's community not well represented on the staff.

Strategy E:

WSU Foundation will assist the University in meeting priority diversity needs related to enrolling, retaining, and graduating students.

ACTION ITEMS:

- Market special projects in support of scholarships, such as Cougar license plates and a new affinity calling card; dedicate a portion of a professional staff member's time to scholarship fund-raising.
- Present funding opportunities for access (including distance learning), recruitment, early awareness and retention programs to potential funders (corporations, foundations, individuals).
- Continue to commit Foundation's limited unrestricted donations to units such as Human Relations and Resources, Multicultural Student Services, and Women's Resource Center to enhance the University's diversity efforts through a variety of programs and events (e.g., cultural programs, diverse student recruitment programs, etc.)

Strategy F:

EUS: Consistent with WSU's overall intention of increasing the diversity of students served by the institution, the Extended Degree Program (EDP) is committed to developing and implementing a set of recruitment strategies aimed at increasing the number of students from under-represented groups served by the EDP. Recognizing the need to become more fully integrated into the institutional effort to recruit, retain, and graduate more multicultural students, EDP joined the Council on Multicultural Recruitment in the fall of 1996, with a view toward identifying a clear EDP approach to multicultural student recruiting. Over the first five years of the program, over 75% of all EDP students have been women, and the program will continue its efforts at serving place-, time-, and work-bound adults.

ACTION ITEMS:

- As relationships with community colleges in King and Pierce counties become stronger, EDP will focus on connecting with multicultural student groups on those campuses.
- EDP will track progress of multicultural students from inquiry to graduation and implement targeted activities for that group. As an example, in tracking multicultural students, it may be that an additional telephone call to each prospective multicultural student, after receipt of the first EDP mailing, would increase the number of applicants. Similar outreach strategies will be used for multicultural students who have been admitted.
- EDP staff will coordinate closely with multicultural student recruiters at WSU with a view toward collaborative efforts. These efforts could include EDP training for multicultural student recruiters and joint visits.
- EDP intends to develop several scholarships specifically for multicultural students.
- EDP will continue to work with the Disability Resource Center to explore ways the program can serve, at a distance, students with a range of disabilities.

Strategy G:

ETT is committed to providing a realistic learning environment, including work opportunities, for WSU broadcasting students and other students with interests in telecommunications.

ACTION ITEMS:

- When possible, offer internships to women, minority, and disabled students who seek experience in the field of broadcasting.
- To comply with federal Americans with Disabilities Act (ADA) provision, increase awareness and use of supplemental technologies used in the delivery of distance learning programs for both teaching faculty and students.
- Expand, through new technologies, access to academic programs to more diverse groups within the state.

Strategy H:

All Alumni Association and the Office of Alumni Relations 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.

ACTION ITEMS:

- Award over \$95,000 in scholarships per academic year to incoming freshman. 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 Parents Program to support a wide range of activities including academic, cultural awareness, musical, athletic, and multiculturalism. 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 our organization will most likely recognize them within the next year.

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.

Strategy A:

All Extended University Affairs units will recruit, employ, and retain a diversified workforce that equitably represents persons of color, persons with disabilities, and women in administrative, faculty, and staff positions.

ACTION ITEMS:

- 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.
- WSU Foundation will appoint a central manager to oversee professional staff searches according to Center for Human Rights policies.
- WSU Foundation will develop and implement policies and procedures for instituting a student internship program to increase diversity in the development profession.
- Seek out non-traditional methods of identifying and recruiting diverse candidate pools for professional position vacancies. Identify areas of underrepresentation in the existing workforce.
- Create a friendly work environment that embraces cultural differences and is inviting to diverse people.
- Provide ongoing diversity training, especially for new professional staff, and ensure that search committees are knowledgeable of the University's affirmative action policies.
- University Publications and Printing will provide resources for departmental search committees to ensure that qualified members of underrepresented groups are included.
- University Publications and Printing will encourage and support multicultural traditions and events in their unit.

Strategy B:

Diversity among those we employ and those we serve is critical to the mission of ETT. Public broadcasters have historically been leaders in employing, training, and promoting women and minorities. As the ETT unit grows in the number of staff it employs, careful evaluation of hiring policies and procedures must be done in order to ensure that diversity issues are addressed at all steps of the process.

ACTION ITEMS:

- Continue to meet Federal Communication Commission and University goals for workforce diversity.
- Through various public broadcasting organizations and distance education programs, ETT will support additional training/job enhancement opportunities for both staff and students that increase awareness of diversity issues and use of a diverse workforce. ETT will strive for maximum staff participation in sexual harassment and valuing diversity training, and other WSU-sponsored staff development opportunities.
- Continue to use distance education technology as a tool to educate WSU staff and faculty throughout the state.
- The senior management team will review, on a semi-annual basis, the ETT policy for retention, development, and recruitment of staff.

- ETT will strive to hire and train a temporary student employee workforce that is diverse and is reflective of the University's student population.
- As part of recruitment process, increase the distribution of vacancy announcements to non-traditional advertising sources and analyze effectiveness of recruitment efforts.

Strategy C:

EUS strives to meet all Affirmative Action goals, encouraging diverse applicant pools, and recognizing the value of a diverse staff. We recognize that our staff is not representative of affirmative action goals for full-time employees except for the employment of women. It will be a priority in future hires to continue to diversify, including temporary student employees. The fact that our building is not handicapped accessible makes it difficult to include physically handicapped persons as part of our staff. As previously mentioned, EUS administrators encourage participation in multicultural events and in diversity training activities.

ACTION ITEMS:

- Employ highly qualified and motivated staff that reflects the gender and ethnic diversity of the qualified pool from which they come.
- Share WSU's diversity policy by discussing it with prospective program faculty, and speakers; incorporate the policy into C & I's letter of agreement with speakers.

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.

Strategy A:

- To foster improved understanding of the importance of curriculum diversification, News and Information Services staff will cover the topic annually and encourage media reporters to write articles as well.
- WSU Foundation assists the University in meeting priority needs related to curriculum diversification.

ACTION ITEMS:

- News and Information Services staff will cover the importance of curriculum diversification as a topic annually and encourage media reporters to write articles as well.
- WSU Foundation presents funding opportunities related to curriculum diversification to potential funders (corporations, foundations, individuals) who have indicated an interest in this area.

Strategy B:

When working with various departments around the University to identify courses for the Extended Degree Program, EDP staff have suggested that Intercultural courses be given high priority, as well as courses whose content reflect our changing world (e.g., international business). C & I seeks to develop and provide programs that are inclusive of multiple perspectives and take into consideration the divergent needs of audiences in the delivery of information. In addition, emphasis is placed on preparing participants to be successful within their sphere of the changing world and the increasingly competitive market place by offering programs that meet identified needs.

ACTION ITEMS:

- Develop EDP courses which include multicultural/intercultural focus.
- Develop programming which reflects the desire to serve diverse groups and audiences, as well as offer a diverse curriculum. When possible, C & I offers scholarships to disadvantaged groups to insure broader participation.

Mission

The mission of Human Relations and Resources (HRR) 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 colleges and departments and among the individual faculty, staff, and students. The area has responsibility for ensuring and facilitating educational access as well as employment opportunities for faculty, staff, and students. The area's activities embody a commitment to diversity that may be expressed through abilities, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic differences.

GOAL I: ADMINISTRATIVE STRUCTURE

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

Strategy A:

To develop comprehensive goals and action plans.

ACTION ITEMS:

- Provide leadership in the preparation and publication of college and administrative area diversity plans and progress reports.
- Implement the 5-year action plans prepared by each unit within Human Relations and Resources.
- Monitor the progress that supports the recommendations of the Presidential Commissions on the Status of Individuals with Disabilities, Minorities, and Women.
- Monitor University progress toward institutionalization of policies and procedures that support diversity.
- Include retention strategies for underrepresented groups in the recruitment manual.
- Complete the investigation manual that includes information for administrators and managers on how to conduct procedurally-correct investigations.

Strategy B:

To provide the resources, staff, and facilities to deliver high quality programs.

ACTION ITEMS:

- Ensure HRR representation on University and community committees charged with activities that have an impact on diversity initiatives.
- Equitably allocate state resources made available through the WSU budget process.
- Identify and pursue external funding to strengthen HRR's ability to expand service and programming.
- Address immediate staffing requirements in HRR units to provide basic service to the University community.
- Use the biennial budget process to develop long term plans for funding HRR unit initiatives.
- Develop criteria and guidelines for use of institutional diversity funds.

Strategy C:

To develop communication channels that support productive relationships and increase program visibility.

ACTION ITEMS:

- Continue to serve as the primary University liaison to federal and state agencies on issues related to diversity, affirmative action, human relations, and human resources.
- Develop within HRR and the WSU community, a formalized system of referrals, collaboration, and cooperation between the units.
- Assist News and Information in the publication of an annual *WSU Week* insert highlighting diversity at WSU.

- Develop a master calendar of events for all activities relating to diversity, human relations, and human resources. Electronically distribute the calendar campus-wide.
- Prepare and deliver reports, presentations, articles, and speeches that communicate results and increase visibility at the local, state, and national levels.
- Create alumni associations for students with disabilities, and also for gay, lesbian, bisexual, and transgendered students.
- Develop cooperative, problem-solving relationships with the Staff Senate, the Faculty Senate, the Washington Federation of State Employees, the Council of Multicultural Student Presidents, and other relevant faculty, staff, and student organizations.
- Develop greater visibility and educate the University community through improved use of available technology, e.g. web sites and WHETS courses.
- Explore the viability of HRR satellites throughout the state to more effectively provide service to the multi-campus system.
- Provide training and coaching for supervisors and managers to facilitate resolution of grievances under collective bargaining agreements.

Strategy D:

To continue to develop and implement mechanisms that monitor and assess program implementation.

ACTION ITEMS:

- Establish the effective ongoing internal evaluation of HRR units.
- Implement regular assessment of HRR unit programming for effectiveness and value to institutional diversity efforts.
- Develop an assessment instrument to aid in evaluating diversity progress at WSU in consultation with the Social and Economic Sciences Research Center.
- Report diversity progress on a regular basis to the WSU community.

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 system.

Strategy A:

To institutionalize policies and procedures that support diversity.

ACTION ITEMS:

- In cooperation with senior administration, continue to develop and communicate policies and procedures addressing:
 - racial harassment/discrimination
 - sexual harassment/discrimination
 - affirmative action and equal employment opportunity
 - domestic violence in the workplace
 - reasonable accommodation
 - employee searches for available openings
- Complete the development of the plan for implementing the recommendations related to improving the University's complaint process.
- In cooperation with senior administration, assist in the development of a mechanism for addressing accountability, in terms of climate, in the annual review/performance evaluation of all University employees.
- Collaborate with WSU and community agencies to establish and enforce policies identifying, reporting, and addressing homophobic violence and harassment.
- Provide leadership to community/University committees charged with supporting initiatives aimed at institutionalizing policies that support improved living and learning environments.

- Assess existing policies and procedures regarding discrimination, partner accommodation, and tenure.
- Ensure that underrepresented groups are afforded full opportunity to participate in all University sponsored educational and training activities.

Strategy B:

To help create an environment that promotes dignity and respect for all University employees and students, and that supports a diversified population.

ACTION ITEMS:

- Promote and support special events that enhance multicultural appreciation and increase awareness of diversity, e.g. Women's History Month, MLK Celebration, Disability Awareness Month, National Gay and Lesbian History Month.
- Provide opportunities for interaction between the Pullman and WSU communities regarding issues related to diversity.
- Develop a working relationship with the Pullman Public School District; offer a scholarship through a competitive diversity essay activity.
- Provide timely and relevant information to the community about issues related to all groups that make up the multicultural community. Particular attention should be given to areas where little emphasis has been placed in the past, e.g. disabilities issues, and issues affecting the gay, lesbian, bisexual, and transgendered populations.
- Increase interaction and development of constituent and alumni groups to promote community/University involvement.
- Explore the feasibility of developing a Northwest Center for Social Change by merging units within the HRR area.
- Increase and strengthen education in workplace environment practices that promote dignity and respect for each other in the work and learning environment.

Strategy C:

To provide training throughout the institution to develop and maintain support for a diversified population.

ACTION ITEMS:

- Continue to implement the comprehensive Diversity Education Program for faculty, staff, and students.
- Continue to offer and expand the number of sessions of training related to sexual harassment and discrimination.
- Evaluate for effectiveness all HRR training programs.
- Continue to support and seek additional resources for the student Dialogue training program.
- Explore the viability of offering a summer institute on issues related to diversity.
- Work with colleges and units to develop responsive institutional systems for students who are concerned with fair treatment and climate issues.

Strategy D:

To provide avenues for the timely and effective resolution of complaints and conflicts involving students, administration, faculty, and staff.

ACTION ITEMS:

- Promptly address complaints that are in violation of University policies.
- Increase accessibility of conflict resolution services to the University community.
- Seek external funding for conflict resolution training.
- Investigate complaints based on disabilities.

Strategy E:

To assess the work and learning environment/climate.

ACTION ITEMS:

- Provide coordination and leadership to the University community in assessment efforts.
- Develop and conduct institution-wide climate assessments on all groups including those not previously addressed so that uniform data will be available.
- Determine the usefulness of previously conducted surveys.
- Seek grant funding for climate assessment in cooperation with academic departments.
- Assist University commissions, departments and colleges in assessing institutional climate by development of coordinated and uniform assessment instruments.
- Improve methods for analyzing data collected in surveys.
- Establish methods for developing action plans based on data analysis.

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.

Strategy A:

To enhance the undergraduate student recruitment program.

ACTION ITEMS:

- Expand University recruitment plans to encompass all students representative of a multicultural community, including students of color, students with disabilities, female students, and students who already identify as gay, lesbian, bisexual, or transgendered.
- Collaborate with the Office of Admissions and the individual colleges in their efforts to recruit. Initiate joint recruitment projects.
- Develop and implement pre-college outreach programs.
- Collect demographic information from all community colleges in Washington to allow for prioritization and selection of targeted schools.
- Visit high schools and community colleges when possible. This is expected of all HRR professionals.
- Enhance the involvement of alumni groups interested in helping WSU in the recruitment of targeted group members.
- Include University diversity resources in recruitment literature.
- Increase funding of scholarships for multicultural students.
- Ensure HRR representation on major committees charged with recruitment of undergraduate students.

Strategy B:

To provide programs and services aimed at increasing retention and graduation rates.

ACTION ITEMS:

- Implement the WSU Multicultural Student Retention Plan published by the Office of Multicultural Students, November 1996.
- Design, implement, and coordinate programs which support students with disabilities:
 - Furnish textbooks on tape for students who are learning disabled or visually impaired
 - Provide accessible transportation for students with mobility impairments
 - Arrange alternative testing accommodations for students with disabilities
 - Provide Sign Language Interpreters for students who are hearing impaired
 - Offer individual counseling services for students with disabilities
 - Develop and implement a mentoring program for students with disabilities
 - Provide adaptive equipment for students with disabilities

- Design, implement, and coordinate programs which support women students.
 - Provide educational programs and services which support the success and empowerment of women
 - Implement programming to address sexual assault issues
 - Provide walk-in crisis and referral services
- Design, implement, and coordinate programs which support gay, lesbian, bisexual, and transgendered students:
 - Increase number of faculty, staff, students and community members who access GLBA Program resources
 - Work to ensure equality of University benefits granted to all students and employees regardless of sexual orientation and gender identity
 - Provide direction and leadership in outreach, curriculum, and other educational efforts related to glbt issues
 - Support and assist with research on University climate
 - Provide glbt programming and resources for the WSU community
- Provide educational programs for students addressing basic civil rights.
- Provide services and referrals consistent with the specific needs of students representing all multicultural groups in the University.
- Develop mentoring programs for all students in targeted groups.
- Develop a retention tracking system.
- Develop programs that not only retain the student until graduation, but that prepare the student for graduate school and professional life.
- Develop academic enrichment programs to support and challenge multicultural students to excel intellectually and academically.

Strategy C:

To develop and implement pre-college outreach programs.

ACTION ITEMS:

- Enhance existing and develop new pre-college outreach programs.
- Assist college deans in implementing pre-college outreach 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 state and federal law.

Strategy A:

To develop a diversified and representative workforce.

ACTION ITEMS:

- Develop a University-wide plan for recruiting underrepresented groups to faculty and staff positions.
- Continue to develop the WSU Affirmative Action Plan. Incorporate the recent revisions to Executive Order 11246.
- Communicate affirmative action goals annually to area and department administrators.
- Hold annual, University-wide forums for faculty and staff to share the WSU Affirmative Action Plan and the WSU Diversity Plan. Utilize WHETS to include branch campus personnel.
- Modify the *WSU Recruitment Manual*. Seek temporary funding to publish the manual and place the manual on the CHR web page.
- Establish, train and coordinate a University team of EEO Representatives in each college to monitor and provide internal assistance with search processes.
- Develop a training program for the "Search Committee Certification" track.

- Ensure that all search committees are diverse.
- Develop an in-house database to identify potential multicultural faculty and staff.
- Reallocate existing resources or pursue additional funds to develop a faculty recruitment program.
- Develop recruitment materials for distribution to candidates being interviewed which address the interests of multicultural personnel.
- Update and publish the *Administrative/Professional Handbook*.
- Establish on-line access to all employee handbooks, recruitment materials, and policy statements. Seek permanent funding to employ a full-time ADA Coordinator to work cooperatively with the Disability Resource Center, employing departments, and Human Resource Services to monitor and respond to reasonable accommodation requests.
- Develop a proposal for a Pullman-based Employee Assistance Program.
- Further develop the New Employee Orientation to be more inclusive of diversity issues.
- Assess the employee training program to ensure that technology-based training needs are being met.
- Implement additional professional development programs targeted at women.
- Provide incentives to help departments increase representation of underrepresented faculty and staff groups.

Strategy B:

To implement fair employment and personnel practices.

ACTION ITEMS:

- Monitor faculty and administrative professional searches for EEO compliance.
- Monitor appointments to classified staff positions to ensure that underutilized candidates receive full consideration.
- Review the hiring system for temporary faculty and administrative professional positions.
- Research and develop an exit interview process.
- Enhance supervisory training for all levels of lead and supervisory personnel to ensure a thorough understanding of appropriate employment and personnel practices.
- Measure the effectiveness of WSU's EEO/AA program.
- Keep management informed of the latest developments in the entire EEO/AA area.
- Work closely with enforcement agencies to ensure that WSU is kept abreast of all changes and applications of fair employment practices.
- Assist in the development of a salary equity process for A/P professional employees.

Strategy C:

To update and monitor an employee and labor relations program that is supportive of all University personnel.

