

***TOWARD AN INCLUSIVE SOCIETY  
DIVERSITY PROGRESS AT  
WASHINGTON STATE UNIVERSITY  
1997-1999***

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\* A special thank you to Winifred Tate and the staff of Human Relations and Diversity.

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## TABLE OF CONTENTS

INTRODUCTION.....	v
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### DIVERSITY PLANS – ADMINISTRATIVE UNITS

Business affairs.....	1
Extended university affairs.....	7
Research and the Graduate School.....	23
Human Relations and Diversity.....	27
Provost and Academic Vice President, Office of.....	35
Vice Provost of Research.....	37
Student Affairs.....	39

### DIVERSITY PLANS – COLLEGES AND BRANCH CAMPUSES

College of Agriculture and Home Economics.....	57
College of Business and Economics.....	63
College of Education.....	67
College of Engineering and Architecture.....	73
Intercollegiate Athletic Department.....	77
Intercollegiate Center for Nursing Education (ICNE).....	87
College of Liberal Arts.....	91
Libraries.....	101
College of Pharmacy.....	105
College of Sciences.....	111
College of Veterinary Medicine.....	119
WSU Tri-Cities.....	125
WSU Spokane.....	131
WSU Vancouver.....	137

### TABLES

Ethnic Enrollment – WSU Pullman.....	143
Ethnic Enrollment – Branch Campuses.....	144
Ethnic Enrollment – Undergraduates.....	145
Ethnic Enrollment – Graduates.....	145
Degree Completion.....	145
Six Year Graduation Rates.....	147
Retention Rates.....	147
Employment.....	148



## INTRODUCTION

While many institutions of higher education struggle with defining, redefining, interpreting and responding to issues concerning diversity, at Washington State University creating an inclusive rather than an exclusive society is a basic value. As a land grant university, WSU holds firmly to the core mission of providing educational, research, and outreach opportunities for the widest possible number of people. As a result, the university is obligated to be proactive in creating an institution that has diversity as a guiding principle.

Washington State University does not attempt to have diversity simply reflect a mosaic of colors. The University realizes that in order to create a society of critical thinkers, many differing voices and viewpoints are necessary to foster the exchange of ideas conducive to learning. The intellectual curiosity necessary for sustained learning is strengthened when challenged by varying viewpoints. This can only come about when these various voices are included in the discussion.

WSU has developed a comprehensive approach in establishing strategic goals for diversity.

### **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/Program Diversification**

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

The University is taking a proactive approach in advancing diversity within the communities it serves. This is the third progress report to focus on the University's diversity efforts in relation to the goals and strategies set forth in *Commitment to a Diverse Community at Washington State University, A Plan of Action 1997-2002*.

Diversity is the richness of global humankind. *Toward an Inclusive Society: Diversity Progress at Washington State University 1997-1999*, demonstrates that learning, working, and living together in an atmosphere of respect, tolerance and acceptance enriches us all.

## DIVISION OF BUSINESS AFFAIRS

### **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.

### **Accomplishments**

#### **Goal I: Administrative Structure**

The past biennium has been one of continued progress in achieving the goals set forth in the Division's Diversity Plan. Specific progress is described below. The Division continues to strive to strengthen its commitment to, and realization of, diversity goals.

- The Vice President for Business Affairs participates as a member of the Human Relations and Resources Advisory Council.
- The Director of Capital Budget, who Chairs the Commission on the Status of Individuals with Disabilities, has worked closely with Facilities Development to update facilities to accommodate staff, faculty, students and visitors to WSU.
- All new major capital projects in Facilities Development are ADA compliant and all renovations include ADA features as well as several special projects which have been accomplished to conform to ADA standards. Examples of renovations and special projects follow.
  - In June 1999, an ADA approved access ramp was constructed at the main entrance into Central Stores. Along with the access ramp, a handicapped parking stall was designated and located next to the ramp.
  - Housing and Dining Services completed ADA room conversions to accessible suites with accessible private bathrooms in Goldsworthy Hall – Math, Science, and Engineering Hall.
  - Automatic door openers were installed to the back entrance of Gannon Goldsworthy Hall for access to the Rotunda dining center, ramp lobby door, lower level ramp door for access into the computer lab, and on first and second floor of Goldsworthy Hall for access to the ADA suites.
  - Automatic door openers were also installed to access the Housing and Residence Life office suite in Streit-Perham Hall.

- Automatic door openers were added to the McEachern Hall Laundry Room and Recreation Room, Regents Hall front door and tunnel door by the Dining Center. Additionally, the Stimson Hall East Wing door and both doors from the lobby at the East wing, in addition to the laundry room, received automatic door openers.
  - Housing and Dining Services is currently in the process of providing ADA room conversion to accessible suites with accessible private bathrooms in Regents Hall.
  - As part of the renovation of McCroskey Hall, ADA student rooms will be created and the lower level of the building will be made accessible to disabled individuals. As part of the total renovation of White Hall, which will be called Scholars Hall, an ADA suite will be created and all levels of the building will be accessible to disabled individuals.
  - Environmental Health and Safety requested an upgrade of facilities to provide for an ADA Restroom facility in 1998. This project has been funded and is expected to be complete in 2000.
- All operations in CUB Food Services are monitored for accessibility to disabled individuals.
  - Business Affairs Directors are encouraged to inform area personnel of resources and services available through the Office of Human Relations and Resources (HRR).
  - The Office of Procedures and Forms continues to provide administrative support resources that are useful and accessible to all staff, faculty, students, and visitors.
  - CUB Food Services employees participated in the Human Resource Services Leadership Development courses, which included a diversity component.
  - In May 1998, the Human Resource Services Diversity Specialist, conducted an on-site two-hour diversity training with Central Stores employees.
  - Facilities Development promoted a woman staff member to “Assistant to the Director.”

## **Goal II: Working and Learning Environments/Climates**

In its continuing effort to provide a positive work environment supportive of all employees and students, the Division of Business Affairs implemented several new procedures across campus to enhance the University environment. The Division continues to encourage an appreciation of the value of diversity. The following progress is noted below.

- A secure on-line Internet and touch-tone payment system were implemented to facilitate paying tuition, housing, telephone, childcare and student loans. Both systems improve payment efficiency by allowing payments to be made 24 hours a day, 7 days a week, from anywhere in the world.
- As a result of an effort to increase the efficiency of WSU’s internal processing of travel reimbursements, electronic travel forms were developed providing WSU departments the option to process travel reimbursements electronically. The result of this is more timely travel reimbursement to University employees. In addition to this, Financial Accounting (FAX), Balances, Accounts Receivable Managements (ARMS), Purchasing, Accounts Payable and Receiving (PAPR), Central Billing (SCBAIMS), Personnel, Payroll (HEPPS), Housing and Dining (HADARS), and Effort Certification (EC) systems were all Y2K compliant.

- Services to students were enhanced with a new direct deposit option allowing financial aid awards to be deposited directly into student bank accounts. This added feature allows students the ability to receive funds in a more timely manner. It not only increased efficiency and lowered costs to the University but also improved customer service to our students. Student lines at disbursement windows have been reduced, as a result.
- The Campus Police Department and the WHITCOM E911 Center worked with several anti-bias groups on campus and throughout Whitman and Latah counties to develop a “Bias Hotline” to assist anyone who feels they may have been the victim of a bias related crime or incident. Persons who feel they have been victimized may now call 332-BIAS and request police service or other service referrals for bias incidents 24 hours a day. This line is intended to provide a ready source of assistance for individuals who may be unsure of where to go for help.
- The Police Department instituted an annual cultural awareness training for all its’ officers. This training involves representation from various under-represented populations working with the Police Department and Police Diversity trainers to heighten cultural awareness within the Police Department.
- Employees within Business Affairs were encouraged to attend HRS training classes.
- The Center for Human Rights (CHR) was utilized as an information and resource tool.
- In 1999 all supervisors and leads in Central Stores completed the 96-hour Supervisory Training offered through the Office of HRS for Employment Development.
- The Central Stores Manager attended nineteen hours of diversity training courses.
- Procedures and Forms manager, and staff, work with Human Resource Services (HRS) to teach classes which enhance staff, faculty, and student employee understanding of University policies and administrative support resources.
- The HTML versions of the Business and Safety Policies and Procedures Manuals (BPPM and SPPM), created and maintained by Procedures and Forms, are easily accessed by screen readers for the blind.
- CUB Food Services proudly developed a relationship with Palouse Industries providing employment and training to numerous individuals with varying disabilities.
- CUB Food Services expanded international menu offerings in the CUB Court.
- Housing & Dining and Facilities Operations administrators have been active participants in the Union Management Committees of Bargaining Unit 2 & 3.
- The Director of Housing and Dining chairs the Union Management Committee for Bargaining Unit 2 and participated in a two-day workshop with management and bargaining unit representatives regarding collaborative negotiating.
- The Director of Facilities Operations chairs the Union Management Committee for Bargaining Unit 3, sits on the WSU Ad Hoc Committee on Labor Relations, participates in the WSU Labor Relations Group, and participated in a two-day workshop with management & bargaining unit representatives regarding collaborative negotiating.
- The administrative assistant of Environmental Health and Safety was appointed to the Commission on the Status of Women, Presidential Committee 1998; chair Elect 1999.



- The secretary supervisory of Environmental Health and Safety continues to serve on the Police Advisory Board.
- In 1997, EHS hired an underutilized employee for its open secretarial position and also hired a woman to the industrial hygienist position in the Hazardous Waste Unit.
- Facilities Operations instituted biweekly Brown Bag Sessions with groups of employees to improve communications and provide a mechanism for early identification and resolution of employee concerns.
- A departmental Training Committee was established in Facilities Operations to develop individual training plans consisting of 3 components: required/mandatory training; licensing/permitting requirements associated with each position; and individual employee training desires to help achieve professional goals.
- Facilities Operations initiated an aggressive strategic planning process, coupled with a detailed organizational review and study of automation requirements to support facilities maintenance and minor capital projects, designed to focus employee efforts, provide common direction and goals, as well as remove organizational and systemic roadblocks to continuous improvement in service delivery.

### **Goal III: Student Enrollment, Retention, and Degree Completion**

The Division of Business Affairs continues to work toward providing services to students in a manner that will fortify institutional efforts to enroll, retain, and graduate a diversified student body. Although progress is noted below the Division recognizes that more effort can be made in this area.

- Housing and Dining Services actively assists groups on campus that recruit students of color. Specifically, they work closely with the “Future Teachers of Color” Program to provide on-campus housing and dining for them.
- Although no students were available in the summers of 1997-99 for a Nez Perce Tribe Internship with EHS, efforts are being made to offer opportunities for summer interns in 2000.
- CUB Food Services provided assistance and coordination in the development and implementation of Ethnic Food Events sponsored by Recognized Student Organizations and ASWSU Committees (e.g. India Night, Africa Night). These highly successful programs are designed to foster an understanding and appreciation of cultural differences.
- CUB Food Services aggressively recruits and employs many diverse students for temporary student positions.
- CUB Food Services provided support in discounted pricing to University sponsored diversity programs/conferences (e.g. VIBES conference, NAWA conference).
- Student employees regularly remain with the Office of Procedures and Forms from the time of their employment until graduation and flexible scheduling is offered to them to adequately address various class and project requirements.

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

- During the process of conducting searches, or filling classified staff positions, the Division of Business Affairs continues to take a proactive stance in the identification of qualified candidates who can enhance the diversity of the University's workforce.
- The Center for Human Rights staff is involved in the recruitment process to ensure that all available avenues are explored in the identification of qualified candidates.
- Staff development requests for training and course work for personal and professional growth are allowed, when operations provide for such opportunities.
- An effort is made to comprise search committees with a diverse population to help in the employment of a diverse workforce.
- The Director of Environmental Health and Safety continues to volunteer to assist new Pacific/Asian American faculty.
- The Office of Procedures and Forms provides flexible scheduling for single parent employees to allow time to adequately address family scheduling needs.
- CUB Food Services hired an underrepresented candidate for the position of CUB Food Services General Manager.



## **EXTENDED UNIVERSITY AFFAIRS**

### **MISSION**

Extended University Affairs (EUA) provides access to Washington State University statewide through degree programs and other forms of education and constituency building, and provides communications and publishing services. A large part of our efforts to increase access involve working with constituencies important to the University, both within the University community and off-campus. This involves direction of the statewide K-20 system and the 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 land-grant mission and priorities of Washington State University and so are influential in advancing the work of diversity.

The Extended University Affairs Division today includes: 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; Cooperative Extension, including the WSU Learning Centers; and Educational Telecommunications and Technology (ETT), including KWSU Radio and WHETS. These units:

- Foster relationships for WSU with key constituent groups, other baccalaureate institutions, community colleges, Native American tribes, and business communities throughout Washington.
- Communicate information in many forms about the University's people, programs, and values to a wide array of audiences;
- 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, including place-bound working adults, and women and minorities in academic disciplines where they are typically underrepresented.

The units in Extended University Affairs have already made important contributions to diversity efforts by: leading the effort in establishing a Livability Task Force which includes members from the city, community, school district and WSU; by providing 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 VIBES 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.

## **Accomplishments**

### **Goal I: Administrative Structure**

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

- All units have assumed a leadership role in promoting, coordinating, monitoring and enhancing diversity efforts throughout their individual units. Each of our units supports the overarching goal of fostering the diversification of staff, faculty, students, and programs.
- All units have promoted diversity education opportunities and encourage staff to participate in diversity training offered by the institution.
- All units have communicated with University training personnel to identify new training opportunities. Managers are continually assessing training needs for all staff and make recommendations as determined. Staff are actively participating in planning diversity training workshops.
- All units are emphasizing diversity training opportunities as they become available. Special mention of successful completion of diversity training is being noted in the annual performance evaluations of staff. Some units have incorporated diversity training of staff as a performance criteria, and as part of individual senior management team annual reviews.

### **Individual Unit Accomplishments**

#### ***Cooperative Extension (CE)***

- CE is committed to an emphasis on diversity in its mission and vision, its work force, its programs and audiences; as well as its relationships with other people, groups and organizations. Each individual administrator, faculty/specialist, staff member and student makes the commitment to cultural diversity in all that they do to make progress towards a culturally diverse college. Extension's administrative team consists of eight men and four women, and in 1999, CE hired a new Associate Dean, an African American male.

#### ***Educational Telecommunications & Technology (ETT)***

- ETT uses its administrative structure to incorporate diversity efforts into the everyday operation of the organization. Maintaining a positive work environment in which diversity and pluralism are both welcome and represented, and in which individual differences are valued and personal dignities respected, not only enhance its workplace but also stimulates creativity in its workforce.
- On a semi-annual basis, ETT reviews its Strategic Plan Mission and Statement of Principles to ensure diversity issues are addressed in the daily operation of the organization.
- ETT incorporates diversity training of staff as a performance criteria as part of individual senior management team annual reviews.

#### ***Extended University Services (EUS)***

- EUS had 22 staff members participate in WSU's Consensus Building and Conflict Resolution three-day workshop between October, 1997, and June 1998. In spring 1999, two EUS staff members completed the 48-hour Leadership Development for Supervisors Program that includes a

session on diversity in the workplace. Four EUS staff members are currently enrolled in this program.

- The EUS Business and Finance team watched a video about discrimination, “Blue-Eyed” by J. Elliott, which made a real impact. Today, several months later, the staff continues to mention how effective the video was in changing their perceptions of differences in others. Diversity issues are discussed in the context of everyday responsibilities within the Business and Finance operation as they facilitate and monitor hiring processes. The EEO representative from EUS participates in ongoing training from the Center for Human Rights and is a resource to promote, coordinate, monitor, and enhance diversity efforts in EUS.

#### ***University Relations and News and Information Services (UR & NIS)***

- UR&NIS staff advance diversity through communication activities and public relations programming. Structures and leadership are in place to increase accomplishments in each area. Key aspects are as follows:
  1. Barbara Petura, assistant vice president for University Relations, encourages staff to take part in diversity training, actively encourages diversity communication and public relations work by central as well as college and branch campus staff, and monitors new communication materials for appropriate portrayal of WSU’s diverse community. Examples of her specific contributions are given under Goal II.
  2. Tim Marsh, assistant director of News and Information Services, is assigned the leadership responsibility for developing many of WSU’s news and communication materials to support recruitment of diverse students, recruitment and retention of diverse employees, and to communicate to the campus community about WSU’s diversity work and progress. He builds key working relationships with all of the main leaders of WSU diversity programs and develops selected diversity communication activities and materials in partnership with Human Relations and Diversity. Examples of his work from 1997-99 are given under Goal II.

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

- OUPP had eight employees participate in 56 contact hours of diversity training session during this two year period, 1997-1999.
- One OUPP staff member served on the Diversity Committee of the Staff Senate and also served on the GLBTA during 1997-1999.
- WSU Press books published during 1997-1999 include ten by women authors. This represents 50% of the new releases during this time. Three in particular, Witch of Kodakery, My Heart on the Yukon, and Not Just Trees chronicle the work of women through early and contemporary photography, and environmental studies. An important scholarly title, Pacific Latin America in Prehistory, features contributors from throughout Canada, Central and South America, and the United States.

## **Goal II: Work and Learning Environments/Climates**

The University’s goal is to provide an academic and work 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.

- All units within EUA 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.

- The Vice President for EUA and his Executive Assistant for Administration participate on the Livability Task Force. This group includes representatives from the city, community, and school district who to address issues related to maintaining a quality environment for all members of the community.
- EUA creates opportunities for staff to discuss diversity-related issues.
- EUA continues to address issues related to diversity at regular training sessions for all staff (at least annually).
- Each EUA unit has one or more EEO representatives who attend University EEO meetings and communicate policy to their respective staff and provide a direct line of communication about diversity issues.
- EUA publicizes multicultural events and activities in staff meetings, and posts announcements prominently throughout the department, i.e. Take Back the Night and Human Rights Day.
- EUA encourages employees to serve on committees and participate in multicultural events.
- EUA strongly encourages managers and supervisors to set an example by participating in multicultural programs.

## **Individual Unit Accomplishments**

### ***Beasley Performing Arts Coliseum (BPAC)***

- BPAC finds that many professors assign attendance at cultural activities held at Beasley as mandatory or extra credit activities for classes. Students in attendance are exposed to the art, culture, customs and diversity portrayed and discussed on stage. Performances held at Beasley often provide the fodder for subsequent student reports and classroom discussions. Typical events staged at BPAC celebrating our community's diversity include the annual Martin Luther King Celebration, POW WOW, Carlos Nakai, and Song and Dance Mozambique.

### ***Cooperative Extension (CE)***

- CE faculty and staff make every effort to insure that all printed material distributed by extension contains an appropriate statement of non-discrimination. All efforts are made to inform the public of extension's responsibilities under civil rights laws and work to provide educational information and employment without discrimination. Extension facilities prominently display "...And Justice for All" posters in Spanish and English in public areas. New programs and program changes are communicated to networking organizations and community media, including minority groups. Some counties have implemented special program mailings to agencies providing service to low income and minority audiences such as Women Infants and Children (WIC), Colville Confederated Tribes, Head Start and the Department of Social and Health Services. The network and graphics used in publications are representative of the diversity of the respective constituent groups. Extension continues to develop a strong networking system with Native Americans through personal contact and working with leaders to help present programs for specific needs. The major reason for success has been the development of trust between Extension and the many different cultures with which it works. Protected classes continue to be reached with extension programs through newsletters, posters, handouts and radio spots in Spanish. Counties are mailing fliers and letters to agencies and organizations directly involved with all ethnic/racial groups and increasing the protected classes reached with program opportunities. Networking through communities to reach minority groups has been successful for faculty and several counties. Increased participation continues to come from the use of newspapers, radio stations, and personal contacts to inform minorities of available programs.

- CE includes the Affirmative Action statement in all news releases, program fliers, newsletters and other media releases as required.

***Educational Telecommunications & Technology (ETT)***

- ETT provides services which 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 under-served and unserved populations and provides national leadership in the area of telecommunication technology. In addition to our public broadcasting and distance education programs, we have extended the coverage area to a global audience through videostreaming by removing the barriers of place and time to increase access to high quality educational programming. The following are actions taken to accomplish these goals:
  1. 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.
  2. 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.
  3. Use audience research data and survey results to pinpoint specific programming needs of the diverse population served by the public broadcasting stations.
  4. Actively pursue the acquisition of additional closed-captioning programming for broadcast on Northwest Public Television.
  5. Continue to work with WSU's Multicultural Center to produce television programming.
  6. Continue participation in developing WSU's distance learning initiatives, including development of additional sites and new program areas which serve minority populations. Continue to work as a lead department in the use of new technologies to enhance the presence of WSU and ETT throughout the state.