ACTION ITEMS:

- Negotiate labor union contracts.
- Provide training and guidance to all employees regarding collective bargaining agreements.
- Provide training and guidance on investigation of grievances, appeals, and complaints.
- Monitor the performance evaluation process for classified staff employees, ensuring that evaluations are timely and consistent.
- Counsel employees and managers.
- Monitor disciplinary actions.
- Provide each branch campus HRS professional with the resources and support from HRR and the branch administration to develop effective personnel, affirmative action, and diversity programs.

Strategy D:

To promote employee excellence and provide all University employees with opportunities for continual professional development.

ACTION ITEMS:

- Continue to provide education related to diversity, sensitivity, equal opportunity, and sexual harassment.
- Continue to provide a mandatory supervisory training program, updating as necessary to include new concepts.
- Continue to implement training courses that address communications, financial management, and office support career tracks.
- Assess employee training needs as related to technology.
- Assess the training needs of administrative professional employees.
- Evaluate training program effectiveness.
- Continue participation in the Spokane Training Consortium to ensure access to quality training modules at affordable rates.
- Continue to implement programs that recognize employee dedication and excellence.
- Develop and implement a Faculty Mentor Program and Staff Mentor Program.
- Enhance new employee orientation programs.
- Implement professional development programs targeted at women.
- Develop and implement a structured senior level administrative intern program.
- Implement a temporary substitute pool to support training participation.
- Develop interagency relationships with vocational schools and community colleges.

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.

Strategy A:

To assist in the development of an academic environment that includes a diversified curriculum.

ACTION ITEMS:

- Work closely with the Vice Provost for Academic Affairs to maintain curriculum evaluation and enhancement.
- Support General Education initiatives to offer courses on American diversity.
- Continue the Diversity Mini-Grant Program.
- Provide status reports on curriculum evaluation and enhancement as it relates to individuals with disabilities; racial minority and ethnic populations; gay, lesbian, bisexual or transgendered persons; and women.
- Represent HRR on the Provost's Diversity Curriculum committee.
- Secure input on curriculum transformation from national resources such as organizations and educational institutions.
- Offer courses taught by HRR personnel in the general curriculum.
- Work collaboratively with University agencies, e.g. Center for Teaching and Learning, to identify resources that address pedagogical issues for multicultural audiences.
- Collaborate with University agencies to develop and offer a comprehensive conflict resolution curriculum to the University community.
- Work collaboratively with University agencies to provide training in collaborative, cooperative, and experiential learning activities.
- Monitor curriculum changes to ensure diversity is addressed.

Mission

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.

GOAL I: ADMINISTRATIVE STRUCTURE

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

Provost Office: 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.

Strategy A:

Empower, and hold accountable, administrative units and academic leadership for their diversity efforts.

ACTION ITEMS:

- Incorporate diversity efforts in annual reviews of all administrators.
- Evaluate effectiveness of diversity efforts within 5 year review of Deans and Vice Provosts.

Strategy B:

Encourage use of appropriate resources, staff, and facilities in support of diversity efforts.

ACTION ITEMS:

- Work closely with the Office of the Vice Provost for Human Relations and Resources to review the efficiency and effectiveness of existing programs and activities.
- Encourage academic administrators to identify effective strategies to accomplish diversity goals set for the University.

Strategy C:

Improve channels for effective communication.

ACTION ITEMS:

- Develop "Our University" feature in *WSU Week*.
- Support ongoing dialogue about diversity throughout WSU.

Strategy D:

Implement effective assessment plans.

ACTION ITEMS:

- Encourage HRR to develop and implement effective assessment plans.
- Encourage the inclusion of diversity efforts within current assessment and accountability activities.

GOAL II: WORK AND LEARNING ENVIRONMENTS/CLIMATES

University: 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.

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.

Strategy A:

Promote strategies that assist the University in meeting diversity goals (Goal 3 of the *WSU Strategic Plan*).

Strategy B:

Institutionalize policies and procedures that support diversity.

ACTION ITEMS:

- Reaffirm or revise existing policies and procedures.
- Continue efforts to improve policies and procedures.

Strategy C:

Promote an open and affirming work and learning environment.

ACTION ITEMS:

- Encourage academic administrators to evaluate their work environment.
- Encourage faculty to improve learning environment for students including those of diverse backgrounds.
- Continue to provide orientations, workshops, and conferences for University constituencies that promote diversity.
- Support specific programs and activities that increase awareness and understanding of diversity for the University community (e.g., Museum of Art, Publications, General Education).

Strategy D:

Encourage a sense of shared community across University constituencies.

ACTION ITEM:

- Continue to recognize and participate in campus-wide diversity activities.

Strategy E:

Support efforts to increase effectiveness and efficiency in addressing equity issues/concerns and discrimination/harassment throughout the University.

ACTION ITEM:

- Coordinate implementation of recommendations based upon Consultants' report.

Strategy F:

Evaluate institutional climate.

ACTION ITEM:

- Coordinate ongoing analysis of institutional climate.

GOAL III: STUDENT ENROLLMENT, RETENTION, AND DEGREE COMPLETION

University: 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.

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.

Strategy A:

Enhance recruitment efforts.

ACTION ITEMS:

- Support initiatives of key administrative offices to improve the recruitment of students of diverse backgrounds.
- Promote development of innovative recruitment strategies by academic units to recruit a diverse student population (undergraduate, graduate, professional).

Strategy B:

Enhance retention efforts.

ACTION ITEMS:

- Encourage initiatives of key administrative offices to improve the retention of our diverse student population.
- Promote effective retention strategies for students by academic units.

Strategy C:

Encourage development of meaningful measures of academic progress.

ACTION ITEMS:

- Monitor the impact of legislatively mandated accountability measures upon diverse populations.
- Support the development of meaningful measures of academic progress.

Strategy D:

Encourage the evaluation of programs and services that support a diverse student population.

ACTION ITEM:

- Promote an analysis of the effectiveness of support services for students throughout the University system.

GOAL IV: FACULTY/STAFF RECRUITMENT, EMPLOYMENT, AND RETENTION

University: 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.

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

Strategy A:

Encourage lifelong learning among faculty, staff, and administrators.

ACTION ITEM:

- Continue and actively promote training, development opportunities, workshops, and conferences for faculty, staff, and administrators.

Strategy B:

Enhance recruitment efforts to employ a diversified workforce.

ACTION ITEMS:

- Support innovative recruitment efforts to employ a diversified workforce.
- Continue partner accommodation program for hiring faculty.

Strategy C:

Enhance retention efforts to maintain a diversified workforce.

ACTION ITEMS:

- Examine climate issues and concerns as part of retention efforts.
- Support innovative retention efforts to maintain a diversified workforce.

Strategy D:

Promote fair employment practices.

ACTION ITEM:

- Work closely with Human Resource Services and the Center for Human Rights to maintain fair employment practices.

Strategy E:

Promote supportive labor relations programs.

ACTION ITEM:

- Work closely with Office of Labor Relations to improve labor relations among employees.

Strategy F:

Promote active participation in diversity initiatives among the faculty and staff.

ACTION ITEMS:

- Provide incentives to encourage faculty and staff to support diversity efforts.
- Develop means by which to acknowledge fully the efforts of faculty and staff.

GOAL V: CURRICULUM DIVERSIFICATION

University: 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.

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.

Strategy A:

Promote an academic environment that is affirming and respectful of diverse learning styles.

ACTION ITEM:

- Work closely with academic administrators and Faculty Senate to encourage and maintain an affirming academic environment.

Strategy B:

Endorse a reconceptualization of the interconnectivity of teaching and learning.

ACTION ITEM:

- Work closely with academic administrators, Faculty Senate and Center for Teaching and Learning to examine the connections between teaching and learning.

Strategy C:

Promote efforts for enhanced learning through understanding of diverse learning and teaching styles.

ACTION ITEM:

- Challenge academic units and General Education programs to examine the complexities of learning centered education for WSU.

Strategy D:

Promote efforts for enhanced learning assisted by technology.

ACTION ITEM:

- Support efforts of CTL, Vice Provost for Learning and Technology, and academic units to enhance learning through technology.

Strategy E:

Evaluate academic programs and new degree programs regarding curriculum innovation in support of educating a richly diverse citizenry.

ACTION ITEM:

- Work closely with the academic units and Faculty Senate to ensure adequate review of new degree proposals.

Introduction

Every person at Washington State University has something unique and important to contribute.

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. During the past 10 years, in particular, these commitments have resulted in the hiring or promotion of women into significant administrative posts (i.e., Associate Dean of the Graduate School, Director of the Office of Grant and Research Development, and Executive Assistant to the Vice Provost for Research and Dean of the Graduate School) and marked improvement in the numbers of ethnic minority students (esp. African-Americans, Chicano/Latino/Hispanic students, and Native Americans) in graduate programs (i.e., from 5 percent in 1986-87 to 10 percent in the fall of 1996). Graduation rates for ethnic minority graduate students exceed that of the student body at large, due in part to efforts of Area 16 staff members.

On the side of underrepresented faculty development, Area 16 staff were instrumental in securing Exceptional Opportunity Awards (\$50,000 each in 1992 and 1994) from the Murdock Trust for women faculty members in Physics and Microbiology and an Asian American male faculty person in Physics (\$50,000 in 1996). Additionally, Area 16 staff members have served at various times on the Commission on the Status of Minorities and the Commission on the Status of Women, and also serve on the Council that advises the Vice Provost for Human Relations and Resources.

On the underrepresented graduate student development side, Area 16 has for more than ten years employed ethnic minority and women graduate students in minority student recruitment and student grant development efforts in the Graduate School and the Office of Grant and Research Development, respectively. Additionally, the Graduate School has provided summer session support for minority students, including several years' support for minority doctoral students recruited nationally each summer by the College of Education for special summer internships.

The all-University course developed and offered through the Graduate School—Preparation for College Teaching (UNIV 590), includes diversity issues (including racial and sexual harassment) in the syllabus. Also, the Graduate School has supported surveys to address climate issues for women, ethnic minorities, and international graduate students, and a conference on Gender, Race, Ethnicity and Sexual Orientation (GRECSO) during 1995-96, which included the development of curricula materials that have subsequently been used in UNIV 590 and other graduate courses at WSU. Considering all of the above achievements, Area 16 can claim a strong base for launching its diversity plan for 1997-2002.

This plan was developed as a revision of an document developed in 1995 by the Area 16 Executive Staff (i.e., the Vice Provost for Research and Dean of the Graduate School, the Associate Vice Provost for Research, the Associate and Assistant Deans of the Graduate School, the Executive Director of the Office of Intellectual Property Administration, the Director of the OGRD, and the Executive Assistant to Vice Provost for Research and Dean of the Graduate School). The 1995-2000 plan—its goals, objectives, and strategies—were shared earlier with all units reporting to Area 16 (e.g., the Social and Economic Sciences Research Center, the Radiation Safety Office) with the intent of bringing their perspectives and individualized diversity goals into a revised version of the plan. During the spring of 1997, the Area 16 Executive Staff reviewed the prior goals, objectives, and strategies, and made only modest changes, since the 1995-2000 was judged as a sound and workable document. The Executive Staff view this document as a blueprint for further advancement of goals that we believe are shared throughout Area 16.

A commitment to diversity is a priority commitment of leadership.

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

Strategy:

Continue to make the diversity plan an integral part of Area 16's leadership efforts.

ACTION ITEMS:

- Insure that diversity is a component of all relevant communications by Area 16 leadership.
- Review yearly the contributions of Area 16 leadership to the Administrative Structure Goal.

Understanding differences as well as common interests and concerns among others helps us transcend provincialism.

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

Area 16 staff will insure an academic and residential climate that is supportive of all members of WSU's pluralistic community.

Strategy:

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

ACTION ITEMS:

- Insure that diversity is a component of all relevant planning and policy documents.
- Discuss the Diversity Plan with all units reporting to Area 16 leadership.
- Use the Diversity Plan's goals, objectives, and strategies during the development of the Area 16 Strategic Plan for 1997-2002.
- Monitor improvement in academic and residential climate among Area 16 staff and graduate students.
- Incorporate diversity issues in teaching assistant training efforts.
- Develop initiatives that will assist incorporation of diversity issues into the curricula of graduate students throughout the University.

Efforts to diversify populations are efforts to be better.

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.

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

Strategy:

Continue the Graduate School's recruitment and retention efforts with underrepresented populations including women in underrepresented areas.

ACTION ITEMS:

- Draft and review with the Faculty Senate the Graduate School's 1997-2002 Plan for Recruitment and Retention of Underrepresented Students Including Women in Underrepresented Areas.
- Seek partnerships 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.
- Reinforce and develop new student feeder programs (e.g., Florida A&M University) to assist recruitment of underrepresented students.
- Support publication of the results of recent graduate student climate surveys, which will highlight concerns of women, ethnic minorities, and international graduate students.
- Develop new and varied sources of graduate student stipend support or its equivalent for ethnic minority students and women students in underrepresented areas.

Pluralism strengthens institutions and society.

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.

Strategy:

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

ACTION ITEMS:

- Seek to widen the networks of supervisory staff to enhance recruitment opportunities.
- Seek special resources to enhance employment of underrepresented staff.
- Review individual staff development objectives and include diversity training as needed.

Mission

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 many locations of its students. 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.

Due to the unique nature of the departments within the Division, a specific Diversity Plan (prepared by the members of each department) has been developed. These plans address the diversity needs and goals of the individual departments. Specific objectives will be found within the diversity plan developed by each department within the Division.

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 Division of Student Affairs will appoint an administrative position to monitor diversity efforts for the Division. This individual, working in collaboration with all departments within the Division of Student Affairs, will ensure that each department participates in on-going assessment and evaluation of diversity plan/goals through:
 1. establishment of a position within each department to review goals;
 2. formal review of goals on at least a quarterly basis; and
 3. annual written report on goal/objective achievement.

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 division of Student Affairs strives for work and living environments that encourage and celebrate WSU's definition of diversity. Training for employees and student leaders within the Division of Student Affairs is a primary emphasis area. Training efforts will begin with a strong orientation to the University, the Division, and to the individual department. The values of the University and of diversity will be highlights of this orientation. Diversity training and skill development will continue throughout the employment/involvement of the individual. Faculty, staff, student employees, and student leaders will be required to participate in on-going training and campus-wide diversity 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, evidence through recruitment, retention and degree completion rates comparable across all subgroups of the student population.

- Objectives within each department within the Division reflect a high priority on recruitment, retention, and degree completion for a diverse student population. Each department has developed specific strategies to address these issues within the scope of their mission.

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 Division of Student Affairs will actively recruit and select professionals, support staff, and student leaders at all levels that reflect the diverse populations we serve. We will ensure that EEO guidelines/procedures are followed when filling positions within Student Affairs. In addition, on-going support will be provided to each department to aid in recruitment efforts.

- The Division, through its newly formed Diversity Review Committee, will monitor work climate (formal assessment at least once per semester) to ensure that supportive and inclusive cultures exist and offer recommendations for improvements.
- The Division will provide on-going training and skill development opportunities for all members of the Division that supplement the efforts established by each department. In addition, the Division will continue to encourage departmental training efforts by supporting office closures, retreats, and planning time for staff groups.

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.

- An annual review of all departmental training efforts will take place. In addition, training materials and syllabi will be reviewed to ensure that diversity related issues are appropriately emphasized.
- A mechanism for evaluating diversity awareness efforts within the Division will be established. This will include efforts within offices to make the environment(s) open, inviting, and that art, murals, posters, publications, etc. are reflective of our diverse student and staff populations.

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.

Strategy A:

Enhance support at all administrative levels for professional development, especially leadership, related to diversity among faculty, staff, and students.

ACTION ITEMS:

- Appoint a CAHE Diversity Advisory Group that ensures broad-based representation, and that has appropriate structure to address selected issues on a periodic basis. Staggered terms of appointment will be established for participation.
- The CAHE Diversity Advisory Group will take leadership in planning and conducting college-wide initiatives related to diversity on a yearly basis.
- The CAHE Diversity Advisory Group will propose a system of recognition for faculty and staff for the Deans' and Directors' approval regarding activities and accomplishments related to the five Diversity Goals.
- College administrators and administrative staff will complete training in diversity and in enhancing work and learning environments.
- The CAHE administration will provide support for diversity activities, including but not limited to:
 - resources for networking, utilizing information, and monitoring;
 - opportunities for and recognition of professional development for faculty and staff through diversity activities.
- The CAHE administration will work with the WSU administration to find funding dedicated to enhancing diversity efforts.

Recommendation: The Task Force recommends that the first four Action Items be accomplished within Year 1.

Strategy B:

Establish guidelines at the departmental level for addressing issues related to diversity and college environment.

ACTION ITEMS:

- Provide, and encourage attendance at, training for all faculty, staff, and students in the areas of promoting diversity and enhancing work and learning environments.
- Designate an individual or a group to assist in developing, implementing, and evaluating departmental plans to promote diversity and positive work and learning environments for all students, staff, and faculty.
- Identify diversity goals and goal areas that are a priority for the unit or department.
- Report and discuss diversity activities and accomplishments during departmental meetings.
- Incorporate diversity accomplishments into annual review or evaluation once appropriate criteria are developed by each unit and area.
- Communicate departmental progress to the CAHE Diversity Advisory Group.

Strategy C:

Develop a tracking system for the College's progress in meeting diversity goals.

ACTION ITEMS:

- The CAHE Diversity Advisory Group will oversee data collection to monitor and evaluate progress at the departmental and college levels:
 - in consultation with Diversity Education, the Center for Human Rights and other groups on and off-campus with experience related to diversity;

- to include faculty and staff training and development of departmental structure and activities related to diversity;
- to include measures of diversification (see Goals III and IV);
- to include measures of progress towards the University's diversity goals;
- to be financially supported by the CAHE administration.

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.

Strategy A:

Increase the awareness and sensitivity level of faculty and staff related to diversity topics in work and learning environments.

ACTION ITEMS:

- Provide, and encourage faculty and staff participation in, training that addresses work or learning environment topics.
- The CAHE administration will provide funding and opportunities for training for faculty and staff, including off-campus personnel.

Strategy B:

Foster mutually respectful environments to reduce gender and other stereotypes.

ACTION ITEMS:

- Define criteria for acceptable work environments, and foster satisfying, non-threatening, and stimulating work and learning climates.
- Account for cultural differences in gender roles.
- Provide students, staff, and faculty the opportunities to express their ideas and have equal access to all facilities and resources.

Strategy C:

Incorporate diversity guidelines into departmental policies and procedures, and provide opportunities to reinforce them.

ACTION ITEMS:

- Provide on-going orientation and mentoring opportunities for faculty and staff.
- Develop a system of recognition for faculty and staff based on support of positive work and learning environments.
- Provide group process/leadership training for faculty and staff as a prerequisite to classes utilizing group process experiences. Provide similar training opportunities for students.
- Encourage activities that target diversity issues on at least a semester basis.

Strategy D:

Encourage research efforts and activities that lead to greater understanding of multicultural populations in the state and globally.

ACTION ITEMS:

- Increase awareness of multicultural and international research conducted in the College and of the networks supporting that research.
- Increase integration of research, teaching, and extension based on instructors' experiences in multicultural communities.

Strategy E:

Increase awareness and understanding of a variety of learner backgrounds and learning styles and utilize this information in instruction.

ACTION ITEMS:

- Adapt learning environments to the needs of certain populations; for example, through availability of translations and/or training of indigenous leaders.
- Address issues related to stereotyping students and placing them within stereotypical roles based on gender, ethnicity, or other categories.

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.

Strategy A:

Recruit and retain diversified undergraduate and graduate student populations.

ACTION ITEMS:

- Expand the College of Agriculture and Home Economics Ambassador Program to focus on recruitment of minority youth from inner cities and other under-recruited areas.
- Enhance recruitment of Associate degree students of diverse backgrounds from community colleges in the Pacific Northwest.
- Seek formal agreements with specific institutions such as Native American Colleges and 1890 institutions to facilitate transfer of students to WSU.
- Provide incentives for 4-H youth to continue their enrollment at WSU for their college education.
- Provide counseling and guidance services for minority students in the College of Agriculture and Home Economics.
- Provide access to mentoring, tutoring, and educational assistance for students in need through the College of Agriculture and Home Economics.
- The CAHE administration will enhance scholarship and other financial support for students from underrepresented groups; for example, by contacting Hispanic communities to raise financial support for Hispanic students.
- Enhance funding for summer work and research experiences at WSU locations for students of diverse backgrounds with the intention of motivating them to acquire a University education.
- Develop a monitoring system that includes data for the past five years on gender, ethnicity, and other characteristics of students from departments with academic instruction responsibilities. Analyses could include the number of uncertified majors, majors, and students completing a baccalaureate degree by department, age category, gender, and ethnicity.

Strategy B:

Increase departmental activities that recognize and support minority and other underrepresented groups.

ACTION ITEMS:

- Encourage each department to address diversity issues that affect students and their interactions with staff and faculty.
- Encourage departments to form and/or enhance Industry Advisory Committees to include a diversity of members.
- Exercise a careful selection of classroom or program speakers in recognizing minority and underrepresented groups.

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.

Strategy A:

Develop more effective mechanisms for attracting and retaining faculty and staff from minority and other underrepresented groups.

ACTION ITEMS:

- Pilot-test a program to recruit underrepresented candidates for faculty and staff positions; for example, general recruitment visits to designated institutions and departments.
- Incorporate information related to diversity in position announcements and applications. Examples include:
 - position announcements indicating that activities related to diversity and promoting positive work and learning environments can be part of job responsibilities and contribute to career development
 - application procedures that assess the applicant's skills and interests related to diversity issues
- Incorporate diversity concerns and issues into mentoring programs for new faculty and staff.
- Develop a database for the College to monitor faculty and staff retention and attrition patterns and other information related to diversity. Data for each unit could include age category, duration of employment, gender and ethnicity for an evaluation of employment trends. This data can be collected from the last five years to summarize recent trends.
- The CAHE administration will identify financial support for recruitment and monitoring activities.

Strategy B:

Provide support for professional development that relates to diversity and enhancement of work and learning environments.

ACTION ITEMS:

- Unit and College administrators will make greater efforts to recognize and support the professional development of faculty and staff who show interest in or leadership potential for activities related to diversity.
- Unit and College administrators will support opportunities for faculty and staff to obtain diversity training, both to enhance overall work and learning environments, and to obtain the skills to incorporate diversity issues into their teaching, research, and extension activities, as appropriate.
- The College will support networks that promote communication, training, and problem-solving related to diversity issues, both on and off-campus.

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.

Strategy A:

The College will encourage teaching faculty and staff and teaching assistants to offer learning experiences that recognize and value diversity.

ACTION ITEMS:

- Present and accommodate differing points of view in appropriate academic settings, discussions, and workshops.
- Develop, prepare, and deliver subject matter in such a way that it will properly address broad audiences including, but not limited to, minorities.
- Stress the importance of mutual respect when interacting with students, clientele, or populations that have differing values.
- Encourage the development or expansion of courses which emphasize the value of diversity.
- Provide training to assist teaching faculty and staff in incorporating diversity into their curricula. The CAHE administration will help to identify financial support for this action.
- Include different ethnic groups in course expansion and improvement.

Strategy B:

The College will encourage teaching faculty and staff and teaching assistants to use inclusive and appropriate language in the learning environment.

ACTION ITEMS:

- Provide training in multicultural perspectives and appropriate language and encourage teaching faculty, staff, and teaching assistants to attend.
- Provide college-wide bulletins and brochures with information on multicultural perspectives and appropriate language usage.
- Continue to support and encourage the development of information which meets the needs of diverse audiences in standard and alternative formats.
- Add a rating to student course evaluations which will encourage the use of appropriate and inclusive language in the classroom.

Strategy C:

The College will maintain a learning environment which is free from discrimination and harassment of any kind.

ACTION ITEMS:

- Develop and promote policies to enhance learning environments which are satisfying, non-threatening, and stimulating.
- Organize faculty and staff workshops to increase diversity awareness.
- Provide student orientation sessions which enlighten students about the value of diversity in the academic setting.

SELECTED RESOURCES

- WSU Multicultural Student Retention Strategy 1997-2002 (Working Document), The Council on Multicultural Student Retention, July 1997. Washington State University.
- National Diversity Website: <http://www.inform.umd.edu/diversityweb/>
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Prepared by the CAHE Diversity Plan Task Force: 08/29/97

Mission

The College of Business and Economics (CBE) is committed to recruiting, hiring, promoting, and retaining undergraduate and graduate students, 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.

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.

Strategy:

Develop comprehensive goals and action plans.

ACTION ITEM:

- 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.

Strategy:

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

ACTION ITEMS:

- Identify the EEO Officer, who represents the CBE before the Center for Human Rights, to address diversity and climate issues within the CBE.
- Encourage faculty and staff attendance at diversity sensitivity and awareness workshops.
- Expand the DeYoung Executive-in-Residence program within the CBE 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.

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.

Strategy A:

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

ACTION ITEMS:

- 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 the CBE recruitment efforts for women and students of diverse cultural backgrounds for the CBE 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.

Strategy B:

Enhance the retention efforts of all students within the CBE.

ACTION ITEMS:

- 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 students; 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.

Strategy C:

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

ACTION ITEMS:

- 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.

Strategy D:

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

ACTION ITEMS:

- Design CBE 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 CBE. The display should reflect a diverse student population in a variety of social and academic settings.

Strategy E:

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

ACTION ITEMS:

- 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 CBE 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.

GOAL IV: FACULTY/STAFF RECRUITMENT, EMPLOYMENT, AND RETENTION

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

Strategy A:

Increase faculty representation of women, African Americans, Asian-Americans, Hispanic Americans, and Native Americans in the CBE.

ACTION ITEMS:

- 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 our 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 current CBE women and ethnic minority faculty, staff, and students.

Strategy B:

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

ACTION ITEM:

- For all faculty and department chair searches, the CBE 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.

Strategy C:

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

ACTION ITEMS:

- The Dean and department chairs will review annually 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 CBE will maintain as supportive an environment as possible for the entire college community.

Strategy D:

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

ACTION ITEMS:

- 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; 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.

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.

Strategy:

Increase awareness and sensitivity of diversification issues within the classroom.

ACTION ITEMS:

- 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 CBE 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.

In 1992 the first College of Education Diversity Plan was formulated by a College of Education Task Force on Diversity appointed by the Dean. The name and status of the task force changed to Dean's Standing Committee on Diversity. The diversity plan filed undertook an intense study of the status of College-wide diversity efforts in four major categories. These categories were 1) Curriculum Integration, 2) Recruitment and Retention of Diverse Students and Faculty, 3) Faculty and Staff Development, and 4) Community Outreach. The current 1997 edition of this plan was formatted and expanded based on the plan submitted the College of Education Dean's Standing Committee On Diversity - 1992, with one additional goal—establish an endowed School of Diversity Education within the College of Education.

GOAL I: CURRICULUM INTEGRATION

To provide courses, curriculum, learning environments, and programs of activities which recognize and value diversity content and ways of learning and which support the development of teachers, administrators, counselors, and other human service professionals well prepared for our Multicultural world.

Strategies:

- Rewrite and extend the mission statement of the College of Education to include diversity as an explicit perspective guiding the teaching, research, and service components of the College.
- Require that all undergraduate and graduate students in the College of Education take a COE course on Multicultural and diversity issues related to their field of study. This would be in addition to the on-going integration of diversity issues in all undergraduate and graduate courses in the College of Education.
- Require at least one practicum experience for all College of Education undergraduates and graduate students which includes field-based experiences in Multicultural and multilingual settings.
- Revise syllabi, assignments, and teaching and submit to Department Chairs for review and evaluation during the yearly annual review.
- Require that each department chair prepare a departmental summary/overview of the ways in which diversity is addressed in the content, pedagogy, and instructional activities of their department for review and discussion during their annual review.

ACTION ITEMS:

- Implement the new mission statement to include issues of diversity from the 1997 College of Education Strategic Plan.
- All undergraduate majors within the College will take the newly developed diversity course (to include majors not designated for work in the schools).
- All undergraduate students requesting certification in or declaring any major offered by the College will participate in a Saturday cultural understanding and change workshop prior to and a requirement for certification or becoming a major.
- All undergraduate majors will participate in a Saturday diversity workshop for the workplace prior to clearance for graduation and listed as a part of the student 'To Do List' requirements.
- All graduate students will participate in a graduate course every semester which houses the major diversity curriculum (T&L 527) as a contingent for GA assistance, and as a variable of consideration for yearly work progress reports required by the graduate school.
- All undergraduate and graduate students in the College of Education will provide proof of participation in one of the college designated field-based diversity experiences or its mutually agreed equivalent.
- Course syllabi and teaching will reflect issues of diversity
- Annual review procedures for faculty will include assessment of the manner in which course projects have adhered to the need for diversity education.
- Chair annual review will include two parts: Part 1 will reflect personal and professional excellence in teaching, research, and service; Part 2 will reflect administrative excellence to include a report of the ways in which diversity is addressed in the content, pedagogy, and instructional activities of their department.

GOAL II: RECRUITMENT AND RETENTION OF DIVERSE STUDENTS

To increase representation of diverse students and provide for retention, valuing and encouraging diverse perspectives to be fostered and to consequently enhance the learning environment within the College of Education utilizing the following categories of emphasis 1) climate and structural needs, 2) enrollment, planning and allocation, 3) recruitment, information, and materials, 4) pre-college outreach, and 5) current WSU student recruitment.

Strategies:

Climate and Structural Needs

- Define procedures and establish lines of authority for responding to incidents of ethnicity, gender, or cultural discrimination.
- Establish a support graduate student position to assist the permanent minority recruiter of color office.
- Provide support for a mentoring program for students of color within each department within the college.
- Focus all 40% returning faculty within the recruitment area and to assist in establishing an environment supportive of recruits of color.

Enrollment, Planning, and Allocations

- Each department will develop and submit to the Dean a five-year plan for target enrollment and graduation goals of undergraduate and graduate students of color (by program).
- Define and implement a budget strategy that includes funding specifically allocated for recruitment and retention of diverse students.
- The COE Development Officer, in collaboration with the departments, will develop a five-year plan for securing funding for the aforementioned programs and minority scholarships/fellowships.
- Provide incentives for faculty to engage students of color in collaborative research projects and activities
- Provide graduate teaching and research assistantships proportionate to the number of graduate students of color recruited to departments in the COE.
- Consider recruiting WSU COE bachelor's graduates to our master's and doctoral programs as teaching and/or research assistants.

Recruitment Activities, Information, and Materials

- Each department in the COE will develop a comprehensive pro-active recruitment plan for undergraduate and graduate students of color and identify resources needed to carry out the plan.
- Examine and increase ways in which the COE currently makes contacts with prospective diverse student populations and develop more effective strategies for reaching diverse students.
- Develop a standing "column" or section in each issue of the College of Education's outreach publications which highlights diversity programs, activities, or projects.

Pre-College Outreach Needs

- Establish a pre SAT tracking program.

WSU Student Recruitment Needs

- Develop a plan of recruitment efforts to target WSU undeclared majors who are students of color and develop contact/recruitment strategies.
- To address above, develop a 100-200 level GER course on issues of diversity in education, for undeclared majors, in collaboration with local school district personnel.

ACTION ITEMS:

Climate and Structural Needs

- A task force will be established to include one COE undergraduate and one COE graduate student representative to assist in providing a forum or vehicle for communicating, evaluating, and rectifying discrimination problems or concerns.
- A support graduate student will be assigned to the permanent minority recruiter of color office.

- A mentoring program for students of color within each department within the college will be established.
- Faculty applying for 40% return employment after retirement, will be assigned to the recruiting office to assist in recruitment of students of color.

Enrollment, Planning, and Allocations

- A plan for enrollment and graduation of students of color within each department by program, will be aligned with number of persons of color in the state and state graduation rates.
- Each department will target the equivalent percentage of dollars of their state and discretionary moneys in accord with minority population within the state.
- Each department will target telethon donor requests for minority scholarships/fellowships at the level of the percentage of the minority population in the state.
- Only faculty who engage students of color in collaborative research projects and activities will qualify for consideration in receiving extraordinary merit.
- Fifty percent of all college funded GA's to the departments from state, grants, and other sources will be awarded to graduate students of color until graduation rates of graduate students equate with percentages of minorities found in the state population at large.
- Between 100% and 75% of bachelor's degree candidates of color who graduate from WSU COE will be offered college GA funding.

Recruitment Activities, Information, and Materials

- Departmental state and discretionary fund percentages will be allocated to the recruitment plan developed by each department, to develop printed recruiting materials, videos, slide shows, and other materials.
- The college recruitment office will sponsor two social functions for students of color to demonstrate the changing college culture of support.
- Through pre SAT and Adopt-a-School programs the College will establish a contact network for students as early as Junior High School, and focus student contacts with each student at a rate of twice each semester.
- Using the Internet, at least two college courses will focus student projects on contacting younger students of color as an expansion of recruitment efforts.
- The College of Education's outreach publications will highlight diversity programs, activities, or projects regularly with no fewer that one column of print.

Pre-College Outreach Needs

- Using revenue established through the college development office, sophomore and junior students of color in the high schools will be financially supported to take the SAT college placement examination.
- All pre SAT students of color who take the examination will be targeted for twice/semester contacts by any and all means of communication.
- No travel by any faculty or staff from the college anywhere in the state, will be funded unless at least five recruitment calls are made during the time of travel.

WSU Student Recruitment Needs

- Using undergraduate and graduate students, the Recruitment Office will establish a program of regular contact with undeclared students of color.
- In coordination with the WSU SALC center, the Recruitment Office will establish a 100 level course to be offered to undeclared majors.

GOAL III: RECRUITMENT AND RETENTION OF DIVERSE FACULTY AND STAFF

To increase representation of diverse faculty and staff and provide for retention, valuing and encouraging diverse perspectives to be fostered, and to consequently enhance the learning environment within the College of Education utilizing the following categories of emphasis: 1) faculty and staff search process, 2) attracting diverse faculty and staff, and 3) recruitment information, materials, activities.

Strategies:

Faculty and Staff Search Process

- Yearly appoint the Committee on Diversity and make part of their responsibility to be involved in faculty/staff searches to oversee and guide College search processes and establish cultural and support links.
- The percent of college faculty and staff population will mirror the proportion of school age population in the State of Washington currently enrolled in the elementary schools

Methods for Attracting Diversity Faculty and Staff

- Each department will develop a comprehensive proactive five-year plan for the recruitment and retention of diverse faculty and staff.
- Utilize nationally organized tools to locate potential diverse faculty.
- A research grant funding plan for diverse faculty retention will focus on individual departmental commitment to hiring and retaining minority
- Establish funding for hire of minority faculty that is competitive and successful.
- Evaluate tenured faculty service annual review based on mentoring minority faculty.
- Provide opportunities for new faculty to meet and talk with the Dean, Associate Dean, Department Chairs and mentoring committee personnel about issues of tenure, promotion, and support.
- Develop a College-wide model for new faculty with regard to workload, committee responsibilities, etc.
- Establish a policy to retain at least 50% of graduate students of color as faculty.
- Establish a system of summer teaching fellows from which to recruit faculty of color.

Recruitment Information, Materials, Activities

- A brochure or other materials about WSU “communities” of diversity, which demonstrates connections through the branch campuses and overseas, will be distributed to all potential candidates.
- Institute a COE Newcomers Group which includes representatives of the COE Committee on Diversity.

ACTION ITEMS:

Faculty and Staff Search Process

- The Committee on Diversity will include assistance to search committees in the following areas: (a) facilitating diversity sensitivity development for anyone serving as chair of a search committee; (b) screening of position announcements and recruitment strategies for inclusion and accurate reflections of COE diversity needs and commitment, including the value of multilingualism; (c) develop a COE Diversity in Search Process Worksheet which would be required for all COE searches and which outlines additional recruitment strategies used in the search to seek and provide opportunities for underrepresented groups; (d) contact and establish a link to the University Newcomers groups when candidates have been hired; (e) develop an information and resource packet for conducting searches which focuses on specific needs in the field of education.
- Using elementary school enrollment numbers, open faculty positions will be targeted for minority hires.
- Using current faculty of color numbers and elementary school enrollment numbers, open staff positions will be targeted for minority hires.

Methods for Attracting Diversity Faculty and Staff

- Three plans for attracting, recruiting, and retaining diverse faculty and staff (one from each of the departments) will be used to determine candidates for open positions.
- Each plan will target goals for recruitment, retention through tenure, and resources necessary for successful completion of the plan.