***Extended University Services (EUS)***

- Increasing the diversity of students served is the area where EUS can make the biggest impact in Extended University Affairs' overall effort to improve the diversity climate at WSU. Using knowledge gained as part of the Multicultural Recruitment Task Force, and expecting to adapt and implement several of the recruitment strategies recommended by the Noel-Levitz consulting group, Extended Degree Program (EDP) is in the process of developing a plan to reach out to multicultural students in Washington. Among the action items slated or underway with EDP are:
  - Solidifying relationships with community colleges in King and Pierce counties with significant multicultural populations. This action item is well underway. Specific examples include Seattle Central Community College (SCCC) now includes EDP information in its self-published transfer bulletin. EDP has participated in several college transfer fairs at SCCC, and EDP academic advisers now regularly stop at SCCC when making advising trips. South Seattle Community College has also received focused EDP attention. Tacoma Community College, a partner with the WSU Salishan Learning Center, will host its first ever EDP public information fair in June, 2000.
  - EDP has now modified its prospective student database so that data regarding ethnicity can be collected. As that information becomes available, again using and adapting ideas suggested by Noel-Levitz, EDP will develop outreach strategies aimed at increasing the personal attention given to prospective multicultural students.



- Membership on the Multicultural Recruitment Task Force has already increased the interaction between the EDP and the institution's multicultural recruiters. This interaction has led to one joint visit to the Colville tribal reservation, and other joint visits are certainly possible. Perhaps the most significant impact EDP's participation on this task force will have is in the ability to ensure that all the multicultural recruiters are knowledgeable about EDP. There is a general consensus that having a program that is designed to serve working adults, parents of prospective freshmen, will have a positive impact on enrollments both for traditional-aged students and the EDP.
- EDP has identified a person who will serve in a development capacity 50% of the time, beginning in fall 1999. Scholarships in general, and for multicultural students in particular, will be EDP's highest development priority.
- EDP, in collaboration with the Director of the Disabilities Resource Center, has established a protocol to ensure that students with disabilities can have their individual situation evaluated for accommodation. When this protocol was announced, seven current and one prospective student requested evaluation within a one-month period. In addition, some 60 agencies within Washington that serve the disabled received a letter discussing the EDP as a resource for clients. Follow-up to that original letter is planned.

***University Relations and News and Information Services (UR & NIS)***

- UR & NIS with its responsibilities for internal and, alumni communication, media relations, marketing through television spots, selected publications, and special public relations work including the Speakers Bureau contribute to institutional climate at WSU's four campuses. That climate in turn supports the change described in Goal II. UR & NIS continue to give high priority to news and publicity concerning diversity progress and multicultural activities on WSU campuses.
  1. During 1997-1999, Barbara Petura established WSU's media advertising campaign to support student recruitment. She made specific efforts to place ads with appropriate photographs of students in the leading ethnic minority newspapers in Washington. In addition, working with Publications colleagues, she made sure that ads in other newspapers as well as new television spots reflected diversity of gender and ethnicity.
  2. The recent appointment story on Steve Nakata's selection as director of the WSU Office of Multicultural Student Services ran on page 1 (with a photo) in the "The Rafu Shimpo," Los Angeles, California. This daily newspaper is the largest Japanese bilingual daily outside of Japan. The Asian Reporter in Portland, Oregon also ran this story.
  3. USA Today, the national daily newspaper, provided the foundation for News and Information Services stories about two people of color in the WSU community. In February 1999, a news release by Tim Marsh told of assistant to the provost Barbara Aston, a member of the Wyandotte Tribe of Oklahoma, selected to represent the Class of 1991 at the newspaper's 10th anniversary celebration of its All-USA College Academic Team. Later in the month, another news release by Tim Marsh told of two WSU students, one of them Rosannette "Rosie" Hernandez Rimando, a Filipino American, being named to the 1999 "team." Both stories were used by the news media. The South San Francisco-based Philippine News, the largest Filipino newspaper in North America, and the Asian Reporter, Portland, Oregon, both requested photos of Ms. Rimando to use with the story. A story, based on the two releases, ran in the Aug. 1999 *Hilltopics* along with individual photos of Aston and Rimando.
  4. Tim Marsh provided Native American and mainstream news media in Idaho, Montana, South Dakota and elsewhere with Tim Steury's news release and April 1999 Universe magazine story concerning the work of Orlan Svingen. A WSU public history professor, Professor Svingen seeks to obtain federal recognition status for the Lemhi Shoshone, who are also known as Sacajawea's people. Tim Marsh worked directly with Dr. Svingen on this additional story distribution.

5. Tim Marsh works with Melynda Huskey, director of WSU's Gay, Lesbian Bisexual and Allies Program, to get news concerning program activities serving members and allies of the gay, lesbian, bisexual and transgendered community to gay and lesbian and mainstream news media.
6. Periodically News and Information Services is asked to issue news releases related to WSU's diversity efforts and other times the office takes the initiative. One example of the latter is the July 28, 1999, news release by Tim Marsh concerning a multicultural roundtable for counseling professionals at eastern Washington and northern Idaho colleges held at WSU.
7. Tim Marsh worked with WSU Multicultural Student Services and the University of Idaho for a joint WSU-UI news release about the Feb. 17, 1999, appearance at WSU of civil rights leader Myrlie Evers-Williams, former chair of the Board of Directors of the NAACP and widow of slain civil rights leader Medgar Evers.
8. Tim Marsh worked with Sue Hinz on publicizing the 1999 WSU Dr. Martin Luther King Jr. celebration event, held Jan. 19, 1999. He issued a story on Jan. 20 about the four winners -- a member of the Board of Regents, a graduate student, an undergraduate student and a faculty member -- who won WSU Martin Luther King Jr. Distinguished Service Awards during the Jan. 19 event.
9. A news release by Tim Marsh in January 1999 was written concerning Marshall Mitchell, director of WSU's Disability Resource Center, attending his first meeting as member of the Governor's Committee on Disability Issues and Employment.
10. Tim Marsh and Sue Hinz took part in a fall 1998 WSU Multicultural Student Services orientation staff meeting in the Lewis Alumni Center. They discussed services offered by News and Information Services, including WSU Week, and encouraged MSS staff members to work closely with NIS during the 1998-1999 academic year.
11. The College of Education's very successful minority recruitment effort, Future Teachers of Color (FTOC), was the focus of intense media interest during the 1997-1999 school years. FTOC was featured in 10 newspaper stories, was the cover story of the Washington Education Association's magazine, and filled a full half-hour segment of the Seattle television show, "True Colors." The diversity of the students at the college, and the successes of specific students, were the focus of five articles in *Hilltopics* and other WSU publications, as well as 13 articles in various media statewide. Bill London, the college's senior communication coordinator, led this effort, working on some elements with Collin Tong, associate director for Westside communications.
12. Nancy Hilliard, College of Engineering and Architecture, developed a feature story for local and Mississippi media, a Foundation publication and *Hilltopics* on Terrence Griffin, the first African American to earn a master's in electrical engineering through WSU's Minority Graduate recruiting efforts. She also carried graduation features in *Innovation*, the college newsletter, about three successful minority and female students and developed communication materials and provided facilitation for a visit at Sunnyside High School by two of the college's Hispanic students. She also featured scholarship winner Santana Cruz in *Innovation* and invited him to make presentations at the college's alumni events.

13. In other examples from the College of Engineering and Architecture, photo shoots and publicity were conducted for the 9th and 10th years of the Bridge Program, which gives women and minorities in math/science/engineering a head start before each school year. Stories ran in *Innovation* and the local and hometown media about Raphael Reyes, engineering student from Wapato, who won the Martin Luther King Jr. award for being such an outstanding role model and leader to Hispanics. During summer 1999, the college held the first Native American summer camp for teens from nearby tribes, for which photos and stories ran in *Innovation* and the *Evergreen* and were sent to the Tribal media.
  14. In 1998, Pauline Seals, '90 electrical engineering grad, was named the WSU Alumna of Distinction by the Women's Leadership organization. Publicity was garnered in Boeing News, *Innovation*, and *Hilltopics*. The College of Engineering and Architecture communication office shepherded the nomination process.
  15. Noteworthy news and media efforts around diversity were also initiated by communication coordinators at WSU's branch campuses. Examples include: Stacy Hall's work in organizing radio talk shows on a Tri-Cities area Hispanic radio station, discussing how students can earn their bachelor's degree at WSU Tri-Cities and how the campus is reaching out to the Hispanic community; establishing new working relationships with Hispanic media in the region; and highlighting the accomplishments of diverse students through news releases and WSU periodicals.
  16. Hometown News Service (HNS) also covers the accomplishments of diverse students. Recipients of multicultural scholarships, including the Minority Scholars, received recognition through the Hometown News Service managed by Sue Hinz. In addition, Tim Marsh expanded the multicultural student feature service providing stories to multicultural media in Washington, resulting in numerous stories about successful students in Asian-American, African-American and Hispanic publications. One feature story on a Filipino-American student was used by Seattle's *Northwest Asian Weekly* and also appeared in *Philippine News* (South San Francisco, Calif.), the largest Filipino newspaper in North America.
  17. Sue Hinz and her student interns and volunteers see that all organizations and units receive copies of news release forms that are completed by scholarship recipients and students in leadership roles. The HNS also works closely with the Leadership Center to identify students of color who are honored.
  18. *Pullman Community Update* issues included five photos and six stories about the culturally diverse activities WSU offers the community and on topics such as minority recruitment activities, Black History Month and MLK events during the past two years.
- UR & NIS continue to develop and publish University periodicals, publications and web sites that give fair and balanced visibility to WSU's diverse community. They include:
    1. Annual Report from the President  
Barbara Petura, who conceives and edits the President's annual report, makes sure that the diversity of our University is shown in this influential publication.

The 1997 report, A Very Special Quality, includes stories on women: Lori Irving, WSU Vancouver psychology professor; Jane Lawrence, Honors College director; Grace Ogoshi-Maher, EDP student; and Linda Randall, biochemistry professor named to the National Academy of Sciences. Ethnic diversity is seen in the Ogoshi-Maher story and in the photographs of faculty and students.

The 1998 Report, The Long Crimson Line, features stories of alumni including several who are ethnic minorities: poet and novelist Sherman Alexie, who is Native American; educator Irene Gonzales, who is Hispanic; and career development coordinator Mary Papp, who is Native American. Forty percent of alumni featured are women. One of the cover photos includes an African-American woman and an Asian-American woman in a small group of students.

2. *Hilltopics*

Diversity has been a high priority for Pat Caraher, editor of *Hilltopics*, for more than a decade. He publishes feature stories and news of faculty, staff, students and alumni of color in WSU's Alumni/University Relations quarterly publication. Direct coverage of ethnic diversity issues includes the story on the 1998 "Dialog on Race" (June 1998, page 3). He also proactively seeks interesting stories on women and international students. International students and students and faculty of color were featured prominently in the June 1999 centerspread on Graduate Education. Care was taken to include individuals from several ethnic minority groups, and both men and women.

WSU Alumnus and Native American Author/Screenwriter Sherman Alexie was featured on the cover of the Nov. 1998 issue of *Hilltopics*, along with his mentor, author and WSU English Professor Alex Kuo. A story inside told of their new work. Alumnus Paul Nozaki, a career Air Force officer, was featured in August 1999, along with another story on award-winning architecture graduate Ligang Qiu.

A full page story in the Teaching and Research Section of the August 1999 issue was devoted to "Sacajawea's People: A Tribe in Search of Its Identity."

Women are prominently featured throughout *Hilltopics*, and are well represented in the teaching and research (T & R) section. Recent T & R stories featuring women include: sociologist Kathryn Sowards' work in the area of infant deaths (June 1999); Margaret Mortz's work on hearing disorders (March 1999); and Sylvia Adams Oliver, assistant director of WSU's Health Research and Education Center in Spokane (March 1999).

Caraher has made a conscious effort to feature women on the cover or page 1 of *Hilltopics*. Such feature stories included: Honors student Jamie Kern, representing WSU's 150,000 career graduates (June 1999); Tonya Van Horn, WSU senior in a story on Capstone Courses (March 1999); Regent and alumnus Phyllis Campbell (June 1998), and Joan Burbick, the Edward R. Meyer Distinguished Professor of English (August 1997).

Other women featured include Bernadett Buchanan, student member of the WSU Board of Regents (August 1999); Margaret Bruya, professor of nursing at the Intercollegiate Center for Nursing Education; and Melissa Ahern, a member of the health care community in Spokane, all in the August 1999 issue.

Alumni of color sit on the *Hilltopics* Advisory Board, already well balanced with women and men. The board meets twice a year to discuss content and direction of *Hilltopics*. Ethnic minorities currently serving on the board are Jerry Bush and Ed Jackson, both members of WSU Alumni Association Board of Directors; and colleague Steve Nakata, who also directs WSU's Office of Multicultural Services.

Photos of minorities and women are also included in the alumni classnotes section and in coverage of WSU sports.

3. *Universe Magazine*

The University's magazine of research, scholarship and the arts covers the rich diversity of the WSU community. For example, the Fall 1997 *Universe* featured work by five women researchers and one woman artist as well as a cover by a woman artist, and articles by a black reviewer and four women authors.

The Spring 1998 *Universe* featured: work by two women researchers and scholars, an essay by a woman scholar, an essay by an Asian American, work by a woman graduate student, photographs by and an article on an Asian American photographer, and a review of "Frontiers: A Journal of Women's Studies."

The Fall 1998 featured: a cover by a woman photographer; articles about five women faculty members; a photograph by an Asian American photographer and faculty member; articles on four female graduate students; photos, drawings, and an essay by a female faculty member; an article on the Mexican American community in Yakima; and three female authors.

The Spring 1999 *Universe* featured five female authors, an article about Native Americans, several female faculty members and graduate students.

4. Dr. Universe

Ask Dr. Universe is the award-winning public service that helps people of all ages learn more about their world with the help of WSU faculty. Dr. Universe is a female. Dr. Universe is also a cat, which is a significant academic minority. (She is a cartoon cat.)

Columns over the last two years featured fifteen female faculty researchers.

5. Internal Communication/WSU Week

Each year, *WSU Week* has written and produced a special section during Women's History Month that celebrates talented women of all colors.

*WSU Week* Editor Sue Hinz is committed to reporting the University's efforts in diversity. In addition to 40 news articles--15 with photos--about individuals of color during 1997-98 and 1998-99, some 12 staff/faculty features and recognition pieces were highlighted in the weekly faculty/staff publication. More than 20 articles discussed racism, discrimination, racial justice or diversity. International students, faculty and staff as well as international cultural programming were well represented in 30 articles--15 with photos--plus an eight-page special section on WSU International Program efforts world-wide.

6. WSU Main Web Site

WSU Webmaster Carol Hill carefully selects photographs for the main web page ([www.wsu.edu](http://www.wsu.edu)) and key subpages that reflect the diverse ages and ethnicities of our students and a good balance of women and men.

7. Couchnet Internet Services for Alumni

Through "CougNet," the online community for alumni and friends, WSU is working hard to maintain a balanced online presence reflecting the diversity of the WSU community. Diversity is carefully considered in the selection of the news stories, photographs, and other content items appearing in CougNet and its related Web sites.

8. WSU Foundation

The WSU Foundation Annual Report chronicles the impact of philanthropy on the entire University, with special attention to underrepresented groups for whom gifts often make the greatest difference. The Catalyst Web site also seeks to represent funds and programs that deal with a wide cross section of students and faculty and represent the diverse nature of the campus community

### ***The Office of University Publications and Printing/WSU Press***

- University Publication and Printing will designate specific times each year to discuss practical application of training models at staff meetings.

## **Goal III: Student Enrollment, Retention, and Degree Completion**

### **Individual Unit Accomplishments**

#### ***Beasley Performing Arts Coliseum (BPAC)***

- BPAC employs scores of part-time student labor in technical, custodial, and ushering positions. These positions are advertised in many locations including newspapers, postings on the job board at French Administration and on BPAC's outdoor marquee. Work is available for any student who applies in one or more positions as BPAC often has many positions remaining unfilled. This part-time employment assists students in meeting their financial needs while attending WSU, which aids in student retention.
- BPAC the site for cultural and popular music concerts, contributes to enrollment and retention by offering entertainment options for students that are found in larger communities, reducing students' concerns that they will be isolated when attending WSU.

#### ***Cooperative Extension (CE)***

- Cooperative Extension, through the management and development of the WSU Learning Center concept, has provided assistance toward reaching diversity goals in the areas of enrollment, recruitment and degree completion. One major function of the Learning Centers is to tap the educational resources of WSU and bring them to communities statewide. The Learning Centers have been strategically dispersed in different areas throughout the state. The diverse locations range from small rural towns undergoing economic change to a largely immigrant, urban neighborhood where eleven different languages are spoken. The Learning Centers provide citizens of Washington State with access to the educational and cultural resources and expertise of the WSU system regardless of whether the individual's participation may be limited by being place- and time-bound.
- It is evident that the Learning Centers have increased enrollment, provided new avenues for recruitment and assisted with a higher ratio of degree completion. The Learning Centers combine the "high-tech" delivery methods of distance education with the "high touch" approach of on-site staff. These technologically equipped centers help to provide access to more people throughout the state and the staff provides a full complement of resources and student services to mentor individuals through the recruitment, enrollment and degree completion stages. In the second year of existence, the Learning Centers assisted roughly 440 WSU students to enroll in courses or receive other student services. Together, these students enrolled in about 870 courses that year. These geographically dispersed centers help WSU to serve a much more diverse population.

#### ***Educational Telecommunications & Technology (ETT)***

- ETT is committed to providing a realistic learning environment, including work opportunities, for WSU broadcasting students and other students with interests in telecommunications. When possible it offers internships to women, minority and disabled students who seek experience in the field of broadcasting. ETT makes necessary changes to facilities and equipment in order to accommodate the needs of both teaching faculty and students, as well as to comply with the federal Americans with Disabilities Act provisions. Through the use of new technologies access to academic programs is provided to more diverse groups within the state.

### ***Extended University Services (EUS)***

- Extended Degree Programs (EDP) were initiated specifically to reach out and provide access to higher education for under-served, disenfranchised, and under-represented groups in the state. That founding philosophy carries forward today, eight years since the first extended courses were delivered. The EDP recruitment plan has always included a strong multi-cultural component, as has been demonstrated by our results. As stated in the unit diversity plan, EUS identified five primary objectives under Goal III:
  1. Through enhanced relationships with community colleges in King and Pierce counties, focus on multicultural student recruitment.
  2. Track progress of multicultural students from inquiry to graduation.
  3. Coordinate EDP recruiting efforts with Multicultural Student Services.
  4. Develop EDP scholarships for multicultural students.
  5. Collaborate with Disability Resource Center to improve services to distance students who have disabilities.

As noted above, WSU's EDP were initiated specifically to reach out and provide access to higher education for under-served, disenfranchised, and under-represented groups in the state. The EDP recruitment plan has always included a strong multi-cultural component and the results demonstrate that EDP normally serves a slightly higher percentage of multicultural students than do any of the four campuses.

EDP continues to work closely with urban community colleges to recruit students of color. We also recruit significantly at community colleges in Spokane, Walla Walla, Yakima and Wenatchee. On average, EDP staffs visit community colleges to recruit twice each year. Recently an EDP staff member was assigned to work out of WSU West in Seattle for the specific purpose of improving our outreach to area community colleges. In addition, EDP staff have worked closely with colleagues in WSU Learning Centers around the state to enhance and increase contacts with Hispanic, African and Native American communities.

Tracking the progress of any prospective student through the EDP process remains one of our goals for the coming year. Currently Information Technology is working on a computer program that should allow us to improve our tracking.

EDP staff members work with various WSU offices to recruit and retain under-served and under-represented groups, including Multicultural Student Services, the Assistant to the Provost for Native American Affairs, and the Disability Resource Center.

Since the passage of I-200, the development of scholarships for a specific minority group appears to be problematic. Emphasis will be placed on increasing recruitment in multicultural communities.

Conferences and Institutes programs are non-credit. However, many of our international conferences provide opportunities to recruit students and faculty of color by hosting them on the Pullman campus.

### ***University Relations and News and Information Services (UR & NIS)***

- UR & NIS develop and place student recruitment advertising that shows the diversity of WSU students and communicates WSU's strengths to prospective students of diverse backgrounds.