- The chairs administrative excellence annual review will include departmental success reports towards meeting the departments diversity plan.
- Each search for a faculty position will begin with a search of currently available national search tools as listed: 1) National Minority Faculty Identification Program, 2) CIC Directory of Minority Ph.D. Candidates and Recipients, 3) National Science Foundation, 4) Ford Foundation Minority Graduate Fellowship Applicants and Recipients, and other available services.
- Each faculty or staff search will be certified by the Dean's Standing Committee on Diversity to have included all possible avenues for locating diverse candidates who meet the qualifications for hire.
- Research and laboratory dollars awarded to departments will be tied to demonstrated commitment to issues of recruitment of diverse faculty and staff.
- University sources will be coordinated to assist in funding fair market value in determining compensation level and start-up support for diverse faculty.
- Evaluation for mentoring faculty of color will be one source for annual review and merit increase consideration.
- At least one meeting per year will be called by the college Dean's office, to include discussion of criteria for promotion and tenure with all non tenured faculty.
- Work load for the first three years of hire for new faculty of color will be adjusted to first focus on research productivity, second focus on excellence in teaching, and third focus on service to the unit and profession
- A reduced work load for faculty of color will occur during the first three years to slowly build to the level of the rest of the faculty in teaching, research and service over three years.
- All matriculating students of color at the Ph.D. level will be considered for new positions on the faculty with offers made according to openings.
- Using a departmental budget support system based on summer funding, a program of Summer Teaching Fellows will be coordinated with open college positions to insure opportunity for hire for Fellows.

Recruitment Information, Materials, Activities

- A series of brochures and other materials will be used to recruit new faculty of color.
- All faculty awarded state travel dollars will demonstrate plans to distribute, present, and search for new faculty of color prior to receipt of funding.
- A college faculty and staff COE Newcomers Group will be established to develop community and comfort for diverse faculty within the college.
- The COE Newcomers Group will provide information, lists and personal assistance to faculty as follows: a) enrollment of children in schools, b) housing, (c) personal services (i.e., medical and dental care, personal hygiene, cultural foods, churches, music, language...), (d) organizations (La Raza del Norte, Sistuh's, Black Greek fraternities and sororities, Palouse Asian Pacific Society, NAACP) , and other help as needed.

GOAL IV: FACULTY AND STAFF DEVELOPMENT

Provide sufficient and appropriate on-going faculty and staff development opportunities in order to support and foster diversity in the College of Education.

Strategies:

- Require a graduate level course to be taken each semester for credit by college graduate students, which devotes a significant part of the course to issues of diversity.
- Provide regular college meetings that focus on diversity issues.
- Target opportunities for faculty to engage in partnerships and work with ethnically and linguistically diverse groups.
- Provide "funding" from the Dean's Office for faculty diversity grants which development course materials and activities related to issues of diversity.

- Develop and distribute from the Dean's Office a weekly grant and funding bulletin for faculty and staff.

ACTION ITEMS:

- All graduate students funded by the college through any source will participate each semester in T&L 527.
- Two to three times each year the faculty, staff, and graduate assistants will participate in a day long diversity education seminar.
- Partnership opportunities for faculty participation in ethnically and linguistically diverse groups will be provided as a part of regular college outreach.
- Evidence of participation in these opportunities will be used in faculty annual review and merit pay allocation.
- Three diversity grants each year, advertised within the college will be awarded to highest ranked projects which focus on course materials and diversity issues.
- A weekly grant and funding bulletin for faculty will be distributed on a regular schedule.

GOAL V: COMMUNITY OUTREACH

Engage in outreach activities which promote the mission of the College of Education in meeting the needs of the diverse communities which we serve.

Strategies:

- Work with the school district to provide diversity education for the children of the community.
- Involve the parents of diverse children in the schools in planning the diversity education sessions for the children of the community.

ACTION ITEMS:

- In a series of school meetings with the administrative and faculty teams from the University and the schools, develop one meeting content and schedule on diversity education for in the schools.
- Using parental input provided by survey information or face-to-face discussion, co-sponsor a diversity education activity.

GOAL VI: ESTABLISH AN ENDOWED SCHOOL OF DIVERSITY EDUCATION

To establish an endowed School of Diversity Education focused on the methods needed to insure matriculation rates and successful completion of school requirements for young students of color across the State of Washington utilizing the following categories of consideration: 1) needed budget, 2) infra structure, 3) endowed chairs, 4) student population, and research support.

Strategies:

Budget

- Establish a short term goal for an endowment of \$4 million in development funds to establish the School.
- Establish a plan for progressively expanding the endowment.

Infrastructure

- Work within current University structures to determine the best manner in which to establish the school.
- Cultivate other colleges support.
- Focus all college minority and diversity initiatives within the school
- Establish floor space for the school within the college in the new building plans.

Endowed Chairs

- Establish an endowed chair as the leadership position in the school.
- Develop a plan to expand the endowed chair in the school

Student Population

- Establish a plan to include 1) African American, 2) Hispanic, 3) Native American, and 4) Asian American students as a main student population within the school.

Research Support

- Establish a research agenda and budget.
- Develop teaching methods models for success within diverse populations.

ACTION ITEMS:

Budget

- The focus of the development office will be directed toward accomplishing the \$4 million endowment goal.
- A major donor will be sought under whose name the school shall be called.
- A long range goal of \$20 million will be considered in smaller more workable steps over the next 10 years.

Infrastructure

- Submit necessary paperwork to the upper administration and the Board of Regents to create the school.
- Determine the type of interaction with the school, faculties from other colleges will likely have.
- Review current college programs (e.g. Casey Family - Camp Roger C. Larson), and format a governing structure for their inclusion.
- Work with the architecture office to plan the spaces in the new building used for the school.

Endowed Chairs

- The school will work with the University Development Office to co-establish the leadership of the school.
- The school will add one endowed chair per year over the first five years until half of the faculty in the school are endowed.

Student Population

- The majority of the designated majors in the school are from diverse or minority backgrounds.
- Through recruiting efforts the student major population of the school will increase to 300 students over five years.

Research Support

- The research agenda will focus on diverse populations and their success in all aspects of society but especially in the school.
- The budget for research will start at \$100,000 as part of an endowment package.
- The research endowment budget will increase to .5 of the total size of the school budget.
- Projects will be funded competitively for the faculty of the school.
- Especially, methodology in the schools used to insure successful completion of school goals will be the focus of research in the school.
- Differing premises for organizing our society will be heavily accentuated with their effect on school success the focus.
- Cultural differences in diverse populations will be studied to determine their effect on meeting the needs for accomplishment and competence.
- Elementary school research with minority student success rates will be the focus of reading initiatives.
- Social studies and historical perspectives will be the second initiative with some emphasis given to the societal views of stereotypes associated with athletic achievement on the field.
- Athletes and school academic goal achievement will be the focus of the third focus of research.

The initiatives outlined in the College of Education Five Year Diversity Plan for 1997 will focus the college direction in relationship to the strategic plan now nearing completion. University goals and objectives will focus attention an additional elements of this plan not here listed.

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.

This document comprises elements of a strategic plan to guide the College of Engineering and Architecture's efforts toward capitalizing on the rich, diverse human resources of the college and its clientele and to contribute toward achievement of Washington State University's diversity goals. The plan has the following three broad goals that relate to college environment, enrollment and educational success, and employee enhancement:

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.

In the following, each goal is defined, objectives listed and strategies outlined for meeting the objectives and achieving the goal.

GOAL I: COLLEGE ENVIRONMENT

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

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

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

RATIONALE

Employees, students, and other clients of the University should benefit and become increasingly productive from its programs. Because the climate of the campus and the surrounding community will influence the comfort of individuals, their interest in the University's programs, and their ability to benefit from them, it is paramount that the institution advocate and support academic, professional, and community environments that are free from discrimination and harassment, reflect the diverse interests of the population, and support their comfort and success. Thus, the college should, through policy and action and to the extent of its capability, create an environment that supports success of all segments of the multicultural community—majority members, ethnic or cultural minorities, women, persons with disabilities, members of religious groups, returning students and families, and other segments of our society.

Strategy I.A.

Create an educational environment that is relevant to, and supportive of, students from varied cultures and with varied interests and needs.

ACTION ITEMS:

- Instructors use examples and educational resources from varied cultural settings.
- Instructors, researchers, and staff treat all students with equality and with sensitivity to differences in their culture and values.
- Instructors and researchers facilitate inclusion of all students in teams and other small groups that will provide a support network and enhance understanding of differences.
- Instructors use a variety of teaching methods that fit varied student learning styles and accommodate students with different impairments.
- Researchers select topics and apply research findings with due consideration of their potential impacts on society, and especially possible differential impacts on different cultures or population subgroups.

Strategy I.B.

Develop a work environment and college-wide presence that reflect an awareness of, and sensitivity to, a variety of cultures.

ACTION ITEMS:

- Form focus groups that identify actions needed to improve the work environment in the college, and that have authority to approach chairs, directors, and deans to initiate action.
- Reflect a variety of cultures in social events, decorations, publications, and other functions and communications that present an image of the college.
- Assign resources and responsibilities (course instruction, research projects, offices, travel and equipment funds, etc.) to give personnel equal and attractive opportunities for professional and personal development, while recognizing special needs and values of individuals.
- Use flexibility in appointments and working hours that enable employees constrained by family obligations, religious or ethnic observances, or other personal values to participate effectively in college programs and professional development.

Strategy I.C.

Adopt practices that eliminate discrimination and harassment and that promote effective resolution of conflicts.

ACTION ITEMS:

- Involve all college personnel in developing college, departmental, and school strategic plans that clearly articulate values that guide program planning and implementation.
- Inform all college personnel about policies and procedures that define appropriate interpersonal relations and identify effective steps for resolving problems.
- Designate a diversity advocate in each department or school and in the college office to be a point person for diversity issues in that unit.

- Provide diversity training for all faculty, staff, and other employees on a periodic basis.
- Promote use of conflict resolution methods for enhancing understanding and avoiding serious conflicts.

Strategy I.D.

Adopt systems thinking that incorporates diversity into all programmatic planning and evaluation activities.

ACTION ITEMS:

- Define measures of success toward the college's diversity goals, review success annually, and modify strategies to support continuous improvement.
- Address barriers to diversity when developing departmental, school, or college plans for developing academic or research programs, equipment resources, or facilities.
- Develop a mechanism for on-going solicitation of suggestions for improving the environment for diverse employee and student populations in the college.
- Develop personal plans to contribute toward the college's diversity goals and evaluate progress as part of annual performance reviews for staff, faculty, and administrators.
- Include as an integral part of grant and gift proposals appropriate plans and requests to support the college's diversity goals.
- When making personnel and policy decisions, consider their impact on the college's achieving its diversity goals.

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.

RATIONALE

The nation's workforce is becoming increasingly diverse, but engineering, computer science, architecture, and construction management fields reflect this diversity to a lesser extent than other professions. Thus, our goal is to produce graduating classes that reflect the diversity of the total population from which we draw our students (e.g., high school or college graduating class or working professionals). Two parts of this goal are to recruit a student population with this desired diversity and to achieve the same completion or graduating success from all subpopulations.

Strategy II.A.

Recruit highly qualified and motivated students into the college's degree and non-degree programs reflecting the gender and ethnic diversity of the qualified pool from which they come.

ACTION ITEMS:

- Evaluate ethnic and gender recruitment success for undergraduate and graduate degree programs at each campus and for noncredit programs, and commit to marked improvement each year.
- Develop effective partnerships with WSU offices that have contacts and expertise to help us meet our recruitment goals.
- Establish mutually beneficial relationships with high school and community college teachers to improve student preparation for, and recruitment to, our programs.
- Provide incentives and allocate human and fiscal resources to support effective recruitment.
- Increase college, school, and departmental scholarship resources and develop award strategies that support increases in ethnic and gender diversity.
- Solicit ideas and cooperation from alumni, corporate partners, and others to improve student recruitment and increase student diversity.

Strategy II.B.

Achieve uniformly high completion rates of all student subgroups participating in our undergraduate and graduate degree programs and in noncredit programs.

ACTION ITEMS:

- Develop, in collaboration with other campus units, an information exchange and support services needed for success of students who are especially underrepresented in our programs.
- Expand and apply scholarship, fellowship, and assistantship resources to meet financial needs that can cause premature dropout of underrepresented students.
- Monitor progress and success of students, especially underrepresented students, to support early intervention that will enhance their retention and success.
- Utilize role model instructors and speakers in classes, especially freshman and sophomore classes, to enhance underrepresented students' identification with their professors.
- Measure and review success of our educational programs at least annually to identify problems and to identify steps for improvement.
- Develop early networking of students and introduce them to relevant local resources and to student, staff, and faculty advocates who can support their success.
- Ensure that student professional societies are attractive to underrepresented students and involve students in these societies from their first identification with our programs.

GOAL III: EMPLOYEE ENHANCEMENT

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

RATIONALE

To achieve our diversity goals, faculty, staff, and administrators in the college must both reflect the diversity of the population as a whole and support the college's student-related diversity goal. We must seek to attract and hire persons who are underrepresented in our college and strive to retain them. We also must provide opportunities for advancement at WSU that will be attractive to underrepresented persons. Thus, we must not only recruit but also build and empower the individuals we employ to enhance the diversity of our workforce.

Strategy III.A.

Recruit highly qualified faculty, staff, and administrators who reflect the gender and ethnic diversity of the qualified pool from which they come.

ACTION ITEMS:

- Evaluate ethnic and gender recruitment success for faculty, staff, and administrator positions in the college and commit to enhance diversity each year.
- Ensure that highly qualified candidates from underutilized groups are identified for each available position.
- Utilize other WSU personnel with backgrounds similar to underutilized candidates to gain their interest in WSU.
- Employ creativity in identifying resources and other attractive incentives to hire underutilized candidates who are offered positions.

Strategy III.B.

Retain and build highly qualified WSU faculty, staff, and administrators, with special attention given to retaining those who are members of protected groups.

ACTION ITEMS:

- Provide support that enables all employees, and especially those from protected groups, to be productive in their work assignments.
- Develop and support professional development plans for all employees, and especially protected group members, that enable them to advance in their careers at WSU.
- Include protected group employees in research groups, important task forces, and other groups and activities that provide opportunities to network with leaders in their fields.

Introduction

It is the mission of the Department of Intercollegiate Athletics to create through proper leadership an environment which provides an opportunity for the student-athlete to achieve academically and athletically in the higher education experience. We believe the student-athlete is an integral part of the student-body and should function as such. Student athletes have traditionally been one of the most diverse groups on campus. For this reason it is critical that Athletic Department faculty and staff hold the institution's commitment to diversity in the highest regard.

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.

Strategy A:

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

ACTION ITEMS:

- The Director of Intercollegiate Athletics and/or his/her designee will ensure that diversity is a component of all relevant communications by departmental leadership.
- The Director of Intercollegiate Athletics and/or his/her designee will ensure that discussions of contributions to diversity are an important part of each administrator's annual review process.
- The Director of Intercollegiate Athletics and/or his/her designee will ensure that each administrator successfully completes the Diversity Education Certificate Program.
- The Director of Intercollegiate Athletics and/or his/her designee will ensure that each unit within the Intercollegiate Athletic Department produces an annual report, monitoring their progress toward diversity goals, in a timely fashion.
- The Director of Intercollegiate Athletics will serve on the WSU Affirmative Action Advisory Committee.

Strategy B:

Utilize the resources which are available to support diversity.

ACTION ITEMS:

- The athletic administrator responsible for overseeing personnel and student-athlete orientations will ensure that all area personnel and student-athletes are aware of the services available through the Division of Human Relations and Resources and the Office of Student Affairs.
- Athletic Department administrative staff members (Athletic Director, Senior Women's Administrator, Associate Athletic Directors and Assistant Athletic Directors) will ensure that all area personnel attend diversity training sessions annually.

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.

Strategy:

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

ACTION ITEMS:

- The Director of Intercollegiate Athletics will distribute the Statement of Principles developed by the Office of the Vice Provost for Human Relations and Resources to all unit employees.
- The Director of Intercollegiate Athletics and all other administrators will endorse the application of those principles by all area personnel to all interactions in the workplace.

- Athletic Department administrative staff, unit directors and head coaches will require all staff members to attend Diversity Education training.
- The Director of Intercollegiate Athletics will require all supervisory employees to attend the HRS Supervisory training.
- Athletic Department administrators and head coaches will increase staff awareness of, and encourage attendance at, special campus presentations and events which demonstrate and educate the community on the value of diversity.

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 sub-groups of the student population.

Strategy:

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

ACTION ITEMS:

- The Director of Academics/Compliance (or its successor position) will monitor the student participation in Athletic Department and Student Affairs academic assistance programs and produce an annual report showing participation rates by race, ethnicity, and gender.
- Coaches will provide written comments about the information included each year in the NCAA graduation report for their team.
- The Faculty Athletic Representative will make all faculty and staff in the Athletic Department aware of the graduation rate of athletes by sport as well as the overall graduation rate of the WSU student body.

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.

Strategy:

Recruit and employ a staff, at all levels, reflective of the diversity of the population of student athletes.

ACTION ITEMS:

- When conducting searches, the unit or sport supervisor will encourage staff to be proactive in the identification of qualified candidates who are persons of color, persons with disabilities, and women.
- The unit or sport supervisor will involve Center for Human Rights and Human Resource Services staff in the recruitment process to ensure that all avenues are explored in the identification of qualified candidates.
- Unit or sport supervisors will evaluate managers annually on steps taken to achieve increased diversity within their units and to support the diversity goals established by the institution.
- Steps taken to enhance the institutional climate will also help recruitment and retention of a diverse workforce.

Statement of Diversity

Because of nursing's relationship-oriented perspective, the Intercollegiate Center for Nursing Education's (ICNE) definition of diversity expands upon the WSU Commitment to Diversity statement. Diversity at the ICNE is viewed in the context of achieving a campus environment which includes the presence and participation of both males and females from multiple heritages, cultures, ethnic and racial groups, as well as subgroups, and people with disabilities. In such an environment, all groups—students, faculty, and staff—will be given opportunities and encouraged to explore, understand and appreciate one another's similarities and differences in order that all may become increasingly competent in a pluralistic society. Formal and informal initiatives will foster a climate of cooperation aimed at unity within diversity as it relates to the mission of the college of nursing.

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.

ICNE Goal: *Maintain and enhance the ICNE environment through educational experiences and an administrative structure so as to continue to promote, coordinate, and monitor activities that support a climate of understanding and respect for diversity of all types.*

Strategy A:

Develop an administrative focal point for diversity projects and issues.

ACTION ITEMS:

- Continue the permanent Dean's Diversity Committee composed of students, staff, faculty and community representatives to oversee implementation of the ICNE's Diversity Plan and to monitor ICNE diversity efforts.
- Review ICNE publications and recommend, as necessary, incorporation of more inclusive approaches.

Strategy B:

Develop an academic advisement and support network for students of diverse backgrounds.

ACTION ITEMS:

- Maintain a core of academic advisors with a stated interest in working with students from diverse backgrounds.
- Continue academic advisor training and support to maintain and increase their knowledge, understanding and sensitivity regarding diversity, including resources available at the ICNE's consortium institutions.
- Continue to facilitate submission of grant proposals to fund enhancement and/or expansion of the ICNE's diversity efforts.

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.

ICNE Goal 1: *Maintain and enhance the ICNE environment through educational experiences and an administrative structure so as to continue to promote, coordinate and monitor activities that support a climate of understanding and respect for diversity of all types.*

Strategy A:

Maintain a building environment conducive to expressions of diversity.

ACTION ITEMS:

- Continue posting notices of cultural events on special bulletin boards in all facilities where ICNE programs are taught.

- Continue to encourage the Associated Intercollegiate Nursing Students (AINS) and the Graduate Student Society (GSS) to recognize and honor diversity activities.
- Periodically conduct surveys of students, faculty, and staff to evaluate ICNE's progress toward its diversity goals and objectives.
- Continue to identify and facilitate access to individuals and groups in the community and within the ICNE who can provide diversity-specific mentoring for ICNE faculty, students and staff.

ICNE Goal 2: *Promote the development of an environment in the health care community that is sensitive to diverse populations.*

Strategy A:

Facilitate a network of undergraduate and graduate students, alumni and faculty aimed at increasing cultural diversity and developing a more open, multicultural environment/climate.

ACTION ITEMS:

- Continue to use services, such as bilingual interpretation, available in clinical agencies and elsewhere.
- Promote public relations focused on multicultural activities.
- Provide financial support for faculty, staff, and students for diversity workshops and conferences.
- Periodically survey students from diverse groups (e.g., cultural, gender, disability, etc.) to determine met and unmet needs, including students who withdraw or step out from the program.
- Implement at least one forum or use other means each semester to promote cultural awareness.
- Continue to offer one continuing education program each year in conjunction with groups representing diverse populations.
- Invite health care community representatives to join with the ICNE in conferences and workshops addressing issues of serving a multicultural population.
- Have at least two faculty and/or staff serve on community boards or in groups representing cultural diversity.

Strategy B:

List University groups and other supports useful to diverse/minority populations.

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.

ICNE Goal: *Increase the presence and participation of underrepresented groups within the faculty, staff and students in the ICNE programs to reflect the diverse nature of the population of Washington state and the Inland Northwest.*

Strategy A:

Increase the part-time appointments for graduate and undergraduate students (e.g., teaching assistants, research assistants, work study students, wage help) from underrepresented groups. Students from other disciplines should be included in these opportunities to help broaden the diversity of the ICNE.

ACTION ITEMS:

- Actively recruit for ICNE Library, LRU, office assistants, etc.
- Recruit TAs and RAs to assist ICNE faculty.

Strategy B:

Continue proactive recruitment efforts to increase the overall population of underrepresented groups at the ICNE.

ACTION ITEMS:

- Maintain the Native American Recruitment and Retention Program.
 - Continue travel to area reservations to recruit high school students, speak to high school classes about nursing as a career, and meet with counselors and tribal leaders.
 - Continue travel to area Pow Wows hosted by institutions of higher education, especially those at WSU and EWU.
 - Continue attending the Northwest Indian Youth Conferences.
 - Continue attending other Indian youth conferences, such as the American Indian Science and Engineering Society (AISES), MESA, WSU Knowledge College of the Mind.
 - Maintain academic and personal support services for enrolled Native American students to facilitate retention of these students in the ICNE programs.
 - Continue assisting students to obtain financial aid.
 - Maintain private funding for the NARR Program and seek state funding for long-term support.
- Continue to reflect diversity in the ICNE recruitment materials especially students of color and men.
- Seek private and/or state funding to initiate and maintain a Hispanic Student Recruitment and Retention Project, with a special focus on the ICNE Yakima campus.
- Address admission issues associated with increasing numbers of underrepresented students.
 - Create a database of potential applicants from underrepresented groups.
 - Develop marketing packets for student recruiters.
 - Maintain mentors for students needing mentoring.
 - Provide financial support through such means as scholarships, stipends, loans, and other assistance.
- Continue to host open houses at extended sites with ICNE nursing programs to enable potential underrepresented students to meet faculty and staff and learn about the undergraduate and graduate nursing 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.

ICNE Goal: *Increase the presence and participation of underrepresented groups within the faculty, staff and students in the ICNE programs to reflect the diverse nature of the population of Washington state and the Inland Northwest.*

Strategy A:

Develop a formal clearing center for potential faculty qualified persons from diverse backgrounds.

ACTION ITEMS:

- Create a database designed to maintain a record of potential faculty candidate names.
- Select potential faculty applicants from ethnic faculty directories maintained in the Secretarial Services Office and contact them about ICNE faculty vacancies.
- Maintain contact with the American Nurses Association (ANA) Minority Fellowship Program.
- Develop marketing packets for faculty attending conferences to give to potential faculty applicants that convey the ICNE's interest in a diverse student body and faculty.
- Develop a contact reporting form for faculty to use in recommending potential faculty applicants, especially those of color and men.

Strategy B:

Develop more proactive recruitment efforts that can be used to increase the overall population of underrepresented groups at the ICNE.

ACTION ITEMS:

- Reflect diversity in the ICNE recruitment material for faculty and staff.
- Proactively request HRS at WSU to include persons from underrepresented groups in faculty and staff applicant pools for interviewing.

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.

ICNE Goal: Offer curricula across all ICNE programs that prepare nurses to competently provide health care that is sensitive and responsive to the broad scope of diversity within the American society, including cultural, physical, ideological, and lifestyle differences.

Strategy A:

Provide faculty and staff development to facilitate incorporation of content and use of teaching/learning methods that address diversity into the undergraduate and graduate curricula.

ACTION ITEMS:

- Continue to have the chairs of the Diversity and Faculty Development Committees alert faculty and staff to diversity development offerings available through the ICNE, its consortium institutions, and the broader community.
- Continue to ensure that all faculty and staff have opportunities to attend diversity development programs.
- Continue to document and monitor evidence of faculty and staff attendance at diversity development programs, diversity development programs, and counsel those who demonstrate little or no attendance.

Strategy B:

Examine the depth and range of content and clinical experiences provided to students that facilitate exposure to human life experiences significantly different from their own to increase understanding and appreciation.

ACTION ITEMS:

- Establish an ICNE Dean's fund for faculty to obtain money to assist them to include diversity content and activities in their courses.
- Continue to encourage faculty to apply for funds from WSU for incorporation of diversity into their courses.
- Use clinical conferences, journals, etc. for student/faculty sharing of diversity experiences.
- Provide LRU resources to facilitate trans-language and trans-cultural experiences.
- Use community language resources to assist students and faculty interactions and interactions with patients/clients.
- Establish periodic review of diversity content and teaching/learning methods by the Graduate Program Committee and the Undergraduate Curriculum Committee and forward Committee recommendations to Faculty Organization for discussion and action.

Strategy C:

Continue to increase the number and types of learning experiences with diverse populations during each semester of the nursing majors, including practicum learning experiences.

Strategy D:

Arrange critical thinking activities in all the curricula which including looking at matters from the perspective of persons different from self.

Strategy E:

Increase formal and informal opportunities for students, faculty and staff of underrepresented groups to share their insights with others at the ICNE.

ACTION ITEMS:

- Continue to ensure that all faculty, students and staff have opportunities to attend diversity development programs.
- Maintain documentation methods to determine the amount of faculty, student, and staff diversity development programs.
- Continue methods of alerting faculty, students and staff to diversity offerings.
- Continue to identify and facilitate access to individuals and groups in the community and within the ICNE who can provide diversity-specific mentoring for ICNE faculty, students and staff.

Introduction

Washington State University has long been characterized by its strong liberal arts programs which serve as key areas for diversity efforts in the institution. The College of Liberal Arts offers instruction in the arts, humanities, and the social sciences. These traditionally core disciplines for the systematic study of human behavior, the central forms of creative expression, and the evaluation of individual and collective achievements are obvious areas for the study of diversity. Enrollment in the College of Liberal Arts comprises over one-third of the University's total student credit hours, almost one-third of its undergraduate majors, and one-fifth of its graduate and professional students.

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.

The service missions of the College center around the individual and his/her integration into the University community. One important mission includes enriching the cultural environment for the University through such means as theater, music, speakers, and other activities which promote awareness of diverse cultures and encourage the intellectual development of students and faculty.

Another goal for the College is to provide a safe environment for all members of the community. Enhancing the learning, working, and teaching climate for everyone calls for proactive and reactive steps to maintain a positive experience for all. As a land-grant institution, WSU should reflect the population of the state of Washington. To that end, the College of Liberal Arts recruits students from diverse groups and works hard to ensure their successful completion of studies while at the University.

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.

Strategy A:

Appointment of Dean's Task Force on Diversity, chaired by the Associate Dean, to oversee the promotion, coordination, and monitoring of diversity within the college. This college-wide council is comprised of administrators, faculty and staff.

ACTION ITEMS:

- Evaluate issues of climate, curriculum, recruitment, enrollment/employment and retention of students, faculty and staff.
- Make recommendations to the Dean regarding strengths in various areas for future planning and implementation across the College.
- Make available examples of "best practices" within the College and review strategies to be implemented in other units.
- Monitor various actions, procedures and programs to ensure consistency.
- Foster and oversee various College activities and programs, such as mentoring, tutoring, and other means of supporting diverse students.
- Observe and examine available data on rates of recruitment, retention, graduation of students; on recruitment, retention, promotion of faculty; and on recruitment and retention of staff.

Strategy B:

Continue to provide visible leadership for diversity efforts in hiring.

ACTION ITEMS:

- Continue appointment of Associate Dean as EEO/Affirmative Action representative for the College.
- Require search committees to meet with Associate Dean and/or representative from CHR.
- Monitor hiring practices and establish proactive "awareness of field" lists of available underrepresented groups and continue to alert search committees to College goals.

Strategy C:

Provide visible leadership at the Dean's level for diversity in the curriculum.

ACTION ITEMS:

- Continue to provide faculty development opportunities for training in approaches to diversity in the classroom.
- Continue to work with the General Education Committee on areas of coherence that emphasize diversity.
- Support mini-grant efforts to continue to build an inclusive curriculum.

Strategy D:

Value faculty efforts in promoting diversity.

ACTION ITEMS:

- Adapt language in evaluation criteria to encourage further awareness of diversity.
- Recognize and value efforts to promote diversity through curriculum 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.

Strategy A:

Raise awareness of the College community with regard to issues of diversity.

ACTION ITEMS:

- Identify issues of racism, sexism, ableism, homophobia within campus community (e.g., dormitory, classroom, campus, office settings) through workshops, materials, and speakers.
- Inform the College community of affirmative action and equal opportunity issues through workshops, speakers, and presentation of data.
- Continue support for cultural enrichment through speakers, performance groups, and visual arts activities.

Strategy B:

Understand status of diverse groups and promote methods for communicating needs and concerns to faculty, students, and staff.

ACTION ITEMS:

- In consultation with appropriate University personnel (e.g., Center for Human Rights, Human Relations and Resources, et al.), assess the well-being of faculty, students and staff of color and other marginalized groups, identifying various "pressure points."
- Make various materials available (information on staff development, legal protection, health organizations, educational opportunities, etc.) for all units.
- Conduct a survey of academic units to determine the extent to which all College employees have been made aware of issues of diversity (e.g., Have new teaching assistants been apprised of non-sexist language in the classroom? Have staff members been made aware of harassment issues and proper "behaviors" in the workplace? etc.).
- Facilitate opportunities for various options for diversity training for students, staff, faculty, and administrators.

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.

Strategy A:

As a land-grant institution, work toward attracting a student body which reflects the population of the state of Washington.

ACTION ITEMS:

- Identify data regarding recruitment and retention in the College of Liberal Arts.
- Distribute pertinent information to departments regarding existing data.
- Continue to seek scholarships and other means of support for diverse students.
- Continue recruitment efforts through Admissions activities such as Evening of Excellence, College Knowledge, et al.
- Continue to develop methods to enhance the learning environment to attract more students from diverse backgrounds.

Strategy B:

Build bridges between various groups and College administrators, faculty, staff.

ACTION ITEMS:

- Continue dialogue between various advisors for Multicultural Student Services and College administration.
- Increase mentoring program through various units, soliciting additional faculty support.
- Develop stronger mentoring programs within departments through informal and formal meetings to establish connections in academic units.
- Work with students currently in our programs to provide encouragement and support for their success (facilitated by informal discussions, mentoring projects, and promoting communication between students and their faculty and administrators).
- Organize both formal and informal meetings throughout the year to introduce University faculty, staff, and administrators, and offer information about student life, ranging from tutoring and financial services to career counseling.
- Provide mentorship for graduate students with respect to publishing, teaching, finding graduate support, applying for jobs, etc.

Strategy C:

Improve graduation rates for underrepresented groups.

ACTION ITEMS:

- Collect and analyze information on the graduation rates of diverse groups.
- Present materials to faculty with a request to establish departmental goals for improvement where needed.

Strategy D:

Decrease attrition rates due to financial difficulty.

ACTION ITEMS:

- Provide information regarding financial support.
- Collect information on support services to provide students with additional information on financial packages.
- Develop a data bank for students to identify external scholarships. Make document available to students with regular updates and additions.

Strategy E:

Work to create a friendly and safe environment to promote student learning and success.

ACTION ITEMS:

- College-wide programs and initiatives: Welcome reception, mid-year meetings and end-of-year program introducing faculty, staff, and administrators involved in programs; provide information on advising financial aid, tutoring campus environment, and career counseling, etc.
- Encourage support for “special events” in various college units. Develop support groups for under-represented students.
- Department programs and initiatives: Encourage mentoring/tutoring to build support within 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.

Strategy A:

Create and continue to maintain a friendly and safe environment to promote productive, effective working conditions.

ACTION ITEMS:

- Evaluate issues of climate for faculty and staff.
- Develop and facilitate existing efforts and opportunities for promoting positive working conditions.

Strategy B:

Continue to hire women and members from protected groups.

ACTION ITEMS:

- Continue to monitor hiring and make search committees aware of expectations.
- Continue to advertise and solicit candidates in all categories.
- Associate Dean continues as the EEO/Affirmative Action representative of the College, meeting with all search committees to discuss affirmative action goals and search procedures.

Strategy C:

Faculty from diverse populations should be supported throughout their probationary period to facilitate positive tenure decisions.

ACTION ITEMS:

- Examine current data to determine where development is needed.
- Impress upon search committees the importance of a diverse teaching population, encouraging nominations, advertising, etc.

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.

Strategy A:

Maintain nationally recognized General Education Program.

ACTION ITEMS:

- Continue participation in General Education Program through oversight committee, faculty involvement, and encouragement with mini-grants to develop new courses and enhance existing courses.
- Continue to develop areas of coherence that focus on diversity.
- Continue to encourage capstone course development relating to diversity for Tier III of General Education program.
- Continue to offer Tiers I, II, and III courses related to race, class, gender.

Strategy B:

Include foundation course in American Diversity.

ACTION ITEM:

- Carry out Curriculum Diversity Committee's charge to develop and organize courses at the foundation level to include issues of the intersections of race, class, and gender.

Strategy C:

Continue inclusion model of diversity in all courses.

ACTION ITEM:

- Continue support of faculty development to enhance diverse curriculum in programs of study and individual courses.

Introduction

In 1991, the Washington State University Libraries drafted its first diversity plan in order to better serve the library needs of the University's increasingly diverse student body and workforce. This was one of the first such plans on the WSU campus. During the past six years, this plan has served the Libraries well. As a department, we have increased our multicultural awareness and sensitivity, have made some progress in the recruitment and retention of a diverse workforce, and have contributed to the efforts of instructional faculty to diversify the curriculum.

However, in spite these successes, there continues to be much we can do to support the University's five major diversity goals. The following updated plan addresses specific strategies and actions that the University Libraries will undertake during the next few years. Many of these strategies and actions represent activities designed for continuous improvement that will be undertaken during each of many years. Others are much more specific and should be completed during the next year.

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.

Strategy A:

Promote accountability among all library faculty and staff in meeting and enhancing WSU diversity goals.

ACTION ITEMS:

- Continue to promote activities/services in the Libraries that foster and enhance the campus diversity efforts.
- Review all library faculty and staff job descriptions to be sure they include a statement regarding diversity/multicultural awareness and sensitivity. Assure accountability among library faculty and staff.

GOAL II: WORK AND LEARNING ENVIRONMENTS/CLIMATES

Provide avenues for individual, instructional, 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.

Strategy A:

Take the necessary efforts to insure a welcoming climate for all library employees that draws on the expertise and talents of everyone in fulfillment of the Libraries' mission to support the teaching, research, and service activities of the University.

ACTION ITEMS:

- Continue to support diversity training for all new library employees, especially those who staff library service desks; offer updated training for existing library employees.
- Have regular discussions in unit meetings regarding the ways to insure that all library users and employees find a welcoming environment in the Libraries.

Strategy B:

Seek ways to foster a supportive environment for an increasingly diverse student body and to enhance multicultural awareness on campus.

ACTION ITEMS:

- Continue to work closely with the multicultural centers on possible library exhibits that foster knowledge and understanding of ethnic, racial, cultural, and other differences.
- Continue to promote the liaison program between librarians and the multicultural student counselors.

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.

Strategy A:

Recognize that all students do not learn in the same way and seek ways to provide a positive, productive experience for all students to learn the information-seeking skills they need for degree completion and lifelong learning.

ACTION ITEMS:

- Continue to explore, share, and develop alternative ways to teach students how to use the library and networked information sources effectively, recognizing differences in student learning styles.
- Provide more detailed and constructive feedback to library faculty who teach as part of the library user education program.

Strategy B:

Seek ways to insure a welcoming, helpful environment for all students using the Libraries for course work and research.

ACTION ITEMS:

- Continue to promote the liaison program between librarians and the multicultural student counselors.
- Continue to offer diversity training to all library personnel, especially those who staff library service desks; have regular discussions in unit meetings about ways to insure that all library users find a comfortable, service-oriented environment in the Libraries.

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.

Strategy A:

Expand efforts to recruit and retain library faculty and staff from all traditionally underrepresented groups in the library profession.

ACTION ITEMS:

- Explore the existence and feasibility of listing library faculty vacancies on newly developed library listservs for librarians in underrepresented groups.
- Foster a working relationship with those Graduate Schools of Library and Information Science which have a successful track record of recruiting and graduating students of color.
- Send professional library faculty vacancy notices to association newsletters for librarians from underrepresented groups.
- Explore the feasibility of sponsoring a management internship at the WSU Libraries for a librarian from an underrepresented group.
- Conduct special exit interviews with minority library faculty and staff to determine whether their reasons for leaving WSU offer any instructive information that would contribute to the retention of future hires.
- When interviewing library faculty of color for vacant positions, give them the opportunity to meet other faculty/staff 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.