- Working with OUPP colleagues, UR & NIS led the development of WSU's print and advertising for high school and community college publications. Diverse students were selected to appear in them. Assisted by Tim Marsh and Steve Nakata, ads were developed and placed in Washington's largest circulation ethnic newspapers.
- NIS seeks students of color for internships and other student positions. Each semester Sue Hinz has worked with a student of color as a part of the NIS internship program. Currently, one student of color has received a half-tuition scholarship to work on the Hometown News Service.

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

- Publications coordinators and designers are apprised of the University's recruiting focus each year. During the review period, the staff has played a significant role in evaluating the text and images provided by University clients and makes recommendations for improvement that will most accurately reflect the University's multicultural student/faculty population.
- During the review period, the OUPP worked with the Admissions Office to identify and individually interview a diverse group of students for the core recruitment publications. Through this process, the students' views and perspectives helped shape the messages for these publications.

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

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

All job announcements posted from any unit within EUA includes mention of the fact that WSU is an equal opportunity educator and employer, and urges members of protected groups to apply. All units work closely with Human Resource Services to ensure that those reporting membership in protected groups are given the appropriate consideration during the evaluation of applications.

**Individual Unit Accomplishments**

***Beasley Performing Arts Coliseum (BPAC)***

- BPAC, through its varied and multi-cultural programming, contributes to the improvement of the quality of life of the WSU community as well as that of the City of Pullman and Palouse region. This quality of life helps attract and retain faculty at WSU as they find a vibrant, active and wide-ranging slate of entertainment options usually found in larger urban areas.

***Cooperative Extension (CE)***

- CE continues to work closely with the University in recruitment and hiring procedures. Searches are carried out in accordance with college procedures to ensure equal opportunity and each search committee receives an affirmative action briefing. All faculty searches are advertised at least regionally and notices distributed by electronic technology to reach a broad audience. The college has two minority recruiters who are developing relationships with traditionally minority colleges to recruit students. We have not yet been able to start campus visits to recruit faculty but that may happen in the future. The University has set up a system to resolve complaints, and we have used the mediation office to help with two situations. A lawsuit filed by two former faculty, claiming gender and age discrimination, was dismissed. During the year we concluded a search for an Associate Dean to head Extension. The pool attracted several minority candidates and we successfully offered the position to an African American man.



- CE had fifty-seven (57) new hires join the faculty and staff during this program year. Of the 20 placed in faculty positions, 7 are female, 3 are Hispanic. Of the 20 placed in Administrative/Professional positions, 11 are female, 1 is African American. Of the 17 staff positions, 15 are female, 2 are Asian. Twelve (12) faculty were affected by promotion and tenure decisions. Five females were awarded tenure and advanced to associate (E-3) rank. Of the 3 who were advanced to Professor (E-4) rank, 2 are female. Extension had 13 internal promotions. Of the 13 who were promoted, 6 are female.
- One example of the diversity among the county personnel includes Jefferson County, which has 40% minority employment in a county with 11% minority residents - a significant accomplishment in a remote rural county. In August 1998, WSU Jefferson County staff included 2 Latino employees, 1 African American, 1 Native American, 2 men and 5 women. Four Welfare-to-Work interns have been provided training and work experiences as office assistants working with the program.

#### ***Educational Telecommunications & Technology (ETT)***

- 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:
  1. ETT will continue to meet Federal Communication Commission and University goals for workforce diversity.
  2. 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.
  3. ETT will continue to use distance education technology as a tool to educate WSU staff and faculty throughout the state.
  4. The senior management team will review, on a semi-annual basis, the ETT policy for retention, development and recruitment of staff.
  5. ETT will strive to hire and train a temporary student employee workforce that is diverse and is reflective of the University's student population.
  6. As part of the recruitment process, ETT will increase the distribution of vacancy announcements to non-traditional advertising sources and analyze effectiveness of recruitment efforts.

#### ***Extended University Services (EUS)***

- EUS is committed to complying with the University's Affirmative Action goals regarding staff and faculty recruitment, employment and retention. As stated in the unit diversity plan, EUS identified two primary objectives under Goal IV.
  1. Employ highly qualified and motivated staff that reflect the gender and ethnic diversity for the qualified pool from which they came.
  2. Promote WSU's diversity policy with prospective faculty, speakers and C&I providers.

- While recruiting new employees, EUS rigorously evaluates classified staff applications and administrative/professional and faculty screening grids and search materials to assure that EEO goals are fulfilled. Discussions are held with those involved in the hiring process so that each one is familiar with diversity expectations and issues. Full consideration is given to each employee, including those of under-utilized groups.
- Retention of employees in under-utilized groups is also a high priority in EUS. Problems have been identified and medical accommodations have been made for employees of different ethnic backgrounds. Also, retention has been accomplished by changing the position funding from temporary to permanent for an employee in an under-represented group.
- Two men have recently been employed as part of EDP; the decision to hire one of the two was partially based on EDP's belief that we should add gender diversity to the staff. Before hiring the two, there were only three men of 34 staff members.

***University Relations and News and Information Services (UR & NIS)***

- UR & NIS have an appropriate 50/50 balance of men and women, both in the general staffing and in leadership roles at the assistant vice president, director, associate director and assistant director levels. NIS also has a hearing-impaired staff member. The influential new position, associate director for Westside communication, was filled during 1997-99 with an Asian American male.

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

- During the review period, the Office of University Publications and Printing/ WSU Press hired nine new employees. Five are women. Of the four men hired, three are over forty, and one is disabled.
- The Office of Publications and Printing/WSU Press continues to encourage a friendly multicultural work environment by posting notices and encouraging staff to attend multicultural events, and providing opportunities for staff to interact in at least two office-wide social events annually.

**Goal V: Curriculum Diversification**

**Individual Unit Accomplishments**

***Extended University Services (EUS)***

EUS works with departments to identify courses for EDP development that contribute to one of the University's distance degrees as well as meet an intercultural course requirement. C&I will develop and deliver programs that are inclusive of multiple perspectives and take into consideration divergent needs and values of a wide variety of groups.

As stated in the unit diversity plan, EUS identified two primary objectives under Goal V.

1. Develop EDP courses, which include a multicultural/intercultural focus.
2. Develop Conferences and Institutes (C&I) programs which reflect the desire to serve diverse groups and audiences.

Six courses are available which carry either [K] or [G] designations. EDP staff have recently met with WSU faculty involved in the new General Education requirement for addressing American Diversity and will be working with the department to develop new EDP courses to address this requirement. One is already under development and another has been identified. Staff will also encourage faculty designated to develop such a course to model the philosophy expressed in the William and Flora Hewlett Foundation Grant, *Pluralism and Unity*.

C&I develops and manages Internet delivered non-credit certificate programs that reach out to under-served people and communities, and to culturally diverse audiences around the world. One such program is Volunteer Management that has enrollees from Berlin to Guam and includes a diverse ethnic mix. And as has been noted, C&I is very involved in the development and delivery of conferences including VIBES, Faculty/Staff of Color, as well as conferences on women's issues such as Title IX, and gender history such as the Women in the West conference.

## GRADUATE SCHOOL

A dedication to diversity is embedded in the ethos and operations of the Graduate School. From the recruitment and development of staff to the recruitment, retention, and graduation of graduate students, commitments to diversity have a long history in the Graduate School. This report documents the progress made during the period, July 1, 1997 to June 30, 1999.

### **Accomplishments**

#### **Goal I: Administrative Structure**

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

**Objective :** Make the diversity plan an integral part of the Graduate School leadership efforts.

#### **Action Items:**

- Diversity is a component of all relevant communications by the Graduate School leadership.
- The Graduate School is committed to reviews once yearly of the contributions of the Graduate School leadership to the Administrative Structure Goal.

#### **Goal II: Work and Learning Environments/Climate**

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

**Objective:** Make the diversity plan an integral part of Graduate School planning and operations.

#### **Action Items:**

- Diversity is a component of all relevant Graduate School planning and policy documents.
- The Goals, Objectives, and Strategies of the Graduate School Diversity Plan were used in the development of the Graduate School Strategic Plan for 1997-2002.
- Graduate School staff monitors improvements in academic and residential climate among Graduate School staff and graduate students.

#### **Goal III: Student enrollment, Retention, and Degree Completion**

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

- Partnerships are being developed and maintained with outside agencies (e.g., the Western Interstate Commission on Higher Education [WICHE], the National Hispanic Institute, National Physical Science Consortium, and others) to enhance the Graduate School's efforts to recruit and support underrepresented graduate students.
- The Graduate School applied for a competitive McNair Postbaccalaureate Achievement Program grant from the U.S. Department of Education to assist preparation of low-income, first generation and underrepresented students for graduate study. The grant was funded beginning fall, 1999.
- Efforts are continuing to reinforce and develop student feeder programs (e.g., Florida A&M University, Xavier University of Louisiana, and Southern University) to assist recruitment of underrepresented graduate students.
- The Graduate School continues to allocate assistantships for the recruitment and retention of underrepresented students to departments and units who have identified qualified 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.

**Objective:** Improve diversity and the retention of underrepresented persons among Graduate School staff.

##### **Action Items:**

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

#### **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

**Objective:** The Graduate School seeks to aid the University in its efforts to diversify the curriculum and prepare scholars for future employment in diversified settings.

##### **Action Items:**

- Diversity issues have been incorporated into teaching assistant training efforts (e.g., UNIV 590)
- Initiatives have been developed to assist incorporation of diversity issues into the curricula of graduate students throughout the University. For example, a new all-university graduate course, Ethics in Research (UNIV 592) engaged speakers who addressed diversity issues in higher education. A second course is being developed that will focus on the changing nature of higher education and will include discussion of diversity issues in the future. These are an integral part of the Preparing the Future Professoriate program.

- The Graduate School assumed responsibility and coordinates the university-wide Summer Doctoral Fellows Program for doctoral students of diverse backgrounds.

In summary, the dedication to diversity in the Graduate School has helped launch its diversity goals and plan for 1997-2002. Graduate School leadership will continue to work diligently to meet the goals and objectives of this plan.



## **HUMAN RELATIONS AND DIVERSITY (Formerly Human Relations and Resources)**

### **Mission**

The mission of Human Relations and Diversity (HRD) 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. Human Relations and Diversity is responsible 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.

### **Accomplishments**

#### **Goal I: Administrative Structure**

- Several strategic moves have been made to enhance and support President Smith's commitment to university diversification. The Vice-Provost for Human Relations and Resources became the Associate Vice President for Administration and Assistant to the President for Human Relations and Diversity. The area of Human Relations and Resources was changed to Human Relations and Diversity with the reporting line moved from the Provost to the Office of the President under the Vice President for Administration.
- The second five-year diversity plan, *Commitment to a Diverse Community at Washington State University, A Plan of Action 1997-2002*, has been prepared and published.
- The second two-year progress report, *Striving for Excellence, Diversity Progress at Washington State University, 1995-1997*, was prepared and published.
- The resource guide, *Programs Supporting Campus Diversity, 1999*, was updated and published. This publication provides information on various diversity-related programs, committees, organizations, and other resources throughout all Washington State University (WSU) campuses that are available to faculty, staff, and students. WSU's commitment to diversity is evidenced by the updated guide. The first catalog, published in 1996, proved to be very useful in exposing the efforts made by the campus community in providing avenues for educating, enhancing, enlightening, and expressing diversity. It has now grown in size to incorporate many newly formed programs, committees, and groups.
- A comprehensive Human Relations and Diversity brochure was developed and distributed to highlight the responsibilities of the units comprising the area of Human Relations and Diversity.



- Human Relations and Diversity's administrative office contributed to a display on "Celebrating Diversity in Higher Education" at the opening reception of the National Conference on Trusteeship held for the Association of Governing Boards, which took place in Seattle. The colorful photographic story poster entitled "We Celebrate Diversity at WSU" was shown at the conference attended by President Smith and six WSU Board of Regents members. To enhance recruitment efforts, Human Relations and Diversity also gave copies of the poster to WSU administrative offices, each of the colleges, and all of the student service offices. Many individual requests for the poster have also been received.
- Discussions and informational meetings on diversity related issues continue to be held with the Human Relations and Diversity Advisory Council.
- Dialogue meetings continue to be held with college deans/area directors and their administrative staffs. The meetings have been established to provide an opportunity for discussing ways in which Human Relations and Diversity can most effectively support the implementation of each college/area's diversity plan and the continuation/expansion of diversity efforts.
- Human Relations and Diversity's administrative office requested and received annual reports from all units in the area, thereby monitoring the diversity progress of each unit.
- Human Relations and Diversity continues to monitor and update its WEB site ([www.wsu.edu/~hrd](http://www.wsu.edu/~hrd)). All current information about the area, including the texts of our most recent publications, has been made available. The site was linked to the combined Diversity WEB site of the Association of American Colleges and Universities (AAC&U) and University of Maryland (College Park). This diversity site links colleges and universities that are working to engage the diversity of the United States' society in educational mission, campus climate, curriculum focus and connections with the society at large.
- Several high profile individuals were invited to WSU in order to bring attention to a broad spectrum of diversity issues. These visitors included: Greg Louganis, the 1984 and 1988 Olympic Gold Medallist in diving; Myrlie Evers-Williams, the widow of the slain civil rights leader Medgar Evers; Arthur Dong, a well known film-maker; and Patricia Russell-McCloud, the former Chief of Complaints branch for the Federal Communication Commission's Broadcast Bureau, Washington D. C. Each visitor shared unique perspectives and opened doors for further dialogue around diversity issues, heightening awareness concerning social problems such as racism, sexism, and homophobia. By bringing in these widely-known and well-respected individuals WSU received positive attention as a strong advocate of diversity on local, regional and national fronts.
- In conjunction with News and Information, a communication plan was developed to coordinate efforts in the process of informing the university community and the public about WSU's commitment to diversity.
- Employees from Human Relations and Diversity continue to serve on committees at local, state, and national levels, addressing issues of diversity and multiculturalism.
- A development coordinator position was established in the Human Relations and Diversity administrative office. This position was created to strengthen and enhance diversity initiatives through the pursuit of external funding. In conjunction with the WSU Foundation, the coordinator promotes the various HRD departments, identifies donor prospects, seeks philanthropic support in the form of major gifts and annual giving campaigns. The coordinator investigates grant opportunities and assists the area directors with proposals. The establishment of long-term financial commitments will allow HRD to further promote the benefits of an inclusive society.

- The Talmadge Anderson Heritage House was created to facilitate the cultural and educational enrichment of students, faculty, and staff at Washington State University. Encompassing a library, art gallery, exhibits and films, the Heritage House was designed to provide its patrons with an environment for research and learning. The Heritage House is a premier model, demonstrating the effect that collaboration between academic and administrative areas in support of the mission of the university to support and embrace campus diversity initiatives can have..
- A brochure was developed showcasing the Talmadge Anderson Heritage House to increase the awareness of black culture throughout Washington State University and to promote the opportunity for external funding support of the program.
- A permanent half-time support staff member was integrated into the Gay, Lesbian, Bisexual, and Allies (GLBA) Program.
- Human Relations and Educational Services (HRES) were established in 1997 as an administrative unit that integrated the principles and goals of the Conflict Resolution and Diversity Education Programs.
- The Human Relations and Educational Services' mission statement and program description were selected to appear in a book published by Jossey-Bass, Inc. on designing and managing campus mediation programs.
- The Women's Resource Center (WRC) secured supplemental funding from several outside sources in support of programs and services which include: the WRC Resource Library, Women's Transit program, Mom's Weekend, Women's Recognition Luncheon, and Women's History Month.
- The Center for Human Rights (CHR) developed an investigation manual with pertinent case law and equal employment opportunity policies designed to ensure consistent handling for all complaint investigations. This manual also contains more structured timelines, procedures, and record-keeping methods for the complaint process.
- The Center for Human Rights continues to build a reference library of books, subscriptions, videos, and other materials dealing with employment law, complaint investigations, and equal employment opportunity and affirmative action issues. The library material is available to the Washington State University community.
- The Center for Human Rights revised part of the recruitment manual and implemented technical training sessions for search procedures, entitled, "Technical Aspects of the Search Process."
- The Center for Human Rights improved the monthly tracking system for classified staff hires, personal action form processing, waivers and searches, and current vacancies for faculty and administrative professional personnel.
- An Administrative/Professional (A/P) Personnel Unit was established in Human Resource Services (HRS). This unit was developed to facilitate changing from a titling/title code system with no descriptive information to one with a comprehensive classification and compensation plan. This new system will contain benchmark classifications and an associated broad-banded salary range. It will also provide for the review of new and existing positions in a consistent, justifiable, and systematic manner that will help to alleviate any inequities present within the old system.
- Human Resource Services has begun a review of Human Resource business processes in preparation for outside consultation and the development of a new Human Resource Information System.
- Human Resource Services continues to review departmental leave reporting. A leave listserv was initiated and leave report training sessions were established.

- Human Resource Services Employee Development completed an informal survey of branch campus training needs. A training needs assessment was also conducted on the Pullman campus.
- Human Resource Services Employee Development staff continue to facilitate departmental training offerings upon request and serve as guest speakers for student classes, organizations, and clubs.

## **Goal II: Work and Learning Environments/Climates**

- Exit interview questionnaires have been developed and are being distributed to provide employees who leave the university an avenue to address their reasons for leaving. These questionnaires provide feedback on positive aspects of WSU and also serve as a valuable mechanism for uncovering, evaluating, and rectifying university-wide problems and concerns.
- Faculty/staff associations for four ethnic minority communities have been developed to provide support, serve as centers for information, and promote cooperation between student, faculty, staff, and administrators, as well as, enhance awareness of the various cultures on campus.
- Four alumni alliance groups have been established:
  - African American** -- Established to unite the African American alumni of WSU and to address the needs of the university's African American Alumni, students, parents, and faculty
  - Chicano/Latino** -- Established to provide Chicano/Latino alumni an opportunity for social, educational, and professional development that will assist in keeping them abreast of current trends in their chosen profession. Support and assist Chicano/Latino students currently enrolled at WSU. Actively support recruitment efforts aimed to promote WSU and higher education
  - Asian American/Pacific Islander** - Established to provide support to current and future Asian American/Pacific Islander alumni, staff, and faculty. Address the needs and concerns of the Asian American/Pacific Islander staff and faculty and students. Educate the WSU and Pullman communities about Asian American Pacific Islander issues
  - Native American (Ku-Au-Mah)** - Established to provide Native American alumni an opportunity for educational, professional, and social development. Serve as a resource to WSU. Advocate for, and assist with, partnerships between WSU and regional Native American tribes and organizations.
- Two major conferences were held by the Center for Human Rights in an effort to better educate individuals on both human rights and equal opportunity issues. More than 150 WSU administrators, deans, managers, supervisors, directors, and personnel from other state agencies attended both the *Legal Issues in Human Resources Management* (1997) and the *Equal Opportunity Issues in Higher Education, Beyond the Basics* (1998) conferences.
- The Center for Human Rights coordinated and sponsored the University of Vermont training teleconference on "How to Address Claims of Sexual Harassment: What the Law Demands". The training session was attended by more than 50 faculty, staff, and administrators.
- Training sessions on equal employment opportunity and affirmative action, complaint investigation, and technical aspects of the search process were presented by the Center of Human Rights.
- The Center for Human Rights (CHR) has developed a comprehensive complaint investigation handbook establishing clearer timelines, procedures, and record keeping methods. Also, CHR has increased the number of training and educational workshops that focus on search processes and procedures, recruiting faculty and professional employees, and affirmative action hiring goals.
- Multicultural Student Services (MSS) took an integral part in the planning process of several successful programs including the annual Dr. Martin Luther King, Jr. Observance, and Native American Celebration (POW WOW) on the Pullman campus.

- A more focused and unified approach to improving the climate at WSU has been developed by combining the Conflict Resolution and Diversity Education Programs. The name of the new unit, Human Relations and Education Services, reflects its new and expanded responsibilities. Services have also been broadened to provide support to WSU personnel at locations other than the Pullman campus.
- In collaboration with Counseling Services and Human Resource Services, Human Relations and Educational Services developed a proposal for an Employee Assistance Program. The proposal, designed to serve all WSU employees, has been funded for a two-year period (FY99-2001) and is currently in operation. Services will include prevention, education, counseling, referral, follow-up, and consultation. These services will be confidential and aimed at improving job performance through the improved health and well being of employees and their families. Assistance will be provided on a variety of personal concerns as well as organizational needs such as work related problems, alcohol and drug abuse, legal assistance, and other stress related problems that may adversely affect job performance.
- Human Resource Services (HRS) Administrative and Professional (A/P) Unit provided input for the *Administrative/ Professional Handbook* which summarizes WSU policies and procedures for A/P personnel. The unit also facilitated in the distribution of the handbook.
- The HRS A/P Unit conducted informational sessions with various groups of A/P employees and management to explain the new A/P Classification/Compensation system.
- The HRS A/P Unit continues to participate on the A/P Council in an effort to facilitate communication with employees and management about A/P issues.

### **Goal III: Student Enrollment, Retention and Degree Completion**

- Several units in the Human Relations and Diversity area have been recipients of new endowment scholarships from individuals who have recognized the importance of diversity efforts at Washington State University and have provided support for these efforts. These endowments include:
  - Janet L. Nancarrow Endowed Scholarship
  - Leigh and Marilyn Stowell Student Access Fund
  - Seattle Times/Blethen Family Student Access Fund
  - Creighton Endowment for Native American Students
  - ELSA Fund
- Staff visibility has been increased in the multicultural student center by assigning a post-secondary student to each of the four centers in efforts to retain and graduate students of color. Funding was obtained by reorganizing Multicultural Student Services to maximize fiscal, physical, and human resources.
- Multicultural Student Services awarded many one-time scholarships to incoming freshman and transfer students.
- The Multicultural Student Mentor Program plays a crucial role in institutional efforts to communicate that Washington State University is the right choice for potential students. This model program has systematically assisted incoming freshmen and transfer students in their transition to the university culture in an effort to increase their likelihood of staying in college.
- Multicultural Student Services Academic Tutorial Program, staffed by volunteer professors from various colleges and disciplines, provided tutoring to students who required assistance.

- Outreach programs targeted at student services continue to be established. College Knowledge for the Mind (CKM) was one of the first recruitment tools developed by WSU and is still a stellar early outreach program. CKM began with the intent to promote higher education and WSU in ethnic communities. This was accomplished by informing middle and high school students about the importance of achieving high grades and the many benefits of a college education. Today, outstanding CKM programs exist in communities such as Seattle, Tacoma, Spokane, Lapwai, and Plummer. This unique program has combined expert advice from university/community leaders along with a "personal touch" best provided by current college students.
- Outreach programs have gained the support of the outside business communities. An example is the partnership established with Horizon Air. This partnership has enabled WSU to purchase discounted seats on flights to Pullman from Seattle for the purpose of bringing ethnic minorities to campus. Approximately 60 high school and community college students are invited every year to participate in the WSU Cougar Monday program. This program has allowed potential students to learn, through direct contact, about the opportunities available at Washington State University.
- In conjunction with WSU/Career Services and the University of Idaho, MSS assisted with the coordination of the Annual Summer Jobs and Internship Fair. Over 1000 letters were mailed to companies inviting them to attend the fair. Special efforts were made to reach out to multicultural students and encourage their participation in the fair. The overall student attendance increased from 1210 students to 2527. Multicultural student participation increased from 162 to 610 students.
- The Disability Resource Center (DRC) provided testing accommodations for students with disabilities. These accommodations included student use of computers, proctored exams, and exam readers and writers. Other areas of assistance included:
  - **Textbooks on tape** -- A total of 236 students requested books on tape. Sixteen articles and 684 books were in the DRC library, 212 books were recorded on tape by volunteers, and 304 were obtained from Recordings for the Blind and Dyslexic (RFB&D).
  - **Academic Support** -- A Learning Specialist was available to assist students with academic advising, initiating accommodations, learning strategies, and counseling and referral.
  - **Sign Language Interpreters** -- Interpreters, including staff members and freelance individuals, provided 5287 hours of interpreting to eight students.
  - **Accessible Transportation** -- Vans and van drivers were available to assist students with disabilities in getting to classrooms. Rides were provided for 915 students over a one-year time period.
- Human Relations and Educational Services provided consultation, referral, and facilitation services to the students of Washington State University.

#### **GOAL IV: Faculty/Staff Recruitment, Employment, and Retention**

- Human Relations and Diversity, with assistance from the President's Commission on the Status of Minorities, created the Academic Enrichment Career Development Awards in Support of Diversity. These annual awards were developed to provide financial support to junior faculty members identified as having the potential to add to the diversity of the university. The grants will assist these individuals in developing academic programs and increasing productivity. This will enhance their opportunities for achieving tenure and promotion. To date, eight faculty members have received an award of up to \$4,000 each.
- Human Relations and Educational Services provided a broad range of conflict resolution services including assessment, consultation, facilitation, and organizational intervention to 102 staff, faculty, administrators, and extended university personnel during a one-year time frame.

- After an extensive national search, a qualified individual of Asian American Pacific Islander descent accepted the Multicultural Student Services Director position.
- Multicultural Student Services actively recruited people of color for five positions: African American Recruitment Coordinator, Asian American Recruitment Coordinator, Native American Recruitment Coordinator, Assistant Director for Community Relations, and Counselor for the Chicano/Latino Student Center. To date, people of color have been hired to fill four of the five positions. It is anticipated that the fifth position will be filled by March 2000.
- The Center for Human Rights continued to closely monitor all hires, paying particular attention to those instances where underutilized persons were not selected.
- The Center for Human Rights continues to seek new avenues of advertising vacancies to achieve the greatest possible diversity in applicant pools. As a result of Internet posting of vacancies, each search has, essentially, received national exposure.
- The WSU Tri-Cities Multicultural Advisory Committee (MAC), established in 1992, continues to be an integral part of the university's diversity efforts. MAC's mission is to counsel and assist the campus dean in providing information concerning global and cultural pluralism to all faculty, staff, and students.
- The HRS A/P Unit continues to evaluate new and existing A/P positions in an effort to facilitate the recruitment and retention of A/P employees. The unit also provided recommendations on salaries for A/P positions.
- The HRS A/P Unit continues to participate in salary surveys that establish measurements of the relative competitiveness in WSU salaries in relation to similar positions at other higher educational institutions and in the private sector.
- The Tri Cities Multicultural Advisory Committee (MAC), established in 1992, continues to be an integral part of the university's diversity efforts. MAC's mission is to counsel and assist the Tri Cities campus dean in achieving WSU's commitment to global and cultural pluralism among faculty, staff, and students.
- Human Resource Services continues to stress the importance of identifying the strengths and weaknesses of candidates only as it relates to job duties. HRS has made progress in expanding recruitment efforts through the use of electronic postings, development of training programs related to interview and selection processes, and recruitment outreach into identified diverse population areas.

## **Goal V: Curriculum Diversification**

- New courses have been developed to assist in the diversification of the WSU curriculum. The Disability Resource Center Director has developed and is teaching a new course in disability studies entitled, "Disability and Society." It explores in depth, the perceptions of people with disabilities in our society and how these perceptions developed. The course is unique in that it is the only disability studies course that is a Tier 3 General Education Requirement (GER) course offered at a university.
- The Disability Resource Center Director taught a three-credit GER course entitled, "Perspectives on Disabilities" during the fall and summer.
- The Gay, Lesbian, Bisexual and Allies Program Director has developed and is teaching the Women's Studies 485 course entitled, "Theoretical Issues in Gay and Lesbian Studies." This course is a part of the new American Diversity requirement.

- Human Relations and Educational Services collaborated and coordinated efforts with Health and Wellness, Activities and Recreational Sports and the Leadership Center to provide a diversity section for an undergraduate Health and Wellness course.
- Staff members in the Human Relations and Diversity area have served on the University Diversity Curriculum Committee and the Diversity Mini-grant Selection Committee.

## PROVOST AND ACADEMIC VICE PRESIDENT

### Accomplishments:

#### **Goal I: Administrative Structure**

1. Specified diversity efforts among the criteria for annual review of administrators.
2. Incorporated evaluation of effectiveness of diversity efforts as part of the five-year review of Deans and Vice Provosts.
3. Continued to administer the Partner Accommodation and Assistance Program through the Provost's Office; the data for 1997-99 are summarized as follows:
  - 22 hires (6 females as primary hire; 13 persons of color)
  - Accommodations reported only include those accommodations through the Provost's Office; frequently, the partner was hired into a full time position; some accommodations consisted of part time work, graduate student assistantship or waiver; additional activities included referrals within WSU or to employers outside WSU.
4. Sponsored the attendance of candidates to the Bryn Mawr Summer Institute for Women in Higher Education, The Harvard Educational Management Institute and State ACE Programs. Mary Kay McFadden (Development) attended Bryn Mawr in 1998 and Sandra Ristow (Animal Sciences) attended in 1999. Barbara Couture (Dean, Liberal Arts) attended the Harvard Educational Management Institute in 1999. Mary Doyle and Ernestine Madison participated in State ACE Programs in 1999.
5. Established the Native American Advisory Council.
6. Hired Barbara Aston and Dr. Juan Ramirez to work on Native American and Chicano/Latino issues
7. Hired four women administrators (Dr. Barbara Couture, Dean, College of Liberal Arts, Dyana Curreri-Ermatinger, Director, Museum of Art, Dr. Judy Mitchell, Dean, College of Education, Karen DePauw, Dean, Graduate School). Also hired one minority dean (Dr. Anjan Bose, College of Engineering and Architecture).

#### **Goal II: Work and Learning Environments/Climates**

1. Continued to sponsor the Women & Leadership Dialogue series. The Dialogue Series consists of monthly gatherings and lively discussions that are offered over WHETS to all available locations and via telebridge phone as desired by participants.
2. Conducted exit interviews with female and male faculty of color as they left WSU. Also conducted an exit survey with Dr. Ernestine Madison of employees who have left WSU in the last 18 months.
3. Supported and participated in multiple multicultural events sponsored at WSU such as Martin Luther King Unity March, Take Back the Night March, Women's History Month celebrations, Native American Powwow, and various presentations and lectures on topics of diversity.



4. Promoted implementation of a faculty mentoring program. Held a university-wide mentoring workshop, established a mentoring web page linked to the Provost Office web page, and surveyed mentees.
5. Assisted with individual faculty and staff concerns regarding domestic partner benefits; worked closely with Faculty Affairs Committee regarding policy changes.
6. Actively supported the development of the Center for Teaching, Learning and Technology to assist with improving the learning environment for students including those of diverse backgrounds.
7. Coordinated numerous workshops and orientations annually including New Faculty Orientation, New Administrators Workshop, Fall and Winter Chairs Workshops and Leadership Conferences.

### **Goal III: Student Enrollment, Retention, and Degree Completion**

1. Continued to support initiatives of key administrative offices to improve the recruitment and retention of students of diverse backgrounds.
2. Actively promoted recruitment and retention of students of diverse backgrounds as a goal for academic units.

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

1. Actively supported the Faculty Mentoring program for women and men of color. (See also II-4)
2. Conducted tenure/promotion dialogues, teaching portfolio workshops, and other workshops for faculty. (see also II-7)
3. Coordinated partner accommodation and assistance program for hiring faculty.
4. The Honors Program utilizes a diverse faculty representing diversity by gender, race, national origin, and disability. In addition, the Honors Program seeks to employ graduate students of color.

### **Goal V: Curriculum Diversification**

1. Encouraged and supported efforts by academic units, General Education, Honors Programs, and Faculty Senate to promote an academic environment that is affirming and respectful of diversity.
2. Actively promoted the connections between teaching and learning through efforts of the Center for Teaching, Learning and Technology.
3. The General Education program proposal by undergraduate students supporting American Diversity as part of the General Education program was approved.
4. Initiated a Hewlett grant proposal on Pluralism and Unity that was funded for \$100,000. Activities under the grant will include further infusion of diversity into the curriculum; development of new courses for the diversity requirement; development of linked courses using a seminar to focus on diversity; and faculty development around teaching about diversity issues.
5. Completed the institutional Diversity Assessment process. A large committee, divided into five task groups, spent two years assessing the institution's commitment and climate and produced twenty substantive recommendations for various sectors of the WSU community.

## OFFICE OF THE VICE PROVOST FOR RESEARCH

A dedication to diversity is an important part of the operations of the Office of the Vice Provost for Research (Area 35).

### Accomplishments

#### **Goal I: Administrative Structure**

The administration of Area 35 is committed to exercising leadership in the promotion, coordination, and the monitoring of diversity efforts among all of its operations.

**Objective:** Make the diversity plan an integral part of Area 35's leadership efforts.

**Action Items:**

- Diversity is a component of all relevant communications by Area 35 leadership.
- Area 35 is committed to reviews once yearly of the contributions of Area 35 leadership to the Administrative Structure Goal.

#### **Goal II: Work and Learning Environments/Climate**

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

**Objective:** Make the diversity plan an integral part of Area 35 planning and operations.

**Action Items:**

- Diversity is a component of all relevant Area 35 planning and policy documents.
- The Area 35 Diversity Plan is being shared with all units reporting to the Area 35 leadership.
- Area 35 staff are monitoring improvements in academic and residential climate among Area 35 staff and faculty.

#### **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.

Not applicable

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

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

**Objective:** Improve diversity and the retention of underrepresented persons among Area 35's staff.

**Action Items:**

- Area 35 is continuing to widen the networks of supervisory staff to enhance recruitment opportunities.
- Individual staff development objectives are being reviewed to include diversity training as needed.

In summary, Area 35's dedication to diversity has helped launch successfully its diversity plan for 1997-2002. Area 35 leadership will continue to work diligently to meet the goals and objectives of this plan.

## DIVISION OF STUDENT AFFAIRS

### Mission Statement

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

### Major Accomplishments

Over the course of the 1998-1999 academic year and into the early part of the fall 1999 semester departments within the Division of Student Affairs conducted an extensive assessment of the diversity climate within each department. All full time faculty and staff and most graduate student staff as well as other 'time-slip' staff completed the assessment. Diversity Committee representatives have tabulated the results for their department and are using the data to revise and add to existing goal statements regarding diversity for their department. The assessment asks departmental staff to identify how prepared their department is to meet the University's expectations and goals for diversity and a multicultural campus.

The Division of Student Affairs, Diversity Committee has sponsored a 'DIVERSITY SYMPOSIUM' for the last two years. The Symposium, scheduled in the late spring offers a carousel of programs on diversity topics. Classified staff, student staff, faculty and interested students participate in this half-day event. The program has offered sessions on such topics as: dealing with conflict in the workplace, communicating effectively with international students, working with disabled students and fellow employees, to name just a few. We have had excellent participation from all levels of staff and faculty within the Division for both the 1998 and 1999 Diversity Symposiums.

#### **There is Division representation on the following committees, boards, task-forces, etc.:**

GLBA Advisory Board	Sexual Assault Task Force
Commission on the Status of Women	Eating Disorder Task Force
University's Women in Technology Committee	Chicano/Latino Faculty Association
MSS Recruitment and Retention Committee	Student YMCA
YWCA – Racial Justice Committee	University Hate Free Committee
Sexual Assault Task Force	Idaho and Washington Rural Health Consortium
HEP Advisory Board	GLBTA Advisory Board

#### **Acronyms used in this document:**

APASC: Asian Pacific American Student Coalition	HEP: High School Equivalency Program
ASWSU: Associated Students of Washington State University	HWS: Health and Wellness Services
ATVP: Alternative To Violence of the Palouse	IALC: Intensive American Language Center
CUB: Compton Union Building	ISP: International Student Programs
DRC: Disability Resource Center	MSS: Multicultural Student Services
GLBA: Gay, Lesbian, Bisexual Association	SALC: Student Advising and Learning Center
GPSA: Graduate and Professional Students	SIRC: Sexual Information Referral Center

## **Goal I: Administrative Structure**

- In many departments several faculty and staff completed the Diversity Advocate Program.
- Each fall semester faculty and staff within a variety of departments meet with staff from Multicultural Student Services to discuss ways the units might work collaboratively to better serve multicultural students. Staff in a variety of other offices, also hold meetings with staffs in DRC, IALC, and International Student Programs for the purpose of better understanding and responding to the needs of student populations.
- Appropriate release time is routinely granted to employees for attendance to diversity related educational and training opportunities.
- In Admissions monthly-training sessions continued in 1997-99. The office was notified of a variety of activities related to campus wide diversity issues over the office e-mail listserve, announcements were made during staff meetings, and notices were placed in the break room. A break from training was taken in March due to faculty turnover and application processing demands for the 1999 Spring semester. Appointments with other areas are currently being scheduled.
- Faculty Advisor training (conducted by SALC) has expanded to include a component on working with students from diverse backgrounds.
- While WSU discontinued the Diversity Education program, Student Affairs Departments have had faculty/staff member take courses on multicultural change in organizations.
- Paraprofessionals within the SALC (hypernauts, peer tutors, and peer advisors) receive at least two hours of training on diversity topics and issues. Paraprofessionals in Residence Life receive at least 10 hours of training prior to the start of their jobs and additional training throughout the year on diversity issues. Diversity issues are seamlessly woven into most training topics for Residence Life Paraprofessionals and Student Affairs Graduate student staff.
- HWS recruited and trained numerous peer educators who connect with various student groups and student organizations (fraternities, sororities, residence halls, GLBTA, GLBA, ASWSU, athletics, classrooms, etc.).
- Many Student Affairs personnel have completed the HRS Leadership Training program which includes a diversity component.
- HWS offered the HIV Peer Counseling and Testing Program where peer counselors were trained in counseling students of diverse cultural backgrounds and addressing issues such as sexual orientation and gender.
- A diversity component has been included in the ASWSU senators' orientation; ASWSU retreats have a diversity component.
- The Community Service Learning Center incorporated a diversity component into training of service participants and provided service to a wide array of diverse student organizations that participate in service projects and service learning experiences.
- CUB Information Desk coordinated a training session with HRS and incorporated a diversity component in the customer service session.

### *Evaluation (performance and program)*

- Counseling Services reviewed diversity goals during semester planning workshops.
- The Division of Student Affairs continually evaluates diversity goal achievement – conducting evaluations at least once each semester.
- Student staff members in the Department of Residence Life are evaluated on their performance and program delivery based on diversity standards.

### *Collaboration among Units and between Units and other campus departments*

- Counseling Services, SALC, Residence Life, and other departments within the Division collaborate with MSS by conducting joint staff meeting including MSS; outreach to MSS, IALC and ISP; faculty/staff participate in training events, academic support services, and meetings with DRC.
- Counseling and Testing Services staffs consult with DRC concerning testing referrals, orientation and consultation.
- SALC faculty collaborates with MSS in advising students and providing academic support services. Multicultural students are actively recruited into the Freshman Seminar.
- The SALC aids DRC in providing services to student with disabilities. Tutors are recruited from DRC and assigned to WSU students without regard to disabilities. The SALC coordinates with DRC to provide tutors and other support services
- Departments within the Division of Student Affairs assist in the recruitment of faculty advisors for summer orientation ALIVE! at WSU to reflect the diversity of WSU's faculty and students.
- HWS faculty worked with members of Student Activities and Recreational Sports and Human Relations and Educational Services on a Cultural Wellness Team to develop multicultural curriculum.
- HWS developed the HWS Multicultural Team to strengthen the relationship between HWS, MSS, and the multicultural community. The Multicultural Team collaborated with MSS to provide multicultural speakers for the spring 1999 HWS employees training. The Multicultural Team explored ways in which HWS Wellness Programs' "lifestyle advisors" program could be incorporated into the mentor program in MSS.
- HWS faculty taught for the Department of Educational Leadership and Counseling Psychology, Department of Psychology, Department of Kinesiology and Leisure Studies, WAMI, and the College of Pharmacy.
- HWS collaborated with the Department of Communications to develop the Public Relations/Marketing Team in Wellness Programs to create culturally sensitive materials.
- HWS developed a Wellness Programs Advisory Board asking faculty and staff from the Department Kinesiology and Leisure Studies, College of Pharmacy, Department of Psychology, Career Services, Residence Life, Human Resource Services, Environmental Health and Safety Services, K House, Counseling Services, MSS, and Athletics to participate.
- HWS student group Sexual Information Referral Center (SIRC) worked with GLBTA and GLBA to present programs such as Week Without Violence and the AIDS Quilt.

- HWS faculty collaborated with Psychology training Alcohol Studies students, curriculum infusion research in a psychology course (PSYCH 106)
- HWS faculty collaborated with Athletics on social norms research, staff and student substance abuse training, educational programming to student athletes, training retreats and follow-up sessions for the Team CARE peer-mentoring program.
- HWS collaborated with the Friend to Friend Program to obtain a grant for training peer educators on HIV and high-risk populations.
- Counseling Services conducts outreach sessions through questionnaires, flyers, & meetings with groups such as ISP, Latina women, GLBA, & ATVP. Interns have led discussion groups in Women's Studies and staff members have attended MSS open houses.
- Residence Life developed partnerships with multicultural student centers on campus. Attempts were made to maintain on-going communication and collaboration between the centers and Residence Life.
- New Student Programs has developed partnerships with MSS and participated in Tele-Counseling, College Knowledge of the Mind events, and works directly with individual recruiter and counselors.