Strategy A:

Insure that the WSU Libraries' collections are inclusive of multiple perspectives.

ACTION ITEMS:

- Continue to designate special collection development funds for materials that offer multiple perspectives and information regarding different cultures and groups.
- Seek out the teaching faculty who receive the diversity curriculum grants to determine how the Libraries might best serve the needs of the courses they are designing.

Strategy B:

Encourage library faculty who teach in the user education program to provide multiple perspectives and styles of pedagogy in their courses, as appropriate.

ACTION ITEM:

- Strengthen the training and continuing education opportunities for librarians who teach the use of library resources to insure that the user education program effectively teaches more students with differing learning styles.

Executive Summary

The College has developed a Strategic Plan for 1996-2000. The plan was adopted by the faculty on February 28, 1997. This plan included increased diversity as one of the College's eight goals.

Promoting the diversity goals of the College of Pharmacy is the responsibility of every individual in the College. In all their efforts, employees of the College will promote the College's goals of diverse clientele. A Council, chaired by the Dean and composed of the Executive Assistant to the Dean, Director of Development, Student Services Program Support Supervisor, and the Director of the Pharmacology/Toxicology graduate program has been established. The responsibilities of the Council is to coordinate and monitor College efforts to achieve its diversity goals.

The College of Pharmacy is a small closely-knit family. All members of this family are required to treat one another with respect, dignity, and fairness. All individuals in key administrative positions have the responsibility of creating an environment that respects our differences, supports our professional growth and empowers all of us to be the best we can be.

One of the College's goals is to intensify its efforts in the recruitment, retention and graduation of students to achieve a diverse pool of students that mirrors the society and contributes to establishing a diverse pool of practitioners. The College will secure resources to accomplish this important goal.

Another goal of the College is to intensify its efforts in the recruitment and retention of faculty and staff women and ethnic minorities. The College will assume a proactive strategy for identifying qualified minorities and women and recruit them for vacant positions. The College will capture any opportunity to recruit minorities even by establishing new positions to accommodate potential candidates who may become available.

The College curriculum will address issues relating to minority health, specifically the disparity in health status among minorities will be emphasized. The impact of cultural and ethnic differences on patient communication will be recognized.

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.

Promoting diversity is the responsibility of every individual in the College. In all their efforts, employees of the College will promote the College's goals of a diverse clientele. A Council to coordinate and monitor College efforts has been established. The composition and responsibilities of the Council are:

- Mahmoud M. Abdel-Monem, Ph.D., Dean and Chair of the Council:

The Dean provides leadership in promoting, coordinating and monitoring College efforts. In conjunction with the Associate Dean for Student Services, he assists in the identification of potential students from underrepresented groups and in the coordination of the recruitment and retention efforts of the College. The Dean works with department chairs in the identification and recruitment of faculty and staff of underrepresented groups and the initiation of curriculum revisions to address diversity issues. The Dean makes resources available to support diversity efforts of the College.

- Cindy Beaty, Executive Assistant to the Dean and Member:

Ms. Beaty is the Affirmative Action-Equal Opportunity Employment Officer for the College. She has the responsibility of ensuring that all actions of search committees are fair and in compliance with all applicable regulations. She is also responsible for identification, recruitment and retention of support staff from underrepresented groups.

Ms. Beaty has the responsibility for ensuring that the work environment is supportive of all individuals and the diversity initiatives of the College.

- Development Director and Member:

The Development Director is responsible for securing private funds to support diversity efforts of the College. The Development Director also has the responsibility of communicating the College aspirations for diversity to our alumni and external constituencies.

- Mr. Dana Lohrey, Program Support Supervisor and Member:
Mr. Lohrey has the primary responsibility for coordinating the recruitment and retention of students from underrepresented groups to the professional programs. He organizes College participation in all University events targeted to underrepresented groups. Mr. Lohrey assists students and monitors their progress in the program. He ensures that the admissions committee follows College policies in the recruitment and admission of students from underrepresented groups.
- Dr. Thomas Jerrells, Director of Pharmacology/Toxicology Graduate Program and Member:
Dr. Jerrells has the responsibility of identification, recruitment and retention of students from underrepresented groups to the graduate program of Pharmacology/Toxicology.

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 of Pharmacy is a small closely-knit family. All members of the family are required to treat one another with respect, fairness, and dignity. All individuals in key administrative positions have the responsibility of enforcing these guidelines and are required to take action to eliminate any situation that may interfere with others ability to work and learn.

As a member of the University community, the College will support all University efforts to create a supportive environment for members of minority groups.

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.

Strategy A:

Intensify the College's efforts in the recruitment, retention and graduation of students to achieve a diverse pool of students that mirrors the society and contributes to establishing a diverse pool of practitioners.

ACTION ITEMS:

- Establishing and maintaining a network of prepharmacy advisors in freshman admitting colleges around the state and targeting high-ability students in these colleges.
- Initiating an aggressive campaign to increase the visibility of the college among potential students in Washington State University and other college campuses in the Northwest. This will include developing new recruiting posters, inviting students on WSU Campuses who have listed themselves as prepharmacy or health sciences to visit the College.
- Establishing a formal student-to-student campaign in which pharmacy student volunteers would directly contact high ability prospective students.
- Expanding the visibility of pharmacy as a profession among high ability high school students.
- Establishing a network of minority alumni and pharmacy practitioners to assist in recruiting minority students.
- Targeting high ability minority students in community and regional four year colleges.
- Establishing a network of minority faculty and alumni to serve as a support group for minority students enrolled in the college.
- Increasing scholarship funds and securing private support to create several recruitment scholarships to attract students from underrepresented populations.

Strategy B:

Increase the efforts to recruit outstanding graduate students, especially graduates of accredited colleges of pharmacy and members of underrepresented minorities.

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.

Strategy A:

Intensify the College's efforts in the recruitment and retention of faculty women and ethnic minorities.

ACTION ITEMS:

- Assume a proactive strategy to identify qualified minorities and women and invite them to apply for vacant faculty positions.
- Identify a network of minority and women faculty within WSU or in colleges of pharmacy or other universities to serve as a support group for new women and minority faculty.

Strategy B:

Intensify the College's efforts in the recruitment and retention of staff women and ethnic minorities.

ACTION ITEMS:

- Assume a proactive strategy to ensure fair consideration of qualified minorities and women.
- Promote a work environment that is supportive of all individuals.

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.

Strategy A:

The faculty will revise the curriculum to address three issues:

- Minority health
- Disparity in health status among minorities
- Communication with patients of diverse cultural and ethnic backgrounds

Cultural Diversity and the Sciences

The College of Sciences Positioning Effort of 1997 resulted in a dynamic plan for the next five years. We, as a college, will maximize the opportunities of success for students and faculty in a changing state and national research and instructional situation. In turn, this assists in meeting the goals of the people and employers of the state of Washington. The plan has a section on climate and diversity. This document gives us the opportunity to spell out the goals, objectives, and action items in much more detail.

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.

Strategy A:

To institutionalize the administrative line through the Assistant Dean

ACTION ITEMS:

- Improve lines of communication between departmental diversity efforts and the Dean's office.
- Serve as the College of Sciences liaison to other diversity efforts on campus.
- Institutionalize the WIMSE reporting line.

Strategy B:

To monitor the statistics of underrepresented groups in all constituencies at the Dean's office

Strategy C:

To show leadership by example

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.

Strategy A:

To increase awareness and appreciation of multiculturalism across the academic community

ACTION ITEMS:

- Encourage every advisor, faculty, and staff member to attend diversity education workshops.
- Where appropriate, have College of Sciences brochures or letters translated into Spanish.
- Promote events that recognize diverse cultural heritage by postings in the College office.

Strategy B:

To keep open and improve lines of communication

ACTION ITEMS:

- Keep open lines of communication with the staff through regular meetings with the Dean.
- Meet with the College of Sciences Student Advisory Committee to continue to be alert to student concerns.

Strategy C:

To encourage special living community opportunities to better support multicultural student populations

ACTION ITEM:

- The College of Sciences is a staunch supporter of the Mathematics, Science, and Engineering Residence Hall Project for all students interested in sciences and mathematics. We strongly encourage minority students to choose this hall their first year at WSU. We have also supported a tutor-assisted study table program for mathematics, physics, chemistry, and biology courses.

Strategy D:

To support non-traditional learning experiences that result in better learning environments

ACTION ITEMS:

- Work with WIMSE goals providing support for proposals that lead to individual, institutional, and community change.

- Provide a learning climate in the Science Learning and Instructional Center that enhances the academic and personal well-being and success of students.
- Continue and expand the College of Sciences staff mini-grant 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.

Strategy A:

To increase recruitment of multicultural students

ACTION ITEMS:

- Continue to support campus-wide recruiting efforts. Activities that the College of Science participates in include:
 - Evenings of Excellence
 - Cougar Monday
 - Preview Day
 - Future Cougar Day
- Increase the number of undergraduate majors supported with scholarship funds from approximately 140 to 280 over 5 years.
- Provide scholarship support for underrepresented groups via the William Wiley Fund, the Meyer Sound Trust Fund, and the Dean's Development Fund.
- Continue to offer College of Science's Work Awards for underrepresented freshman so that they can get immediate laboratory experiences and develop early mentoring relationships. The process of obtaining the College of Sciences Work Awards will be formalized so that it can be used as an effective recruiting tool.
- The College fully supports the draft plans of the Council of Recruitment of Multicultural Students.

Strategy B:

To provide incoming multicultural students with a pre-college experience

ACTION ITEMS:

- Continue to support on-campus pre-college programs where students are exposed to the demands and expectations of college life. Activities within the College of Sciences include:
 - The Bridge Program in conjunction with the College of Engineering
 - The TIDEE camp in conjunction with the College of Engineering
 - Howard Hughes Summer Program for high school students
 - Howard Hughes Medical Scholars program
 - Native American Medical Scholars program
 - U-Doc
- Continue to support off-campus pre-college programs. Activities that the College of Science participate in include:
 - College Knowledge of the Mind
 - C.A.S.H.E. (Children of Aztlan Sharing Higher Education)
 - Rural Women in Science
 - Ambassadors program

Strategy C:

To coordinate academic retention programs and maximize their effectiveness

ACTION ITEMS:

- The Assistant Dean will coordinate the College's retention efforts by serving as an active member of the Council on Retention.
- Create a student mentoring program within the College of Sciences for all multicultural students.

- Facilitate participation of multicultural students in academic clubs.
- Continue to support undergraduate research opportunities including:
 - A grant from the Howard Hughes Medical Institute to the Program in Biology at WSU supports an undergraduate research fellowship program. In the past five years this has included 30 students from minority groups.
 - Minority Access to Research Careers (MARC)
- Continue to support student groups and activities (such as AISES, MESA, and the Society for Hispanic Engineers) with on-campus presentations.
- Establish a central registry with web access and a printed brochure that describes all scholarships and internships available for WSU science majors.
- Continue to develop the Science Honors program by adding two courses and providing two more summer internships each year.
- Administer the Golding Family Graduate Fellowship for Women in Science.
- The College fully supports the draft plans of the Council on Retention of Multicultural 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.

Strategy A:

To provide structures to recruit, employ and retain a diversified workforce

ACTION ITEMS:

- Have a representative from the Dean's office at the first meeting of all search committees to brief the group on diversity goals and issues.
- Ensure that a diverse pool of candidates is interviewed.
- Ensure that goals for increasing underrepresented minorities are weighed in offers.

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.

Strategy A:

To increase active, inquiry-based learning so that students develop their own learning epistemology, considering different learning styles

ACTION ITEMS:

- Support WIMSE efforts to provide pedagogy and assessment that supports the different learning styles of women and minorities.
- Provide a learning climate in the Science Learning and Instructional Center that enhances the academic and personal well-being and success of students.

Strategy B:

To diversify the curriculum

ACTION ITEMS:

- Encourage departments to make use of summer school mini-grants to increase the number of courses that address multiculturalism and diversity.
- Encourage faculty members to utilize the Center for Teaching and Learning for review of curriculum and teaching style for multicultural inclusiveness.

Acknowledgments

This document has incorporated some of the information contained in the draft reports of the Council on Multicultural Student Recruitment and the Council on Multicultural Student Retention. The College of Sciences fully supports the work of both councils.

5/4/97 LJR & MS-L

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 of July 1990 and the CVM Pew National Veterinary Educational Strategic Plan 1990-2000, developed in 1988-90. The CVM Organization and 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 dean's 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 to 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 to be described below.

GOAL I: ADMINISTRATIVE STRUCTURE

The College of Veterinary Medicine will provide a leadership and administrative structure which 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.

Strategies:

The college Cabinet will provide the administrative and leadership structure for all instruction, research, service, and administrative programs of the college. The Cabinet is committed to the attainment of college and University goals for diversity. The Cabinet is responsible for fostering an administrative climate and community receptive to, embracing, and affirmatively acting on the broadly encompassing goals of college and University diversity programs.

The CVM administration through the Cabinet and all levels of supervision, be it faculty, staff, administrative professional, or time slip, will be responsible for promoting and ensuring an affirmative commitment to diversity in all programs of the college and its relations with the students and varied publics we serve.

ACTION ITEMS:

- The appointment, retention, and review of all levels of college administration will be evaluated on their commitment to and affirmative actions to achieve college and University diversity goals and actions.
- The college administration and supervisors will be responsible for ensuring a thorough orientation and introduction of new employees under their supervision to the workplace, to their specific duties, responsibilities, and performance expectations to the organization structure, and to personnel in the unit and college who they will interact with and who can serve as information and service resources to meet professional and personal employment needs.
- The college administration and supervisors will ensure that all faculty, administrative professional, staff, and temporary help are active participants in an effective and timely performance planning and evaluation process encompassing diversity goals and which clearly communicates common understanding of performance expectations for job success.
- The CVM administration will include staff, administrative professional, and students in college and unit meetings to insure an open, affirming, and participative environment which promotes diversity goals throughout the college.
- Staff, administrative professional, and students as appropriate will be included in college and departmental committees, including search committees.

- The college Cabinet members will promote college and unit diversity goals and monitor the progress in their respective units and their personnel in embracing and affirmatively acting on diversity strategies and actions supportive of the goals.
- Cabinet members will be evaluated on their plans and actions in promoting and increasing diversity in their department, college, and University along with other aspects of their performance criteria.
- All college employees—faculty, administrative professional, staff and temporary help—will be evaluated on their contributions and support of diversity goals and commitment to collegiality.
- College administrators, faculty, staff, and students will be encouraged to participate in college and University multicultural events, programs, and training and to continue participation in the college's international programs including exchange of faculty and students with a global environment. The college Cabinet in their leadership roles are committed to diversity goals and affirmative action in the recruitment, acceptance, and retention of faculty, staff, administrative professional, professional students, graduate and resident students throughout all areas of the college to promote and enhance a diverse multicultural environment of the college.

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.

Strategy:

The college will maintain an open and affirming work and learning environment which is free from discrimination or harassment of any kind where respect for others in our community and the public we serve is affirmed by our commitment to college and University diversity goals.

ACTION ITEMS:

- The college will ensure that all members of the college community—administrators, faculty, staff, administrative professionals, hourly, and students will share a common understanding of, embrace, and actively support the college's commitment to diversity, human rights and affirmative action in the conduct of our teaching, research, service, and administrative programs.
- The college will ensure the awareness of all members of the college community of the college's commitment and affirmative action to diversity and human rights programs through wide distribution within the college of the diversity plan and public affirmation of antidiscrimination and harassment policies.
- The college diversity plan will be incorporated into the college's overall strategic plan and be an integral part of the college's commitment to excellence in our teaching, research, service, and administrative programs.
- The college's commitment to diversity, human rights and affirmative action will be articulated in orientation and professional development for all of our faculty, administrative professional, staff, and students.
- College Cabinet members will work with all of their department and unit personnel (faculty, staff, administrative professionals, students and hourly) with representatives from WSU's Center for Human Rights and Human Resource Services to continue to discuss and implement action plans representative of all members of the college community and based on outcomes of the college Work Place Climate Survey, performed in the spring of 1996.
- The college will continue to evaluate and enhance the quality of the work and learning environment through accountability measures such as workplace climate surveys, exit interview evaluations, and other outcome assessment strategies.
- The college will continue to support diversity training for all members of the faculty, staff, administrative professional, and students by providing opportunities to attend University offered training programs and to support University efforts to enhance diversity and multicultural training opportunities and events within the University community.

- The college will integrate diversity issues vertically into the curriculum to stress the importance and value of an open and affirming climate promoting respect and value for individual differences in the workplace, academia, and professional service.
- College Staff Advisory Council will meet monthly as an advisory council to the dean to provide input to college administration on issues of importance including workplace climate, learning environment, and issues of respect and development of human and professional resource potential.
- Classified staff, administrative professional and students will be provided opportunities to participate in college and unit level committees as appropriate. The chairman of the Staff Advisory Council will serve as an ad hoc member of the Cabinet.
- The Dean, Associate Dean-Academic and Student Affairs, and Department Chairs will meet on a regular basis with the leadership of the Student Chapter of the American Veterinary Medical Association (SCAVMA) and CVM Graduate and Professional Student Association representatives on diversity issues.

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.

Strategy:

The college will continue its commitment to provide access, retention and the full opportunity to succeed for all professional and postgraduate veterinary medical education students, regardless of disability status, age, gender, ethnicity, sexual orientation, religious background, or geographic location.

ACTION ITEMS:

- The college, through its Office of Veterinary Student Services and Admissions, will actively recruit from a diverse applicant pool in order to recruit the most highly qualified students based on a broad array of admissions criteria reflecting the diverse nature of the applicant pool for the professional veterinary medical education program.
- The college, through its department chairs, will actively support affirmative action recruitment of graduate and postdoctoral, residents, and interns to provide opportunities for access to graduate veterinary science educational programs to a diverse group of students.
- The college, through department chairs, will insure an open and affirming work and learning environment which values, supports, and implements diversity goals and strategies of University, college, and units.
- The department chairs and the faculty will make every effort to provide an environment conducive to retention of a diverse student body and to provide the opportunity for development and success leading to degree/program completion for all students enrolled in college programs.
- The college, through its Office of Veterinary Student Affairs and Admissions and department chairs, will actively recruit a diverse applicant pool of DVM and graduate students by recruitment strategies which encourage and welcome applicants from a diverse population.
- The college will take affirmative action to ensure that all students develop and reflect a sense of community with the respect and value for differences.
- The college will take an active part in providing opportunities for student-to-student and faculty-to-student mentoring to assist in retention and successful outcomes in the learning process.
- The college will include its diversity plan as well as departmental diversity plans in student orientations and incorporate CVM commitment to diversity goals in recruitment materials as well as student handbooks and policies regarding their expectations for participation in college educational programs.