## **Goal II: Work and Learning Environments/Climates**

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

### ***Publications/Public Relations***

- The students who work as ambassadors for the Office of Admissions were trained on the services provided by the DRC; GLBA and MSS.
- Career Services Outreach Programs extend to various campus organizations, student groups, academic departments/courses, prospective students via WSU Preview- Cougar Mondays, and a variety of community service organizations.
- HWS Wellness Programs Public Relations/Marketing Team worked to be body image sensitive when developing and implementing public relations/marketing strategies. HWS also began placing brochures in all the multicultural centers to help educate these students about our health and wellness services.
- HWS faculty member chairs the Campus-Community Coalition, which brings together individuals representing many campus and community groups. The Coalition promotes and supports healthy, responsible lifestyles and behaviors at WSU. Coalition members include WSU students, staff, faculty, Pullman community members, and WSU and city law enforcement personnel. Projects include a Hospitality Alliance, a Community Social Norms Marketing Campaign, and a Curriculum Infusion Program.

- SALC's WEB pages and pictures continue to represent the diverse students that we serve. The SALC's newsletters emphasized the SALC's commitment to diversity in its inclusiveness in articles and photographs. New pictures that show a commitment to diversity were recently added to a computer lab.
- The public offices of the faculty and staff display materials, posters, and bulletin boards that mirror the Division's commitment to diversity.
- All brochures, newsletters, and WEB page (<http://www.salc.wsu.edu>) show the SALC's commitment to diversity. The SALCS newsletter emphasizes this commitment through the language of inclusion and pictures emphasizing the diverse students that the SALC serves.
- Literature and displays reflect the SALC's commitment to multiculturalism and the value of diversity.

### ***Environments***

- Members of the Office of Admissions are encouraged to explore off campus activities related to diverse populations that are available throughout the year in a variety of ways, including: reminders on office e-mail, posting of the various flyers in our break room and lobby, and personal contact.
- 12 Career Development Specialists intern with Career Services during the spring semester. We have a diverse group of talented individuals. Each Career Development Specialist brings an essential connection to the universal student group here at WSU. Our departmental representation at various campus outreaches has signified our commitment to student involvement and service.
- In the Office of Financial Aid regular staff meetings and biannual retreats continue to play a large role in promoting our strategy to ensure a climate that is supportive and sensitive to the needs of students, parents, public and employees with regard to the diverse populations we serve.
- HWS provided a warm, welcoming, supportive, accepting environment for all students, staff and visitors which allows for conversation around issues related to race, class, gender, sexual orientation, religion, and societal norms.
- HWS addressed laws pertinent to sexual assault dealing with both genders and same sex assaults in personnel training. Staff trained work-study students to provide a supportive environment for people of all backgrounds.  
Staff monitor interactions in the Wellness Programs office to insure consistency with the HWS mission on diversity.
- A HWS faculty member Co-Chairs the IdaWa Rural Health Consortium (formerly the HIV/AIDS Task Force). One of the goals of this consortium is to assist people of color and people of different sexual orientations to achieve more healthy lifestyles by providing a body of people brought together to assist in prevention and treatment efforts.
- HWS faculty directs Project Culture Change (PCC) which works to improve and enhance the campus environment by encouraging students to make healthy lifestyle choices. Phase Two of PCC includes peer-mentoring/leadership training for students living in the Greek system, including Greeks of Color.



- The SALC works to provide an inclusive environment as demonstrated by classroom pedagogy which considers the diverse learning styles of all students advisor/student relationship which is sensitive to cultural differences staff and paraprofessional (including Peer Facilitators and Graduate Facilitators) training which reflects the needs of the students served by the SALC. Assessment of the unit's effectiveness in meeting the needs of diverse students is evaluated on a regular basis.
- Diversity training workshops have taken place each semester to sensitize the SALC community to issues of difference. Our goal in such ongoing training initiatives is to create an environment in which people of diverse racial, ethnic, and socio-economic origins and people of diverse sexual orientations can feel comfortable working together.
- Residence Life conducts a departmental assessment each fall through the use of a residence hall survey. All residence hall students are asked to complete this assessment that includes questions related to the students overall satisfaction levels with various aspects of Residence Hall life. Race and Ethnicity factors are taken into account when compiling data from these assessments.
- Within most of the departments within the Student Affairs Division display cabinets and bulletin boards are regularly used to highlight diversity.

### *Accommodation*

- Counseling Services provides language proficiency evaluations every semester and provides service to a variety of organizations. Although not updated due to low need, a Spanish intake form is available. Intake forms in other languages are not available at this time, as their usefulness is limited by language proficiency of counselors for ongoing services. Also, intake forms allow clients to request counselor with whom they'd be most comfortable.
- CUB purchased an assisted listening system for meeting room use; purchased and installed ADA approved drinking fountains and purchased and installed ADA "closed fist" restroom sink fixtures.
- HWS clinical staff assisted students and referred when necessary for appropriate testing to identify and care for learning disabilities.
- HWS clinical staff provided assistance to students who requested help with test anxiety. Staff also assisted students in obtaining handicapped parking permits when deemed appropriate.
- HWS now has health information brochures on-line and are working towards having these available in different languages; made language dictionaries available for personnel. HWS began offering the university measles policy and form in three different languages; offered vaccine information sheets in various languages.
- All tutors working with SALC are trained by the DRC Learning Specialist on accommodating students with special needs. Tutors also received training in cross-cultural communication and sexual harassment.
- Learning disability testing and feedback have been provided by Counseling and Testing Services. Speed of delivery of services needs some improvement. Special testing accommodations are available when requested; staff attended a workshop on this issue. GED testing and HEP are offered. Also, tests in languages other than English are available and/or could be made available upon request
- HWS has a registered nurse who interacts with IALC students every 6-8 weeks regarding medical terminology language skills and how to access medical care. A registered nurse also provides an orientation session to newly arriving international students each semester.

- CUB Purchased and installed a new computer system with a scanner and voice synthesis program for a visually impaired faculty member.

### ***Program Support***

- The Career Development Specialists Program is offered and in its second academic year. The program offers opportunities for students to assist us in our efforts in serving a wide array of individuals. These students are allowed to involve themselves in areas of interest and to serve as mentors to students accessing Career Services. This experience offers the students opportunities they can incorporate into their future careers, emphasizing their transferable skills necessary to communicate in a diverse team-oriented environment.
- Intramural Sports conducted outreach efforts to International Programs regarding summer intramural program opportunities.
- CUB/Activities-Recreational Sports delivered and supported host programs specifically intended to enhance diversity on the WSU campus, such as:
  - Provided office space for GLBA Center; multicultural student groups; ASWSU Committees; and recognized student organizations.
  - Provided specialized assistance to ethnic groups in planning and conducting events (e.g. Miss Black and Gold Pageant, Africa Night, Malaysian Night, VIBES conference)
  - Provided facilities, service and advising to the programming efforts by ASWSU Committees (e.g. ASWSU Asian Pacific American Committee, African American Association, Ku-Au-Mah, MEChA, Gay Lesbian Bisexual Transgender & Allies).
  - Provided facilities, service and advising to over 50 recognized student organizations with a diversity theme (e.g. African Friendship Organization, Native American Women's Association, Muslim Students Association, etc.).
- HWS hosted the first annual Health and Wellness Week --“ A Holistic Multicultural Approach.” Workshops included Reichi discussion and demonstration; Alternative Medicine; Herbal Wisdom Workshop; Nutrition and disease Prevention using multicultural foods from your local grocery store, and massage.
- HWS offered the HIV Peer Counseling and Testing Program where peer counselors were trained in counseling students of diverse cultural backgrounds and addressing issues such as sexual orientation and gender.
- HWS offered programming on body image issues addressing perceived societal norms, gender issues, and sexual orientation issues.
- HWS faculty wrote a grant to the US Department of Education during summer 1999 for working with Greeks of Color at WSU examining resilience factors.
- HWS revised the Women's Health History form to be more sensitive to gender and sexual orientation issues.

- Division staff and faculty attended functions that support diversity, such as:
  - Racial Justice workshops
  - "Not in Our University/Not in Our Community"
  - Town Hall meeting
  - Martin Luther King JR's birthday march and activities
  - workshop on working with students who are deaf or hard of hearing,
  - Building Bridges Program,
  - Annual Multicultural Student Centers Open Houses,
  - Women in Science Programs
  - Career Fairs
- HWS offered a Travel Clinic teaching students traveling abroad about health issues, vaccinations, cultural and climate information for the destination country.
- Departments within the Division participate in national and university recognized theme weeks and months, such as Student Employment Week, Women's History Month, Semana De La Raza, Black History Month, etc. to encourage a sense of community. Posters and advertising are prominently displayed and attendance at special events is encouraged.
- All SALC programs (Freshman Seminar, Advising, Tutoring, Supplemental Instruction, Peer Advising, Hypernavts) continue to recruit and support underrepresented groups.
- Paraprofessionals and work-study students are recruited from minority groups to mirror the WSU population. 48% of the work-study students within SALC are students of color.
- Residence Life instituted a 'Residence Life Ambassador' program. This program is a peer volunteer program that allows a student to be trained to serve as a resource on diversity issues within the Residence Hall system. Ambassadors undergo extensive training.
- The SALC continues to aid DRC with obtaining note-takers and tutors for their students.
- The SALC continues its working relationship with Veterans' Affairs in providing tutoring and employment for veterans.
- The SALC continues aiding Financial Aid students by providing work-study opportunities; and working with the Office of Financial Aid to provide services.

### **Goal III: Student Enrollment, Retention, and Degree Completion**

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

#### ***Enrollment/Student Recruitment***

- The Admissions marketing plan created within the Noel-Levitz communication plan continues to be utilized. Letters are mailed to students of color, inviting them to campus to visit the Multicultural Student Centers, highlighting the successes of alumni of color, and focusing on the various ethnic and cultural student organizations at WSU.

- The Office of Admissions maintains an active role in all recruiting events conducted by other units for underrepresented groups for example, the C.A.S.H.E. Conference, College Knowledge for the Mind, and the Future Teachers of Color program.
- An Admissions representative at WSU West worked with representatives from Western Washington University, University of Washington, Central Washington University and Seattle University to expand college information programs for students of color. This resulted in two programs this fall one in Seattle and one in Tacoma. We have also worked with University Relations to further develop WSU's presence in the various ethnic community newspapers in the Seattle/Tacoma area.
- The DRC, MSS and GLBA were all invited (and will continue to be invited) to Future Cougar Day, Cougar Mondays and WSU Preview, the three on campus visitation programs coordinated by the Office of Admissions. In addition, advisors and student representatives from the National Pan-Hellenic Council, Inc. are all invited to participate in the Cougar Monday program.
- All SALC faculty have participated in the Faculty Phone-a-thon sponsored by the Office of Admissions
- A faculty member within the Admissions office has been designated to aid in recruitment and retention of transfer students.
- The SALC has worked with Career Services to ensure that formal procedures to aid students in career decision making are in place.
- New Student Programs/Summer ALIVE! program regularly evaluates program participation and continues to work toward enhancing opportunities for underrepresented group participation in ALIVE! and other recruitment/enrollment activities. A 'PARENT GRANT' is requested each year to help provide scholarships to students and parents in underrepresented groups to assist them in participating in Summer ALIVE! orientation sessions,

### ***Retention***

- The Career Resource Center includes a variety of information including-Women and Work Issues, International Guides/Directories, Job Directories and Career Guides specified for Varying backgrounds, education, and Interests.
- The On Campus Interviewing Program managed by the Office of Career Services continues to offer opportunities for a wide range of current students and alumni including, permanent positions, summer employment, and internship opportunities.
- Career Services has offered a series of workshops for International students in the last year. The facilitators for the workshops were Luci Loera, Jason Miller, and Ellin Lin, who is also a Counseling Assistant. The topics continue to include Resume/Cover Letter and Job Search Strategies, Interviewing and Ethics, and Immigration and Optional Practical Training Authorization.
- SALC strives to mirror in its paraprofessionals the student population at WSU. The Hypernaut program has increased its percentages where now 33% are students of color and 44% are women. The Peer Tutorial program tutors are 53% women, 38% non-traditional students of which 28% are students of color. The Peer Advising program has increased the number of students of color and currently 35% of its new advisees in training are students of color.
- A mentoring program has been started in the Peer Advising program to provide peer advisors with faculty support.

- Our annual Summer Job and Internship Fair on March 3, 1999 was a huge success. Combined efforts with the University of Idaho and WSU MSS, provided exposure to 90 companies who presented opportunities to over 2,500 WSU and University of Idaho students.
- Staff work with many individuals of diverse backgrounds and advocate for them through the relevant university departments and offices
- One staff member and one intern in the Department of Counseling and Testing Services are dedicated to these services in the Athletic Program
- HWS Multicultural Students Liaison attended multicultural students' meetings, met with student mentors, and distributed information about Wellness Programs' services and programs.
- HWS physician regularly spoke with the minority student organizations such as MECHA, Camaradas and Encuentros.
- The Compton Union and Activities-Recreational Sports actively recruits and employs numerous students from many differing backgrounds and beliefs.
- The Office of Financial Aid has continued the Award Appeals Committee to address the unique financial needs and circumstances of students and their families.
- Financial Aid Community Night held in January promoting counseling services to the general public as well as various populations at WSU.
- A new program has been started to encourage students to become Peer Facilitators in the Freshman Seminar by becoming Peer Facilitator Apprentices.
- The Hypernaut recruitment task force continues to be active in recruiting minority and women students into the Hypernaut program by visiting majority and minority sororities and fraternities and encouraging students to learn more about the Hypernaut program and, in many cases, bringing in new members. The SALC will continue to recruit new Hypernauts from the Freshman Seminar student population as well
- The Student Leadership Center provided programs and training sessions for developing skills to enhance student leadership capabilities (e.g. developed sections in the Multicultural Student Leader Handbook, conducted two sessions at the Multicultural Student Leader Retreat, produced the Involvement Guide, facilitated a leadership series for Zeta Phi Beta, worked with Semana de la Raza Task Force, developed the TEAM Greek Leadership Weekend, which included a variety of ethnically diverse groups, and Chicana/Latina sororities, conducted a retreat for GLBTA, consultation with APASC on retreat planning, teambuilding for APASC, program for CASHE conference, taught diversity component of Residence Life Hall Director and paraprofessional staff training, co-taught cultural wellness component of HED 361 fall and spring semester, provided diversity workshops for residence halls, Holidays and Celebrations class for HRS offerings)
- Cooperative efforts with other Departments continue to expand. The collaborative efforts seek to encourage a diverse population to make use of the services of Offices within the Division and other areas of campus and to let others know what services are available.
- A new Transfer Center conducts workshops and provides other services to aid in the retention of all transfer students.

- A recent position of Multi-Cultural Liaison was instituted for the Career Center. The role of this professional staff member is to make personal contacts and recruit students and serve as a Career Counseling for the center. A goal for the position is for the staff member to visit all recognized multicultural groups each academic year. A Newsletter for multicultural students is in creation, which will focus on job search and major exploration.
- An International Student Liaison position was recently added in the Career Center. This position is focused toward cross-cultural and Asian relations. Diversity issue awareness and international cultural considerations are priority areas.
- HWS hired a multicultural student as the Multicultural Students Liaison, spring 1999, to act as a liaison between Wellness Programs and the multicultural student organizations.
- HWS provides quick access to basic medical services to approximately 200 students per day from all sectors of the campus to ensure rapid diagnosis and treatment for medical problems.
- New Student Programs/Summer ALIVE! offer a variety of programs during their sessions that address issues of diversity and begin the process of educating our in-coming students about the value of embracing a multicultural campus.
- A two hour 'Reality Check' activity that includes dialog on issues of diversity and transitions is held during each ALIVE! session and during the 'Week of Welcome'.

### ***Degree Completion***

- HWS faculty have worked with DRC to ensure that differently abled students are successful in the classroom (lecture notes, project deadlines, and test taking.)
- HWS employed a variety of individuals who act as mentors to students and assist in retention and degree completion. Examples of this include young women mentored by women in positions of leadership facilitate retention of these youth; similarly with differently abled individuals, and gay, lesbian, bisexual and transgendered individuals.
- Financial Aid officers and support staff provide representation on university committees or councils on campus wide student recruitment and retention efforts specifically charged with the development of initiatives and programs, often emphasizing meeting the financial needs and concerns of students/parents.
- Faculty and Staff within the Division of Student Affairs participate in programs that are directly linked to diversity awareness and diversity recruitment efforts, such as Cougar Mondays, and WSU Preview.
- A variety of Student Affairs Departments sponsor, co-sponsor and/or assist with the following events—many of which are geared to recruitment and retention of diverse students:
  - Evenings of Excellence Program
  - Financial Aid Nights
  - Vancouver/Portland area WSUVA branch campus.
  - Future Teachers of Color program
  - Saturday Academy
  - GLBA workshops
  - MSS staff & peer mentor training - general financial aid & scholarship process to specific training.

- All brochures, newsletters, and WEB page (<http://www.salc.wsu.edu>) show the SALC's commitment to diversity. The SALC newsletter emphasizes this commitment through the language of inclusion and pictures emphasizing the diverse students that the SALC serves.
- Academic advising includes representation from all departments and strives to improve services for underrepresented populations.
- The Freshman Seminar has increased the number of opportunities students have to draw information from a variety of academic sources, including those that heighten diversity awareness and understanding.
- The Peer Advising Program continued to aid all students. A mentor program has been started.
- The Peer Tutorial Program and Supplemental Instruction program recruit diverse students as tutors. Out of the four SI leaders, three were women (Biology 104, Math 201, and Economics 101).

#### **Goal IV: Faculty/Staff Recruitment, Employment, Retention**

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

##### ***Recruitment***

- Representatives from MSS continue to participate in all Office of Admissions professional searches.
- All Departments within the Division follow the standards provided by the Center for Human Rights for recruitment of new employees. All search committees meet with an EEO officer to be briefed on EEO guidelines and procedures at the start of each search.
- Student Telecounseling applications are available at all MSS Centers, the DRC and the GLBA Center.
- All departments within the Division actively recruited work-study students with diverse backgrounds.
- HWS advertised, invited and encouraged representatives from diverse groups to apply for positions and participate in training and program delivery in Wellness Programs. The peer advocacy groups include CEAK/SIRC, HIV/AIDS Peer Counseling & Testing Program, For Men Only, For Women Only, Body Image/Eating Disorders Program, and Certified Peer Educator Training. HWS requested representatives from diverse groups to apply for positions and participate in training and program delivery (CEAK/SIRC, HIV/AIDS Peer Counselors, For Men Only, For Women Only, and the Eating Disorders Program).

##### ***Employment***

- For most departments within the Division sensitivity and competence in issues of diversity are included and reviewed each year.
- Departments within the Division have made a commitment to hiring diverse staff, as well as encouraging trainees to seek out diverse role models in their departments and in the community.
- Training packets for newly hired admissions personnel include information about various activities and organizations for people of diverse backgrounds are being further developed and edited currently.

- Several departments share their diversity mission and goals with new employees during orientation.

### ***Retention***

- Departments within the Division follow guidelines of Center for Human Rights. Counseling and Testing Services also follows guidelines provided by the American Psychological Association. Workplace climate for trainees is evaluated on an ongoing basis in practica and in a questionnaire; faculty and staff assessments could use improvement. Improvements could also be made in the area of diversity training. Faculty are working on training opportunities for support staff. One professional development program this semester concerned supervision and diversity.

### ***Training***

- In many departments within the Division issues of diversity are included in evaluation of all employees (i.e., support staff, faculty, trainees)
- Continued the existing training development programs and established internal committees to address specific staff concerns and issues. Also encouraged the participation of staff to attend various HRS courses.
- New Student Programs provides a minimum of 16 hours of diversity training with the Orientation Counselor training program.
- On-going workshops that were conducted by HRS and other Departments for staff in SALC included:
  - Alternative loan processing,
  - Satisfactory Academic Progress,
  - Short Term Loans,
  - startup committees in preparation for beginning of each semester,
  - Extended Degree program,
  - new employee orientation, and
  - researching future training in spreadsheets and software programs.
- HWS staff and faculty were encouraged to participate in continuing education and continuing medical education training.
- HWS offered the following in-services related to diversity to HWS personnel: “Approach to the Chinese Patient” presented by MSS; “Approach to the Native-American Patient” presented by Sue Finley; “Chicano-Latino Health Issues” presented by MSS.
- Paraprofessional Staff within the Residence Life Department complete a minimum of 10 hours of intensive training on focused diversity topics. In addition, a one-day simulation exercise held during fall training included diversity topics. Role plays addressing issues of social identity groups were held as training sessions for paraprofessionals and much of the Spring training focused on diversity awareness.
- Professional staff within Residence Life participated and/or facilitated training noted in Paraprofessional section. In addition, Professional staff participated in a Three hour training by a certified Diversity Educator. Six hours of training on facilitation and processing took place each semester for all professional staff. Diversity awareness components were woven through all Fall and Spring training sessions.



## Goal V: Curriculum Diversification

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

- Through its assignments, the Freshman Seminar overtly and intentionally encourages all students to include a celebration of their heritage in their academic work.
- The pedagogy and content of the Freshman Seminar draws from a constructive approach to teaching and learning, which places primacy on empowering and sharing responsibility with all students.
- HWS faculty worked with members of Student Activities and Recreational Sports and Human Relations and Educational Services on a Cultural Wellness Team to develop multicultural curriculum.
- Curricula within the Counseling and Testing Services Department are updated every year for trainees. Faculty informally share information regarding diversity. This could be improved by becoming a more formal process.
- Recognizing the traditions of a variety of ethnicities, the pedagogy and content of the Freshman Seminar places an emphasis on collaborative, not competitive, learning. Individual and groups of students are encouraged to excel.
- HWS faculty collaborated with Psychology training Alcohol Studies students, curriculum infusion research in a psychology course (PSYCH 106)
- Students of color continue to be represented in all publications developed for the Office of Admissions.
- Our newest Future Cougar Day, Cougar Monday, and WSU Preview publications read: “Persons with disabilities requiring assistance are encouraged to contact April Seehafer at 509-335-5586 one week before the event to make arrangements for reasonable accommodations.” Our office then works with the DRC to make sure participant’s needs are met during their visit.
- Programs offered through Counseling and Testing Services include curriculum regarding underrepresented groups.
- Counseling and Testing services curricula are updated every year for trainees. Faculty informally share information regarding diversity; this could be improved by becoming a more formal process.
- Within the Department of Counseling and Testing Services sensitivity and competence in issues of diversity are included and reviewed each year.
- Counseling and Testing Services has made a commitment to hiring diverse staff, as well as encouraging trainees to seek out diverse role models in their departments and in the community.
- HWS faculty member taught a course on Social Identity Development (ED AD 574). Students examined social identity, personal history, and diversity/multiculturalism.
- HWS faculty member taught the Psychology of Women (PSYCH 324), Basic and Advanced Outdoor Skills (RLS 221), and seminar courses in Women in the Outdoors for the Activities and Recreation Department. These courses explored ways in which gender has shaped women’s involvement in the world.

- HWS developed and implemented a Cultural Wellness Team to address multicultural issues in health and wellness courses and the peer advocacy programs. The team developed modules to integrate multicultural issues into the courses and programs include culture/cultural identity, exploring culture, intercultural relationships, power and privilege, and tools of inclusion.
- HWS faculty member taught and developed multicultural modules for Fitness (KIN 364) and Health and Wellness (HED 361) in the Department of Kinesiology and Leisure Studies.
- HWS developed and implemented the course EDAD 497: Peer Leadership in Healthy Lifestyle Advocacy in the Department of Educational Leadership and Counseling Psychology, which contains a diversity component.
- HWS presented programs on sexual assault being sensitive to differing perceptions of gender within the community, sexual orientation issues, societal values, and laws pertinent to sexual assault to international students.
- HWS addressed safer sex between same-sex partners in programming by SIRC.
- HWS faculty presented information on substance abuse at the Pacific Northwest Conference on Collegiate Wellness, the Annual National US Department of Education Meetings, the Northwest Association of Student Affairs Professionals, and the Montana Social Norms Conference.
- HWS faculty presented information on multiculturalism and curriculum infusion at the National Wellness Conference 99, and the Pacific Northwest Conference on Collegiate Wellness.
- HWS faculty worked with members of Student Activities and Recreational Sports and Human Relations and Educational Services on a Cultural Wellness Team to develop multicultural curriculum.

**Addendum A**

**Counseling and Testing Services Statistics**

Phone Consultations Regarding/Including Diversity Issues (18.2% of all phone consultations)

70 phone consultations

Outreaches Concerning Diversity and Marginalized Groups (data is only available for Spring 1999)

<i>Outreach (#)</i>	<i># attended</i>
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Sexual Assault/Abuse (1)	26
Multicultural Issues (2)	127
Sexual Orientation (1)	36
Spirituality (1)	22

23.8% of all outreaches

28.5% of all people attending all outreaches

No statistics were kept on the cultural/racial backgrounds of the people attending the outreaches; this would require self-report by the people attending

Groups Serving Diverse and Marginalized Students (20% of all groups offered)

Lesbian Support Group (Fall 1998 and Spring 1999)

International Students Chat Group (Spring 1999)

Sexual Assault/Abuse Support Group (Fall 1998 and Spring 1999)

Testing Services for the Purpose of Enrollment, Retention, and Degree Completion (44.0% of services provided in the area of testing)

<i>Testing program</i>	<i># attended</i>
------------------------	-------------------

GED--HEP and community	124
ITP TOEFL	134
DRC (individual testing)	29

Outreaches for the Purpose of Enrollment, Retention, and Degree Completion (23.8% of all outreaches)

<i>Outreach (#)</i>	<i># attended</i>
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Retention (1)	32
Sport Psychology (4)	146

24.0% of all people attending all outreaches

Small Groups for the Purpose of Enrollment, Retention, and Degree Completion (46.7% of all groups)

Men's Football, Team Care, PROWL Class, Volleyball, Men's Basketball, Baseball, Student Athlete Meeting

Direct Services to Diverse Groups

<i>Self-identified group</i>	<i>% of all clients</i>
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Disability 4.4%

International 3.4%

\*Non-Caucasian 13.2%

\*Includes African American, Asian American, Native American, Latino/Chicano, Bi-Racial, and Other

**Addendum B**Office of Student Financial Aid and Scholarship Services Ethnic Distribution of Financial Aid by Aid Type  
For Fiscal Year 1998-1999

<b>FY 1998-1999</b>				
<b>All Aid</b>				
Ethnic Group	#s	%	\$s	%
Asian	801	6%	7,961,372	7%
Black	430	3%	5,137,021	4%
NatAmer	303	2%	3,077,822	3%
Hispanic	564	4%	5,668,474	5%
Caucasian	10,080	77%	84,518,378	74%
Unknown	992	8%	8,468,478	7%
<b>TOTALS</b>	<b>13,170</b>		<b>114,831,545</b>	
<b>Grants</b>				
Ethnic Group	#s	%	\$s	%
Asian	463	7%	1,841,697	8%
Black	277	4%	1,014,504	5%
NatAmer	209	3%	790,872	4%
Hispanic	373	6%	1,420,246	6%
Caucasian	4,564	72%	15,278,777	70%
Unknown	466	7%	1,573,018	7%
<b>TOTALS</b>	<b>6,352</b>		<b>21,919,114</b>	
<b>Loans</b>				
Ethnic Group	#s	%	\$s	%
Asian	659	7%	5,006,425	7%
Black	343	3%	2,589,244	3%
NatAmer	251	3%	1,791,131	2%
Hispanic	456	5%	3,310,488	4%
Caucasian	7,689	77%	57,237,333	76%
Unknown	640	6%	5,140,022	7%
<b>TOTALS</b>	<b>10,038</b>		<b>75,074,642</b>	
<b>Scholarships</b>				
Ethnic Group	#s	%	\$s	%
Asian	302	6%	838,635	6%
Black	208	4%	1,320,240	9%
NatAmer	110	2%	388,436	3%
Hispanic	203	4%	660,841	5%
Caucasian	4,033	76%	9,881,356	68%
Unknown	465	9%	1,514,777	10%
<b>TOTALS</b>	<b>5,321</b>		<b>14,604,286</b>	
<b>Work-study</b>				
Ethnic Group	#s	%	\$s	%
Asian	197	9%	264,026	8%
Black	105	5%	154,544	5%
NatAmer	62	3%	91,346	3%
Hispanic	171	7%	256,538	8%
Caucasian	1,618	70%	2,260,209	70%
Unknown	144	6%	206,840	6%
<b>TOTALS</b>	<b>2,297</b>		<b>3,233,503</b>	

**Addendum C**

Office of Student Financial Aid and Scholarship Services  
Six Year Financial Aid Totals by Type

	FY94	FY95	FY96	FY97	FY98	FY99
GRANTS	\$13,231,690	\$13,991,136	\$16,065,107	\$19,503,314	\$18,632,306	\$21,919,114
LOANS	38,768,134	50,603,215	61,789,232	68,167,102	73,698,379	75,074,642
WORK STUDY	2,585,039	1,599,447	2,131,104	2,872,406	2,960,079	3,233,503
SCHOLARSHIPS	9,589,492	9,487,100	10,320,492	12,123,751	12,994,882	14,604,286
TOTALS	\$64,174,355	\$75,680,898	\$90,305,936	\$102,666,572	\$108,285,645	\$114,831,545

Office of Student Financial Aid and Scholarship Services  
Six Year Financial Aid Totals by Source

	FY94	FY95	FY96	FY97	FY98	FY99
FEDERAL	46,677,326	58,768,092	70,444,658	77,351,070	82,889,849	84,566,775
STATE	4,696,868	4,756,701	5,429,779	6,550,629	7,922,910	8,255,455
INSTI	6,277,194	5,795,502	7,634,118	10,520,319	8,236,989	11,652,314
DEPT	4,230,990	3,980,830	4,215,331	5,142,677	5,599,563	5,829,983
OUTSIDE	2,291,976	2,379,773	2,582,050	3,101,878	3,636,333	4,527,018
TOTALS	64,174,355	75,680,898	90,305,936	102,666,572	108,285,645	114,831,545

**Addendum D**

Current HWS population breakdown:

	Total	multicultural	women
Faculty	18	2	8
Staff	24	1	23
Hourly	8	0	8

## COLLEGE OF AGRICULTURE AND HOME ECONOMICS

### Introduction

This report has been prepared at the request of the WSU Associate Vice President for Administration/Human Relations and Diversity. It is constructed to both summarize and provide detail on diversity-related activities and accomplishments of the College of Agriculture and Home Economics (CAHE) for the period July 1, 1997 through June 30, 1999.

Information for this report was collected by the CAHE Diversity Advisory Committee (Edward DePuit (Chair), Natural Resource Sciences; Darlene Hilyard, Salishan Learning Center; Gary Chastagner, Puyallup Research & Extension Center; William Pan, Crop & Soil Sciences; Rebecca Redinger, Entomology; Janet Schmidt, Whitman County Extension; Jill Armstrong Shultz, Food Science & Human Nutrition). utilizing reporting matrices developed that addressed the elements (Goals, Strategies and Action Items) of the 1997 CAHE Diversity Plan. This Plan embraced goals and included strategies in the five major areas identified by the University, i.e.:

- Goal I. Administrative Structure
- Goal II. Work and Learning Environments/Climates
- Goal III. Student Enrollment, Retention and Degree Completion
- Goal IV. Faculty/Staff Recruitment, Employment and Retention
- Goal V. Program Diversification

Two reporting matrices were distributed. For reporting College-level activities, one was sent to administrators of CAHE-wide program areas and support units (i.e., Associate Deans for Research, Extension and Academic Programs; Chairs/Directors of 3 support units.) The second was sent to Chairs/Directors of individual units within the College (i.e., 14 academic departments, 4 research/extension centers, 2 special programs, and 2 extension districts) for reporting Unit-specific activities. Overall, 82% of the CAHE areas/units submitted diversity reports (including 100% of academic departments).

The following paragraphs summarize activities and accomplishments within each of the five areas of the CAHE Diversity plan, as drawn from the CAHE and Unit-level reports combined, to provide an overview of diversity activities and progress throughout the College.

Recognizing its unique land-grant research and education mission, the College's Mission is to provide leadership in discovering, accessing and disseminating knowledge through high quality research, instruction and extension programs that contribute to a safe, abundant food and fiber supply; promote the well-being of individuals, families and communities; enhance sustainability of agricultural and economic systems; and promote stewardship of natural resources and ecological systems. Pursuant to this mission, the College is fully committed to the WSU mission and goals for diversity, as follows:

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

## Overview of Activities and Accomplishments

### Goal I: Administrative Structure

College level: broad diversity goals for CAHE were identified during completion of its Diversity Plan in 1997, utilizing a faculty/staff Task Force constituted for this purpose. Five broad goals were identified, each with associated strategies and action items under each strategy. This planning document sets the direction for most college policies, criteria, initiatives and activities focusing upon enhancing diversity and working/learning environments.

Two top priority action items for 1997-99 related to first, the establishment of and second, the function of a CAHE Diversity Advisory Committee (DAC). This Committee would assume functions of monitoring progress in meeting the college's diversity plan; providing recommendations and/or other "stimuli" to college/unit administrators on diversity plan implementation or other issues; overseeing and coordinating periodic diversity reporting; and pursuing other diversity-related initiatives at the Committee's discretion. To this end, the Diversity Advisory Committee was appointed in 1998 and has functioned actively since that time in the roles described. The present report, including the information that went into it via a standardized reporting system, represents one significant product of the DAC. The DAC also prioritized specific action items in the CAHE Diversity Plan during 1998, outcomes of which were accepted by college administration.

As a top college-level priority, the CAHE Diversity Advisory Committee (DAC) in 1999 supervised collection of diversity-related information (including that supplied by certain areas in college-level administration that was assembled by the Committee for this report. This report will not only be submitted to WSU Administration, but also will be shared as a source of information with all faculty and staff of the college. Progress was also made in developing a routine system (the CAHE Accountability, Information and Communication System [AICS]) for collecting and updating demographic databases for purposes of monitoring diversity among CAHE faculty, staff and students and formulating future student/personnel goals.

CAHE Administration considers diversity contributions/accomplishments during annual reviews of faculty, if and as information is provided by faculty and unit administrators. Less progress was reported for actions items related to college-level support and resources for diversity-related programs, and for communication, training or problem-solving networks. Similarly limited progress was reported on college-sponsored means of recognition of faculty/unit accomplishments related to diversity and working/learning environment.

Unit Level: The number one priority at the Unit level related to designation/function of either an individual or group within each unit to lead and coordinate diversity-related activities. Of the 22 individual units surveyed (20 of which submitted information):

- 4 units have established discrete committees for this purpose
- 5 units have an explicitly-identified individual (either the Chair or a senior staff person) with responsibilities in this area; and
- 3 units noted that diversity issues were handled by standing committees/groups with other concurrent responsibilities.

The remaining 8 responding units (plus, presumably, the 2 non-responding units) reported no progress in this area. Thus, approximately 55% of CAHE units have made some progress in this area, albeit in varying degrees and fashions.

Six (6) of responding units reported on explicitly identified and/or prioritized diversity goals developed during the review period, whereas 3 other units provided more generally accepted goal areas/processes. Thus, 27% of CAHE units have made substantive progress in this regard plus another 14% with some progress; 59% of CAHE units did not report in this area.

With regard to development of unit policies, most responding units indicated reliance on university policies without developing their own – although at least 4 units (18%) reported development of unit policies/procedures related to certain aspects of diversity or working-learning environment. Eleven (11) units reported commitment and approaches (and sometimes specific actions) to adapt working environments to more inclusively meet faculty/staff needs.

Another action item related to reporting unit diversity-related information (activities and accomplishments) to the CAHE Diversity Advisory Committee, and 20 of 22 (91%) individual CAHE units complied with this by submitting the reports.

Limited progress was reported on formation of external advisory committees with representation from diverse groups, although 4 units reported establishment of such committees and several others indicated that internal standing committees (advisory and other) had been formed with specific attention to diverse membership. Limited progress was evident for periodic, unit-sponsored diversity activities and unit-developed recognition/award systems for faculty/staff diversity contributions. Despite the latter, however, 9 units (41% of total) indicated that diversity-related accomplishments were recognized during annual review, sometimes using explicit criteria.

## **Goal II: Work and Learning Environments/Climates**

College-Level: While CAHE sponsored or facilitated college-wide faculty/staff/student training programs specifically focusing upon diversity or working/learning environment were limited in number during the review period. The college sponsored a sexual harassment training program in 1997 that was attended by a majority of administrators plus a substantial number of faculty and staff. The college also conducted a statewide all-staff training/development workshop late in 1997 that included major emphasis on diversity and working environment issues. Additional diversity training was received by several faculty/staff members in CAHE Administration, and Academic Programs provided diversity-related training to both student recruiters and certain graduate teaching assistants. Diversity-related information and/or issues were shared and discussed at various college-level administrative meetings throughout the reporting period.

Unit-Level: Faculty/staff training comprised a top priority of the CAHE Diversity Plan for individual units, and 13 of 22 units reported against this action item. The majority of responding units indicated that faculty/staff were apprised of and encouraged to participate in diversity and working/learning environment training programs, although certain units (especially those off the main campus) noted problems with availability of such programs. Ten (10) units (45%) indicated that one or, usually, more of their faculty/staff had received diversity-related training during the review period.

In contrast, only one department reported student participation in a structured diversity training program, although several other departments implied that they addressed diversity issues within academic coursework. Similarly limited progress was reported for faculty/staff leadership and group process training.

Although identified as a high priority, very little progress was reported in development of directories at the unit level for resources/information/procedures pertaining to diversity and working/learning environment, particularly those available at WSU. A second high priority action item related to support and encouragement of diverse programs and ideas through unit-sponsored educational activities; 8 units reported either emphasis on or specific activities (seminars, workshops, etc.) in this area.

Nine (9) units indicated that diversity-related activities and accomplishments had been reported and discussed in unit meetings or through other venues, to better impart information and to increase sensitivity of unit personnel to diversity issues. Twelve (12) units reported on various approaches taken to provide faculty, staff and students full opportunity to express ideas and share information on diverse topics in both formal and informal settings.



### **Goal III: Student Enrollment, Retention and Degree Completion**

College-Level: Academic Programs reported progress against several high priority recruiting action items, including recruitment targeted to traditionally under-served audiences/student clientele, focused upon attracting students from under-represented groups from community colleges (and also traditionally minority universities), and targeted to attracting 4-H students from diverse backgrounds to WSU. AP has employed two individuals from under-represented groups (an African American and a Native American) to assist in recruiting minority students. A positive outcome of these and other efforts has been a 5% increase in minority student enrollment from the spring of 1997 to the spring of 1999, with greatest relative increases in Hispanic and Native American students. The percentage of ethnic minority students of total CAHE students also increased modestly from 7.5% in spring, 1997 to 8.3% in spring, 1999. However, the fact that the latter figure remains below the combined ethnic minority population of the State (est. at 13.5%), indicates that further progress remains important in this area.

The college also directly supported student participation in regional and national meetings designed to promote student professional interest and development and, hence, retention in CAHE academic programs.

Unit-Level: Only 2 units reported structured mentoring activities for minority students, and very little was reported on specific unit actions targeted to directly address diversity issues that affect students in their interactions with staff and faculty. Eight (8) units described specific programs/activities targeted to increasing diversity in recruited students, including various articulation agreements with community colleges, efforts (for transfer and graduate students) targeted to historically black or Native American colleges/universities, and efforts focused upon minority high school students. Several departments specifically alluded to positive effects on diversity provided by significant numbers of international graduate students.

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

College-Level: The college reported specific and particular attention to promoting faculty diversity through recruiting (and retention) procedures and actions that emphasized diversity and non-discrimination, through an in-place mentoring program for new faculty, and through support of professional development opportunities. The college also participated in the WSU Academic Enrichment program to increase faculty diversity in 1997-98. In response to these and other activities, the number of women employed by CAHE has increased by 4% since 1997, with women now comprising 43% of total personnel and 34% of faculty in the college (both proportions slightly higher than the corresponding percentages in 1997).

Unit-Level: Top priority action items for units related to providing orientation/mentoring opportunities for faculty, staff and students, including attention to diversity concerns and issues. Eleven (11) units (50%) reported specific attention to faculty mentoring. The majority of these described active tenure and/or career guidance programs for faculty that variously involved committees/peer faculty groups and the Chair. Five (5) units also indicated participation of new faculty in orientation programs. Little was reported in the realm of staff mentoring, however.

Nine (9) units reported specific attention to and/or activities focused on diversity-related professional development of faculty/staff. Specific actions related to encouragement or support of faculty or staff for diversity or leadership training, support of professional leaves for minority faculty, promotion in rank for minority faculty/staff, and support for faculty/staff involvement in diversity-related activities.