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 but is not limited to those classes protected by federal and state law.

Strategy:

The college, through its Cabinet, will recruit, employ and retain a faculty, administrative professional, and staff which endeavors to employ the highest quality of applicants and which represents the diversity of the population.

The college is firmly committed to diversity and affirmative action goals of Washington State University in the recruitment, employment and retention of the highest qualified employees taking into consideration a diverse category of employment criteria in order to provide equal employment opportunity for all applicants for our positions.

ACTION ITEMS:

- The college Cabinet, representing the leadership of the college, will ensure that equal employment opportunity, commitment to diversity and affirmative action be employed in all searches for faculty, administrative professional, classified, and temporary employees.
- The college administration, represented by the Cabinet, will be actively involved in all searches to guarantee that EEO, diversity and affirmative action policies and practices are followed in all searches to ensure the employment of a diverse population of college employees.
- College and unit administrators and supervisors will provide all new employees with a thorough instruction to the workplace (see Goal 1, Action Item 2) and orientation to include diversity plans, goals, action items, and the college commitment to achieving them.
- The college will provide opportunities for supervisory development training for all college supervisors as well as specialized training in diversity and applied job skills as available within the Human Resource Services training program.
- The CVM will support employee training opportunities to promote personal and professional development and to provide all employees with the human relation skills necessary to ensure an open, affirming and respectful work environment necessary for personal and professional development and for achieving excellence in support of college programs.
- The college will continue to provide a professional counselor available to all college faculty, staff and students in order to assist employees and students with personal and work related problems that may arise until other professional counseling services can be identified.
- The college is committed to ensuring all employees the opportunity to work in an open, affirming, respectful environment free from any forms of discrimination or harassment.
- The college has a “zero” tolerance for any form of discrimination or harassment in the conduct of any college program!

GOAL V: CURRICULUM DIVERSIFICATION

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

Strategy:

The college will vertically integrate diversity issues throughout the curriculum to ensure that all faculty and students understand and act in ways conducive to promoting an open, affirming and respectful learning environment. The college will continue its commitment to providing a modern and diversified professional veterinary educational experience to provide learning and employment opportunities for our diverse student population in order to meet the employment opportunities in an ever changing global environment.

ACTION ITEMS:

- The college will continue its commitment to develop and strengthen the use of information technology as a means to deliver distance learning, asynchronous, computer assisted learning, to cooperative learning, continuing education, public service, and to alternative surgical training to provide expanding learning experiences for a diversified student body, practitioners, animal industries, and the public.

- The college will continue its commitment to a core D.V.M. professional curriculum with an elective tracking curriculum which includes increased elective opportunities and preceptorship opportunities to appeal to a diverse student body with expanded career opportunities.
- The college will continue its commitment to support University goals for curriculum diversification and to incorporate these goals into both the professional, graduate and post-professional, intern/resident training program.
- The college will continue to support diversification of the curriculum which recently has incorporated alternative surgery curriculum, research track, international programs, aquatic animal health training, and the guided preceptorship program.
- The college will continue its commitment to the Washington, Oregon, Idaho 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.
- The college will continue to work cooperatively with international faculty and student exchange and research programs supported through extramural grants and contracts as well as through the continued development of the international veterinary education training program. The college's international veterinary medical education program through extramural grants have now provided the opportunity for our veterinary students to learn foreign languages (currently Spanish) and for faculty and students to participate in exchanges in South and Latin America. Current extramural grant proposals with European Union countries will provide similar opportunities for our faculty and students to participate in exchanges with EU countries. These international opportunities will further promote an appreciation, understanding, and experience in working effectively in a multicultural, global environment.
- Faculty, staff and students will be provided assistance from the college's Veterinary Information Systems organization (specifically VCS Associate Professor, Dr. Cheryl Dhein, and manager of the college's Instructional Technology Unit) for the training, for participation and for the development of computer-based courses and for taking advantage of the new opportunities for Virtual WSU resources both within the college and University.

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 and monitoring of outcomes from the college's mission statement as well as each of the five college goals for diversity under the categories of Administrative Structure; Work and Learning Environments/Climates; Student Enrollment, Retention, and Degree Completion; Faculty/Staff Recruitment, Employment, and Retention; and Curriculum Diversification. The college diversity plan will be an integral part of the college's strategic plan and be included in the college's 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 to be incorporated in the college's web site at Washington State University. The updated diversity plan for the college, as well as for the individual departments and divisions, will serve as the benchmark for progress reports and assessment of progress and outcome in achieving the college's mission statement on diversity issues and the five University/college goals for diversity. 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. The college and unit diversity plans and action items will be reviewed and updated to reflect changes in college and University diversity goals as required.

Mission Statement

WSU Spokane is committed to make “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.

Statement of Purpose

Our purpose is to move beyond enforcement of federal, state, and University policies and regulations, beyond tolerance, to valuing and prizing diversity and recognizing it as an asset. By “diversity” we refer to characteristic differences among people, such as age, ethnicity, gender, physical ability, intellect, race, socioeconomic standing, sexual orientation, philosophical disposition, spiritual practice, and other human distinctions.

Introduction

WSU Spokane is unique in several important respects, even within the Washington State University system. For example, a) WSU Spokane is primarily a graduate and professional campus, with the highest percentage of graduate students and the highest percentage of full-time graduate students of the four campuses, and with virtually all of our undergraduate students in the final years of their professional academic programs; b) the curricula are concentrated in a few specialized areas: primarily in health science related disciplines, design disciplines, engineering, and community service disciplines such as criminal justice and educational administration; c) due to our graduate and professional academic mission, WSU Spokane is likely to continue to be the campus with relatively low enrollment, consistent with the graduate mission; and d) the student body will be approximately one-third students who are placebound in the Spokane area, one-third students who have moved to this campus to complete degree programs begun at the Pullman campus, and one-third students pursuing degrees in programs located only at WSU Spokane. Consequently, the means for achieving diversity goals will need to be different from those that would be appropriate for a large undergraduate, or residential campus.

WSU Spokane continues to assess progress toward achieving goals in accordance with Washington State University’s definition of diversity.

The University endeavors to model, for the state and nation, a community of individuals who seek what is best for each other. The University respects and significantly benefits from diversity such as may be expressed through racial/ethnic, gender, cultural, disability, sexual orientation, and socioeconomic differences among faculty, staff, and students. It takes seriously its responsibility to offer educational and professional opportunities equitably to all qualified persons it can accommodate. The University, through its curriculum, programs, and services provides understanding and supportive interaction among diverse population groups and respects individuals’ personal values and ideas. (Planning for the Second Century, 1990.)

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:

- Strengthen campus progress toward diversifying the workforce and student body through the offices of Human Resource Services, Student Services, and the Assistant to the Dean for Human Relations.
- Implement and monitor programs supporting diversity.
- Assess the effectiveness of campus diversity initiatives.
- Provide outreach to the community by demonstrating leadership and advocacy in diversity initiatives.
- Model leadership regarding issues of diversity for the community.

ACTION ITEMS:

- Develop administrative processes to monitor the implementation and effectiveness of diversity programs.

- Develop an assessment tool to measure progress toward diversity goals.
- Provide leadership to the Spokane community's Intercollegiate Racial Concerns Committee.
- Provide leadership to the Spokane Mayor's Task Force on Race Relations.
- Continue to support diversity in the community by providing staff resources and in-kind support.
- Appoint a campus representative to the Spokane Chamber of Commerce's Workforce Diversity Committee.
- Partner with area colleges and universities to offer programs promoting the value and values of diversity in the community.
- Encourage faculty and staff participation on community-based organizations.
- Continue support and sponsorship of the Mathematics, Engineering, Science Achievement (MESA) program, targeting middle and high school students and young women of color for careers in mathematics, engineering, and science.
- Utilize members of the MESA Advisory Board as external advisors to the campus diversity program.
- Provide the community access to diversity training offered by WSU through the Spokane Training Consortium.
- Maintain mailing list to include organizations which target diverse organizations.
- Invite organizations with diverse membership to participate in WSU Spokane events.
- Develop a plan to communicate WSU Spokane's commitment to diversity.
- Develop a list of WSU faculty and staff trained in conflict resolution to provide mediation services to the community and University.
- Offer regular tours of WSU Spokane to community residents.

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.

Strategies:

- Provide a positive work and learning environment supportive of all employees and students.
- Enhance faculty, staff, and students' understanding of diversity issues and provide skill-building opportunities.
- Provide services to Learning Centers and other WSU locations in the region to support a positive work and learning environment at those locations.

ACTION ITEMS:

- Continue art exhibits which highlight the richness of various cultures, physical abilities, and intellectual insight.
- Continue regular displays at all campus locations which focus attention on aspects of diversity.
- Use the campus Student Services newsletter *What's Up At WSU Spokane*, *The Dean's Report*, *The Community Report*, *The Campus Update*, and other campus publications to focus attention on diversity issues and to extend outreach efforts.
- Continue to provide diversity training opportunities for all students, faculty, staff, and administrators each year.
- Invite motivational speakers to campus events such as faculty or staff meetings, and student groups.
- Invite local professionals from the community, who represent diverse backgrounds, to speak at faculty or staff meetings, and visit classrooms.
- Develop a WSU Spokane task force with diverse membership including students, faculty, and staff to address campus issues.
- Continue to provide an open avenue for communication to ensure timely and effective resolution of conflicts.

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 sub-groups of the student population.

Strategies:

- Recruit a diversified student population through targeted recruitment efforts.
- Continue efforts to recruit a diversified faculty and staff workforce.
- Develop structures to support a diversified student population.
- Create a campus climate that is welcoming and supportive of a diverse student population.

ACTION ITEMS:

- Conduct an annual “student satisfaction survey” to identify areas of concern and assess student needs, which includes a focus on an inclusive curriculum and institutional climate.
- Develop a portable display which includes diversity interests to use during student recruitment.
- Encourage faculty to visit WSU Pullman and other local institutions of higher education for student recruitment.
- Develop resources for use during recruitment such as scholarships, financial aid, internships, emergency fund, and jobs available at WSU Spokane.
- Continue to offer underutilized students an incentive package of programs and resources to attract and retain a diverse student population.
- Develop an interinstitutional support structure to meet the socialization needs of international students.
- Encourage attendance at diversity training for all students, faculty, staff, and administrators which focuses on classroom climate, teaching, and interpersonal relations with a diverse student population.
- Examine training curriculum for currency and to ensure needs are being met.
- Continue “Brown Bag” discussions for students, faculty, and staff which emphasize issues on learning styles.
- Develop a resource guide of support materials to include in an orientation package for students.
- Encourage faculty to invite speakers with diverse backgrounds to address classes.
- Include students in the WSU Spokane task force on campus issues.
- Ensure an equitable allocation of resources and employment opportunities for all students.
- Partner with businesses which support WSU Spokane’s vision of a diverse and respected student body.
- Advertise course offerings in publications that target diverse audiences.
- Design student recruitment advertising and direct marketing pieces to target/attract diverse audiences.

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:

- Recruit and employ a staff reflective of the demographics of Spokane County (subject to state employment policies.)
- Recruit and employ a faculty reflective of the diverse demographics of the national marketplace.
- Create a campus climate that is welcoming and provides support for a diverse workforce.

ACTION ITEMS:

- Recruit and retain talented underrepresented graduate students into entry-level positions at WSU Spokane.
- Advertise recruitment notices in publications with diverse audiences.

- Develop an interinstitutional network of contacts to utilize in targeted recruitments.
- Utilize the Spokane Chamber of Commerce's placement referral service as appropriate.
- Advise search committees to extend searches or recruitments if diverse candidate pools are not attained.
- Develop a list of strategies and lists of publications to assist search committees in diversifying advertisement and recruitment efforts.
- Continue to work with businesses which support WSU Spokane's vision of a diverse and respected workforce.
- Collect business cards and resumes from potential candidates for WSU Spokane positions when attending professional development activities.
- Develop a portable display which includes diversity interests to use during recruitment.
- Develop a method to monitor pay differential between men and women; minority and non-minority; part and full-time; tenure and non-tenure track faculty; and other underrepresented members of the workforce.
- Examine the process of equitable allocation of available graduate student research and teaching positions.
- Develop a support system by implementing a program for the mentoring of faculty and staff.
- Develop a resource guide of support materials to include in the orientation package for faculty and staff.
- Include faculty in a WSU Spokane task force to address campus climate issues.
- Encourage colleagues to participate in training offered by WSU Spokane to build skills.
- The Dean will meet twice yearly with women faculty members to identify diversity issues and strategize to achieve solutions.
- The Dean will meet twice yearly with the Ad Hoc Committee representing permanent/part-time faculty members to identify and address equity issues and concerns.
- The Dean will meet a minimum of twice yearly with the Classified Staff to identify and address issues and concerns.
- Develop a mechanism to include Classified Staff representation and participation on the Campus Administrative Council.

GOAL V: CURRICULUM DIVERSIFICATION

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

Strategies:

- Assist faculty in developing an awareness of the importance of an inclusive curriculum.
- Recognize and support faculty in creating and using innovative teaching and learning techniques.
- Develop new academic programs at WSU Spokane that reach new populations.

ACTION ITEMS:

- In cooperation with the Center for Teaching & Learning, provide workshops for faculty on current issues in curriculum development.
- Support faculty to create and use innovative teaching and learning techniques to reach a diverse student population.
- Partner with the book store and library to promote an awareness of diverse publications and textbooks.
- Develop a resource library on inclusive teaching methods in the office of Director of Academic Affairs. This library is available to all campus faculty and staff.
- Partner with other educational institutions in Spokane to identify and promote diverse teaching and learning techniques.

Executive Summary

A Washington State University Tri-Cities (WSU Tri-Cities) Diversity Committee developed the first Diversification Plan in November 1992, to address the issues of multiculturalism and diversity for the campus, and provide guidance to enhance its ethnic and racial diversity through the recruitment and retention of a diverse faculty, staff, and student body. It is now May 1997, and much has been accomplished in the way of implementing guidelines set in the original Plan, and in the revision of September 1993. One of the first recommendations outlined in the original Plan was the establishment of a broad based Multicultural Advisory Committee, representative of the Mid-Columbia region. Dr. James Cochran, Campus Dean, appointed this committee in January 1993. This revised Plan represents the collective considerations of that committee, who believes that the thoughtful implementation of the goals and recommendations in this Plan will continue to provide WSU Tri-Cities with a vision and direction for strengthening and enhancing its diversity efforts.

Diversity is defined as differences among people with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice, and other human differences. The emphasis on diversity goes beyond equal employment opportunity/affirmative action (EEO/AA) to developing a culture and environment in which diversity is valued. The Plan for WSU Tri-Cities is especially designed to acknowledge the uniqueness of the campus.

This revised Plan embraces the five major goals of the University and details a plan of action for achieving these goals at WSU Tri-Cities.

This revision of the WSU Tri-Cities Diversification Plan has been prepared with the help and support of the campus' Multicultural Advisory Committee (MAC) whose assistance is gratefully acknowledged.

Introduction

Washington State University finds itself in a most covetous and challenging position as it moves toward the end of this century juxtaposed with the beginning of a new millennium. The current environment of diversity awareness is markedly different from the one envisioned by its founders, and yet, it is this conscious awareness that presents the greatest challenge as we move into the new century. In meeting this challenge, the University will continue to rely upon basic principles and values that are a part of its heritage, which encompasses appreciation for the value of diversity.

For over a century, WSU has achieved success in teaching, research, and public service. In these endeavors the University has been guided by certain basic principles and values that are embedded in its character and account for the behavior of its faculty, staff, and students. These principles and values are linked to past success, and influence the shape of plans for the future. A description of the mission, values and University-wide goals of WSU is presented in the *Strategic Plan for Washington State University*.³ Implicit in this planning document are basic principles pertaining to equality, excellence, and responsibility.

University policies which address equal access to higher education and equal employment opportunity are based on the principle of equality of opportunity for all members of society. Discrimination based on age, disability, ethnicity, gender, race, religion or sexual orientation is unacceptable. Harassment of any kind is intolerable. When injury occurs as a result of discrimination and harassment, action is required to rectify the situation and to promote reconciliation. Beyond these remedies, the goal of the institution should be to prevent further recurrence of these acts.

The pursuit of excellence requires that all members of the University community participate in the process and benefit from accomplishments. Achieving excellence depends upon successful implementation of diversification strategies. Individuals from diverse backgrounds and experiences working together cooperatively and applying their combined expertise toward solving problems will accomplish that which cannot be achieved in isolation. Effective participation of a diverse workforce and student body in WSU's missions will provide a model of cooperation, personal development and productivity that can be adopted by the public at large. As the number of multicultural students

³ *Strategic Plan for Washington State University*, Spring 1996; Washington State University

of college age increases, it is imperative that institutions of higher education develop ways to meet the needs of an increasingly diverse student body. The main campus of WSU has established a large number of programs, organizations, and services which promote a diversified campus indicating the University's continuing commitment towards enhancing diversity.⁴

The *Report on Diversity Progress 1994-1995* shows Washington State University's initial efforts to report all accomplishments in diversity in regards to our mission, vision, and goals.⁵

While WSU Tri-Cities must continue to articulate a plan that supports the overall WSU plan, it must still be appropriate for the institutional and geographical situation of our campus. Several factors were taken into consideration when updating our diversity strategy. For example, our student body continues to be very different from the Pullman campus in that the Tri-Cities students have a median age of thirty-four, and are usually returning and/or part-time students; our campus is non-residential; and the students ordinarily must have at least junior status when they begin here.

The committee proposes the following five goals as a Plan of Action to enhance ethnic diversity:

GOAL 1: 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.

Strategy 1.1:

Ensure that all administrative bodies of the University maintain continued awareness of the diversity recommendations hereby stipulated, and that successful implementation is measured on yearly assessments as part of the overall departmental evaluations.

ACTION ITEMS:

- Investigate avenues for increasing Tri-Cities campus influence on disseminating the advertising of faculty and administrative searches to encompass multicultural societies and organizations which can serve as a conduit for delivering information to interested underrepresented populations. *Human Resources, July 1997.*
- Develop an effective plan for faculty and staff to participate in at least one diversity seminar annually or other activity as a show of interest in diversity issues that affect student populations. *Campus Dean, RFO, November 1997*
- Train diversity volunteer presenters from the Multicultural Advisory Committee to use at the Tri-Cities campus in relation to the Multicultural Office's needs. *Multicultural Services, Multicultural Advisory Committee, November 1997*
- Develop a semi-annual diversity bulletin listing the WSU-Tri-Cities' accomplishments of impact to the underrepresented populations at WSU-TC, such as promotions, faculty and administrative staff additions, etc. *Multicultural Services and Multicultural Advisory Committee, January 1998.*
- Create and define specific diversity activities for departments that interact directly with students, in an effort to avoid duplication of responsibilities. *Admissions, Multicultural Services, ASWSU, January 1998.*
- Develop an implementation timeline to ensure that recommended actions and strategies within this Diversification Plan are met. *Dean's Cabinet, September 1997.*

Strategy 1.2:

Strengthen the partnership between Multicultural Services and the WSU Tri-Cities' Multicultural Advisory Committee.