With regard to recruitment, 11 units explicitly cited compliance with university requirements regarding faculty search and appointment procedures, and several (4) units have given additional emphasis to

diversity-related issues/expectations in position announcements. Several units described particular “success” stories related to faculty (and student) diversity enrichment as well as demographic information.

## **Goal V: Program Diversification**

College-Level: While it is recognized that most efforts at program diversification occur at the unit level, the College nonetheless supported and, in several instances, took direct steps to promote such diversification. Notable progress was made by Academic Programs in areas such as distance-delivery and technology-enhanced pedagogy to more inclusively reach and effectively serve diverse student audiences. Cooperative Extension promoted and directly supported networking systems designed to reach, inform and serve diverse clientele throughout the state, as well as through alternative modes of communication (e.g., non-English language publications and delivery) and program availability (e.g., Learning Centers in areas with significant minority population).

Unit-Level: Presenting/accommodating diverse views and promoting appropriate, respectful interactions among diverse people in programs comprised a high priority action item at the unit level. Eight (8) units indicated support and encouragement of these goals during unit-sponsored meetings, day-to-day operations and structured educational programs. Some of the specifically listed activities were indirectly rather than directly related to this action item (e.g., provision of opportunities for expression of diverse views rather than programs explicitly focusing upon such expression).

Another high priority action item related to providing students orientation on the value of diversity in academic settings. Five (5) units (roughly one-third of teaching departments) reported activities and accomplishments in this regard, including both graduate student/TA orientation programs and student orientation to diversity issues/values within specific academic coursework. In a related action item, seven (7) units reported commitment (and, in a few cases, specific actions taken) to reduce stereotyping of faculty, staff and students during teaching or extension programs.

Twelve (12) units, including roughly two-thirds of CAHE teaching departments, reported on activities/accomplishments targeted to more inclusive modes of delivery in educational programs. Specific accomplishments included greater attention to appropriate language and communication styles; development of alternative modes of course/curriculum delivery (including distance delivery, enhanced educational technology and non-English language delivery); and modified/expanded pedagogical methods and approaches in both academic and extension education programs. Such efforts focus on increasing the effectiveness/inclusiveness of educational methods and, thereby, the diversity of student and public clientele served.

In addressing a longer-term priority of the CAHE Diversity Plan, a clear majority (10 of 14) of teaching departments reported commitments to or specific accomplishments in increased incorporation of diversity and its values within existing or new courses, and/or within departmental curricula. With respect to another action item, eight (8) units also reported focusing upon increased integration of faculty multicultural experiences within teaching, extension and/or research programs. Examples include:

- incorporation of diversity-related content into at least 33 academic courses
- expanded use of guest speakers from diverse groups during courses integration of diverse visiting faculty and students (including and especially visitors from foreign nations/cultures) within teaching or research programs
- faculty involvement in research programs with explicit diversity components or emphases.

Although it is a lower priority action item, eight (8) units described either commitment or specific approaches to increasing awareness of multicultural and international research of the unit (and supporting networks). Six (6) units also reported on a variety of means of acquiring and imparting (both internally and externally) diversity-related information, or imparting information to diverse clientele, that did not directly correspond to Diversity Plan action items but which were nonetheless considered relevant to this area of activity.

Special activities carried out by Cooperative Extension County faculty have reached new audiences and have continued to reach special classes in on-going program efforts. Extension faculty and staff have conducted outstanding programming with the many different cultures in the State of Washington. The continued efforts by county faculty have brought about excellent and successful programs.

## **CONCLUSION**

As supported by the preceding summary and the detailed information in succeeding sections of this report, we believe substantial progress has been made in several areas specified by the CAHE Diversity Plan. Accomplishments have been most numerous in the areas of college/unit administrative structure, function and processes related to diversity and program diversification, with lower (although still notable) levels of progress in the areas of climate/environment and personnel (student, faculty and staff) diversification. Despite its recognized importance, however, accomplishments were most limited in the specific area of training. It is therefore recommended that the College and its component units/programs continue to devote attention to all goals, strategies and action items of the CAHE Diversity Plan, but with particular emphasis on those for which 1997-1999 progress was least pronounced.

**\*\*Note:** This is the executive summary of the CAHE Diversity Progress Report. The detailed report can be found on the Web at [www.wsu.edu/~hrd/](http://www.wsu.edu/~hrd/) or a copy can be ordered through Human Relations and Diversity.

# THE COLLEGE OF BUSINESS AND ECONOMICS

## Mission

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

### **Goal I: Administrative Structure**

- The Dean created a college-wide Diversity Advisory Committee. The committee advises the dean, department chairs, and program directors on strategies to address diversity issues in their areas.
- The members of this committee are representative of the diverse make-up of the faculty of the College of Business and Economics (CBE). It has representatives from each area within the CBE; the chair of the committee is the Assoc. Dean of the CBE.
- The CBE has identified two individuals as EEO representatives; they are continuing their education in diversity issues and policies and procedures and are available to all faculty, staff, and students.

### **Goal II: Work and Learning Environments/Climate**

- The CBE is committed to providing an environment to all people that encourages and supports the diversity of our students, faculty and staff.
- The CBE continues to build our visiting scholars program with exceptional professionals from very diverse organizations coming to campus. We are targeting ethnic minority and female business leaders to be visiting scholars. We have hosted Ms. Millicent Workman as one of our Walton Lecturers for the Risk Management and Insurance program. Bruce D. Wharton, who works for Starwood Hotels and Resorts, came and spoke as well as several representatives from Aramark. Our Burtenshaw Lectures have also included lecturers from diverse backgrounds. We continue to target ethnic minority and female business leaders to come to campus to provide a variety of professional outlooks for our students.

### **Goal III: Student Enrollment, Retention and Degree Completion**

- A female Associate Dean was selected to oversee recruitment and retention in the CBE.
- The Dean has provided the Director of Recruitment and Retention with a nonrestrictive budget to assist with the recruitment and retention efforts for all students within the CBE. The director originally planned to employ one undergraduate student to assist with various projects, but due to the demand was given a second student assistant. The dean's staff was also available to assist the director with projects, upon request.

- The CBE supported and promoted scholarship programs targeting high performing freshmen and transfer students. Special emphasis was placed on the outreach for women and ethnic minority students in the CBE.
- The Director of Recruitment and Retention enhanced the Mentor Program for all CBE scholarship recipients, including incoming freshmen and currently enrolled sophomores who indicated business as their major. A high percentage of multicultural students have been involved with the Mentor Program, both as mentors and mentees.
- The CBE also acted as a referral source for freshmen and sophomores who indicated business as their major. Referrals were made to tutorial services, academic clubs, multicultural organizations, etc.
- Individual faculty made special efforts to advise, support and counsel multicultural students.
- Provided support for grant writing and other fundraising efforts to solicit external funding for recruitment and retention.
- Developed extramural support for CBE multicultural scholarships for women and ethnic minority students at the undergraduate and graduate level.
- Revised recruiting materials, such as brochures and video that are inclusive of women and ethnic minority students. The material highlighted currently enrolled business students in academic and social settings and provided pertinent information to assist prospective students.
- Participated in campus-wide programs for outreach to diverse student populations. Attended College Knowledge for the Mind, Upward Bound, MESA and the New Student Reception sponsored by the Office of Multicultural Services and Cougar Monday, Preview, Future Cougar Day, and Evenings of Excellence sponsored by the Office of Admissions as well as Alive! (WSU's summer orientation program).
- Established support for the CBE Graduate Programs to help increase efforts in identifying assistantships to be awarded to prospective women and ethnic minority doctoral students.
- Worked collaboratively with other departments and colleges on recruitment efforts.

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

- Identified underrepresented graduate students at other universities for recruitment when vacancies occurred in the CBE faculty.
- Utilized the Diversity Advisory Committee and other resource personnel to:
- Assist in identifying sources of highly qualified underrepresented candidates for faculty and staff positions within the College.
- Assist in the identification of mentors for newly hired underrepresented groups.
- Assist in the development of support programs and initiatives for current CBE underrepresented faculty, staff, and students.
- The Dean and department chairs reviewed the progress of all untenured underrepresented faculty members. Where appropriate, the Dean and department chair offered additional professional developmental support for the faculty members.
- The CBE continued to diversify its Department and College advisory boards to include underrepresented groups.

- Advertised vacancies in nationally recognized specialty publications directed at audiences of underrepresented groups. For example, Black Issues in Higher Education, and the Minority MBA.
- Sent vacancy announcements to the deans at colleges and universities with a large proportion of underrepresented doctoral students.

### **Goal V: Curriculum Diversification**

- Encouraged all faculty to incorporate diversity issues into their instructional activities.
- Encouraged all faculty to actively recruit underrepresented groups to be guest lecturers and speakers in their classes and deliver presentations to students concerning business related topics.
- Encouraged all faculty to participate in diversity sensitivity and awareness education workshops.
- Encouraged all teaching assistants to participate in diversity sensitivity and awareness education workshops.



## COLLEGE OF EDUCATION

### **Mission Statement**

During the 1996-97 academic year, faculty, staff and administrators in the College of Education engaged in a planning process that resulted in a document entitled *College of Education Strategic Plan*. That document states, “The mission of the College of Education is to address the needs of communities, families, individuals, and educational institutions in a diverse society by establishing a learning community that promotes reciprocal development among students, faculty, and staff through leadership, scholarship, and professional practice.” (*College of Education Strategic Plan*, 1997, p.3)

One section of the strategic plan formalized the College’s position with regard to diversity; it states, “The College is committed to recognizing issues of diversity in their broadest sense among curricula, faculty, staff, and students. To this end, we will adopt multiple strategies at multiple levels consistent with the needs of individuals, programs, departments, and the college.” (*College of Education Strategic Plan*, 1997, p.4)

### **Accomplishments**

#### **Goal I: Administrative Structure**

##### **Objectives:**

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

##### **Accomplishments:**

Between 1992 and 1998, the College of Education maintained a Diversity Committee comprised of faculty, staff, and students from across the three departments. The group was not active during the 1998-99 academic year, but was reestablished in 1999. The 1999-2000 Diversity Committee is currently addressing issues related to (a) increased access to College programs by underrepresented groups, (b) increased communication among diverse groups, and (c) the use of instructional procedures and approaches that meet the educational needs of students from diverse populations.

Since 1992, the College of Education has employed a full-time Director of Student Recruitment and Retention. Milton Lang, who has filled this position for the past six years, has provided support and assistance to (a) candidates for admission to College programs and (b) admitted students. He has been active in the WSU Future Teachers of Color Program, the WSU Future Leaders of Color Program, the Teaching Academies and Careers in Education Program, and in direct recruitment programs such as Upward Bound, College Knowledge of the Mind, and Horizon Air/Cougar Monday Program.



## **Goal II: Work and Learning Environments/Climates**

### **Objectives:**

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

### **Accomplishments:**

Regarding noteworthy features of the Teacher Education Program in the WSU College of Education, the National Council for Accreditation of Teacher Education (NCATE) recently published the following statement:

“The Teacher Education Program at WSU is well known for its emphasis on diversity, technology, and partnerships. Candidates gain an in-depth understanding of the relevance of diversity to teaching, hands-on experiences in the use of technology for instruction and learning, and experiences in collaboration with urban, rural, and tribal schools through the many partnership programs WSU maintains throughout the state and internationally.”  
(NCATE. 1999, p.477)

Since 1995, the College of Education has conducted eight workshops focusing on issues of diversity. These have been either full-day or half-day sessions attended by faculty, staff and graduate students. Topics addressed have included: (a) success strategies for students of color, (b) learning styles and diversity, (c) issues in privilege, (d) gay, lesbian and bisexual issues, (e) issues of diversity in schools, (f) problems faced by Black athletes, (g) issues of African-American/other students in college, (h) sport/social construction in the identity of minority students, and (i) ebonics. During 1998, two forums were conducted within the College on the topic of diversity. Each was entitled “Students of Color in the Pullman Campus” and each involved presentations by WSU students of color on the following topics: (a) challenges faced by students of color when arriving in Pullman, (b) experiences of students of color on the Pullman campus, and (c) suggestions for improving personal and academic experiences of students of color during their stay in Pullman and beyond.

The *College of Education Strategic Plan* (1997) includes provisions intended to enhance the institutional climate with regard to diversity. These include objectives that focus on:

- Support systems in the College to gather minorities together to discuss, plan, and act in support of minority issues (e.g., mentorships, meetings, listserves for faculty and students, employment information)
- All faculty being held responsible for addressing diversity in their classes, with an evaluation of their effectiveness considered as part of the annual review process
- Updating the College’s progress, at least annually, on its success in meeting goals and objectives

The 1999-2000 Diversity Committee is currently assessing the extent to which the College of Education is meeting its goals regarding diversity and will suggest any changes that need to be made.

### Goal III: Student Enrollment, Retention, and Degree Completion

#### Objectives:

- 3.1 To increase enrollment of undergraduates and graduate students from underrepresented populations
- 3.2 To increase and improve retention of undergraduate and graduate students from underrepresented populations
- 3.3 To increase degree completion rates for undergraduate and graduate students from underrepresented populations

#### Accomplishments:

Milton Lang, Director of Student Recruitment and Retention for the College of Education, has compiled statistics indicating the success of the College in recruiting, retaining, and supporting minority students throughout their educational experience. Below is a brief description of each of these programs:

**Future Teachers of Color** was developed in 1994 and began with 10 participants. Currently, the program introduces over 350 minority high school and community college students per year to educational opportunities at Washington State University. Each year, College of Education faculty, administrators, and selected students present an information workshop in Seattle, Pullman and the Tri-Cities. Parents, teachers, school principals and superintendents also are encouraged to attend the information sessions dealing with admission processes, financial aid, scholarships, and housing. In 1999, the Future Teachers of Color Program received awards from the Washington Association of Black School Educators and also received the Martin Luther King award from the Office of Multicultural Student Services on the WSU campus.

**Teaching Academics and Careers in Education Programs** have been developed by approximately 30 high schools throughout Washington to familiarize students with the teaching profession. One of the major goals of these programs is to introduce students of color to the field of teaching and to the benefits and opportunities that exist there. Milton Lang takes part in these programs and informs student and program directors regarding WSU admission procedures and requirements.

**Visitation Programs** sponsored by the Office of Multicultural Student Services (e.g., Upward Bound, College Knowledge of the Mind, CASHE, Horizon Air/Cougar Monday) provide forums for introducing potential students to programs offered in the WSU College of Education. Mr. Lang participates actively in these programs. In addition, he visits approximately 15 high schools and 10 community colleges across the state of Washington each year to recruit students of color to the College of Education.

The success of recent recruitment efforts in the College of Education is evident from the following data regarding the number of minority students admitted to the Teacher Education Program each year between 1995 and 1999:

Year	Number of Minority Students Admitted
1995	12
1996	26
1997	31
1998	30
1999	30

In 1998, the College of Education had 422 full time undergraduate and 214 full time graduate students in its professional education preparation programs. Representation from underrepresented ethnic groups was as follows:

Group	Undergraduate		Graduate	
	#	%	#	%
American Indian/ Alaskan Native	11	2.6	9	4.2
Asian/Pacific American	9	2.1	8	3.7
Black/Non Hispanic	5	1.2	11	5.1
Hispanic	17	4.0	14	6.5

**The College of Education Mentor Program**, a program designed to assist with the retention of students of color once they have enrolled in the WSU College of Education, pairs freshmen and first-year community college transfer students with selected College of Education upper-class and graduate students. The students' hobbies and personal backgrounds are the basis for the pairing. Particular students have someone to talk with regarding problems or concerns that they may encounter. There are also several retention events each year (e.g., picnic, bowling nights) that allow College of Education students to get acquainted and establish support networks with each other and with faculty and administrators.

**The Doctoral Fellows Summer Program** was started in 1993 within the College of Education and operated each summer for five years. In 1998, the WSU Graduate School assumed administrative responsibility for the program and expanded it to all colleges on the Pullman campus. The College of Education has continued to participate. The Doctoral Fellows Summer Program brings outstanding doctoral candidates from other institutions to the Pullman campus for a summer and pairs each with a WSU faculty mentor. The purpose of the program is three-fold: (a) to increase the quality of professional mentoring that doctoral students of color receive; (b) to build a support network for young professionals of color; and (c) to acquaint doctoral students of color with WSU and establish a pool of young scholars from which to recruit for future faculty positions.

**Northwest Indian College Program** is a teacher preparation program operated through a partnership between the Northwest Indian College (NWIC), located in Bellingham, WA, and the WSU College of Education. In order to complete degree and teacher certification requirements, students at NWIC take courses from instructors on their home campus as well as from instructors at WSU.

**The CO-TEACH Project**, recently funded under the U.S. Department of Education's Teacher Quality Enhancement Grant Program, includes a component designed to increase the number of Native American teacher preparation candidates at Washington State University. Implementation of that component will begin in January 2000.

**Future Leaders of Color** is a new program instituted in 1999. The goal of this program is to attract graduate students of color who are interested in obtaining a master's degree. Current efforts include searching for external support for this program, designing appropriate degree options and sequencing courses, and preparing recruitment materials. We hope to begin our first master's degree cohort in Summer 2000.

## Goal IV: Faculty/Staff Recruitment and Retention

### Objectives:

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

4.2 To retain a diversified workforce

**Accomplishments:**

In 1998, the College of Education was successful in recruiting Judy Nichols Mitchell as its first woman Dean. Another female faculty member, Darcy Miller, serves as the Chair of the Department of Teaching and Learning, one of the three departments in the WSU College of Education. Currently, 31 of the 63 (49.2%) full time faculty in the College of Education are female. In terms of ethnic identify of faculty members, four (6.4%) are American Indian, one (1.6%) is Asian/Pacific Islander descent, two (3.2%) are African American, five (7.9%) are Hispanic, forty-eight (76.2%) are White/Non-Hispanic, and three (4.76%) identify themselves as not fitting any of the above categories.

Although the College of Education has achieved some success in recruiting and retaining qualified administrators and faculty members from underrepresented groups, we will continue in our efforts.

**Goal V: Curriculum Diversification**

**Objectives:**

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

**Accomplishments:**

Faculty members across the three departments in the College have made a concerted effort to include diversity and multiculturalism in course syllabi. For example, all syllabi in the Department of Teaching and Learning now reflect diversity and multicultural concepts as they relate to the course topics. The decision to include diversity in all courses is based on the department’s philosophy that diversity permeates all aspects of teaching in schools and, therefore, a department with primary responsibility for the education of teachers must include diversity sensitivity and training.

In addition to attempts to include diversity issues in a variety of courses throughout the College, several courses deal in depth with specific aspects of diversity for professional teachers, counselors, and other professionals working with children. The following are examples of such courses: (a) Diversity in the Schools (T&L 330), (b) Teaching Students with Disabilities in General Education (SPED 420), (c) Principles of Movement for Individuals with Disabilities (Kin 484), (d) Social and Cultural Issues of Physical Activity and Sport (Kin 574), and (e) Counseling Diverse Populations (CoPsy 525).



## COLLEGE OF ENGINEERING AND ARCHITECTURE

### **Introduction**

Washington State University's three-part, land-grant mission includes providing education, research, and service to the public. The University's obligations extend to its students, employees, and the people of the state and beyond; the University'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." (Thomas George, *Academic Vision*, Office of the Provost, Washington State University, Spring 1993). One of the goals of the *Strategic Plan for Washington State University* (Spring 1996) is *Increase Diversity*, specifically:

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

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 through 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.

### **Mission:**

To provide a comprehensive education to a diverse constituency in engineering and architecture that prepares students to contribute effectively to the profession and society, for advanced study, and for lifelong learning; to conduct research, integrated with education, in selected areas of excellence, within traditional disciplines and within interdisciplinary teams; technologically important and relevant to the region and nation; and to serve constituents through technology and design transfer partnerships and extended educational programs.

### **Diversity Goal:**

Provide an environment that maximizes personal development, educational and professional accomplishment, and enjoyment for a diverse employee and student population that reflects and supports a commitment to diversity.

### **Goal I: College Environment**

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

## **Goal II: 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 III: Employee Enhancement**

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

### **Accomplishments:**

#### **Goal I: College Environment**

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

The College has a structure in place to support diversity in the student body and among employees. For students we have both a Minority Engineering Program (MEP) and a Women Engineering Program (WEP) established at the College level. The MEP and WEP provide tutoring, networking, and activities for students throughout their undergraduate programs. The success of these efforts is showing improved retention and completion rates for these students.

The director for both programs is Ms. Charlena Grimes, who works within the College's Student Services Office. Over the years, Ms. Grimes has received a number of awards in recognition for her contributions to women and students of color. Recruitment, scholarships, and student support services are coordinated through the Student Services Office.