⁴ *Programs Supporting Campus Diversity*; Office of the Vice Provost for Human Relations and Resources; Washington State University, March 1996.

⁵ *Report on Diversity Progress 1994-1995*; Office of the Vice Provost for Human Relations and Resources; Washington State University.

ACTION ITEMS:

- Participate as ambassadors of goodwill on our campus and in our community on behalf of the Diversification Plan and Multicultural Services. *Multicultural Services, Multicultural Advisory Committee, Ongoing.*
- Assist the Multicultural Services Director through: tutoring, mentoring, and cultural activities. *Multicultural Advisory Committee, Ongoing.*
- Assist Admissions, Student Services and Multicultural Services in their multicultural recruitment and retention efforts. *Multicultural Advisory Committee, Ongoing.*

GOAL 2: 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.

Strategy 2.1:

Create a University environment/climate that develops in the individual, the campus, and community a more inclusive attitude while maintaining cultural identity.

ACTION ITEMS:

- Assist students in connecting and maintaining their cultural heritage and identity while being in a different environment. *Multicultural Services, ASWSU-Tri-Cities, Ongoing.*
- Provide programs to enhance the institutional climate for multiculturalism on campus. *Multicultural Services, January 1998.*
- Increase the opportunities for the Multicultural Advisory Committee (MAC) to be involved with the faculty, staff and students. *Multicultural Advisory Committee, Multicultural Services, November 1997.*
- Utilize the WSU Dialogue Program to increase awareness of the current campus climate. *Multicultural Services, January 1998.*
- Continue long range plans for promoting diversity for the campus in all buildings; not only in the design, but also in the artwork. *Dean's Cabinet, Site Planning Committee, 1999.*
- Provide role models and career opportunities. *Multicultural Advisory Committee, Multicultural Services, Student Services, 1997 and Ongoing.*
- Incorporate diversity training in the new faculty, staff, and student orientation. *Multicultural Services, Multicultural Advisory Committee, Student Services, Admissions, Annually beginning August 1997.*
- Provide avenues to ensure successful enrollment progress and graduation. *Multicultural Services, Student Service, Admissions, August 1997 and Ongoing.*
- Promote avenues for students to discuss career opportunities with faculty and community leaders. *Multicultural Services, Multicultural Advisory Committee, Student Services, January 1998 and Ongoing.*
- Continue to encourage the development of multicultural organizations and their activities on campus. *Multicultural Services, Multicultural Advisory Committee, July 1997 and Ongoing.*
- Communicate multicultural student concerns freely and openly to administrators and faculty. *Multicultural Services, Multicultural Advisory Committee, Resident Faculty Organization, May 1997 and Ongoing.*

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 sub-groups of the student population.

Strategy 3.1:

Develop parent and community outreach efforts.

ACTION ITEMS:

- Develop "Promotores de Educacion." Promoters of Education will be a Hispanic parent group that encourages other parents and students to seek higher education. *Admissions, May 1997.*

- Translate campus materials into Spanish for Hispanic parents. *Admissions, September 1997.*
- Produce short educational videos for Hispanic parents to understand the admissions and financial aid processes. *Admissions, Fall 1997.*
- Develop and implement programs that promote the importance of multicultural students pursuing higher education. *Admissions, Multicultural Services, June 1997 and continuing.*
- Visit local churches to promote the importance of education and to provide information on WSU Tri-Cities. *Admissions, Multicultural Services, Multicultural Advisory Committee, November 1997 and continuing.*
- Provide training for parent volunteers for promoting higher education awareness. *Admissions, Multicultural Services, Multicultural Advisory Committee, January 1998.*

Strategy 3.2:

Increase partnership building.

ACTION ITEMS:

- Utilize multicultural alumni to assist in multicultural recruitment efforts. *Multicultural Services, Admissions, 1999 and continuing.*
- Strengthen relationship with the Hanford Community Diversity Council. *Multicultural Services, Human Resources, Ongoing.*
- Develop partnerships with Tribal high schools. *Multicultural Services Director & Admissions, March 1998.*
- Strengthen relationships with Columbia Basin College; partner in recruiting and retaining multicultural students. *Admissions, Multicultural Services, Ongoing.*
- Build partnerships with multicultural student clubs and organizations at other educational institutions. *Admissions, Multicultural Services, Ongoing.*
- Develop partnerships with community service agencies and organizations with a multicultural focus. *Admissions, Multicultural Service, June 1997 and continuing.*
- Develop a Multicultural Recruiting Team comprised of faculty, staff, students, parents, and community (MAC). *Multicultural Services, Admissions, July 1998.*

Strategy 3.3:

Develop a database and specific follow-up efforts for prospective multicultural students.

ACTION ITEMS:

- Add ethnicity codes to information cards and ethnic fields to prospective student database. *Admissions, September 1997.*
- Initiate follow-up home visits and telecounseling efforts. *Admissions, September 1997.*
- Develop a periodic newsletter to update prospective students on cultural activities, clubs, and new services at WSU Tri-Cities. *Multicultural Services, September 1997.*

Strategy 3.4:

Increase the number of opportunities for financial assistance.

ACTION ITEMS:

- Develop a listing of Multicultural scholarship opportunities at the Tri-Cities campus. *Multicultural Services, September 1997 and continuing.*
- Establish internships for multicultural students. *Multicultural Services, November 1997 and continuing.*
- Work with WSU-TC Campus Development Office to increase the number of scholarships for multicultural students. *Multicultural Services, June 1997 and continuing.*
- Conduct financial aid workshops for prospective multicultural students. *Student Services, Multicultural Services, January 1998 and continuing.*

Strategy 3.5:

Continue and enhance early outreach efforts.

RECOMMENDED ACTION ITEMS:

- Establish a mentoring program for community college, high school, and middle school students. *Admissions, Multicultural Services, 1999.*
- Attend multicultural student group meetings at local high schools and community colleges. *Admissions, Multicultural Services, September 1997 and continuing.*
- Continue involvement in MESA (Mathematics, Engineering, Science Achievement) and MEMS (Multicultural Experiences in Mathematics and Sciences) activities. *Admissions, Multicultural Services, November 1997 and continuing.*
- Create leadership workshops for multicultural students in middle school, high school, and community colleges. *Admissions, Multicultural Services, MESA, January 1998 and continuing.*
- Develop an adopt-a-school program. *Admissions, Multicultural Services, 1999 and continuing.*

Strategy 3.6:

Create multicultural publications.

ACTION ITEMS:

- Develop a Multicultural Services brochure. Brochure must capture an honest reflection of diversity on campus. *Multicultural Services, Campus Communications, September 1997.*
- Develop specific flyers for various multicultural programs and services. *Multicultural Services, Campus Communications, November 1997.*
- Develop a Multicultural Advisory Committee brochure and Web Page. *Multicultural Services, Multicultural Advisory Committee, July 1997.*

Strategy 3.7:

Provide an environment that supports the structure, success, retention, and graduation of multicultural students.

ACTION ITEMS:

- Offer periodic diversity education workshops and seminars to every advisor and faculty member; include students in these workshops. *Human Resources, Multicultural Services, RFO, September 1997 and continuing.*
- Continue to develop and promote events that recognize cultural heritage. *Multicultural Services, Multicultural Student Committee, Multicultural Advisory Committee, September 1997 and continuing.*
- Survey multicultural students to assess their needs, their concerns, and recommendations for improving the campus climate. *Multicultural Services, January 1998.*
- Strategically increase the number of multicultural faculty and staff. *Human Resources, Campus Dean, Administrative & Academic Departments, Ongoing.*
- Establish a mentoring program for multicultural students. *Multicultural Services, September 1998.*
- Provide multicultural students with a permanent space that they can call their own and where they can see an immediate reflection of their cultural heritage. *Campus Dean, Space Task Force, September 1998.*
- Promote culturally responsive classrooms that actively engage students in learning. *RFO, Faculty, Multicultural Services January 1998.*
- Assist multicultural students with social, academic, and cultural adjustment to the college environment. *Multicultural Services, Student Services, Admissions, and Multicultural Advisory Committee, Ongoing.*
- Monitor multicultural student academic progress. *Multicultural Student Services, Advisors, January 1998 and continuing.*

- Conduct periodic informal opportunities for students to dialogue diversity issues with other students, faculty, and staff; utilize technology as appropriate. *Multicultural Services, Student Services, September 1997 and continuing.*

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.

Strategy 4.1:

Identify sources to place job postings within the Tri-Cities area for Classified, Administrative/Professional, and Faculty recruitments.

ACTION ITEMS:

- Poll the Hanford Community Diversity Council for sources its members utilize. *Human Resources. March-April 1997.*
- Prepare and distribute a letter to sources which initiates ongoing relationships supportive of recruiting a diverse workforce. *Human Resources. June 1997.*
- Update sources via written correspondence to ensure currency. *Human Resources. September of each year.*

Strategy 4.2:

Evaluate employee development/training mechanisms which create a culture that encourages career growth.

ACTION ITEMS:

- Track employee development and training utilization by gender and ethnicity. *Human Resources. July-September 1997.*
- Identify all barriers to employee development and develop plans to address those issues. *Department Heads, Dean's Cabinet. October-December 1997.*

Strategy 4.3:

Ensure that all job applicants are aware of the University's commitment to diversity.

ACTION ITEMS:

- Add a statement to the *Notice of Vacancy* which clarifies the University's commitment to diversity. *Human Resources, Office of the Dean, June-August 1997, Ongoing.*
- Ensure that all applicants are asked interview questions regarding their commitment to diversity. *Multicultural Advisory Committee, Ongoing.*
- Target recruitment materials for faculty and professional positions to historically black colleges and universities, minority institutions and other specific urban areas as appropriate. *Human Resources, Multicultural Services, Search Committees. Immediately, Ongoing.*

Strategy 4.4:

Identify and address reasons for staff/faculty turnover.

ACTION ITEMS:

- Develop and implement an exit interview process. *Human Resources, July 1997.*
- Develop and implement a staff/faculty survey specific to retention issues. *Multicultural Services. April-June 1998.*

Strategy 4.5:

Encourage participation in diversity education opportunities at all levels within the organization.

ACTION ITEMS:

- Establish a full-time Branch Campus Diversity Educator position that would serve the branch campuses by providing diversity training to faculty, staff, and students. *Campus Deans, Multicultural Services, Multicultural Advisory Committee, August 1998.*

- Develop a plan ensuring that Program Coordinators have annual departmental goals supportive of diversity objectives. *Campus Dean, July 1998.*
- Ensure that performance evaluation goals demonstrate individual staff and faculty commitment to diversity. *Campus Dean, Dean's Cabinet, July 1998.*

Strategy 4.6:

Develop and implement a faculty/staff recruiting outreach program.

ACTION ITEMS:

- Identify appropriate recruiting outreach events, such as job fairs and professional seminars. *Human Resources, July 1997.*
- Develop funding mechanisms to facilitate program attendance. *Human Resources, September 1997.*

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.

Strategy 5.1:

Support the institutional statement regarding discrimination and racial harassment that prescribes the establishment of a University environment that supports a multicultural population.

ACTION ITEMS:

- Increase course offerings to provide opportunities for students to enroll in courses focusing on cultural issues. *Program Coordinators, Ongoing.*
- Provide training to faculty in methods of teaching course content in a culturally sensitive manner.⁶ *WSU Diversity Education, January 1998 and Ongoing.*
- Encourage faculty to include culturally diverse material and perspectives, as appropriate, in selected coursework. *WSU Diversity Education, Multicultural Services, January 1998 and Ongoing.*
- Train faculty regarding learning styles as they relate to a diverse classroom. *WSU Diversity Education, January 1998 and Ongoing.*
- Encourage faculty to include student dialogue in their teaching plans. *Multicultural Services, Multicultural Advisory Committee, January 1998 and Ongoing.*

Statement of Policy

As one of three branch campuses of Washington State University, WSU Vancouver conforms with the affirmative action policies of the University. Washington State University policy prohibits discrimination on the basis of race, creed, color, national or ethnic origin, gender, age, sexual orientation, religion, marital status, the presence of any physical, sensory or mental disability; and status as a disabled or Vietnam-era veteran in the recruitment, admission, and retention of students; the recruitment, employment, and retention of faculty, staff, and students; and the operation of all University programs, activities, and services.

Washington State University is committed to maintaining a University environment free from all forms of discrimination, including sexual harassment. This commitment applies to all levels and areas of University operations and programs, to students, faculty, staff, and all other personnel.

WSU Vancouver is a rapidly growing portion of the WSU system. Diversity, in all aspects of our functions, continues to be an important element of our growth. WSU Vancouver's goal is to create more than just equal education and employment opportunities. The aim is to have a climate where a diverse population feels comfortable expressing their views both in and outside the classroom. The exchange of ideas and knowledge beyond the realm of textbook information is an important element of education. Awareness among individuals—students, faculty, and staff—of the enriching potential of multicultural exposure, gender sensitivity, and interaction with people with disabilities will continue to be an aspect of our growth.

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.

Strategy A:

Insure that diversity is an integrated component of all relevant leadership and administrative efforts on campus.

ACTION ITEMS:

- Review established administrative structure to ensure that diversity efforts are moving forward throughout the campus community.
- Coordinate and monitor diversity efforts through the offices of Human Resource Services, Student Services, and the Campus Dean.
- Increase representation of diverse populations in leadership positions through recruitment efforts designed to reach underutilized groups, particularly persons of color.
- Provide ongoing training for leadership in diversity issues and the handling of discrimination and harassment issues and complaints.
- Emphasize an open door policy and the serious treatment of complaints to the campus community and the public.

Strategy B:

Provide leadership and assistance for diversity efforts in community.

ACTION ITEMS:

- Participate in and provide leadership and structure to efforts to foster diversity in South-west Washington communities.
- Make and maintain contact with community based multicultural organizations.

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.

Strategy A:

Ensure a climate open to diversity and which supports the individual's right to work and be educated in an environment free from harassment and discrimination in all areas.

ACTION ITEMS:

- Organize and schedule regular diversity awareness training as well as training on discrimination and harassment prevention as part of faculty, staff, and student orientation and hiring, as well as on an “as needed” basis.
- Publicize the grievance policy which states the options all individuals have to address concerns locally, in Pullman, and also outside the WSU system. Include the policy in all orientation materials distributed at the start of each academic year.
- Insure access for persons with disabilities through staff, faculty, and student training to increase awareness about available resources and procedures to follow to access those resources.
- Active monitoring of diversity efforts and effectiveness by the Office of the Campus Dean and Associate Dean, Human Resource Services, and Student Services on campus.

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 sub-groups of the student population.

Strategy A:

Continue to conduct an active campaign to recruit and retain students in diverse populations and protected categories.

ACTION ITEMS:

- Maintain and expand Student Services process to identify and accommodate students with disabilities. This process begins at the time of application to WSU and is reviewed each semester.
- Increase accommodation support for disabled students through continued purchase of new technologically advanced equipment such as portable FM hearing receivers, print-to-voice machines, and text enlargement systems.
- Increase representation at career fairs for minority and ethnic students throughout the region, including Urban League of Portland.
- Establish a presence at local multicultural student education fairs.
- Advertise and publish articles in local ethnic newspapers.
- Contact multicultural student groups at LCC and Clark colleges. Invite these students and other student leaders to campus.
- In conjunction with Clark College and LCC, work with local area minority high school students regarding attending college.
- Continue to implement recommendations of WSUV Task Force on Minority Student Recruitment and Retention, convened in 1993.
- Conduct summer programs and visitations for minority students at both Vancouver and Pullman campuses.
- Utilize current students of color to assist with recruitment at local community colleges.

Strategy B:

Develop a campus climate that is openly supportive of multicultural diversity.

ACTION ITEMS:

- Support student government funding of committees for multicultural programming.
- Provide coordination and support to Hispanic Youth Leadership Conference.
- Continue support of Multicultural Student Affairs intern working with Student Services to interface with multicultural students regarding issues, events, and student needs.
- Support development of student clubs, e.g. alternative lifestyles, multicultural students, etc.
- Integrate multicultural awareness into new student orientation and faculty orientation.
- Increase scholarship opportunities for students of color.

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.

Strategy A:

Recruit and employ a broadly diverse faculty which more closely represents the multicultural diversity of our metropolitan location and the national market.

ACTION ITEMS:

- Increase diversity of faculty applicant pools by advertising in national publications and sources targeted to applicants from protected and underutilized categories.
- Identify and utilize unique recruitment and retention strategies for specific underutilized and underrepresented groups.
- Involve EEO and Human Resource representatives in diversity training for search committees.
- Closely examine screening criteria and requirements to encourage consideration of diverse and/or underutilized candidates.
- Continue to provide support through the Associate Dean's office to faculty members involved in the tenure process, giving particular attention to women faculty and faculty who are members of underutilized groups.

Strategy B:

Recruit and employ administrative/professional and classified staff who are representative of the multicultural diversity of our metropolitan location and the national market.

ACTION ITEMS:

- Network within the local community and metropolitan area and the region to increase awareness among underrepresented groups of the benefits of working at WSU Vancouver.
- Identify and utilize unique recruitment strategies for recruitment and retention of underutilized and underrepresented groups.
- Increase diversity of applicant pools by advertising in sources targeted to applicants from underutilized groups.
- Increase involvement of EEO and HR representatives in orientation and monitoring of search committees to encourage consideration of underutilized candidates.
- Continue to offer awareness training for staff on the issues of harassment, discrimination, accessibility, and the University's policy on these issues.

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.

Strategy A:

Encourage and require exposure to the enriching potential of multicultural experiences, gender sensitivity, and interaction with people with disabilities as accepted aspects of an inclusive curriculum.

ACTION ITEMS:

- Continue the requirement of intercultural credits for graduation from all undergraduate programs and multicultural coursework requirement for many master's programs.
- Increase the variety of courses offered with materials relating to multicultural, gender, international, or cross-cultural issues.
- Encourage creation of additional program options, e.g. Women's Studies, for students obtaining a general studies degree.
- Support faculty to use adaptive teaching methods and creative approaches to address diversity topics and issues in the curriculum.