There are specific activities developed in the College designed to support diversity. The 1999 10<sup>th</sup> Annual Bridge Workshop provided new minority and women students a running start the week before classes began. This year 50 participants said they appreciated learning about the campus; meeting faculty and students; and attending workshops on computing skills, time management, stress management, and how to succeed in college. Additionally, the first annual CEA Summer Camp for Native Students (NYEE – Native Youth Exploring Engineering) was held in June 1999, with eight students attending. The date for NYEE 2000 will be June 12-15 with an expected 25 participants.

In 1999, the College nominated Rafael Reyes who won the Martin Luther King Jr. award for being such an outstanding role model and leader to Hispanics. He was also one of four students from the College who won the 1999 President's Award.

In 1998, the College nominated Pauline Seals, 1990 EE grad, who was named 1998 Alumna of Distinction by WSU Women's Leadership Organization. She also was invited by NSBE students to be their speaker for all-university address.

In 1997, 150 8<sup>th</sup> grade Spokane MESA (Mathematics, Engineering, Science Achievement) students visited WSU and were presented a program on the wonders of engineering where they participated in hands-on robotic demonstrations.

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

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

## Goal II: Student Enrollment, Retention, and Degree Completion

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

The enrollment of women and multicultural (Asian/Pacific Islander, African American, Native American, and Hispanic) students in the College for Fall 1997 through Fall 1999 is summarized in the table 1. Enrollments are given for undergraduate and graduate students and include enrollments at Pullman and the branch campuses along with EUS. The total multicultural enrollment increased from 324 in 1997 to 358 in 1999, corresponding to 13.3% in 1997 and 12.6% in 1999 of the student population. In comparison to enrollments in 1995 to 1997, the number of multicultural students has increased, while the percentage is down slightly. The number of women enrolled in the College increased from 417 (17.2%) in 1997 to 576 (20.3%) in 1999. In comparison to 1995 to 1997, the number of women enrolled has increased in both numbers and percentage.

**Table 1.**

COLLEGE OF ENGINEERING AND ARCHITECTURE						
	Undergrads			Grads		
	1997	1998	1999	1997	1998	1999
Asian/Pacific Islander	171	146	189	24	27	20
African American	24	24	38	2	2	1
Native American	40	37	29	0	3	5
Hispanic	56	62	72	7	7	4
White	1566	1567	1725	194	234	231
Other	187	300	315	155	234	211
<b>Total</b>	<b>2044</b>	<b>2136</b>	<b>2368</b>	<b>382</b>	<b>507</b>	<b>472</b>
Multicultural	291	269	328	33	39	30
% Multicultural	14.2	12.6	13.9	8.6	7.7	6.4
Women	354	352	470	63	100	106
% Women	21.9	19.7	24.8	19.7	24.6	29.0



The undergraduate and graduate degrees awarded by the College from July 1997 to June 1999 are summarized in Table 2. The degrees include those awarded in Pullman and at the branches along with EUS.

**Table 2.**

<b>COLLEGE OF ENGINEERING AND ARCHITECTURE</b>						
<b>Degree</b>	<b>BS</b>		<b>MS</b>		<b>PhD</b>	
	<b>1998*</b>	<b>1999+</b>	<b>1998*</b>	<b>1999+</b>	<b>1998*</b>	<b>1999+</b>
Asian/Pacific Islander	25	39	7	7	2	3
African American	4	3	1	1	0	0
Native American	4	5	0	0	0	0
Hispanic	9	11	2	1	0	0
White	284	269	71	50	5	5
Other	53	59	58	32	13	10
<b>Total</b>	<b>379</b>	<b>386</b>	<b>139</b>	<b>91</b>	<b>20</b>	<b>18</b>
Multicultural	42	58	10	9	2	3
% Multicultural	11.1	15.0	7.2	9.9	10.0	16.7
Women	56	69	23	19	2	0
% Women	14.8	17.9	16.5	20.9	10.0	0

\*August 1997 to May 1998

+August 1998 to May 1999

In 1998 and 1999, the total number of degrees awarded to multicultural students was 54 (10.4%) and 70 (14.1%), respectively. The average percentage of degrees awarded to multicultural students (12.0%) is slightly lower than the average percentage enrollment of multicultural students (13.0%). The number of degrees awarded to women in 1998 and 1999 was 81 (15.1%) and 88 (17.8%), respectively. The average percentage of degrees awarded to women (16.4%) is also lower than the average percentage enrollment for women (18.9%). The lower degree completion rates for multicultural and women students when compared to corresponding enrollments is at least partly due to the increase in recent years of the number of multicultural and women students enrolled in the College. The number of degrees awarded has not yet caught up with the increases in enrollment. The College will continue to monitor these statistics to see if other causes are contributing to the difference in the completion rates.

### **Goal III: Employee Enhancement**

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

From 1997 to 1999, seven women faculty members were hired, six in tenure track positions and one as an Assistant Scientist in Research. This constitutes 41% of the total number of 17 women faculty members in the College. (Note: 13 tenure track, 2 Research Associates, 1 Assistant in Research and 1 Assistant Scientist in Research). Of the newly hired tenure track positions the new women faculty constitute 46%. Women now constitute 11.7% of the entire College faculty. In the past two years, two women faculty were granted tenure and promoted to Associate professor, and one was promoted to Professor. During this same period, 14 faculty from underrepresented groups were hired (11 tenure track faculty and 3 visiting faculty). The tenure track faculty represents 7.6% of the College's tenure track faculty. As of the end of this reporting period, 23.4% of the tenure track faculty are in the underrepresented group.

## INTERCOLLEGIATE ATHLETIC DEPARTMENT

### Mission

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

### Accomplishments

#### **Goal I: Administrative Structure**

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

##### **Objective A:**

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

##### **Action Item:**

- The following employees contribute to the diversification of the staff: Rick Dickson, Director of Athletics; Jon Oliver, Assistant Athletic Director of Business and Compliance; Kasey Dunn\*, Assistant Football Coach; Mike Walker, Assistant Football Coach; Paul Graham\*, Head Men's Basketball Coach; Gary Stewart\*, Assistant Men's Basketball Coach; James Li, Head Cross Country Coach; Elis Arias\*, Graduate Assistant-Marketing; Colan Sewell\*, Graduate Assistant-Cougar Club; Heidi Hopkins, Athletic Trainer; Nicole Makris\*, Athletic Trainer; Annie Martin\*, Athletic Trainer; Justin Guillory\*, Graduate Assistant-Weight Room; Carli Kyles\*, Graduate Assistant-Weight Room; Milford Hodge, Academic Counselor; Dan Tobias\*, Head Soccer Coach; Mashallah Farokhmanesh, Assistant Volleyball Coach; Di Bidle, Program Support-Supervisor-Cougar Club; Gary Calcagno, Assistant Strength & Conditioning Coach; Marci Joy\*, Assistant Director of Marketing; Bryant Thomas\*, Graduate Assistant-Football.

\* Denotes employees who have been hired in the last two years.

##### **Objective B:**

Utilize the resources that are available to support diversity.

##### **Action Items:**

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

- A Multicultural Student Services representative participates on the PROWL curriculum committee that is currently developing the seminar for the 2000 academic year.

## **Goal II: Work and Learning Environments/Climate**

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

### **Objective:**

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

### **Action Items:**

- The Universities "Principles of Community Civility" were added to the Student-Athlete handbook and discussed during fall orientation.
- Athletic department representatives attend various meetings, workshops, functions and events supporting other campus groups.
- Athletic department Policies and Procedures now includes WSU policies regarding hiring, discrimination and sexual harassment.

## **Goal III: Student Enrollment, Retention, and Degree Completion**

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

### **Objective:**

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

### **Action Items:**

- The Director of Academics and Eligibility compiled and distributed a summary of the 1999 NCAA Graduation Report Summary and a fall semester report of student-athletes in academic services by ethnicity and gender.  
(See attached report)
- All head coaches and student services directors receive a copy of the NCAA Graduation Rate Report. By NCAA rules it is also distributed to all prospective student-athletes.
- The Athletic Department has a Degree Completion Program (DCP) which provides support for former student athletes to complete their degree at branch campuses or through correspondence. The athletic department actively pursues former student athletes who did not graduate and asks them to join the DCP.
- The Athletic Department supports and funds student athletes while they attend summer school to assist them in completing their degree. Our goal is for student athletes to graduate within one semester after they have exhausted their eligibility. This past summer we provided approximately \$275,000 in tuition for 117 student-athletes.

- A full time Sports Psychologist continually assists our student-athletes with the adjustment issues that they face.
- The Life Skills program is a personal development program designed to reach each student-athlete based on individual needs. It addresses issues related to the following areas of personal development: academic excellence, athletic excellence, career development and service to others.

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

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

##### ***Objective:***

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

##### ***Action Items:***

- Directors and coaches chairing searches have been proactive in identifying qualified candidates who are women and persons of color. The Senior Associate Athletic Director has worked with various chairs to emphasize the importance of our diversity efforts and to assist them with strategies for identifying qualified candidates.
- All Directors and other key staff members are highly encouraged to participate in the University Leadership Development Program. The majority of our directors as well as several other staff members have completed the training program.

#### **Goal V: Curriculum Diversification**

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

##### ***Objective:***

Assist freshmen student-athletes with their adjustment to collegiate athletics and academics.

##### ***Action Item:***

- All incoming freshmen are required to attend the PROWL class for one semester during their freshman year. (See attached PROWL syllabus)

## **1999 NCAA Graduation Rate Report** (Released Fall 1999)

### **NCAA Report:**

- (1) The 1992-93 entering freshman class includes only those who were on aid by the 10<sup>th</sup> day of the fall semester of their first semester of enrollment at WSU.
- (2) The 1992-93 transfer cohort is determined by number of WSU transfer credits.  
(post-secondary full-time enrollment started either F91, F92)
- (3) Students who transfer out count against the graduation rate.
- (4) Deceased students who did not graduate count against the graduation rate.
- (5) To be included in the graduation rate students must graduate within 6 years of post-secondary enrollment.

- **Freshmen Student Graduation Rate**

All freshmen students = 59%  
All freshmen female students = 62%  
All freshmen male students = 56%

All freshmen student athletes = 48% (26/54)  
All freshmen female student-athletes = 62% (16/26)  
All freshmen male student-athletes = 36% (10/28)

- **Freshmen Ethnic Graduation Rate**

Freshmen Native American all students = 50%  
Freshmen African American all students = 40%  
Freshmen Asian/Pacific Islander all students = 43%  
Freshmen Chicano/Latino all students = 58%  
Freshmen White all students = 61%

Freshmen Native American all student-athletes = 0% (0/0)  
Freshmen African American all student-athletes = 20% (2/10)  
Freshmen Asian/Pacific Islander all student-athletes = 50% (1/2)  
Freshmen Chicano/Latino all student-athletes = 0% (0/2)  
Freshmen White all student-athletes = 58% (22/38)

- **Transfer Student Graduation Rate**

All transfer student athletes = 42% (8/19)  
All transfer male student-athletes = 33% (5/15)  
All transfer female student-athletes = 75% (3/4)  
All Transfer Native American all student-athletes = 1/1 (100%)  
All Transfer African American all student-athletes = 3/9 (33%)  
All Transfer Asian/Pacific Islander all student-athletes = 0/1 (0%)  
All Transfer Chicano/Latino all student-athletes = 0/0  
All transfer White student-athletes = 3/5 (60%)

\*university # not available **Summary of Freshmen “Exhausted Eligibility”**

**(No time limit for graduation)**

1. % Graduated who exhausted eligibility (for 10 year avg. 1983-92) = 80% (223/278)
  2. % Graduated who exhausted eligibility 1991-92 Cohort = 81% (22/27)
  3. Total # exhausted eligibility = 27 of 54 student athletes (50% "sport retention")
  4. Of the 54 freshmen who entered WSU 1992-93:
    - 28 student-athletes did not graduate, 26 graduated, and 27 did not exhaust eligibility
    - 22 student-athletes graduated and exhausted eligibility (41%)
    - 5 student-athletes exhausted their eligibility, but did not graduate (19%)
    - 4 student-athletes graduated, but did not exhaust eligibility (7%)
- **Freshmen Student Athlete Graduation Rate Summary**
    - 1999 - 48% (92-93 cohort)
    - 1998 - 60% (91-92 cohort)
    - 1997 - 58% (90-91 cohort)
    - 1996 - 50% (89-90 cohort)
    - 1995 - 57% (88-89 cohort)
    - 1994 - 49% (87-88 cohort)
    - 1993 - 49% (86-87 cohort)
    - 1992 - 53% (85-86 cohort)
    - 1991 - 51% (84-85 cohort)

**1999 NCAA Graduation Rate Report**

**Highlights**

- ❖ All freshmen women student-athletes graduated at the same rate as all University freshmen women (62%)
  
- ❖ All freshmen 4 class avg (1989-92) graduation rate = 54%
  
- ❖ 4 Year Freshmen Class Average (1989-1992)
  - Women's Basketball = 77%
  - Swimming = 76%
  - Soccer = 71%
  - Women's Tennis = 60%
  - Men's Track and Field = 57%
  
- ❖ 1992-93 Freshmen Cohort
  - Women's Track and Field = 83%
  - Crew = 80%
  - Soccer = 75%
  
- ❖ 4-class avg freshmen Asian American student-athletes = 80%
  
- ❖ 1989-92 transfer 4-class average for all student-athletes = 54%
  
- ❖ 1989-92 transfer 4-class average for women student-athletes = 77%
  
- ❖ 1992-93 transfer women student-athlete cohort = 75%

## Concerns

- All 1992-93 freshman student athlete graduation rate is 11% below the all student graduation rate. (48% vs. 59%)
  - Men's tennis -only graduated 2/5 (the other 3 transferred since the program had been dropped) and the following teams graduated at a lower rate than previous years: Swimming-1/3 ; Volleyball 0/2; Women's Basketball 2/4; Baseball 2/5; Men's Basketball 0/3.
- 1992-93 freshmen all male student-athlete graduation rate = 36% (vs. all University male 56%)
- 1992-93 freshmen African American all student athlete graduation rate = 20% (2/10)
- 1992-93 freshmen African American male student-athlete graduation rate = 22% (2/9)
  
- 4-class avg (1989-92) freshmen African American all student-athlete graduation rate = 31% (12/39)
- 4-class avg (1989-92) freshmen Chican-Latino all student-athlete graduation rate = 25% (1/4)
- 4-class avg (1989-92) freshmen African American male student-athlete graduation rate = 31% (11/36)
- 4-class avg (1989-92) freshmen African American female student-athlete graduation rate = 33% (1/3)
  
- 1992-93 all male transfer student-athlete graduation rate = 33% (5/15)
- 1992-93 transfer African American all student-athlete graduation rate = 33% (3/9)
- 1992-93 transfer African American male student-athlete graduation rate = 29% (2/7)
  
- 4-class avg (1989-92) transfer African American all student-athlete graduation rate = 25% (5/20)
- 4 class avg (1989-92) transfer African American male student -athlete graduation rate = 22% (4/18)
  
- Except for Asian Pacific Islander ethnic group, the student-athletes in the other ethnic groups are graduating below the University's ethnic graduation rates.

## **INTERCOLLEGIATE CENTER FOR NURSING EDUCATION AND THE WASHINGTON STATE UNIVERSITY COLLEGE OF NURSING**

### **Accomplishments**

#### **Goal I: Administrative Structure**

The ICNE/WSU College of Nursing Diversity Committee was established in February of 1996. Since that time the Diversity Committee has grown to include members from the community who serve in health care organizations to help advise the committee on meeting the diversity issues in the health care industry. The members of the committee are appointed by the Dean with membership as follows: four faculty (two from Spokane, one in Yakima and one in Vancouver); two staff members (one in Spokane and one in Yakima); three students (two undergraduate and one graduate); the Native American Coordinator; and the Dean as ex-officio. Additionally, several community representatives participate in the activities of the committee and attend meetings as their schedules permit. The committee meets at least every other month and more as necessary to implement the ICNE/WSU College of Nursing Diversity Plan.

#### **Goal II: Work and Learning Environments/Climate**

During the 1997-98, 1998-99 academic years, the ICNE/WSU College of Nursing has continued to work to address the overall issues relative to enhancing and supporting diversity.

On October 3, 1997, the Diversity and Faculty Development hosted a workshop entitled "Educational Strategies: Enhancing Learning for Students of Diverse Cultures." Thirty people attended. Evaluation of the objectives of the workshop by attendees yielded ratings of 3.88 to 4.65 on a 5-point scale. The instructors who gave the workshop were given ratings of 4.53 to 4.94 on a 5-point scale.

In February 1999, another workshop for faculty and staff was presented titled, "Cultural Dialogue: Students and Faculty Working Together for Success." Nurses from the community and former students shared in a discussion format addressing their experiences of being members of diverse groups. There was also an emphasis on assisting students from different cultures to adapt to the requirements of clinical courses.

ESL (English as a Second Language) and teaching expert Mark Landa from Eastern Washington University, one of the ICNE consortium institutions, has been utilized to assist both immigrant and international students with their English speaking and writing skills. He has worked with students in addressing cultural issues related to nursing. Faculty members consult with him on an individual basis as needed.

All students have the opportunity to access the services of a student tutor according to the individual's needs. Some ESL students request English speaking tutors to improve their language skills. Other students request tutoring in their native language which is especially helpful for concepts such as mental health which may be foreign to their culture. Every effort is made to accommodate all student requests.

Faculty members at the ICNE/WSU College of Nursing have established connections with the Intercollegiate Racial Concerns Committee of the Spokane Region. The purpose of this group is to bring together students of color from the institutions in the area, providing opportunities for individuals to make social connections. The various activities of the group are announced/posted at the College of Nursing.



Efforts have continued through the Native American Recruitment and Retention Program to encourage and assist Native American students at the ICNE/WSU College of Nursing. Efforts have also continued in the Yakima area to help Hispanic/Latino students. The Native American Coordinator continues to provide assistance/support to the students on an individual basis.

NAMASTE, the ICNE/WSU College on Nursing intercultural club for students, has sponsored several activities have varied from social activities to special forums to help the new students entering the ICNE/WSU College of Nursing. Most recently, it supported a potluck lunch in which all students, faculty and staff were invited to bring food from their culture. This provided an opportunity for these groups to learn about one another in a relaxed atmosphere.

### **Goal III: Student Enrollment, Retention, and Degree Completion**

The ICNE/WSU College of Nursing continues to address the recruitment and retention of diverse students to attempt to reflect the diverse state populations. The following table gives the number of newly admitted students by semester according to ethnic background.

**Undergraduate students by ethnicity:**

	Fall '97	Spring '98	Fall '98	Spring '99
International	4	7	2	3
Native American	2	1	3	0
Hispanic	1	1	4	0
African American	2	0	0	1
Asian/Pacific Is.	3	3	6	5
Subtotal	12	12	15	9
Caucasian	88	60	103	36
Totals	100	72	118	45

The ICNE/WSU College of Nursing also is working to diversify its student population by gender because nursing has a tradition of being predominantly a female profession. Over the last several years, the profession of nursing has become more inclusive and the number of males entering the profession has increased. The following table provides the break down of male and female by the semester that they were admitted.

**Undergraduate student gender:**

	Fall '97	Spring '98	Fall '98	Spring '99
Male	17	9	15	7
Female	93	63	103	38
Totals	100	72	118	45

The graduation numbers and ethnic break down for Fall 1997 through Spring 1999 are as follows:

	Fall '97	Spring '98	Fall '98	Spring '99
International	1	0	3	5
Native American	1	4	1	2
Hispanic	1	2	0	2
African American	1	0	0	1
Asian/Pacific Is.	4	2	4	2
Subtotal	8	8	8	12
Caucasian	59	66	56	90
Totals	67	74	64	102

The ICNE/WSU College of Nursing graduate students, in line with University policy, have up to six years to complete their degree requirements so graduation rates differ from total enrollment numbers – see following table. Ethnic diversity is low among these students. The college would like to see more diversity in the graduate student population and it is expected that, as more diverse students complete the undergraduate program, candidates will be available to begin graduate education.

**Graduate student enrollment, ethnicity and graduation:**

<i>Enrollment</i>	Fall '97	Spring '98	Fall '98	Spring '99
Male	13	9	18	18
Female	72	72	135	127
Total	85	81	153	145
<i>Ethnicity</i>				
Caucasian	84	81	149	143
Asian Indian	1	0	2	1
Hispanic	0	0	2	1
Total	85	81	153	145
<i>Graduation</i>				
Male	0	0	1	1
Female	5	9	2	16
Total	5	9	3	17

**Structures for recruitment and retention at the ICNE/WSU College of Nursing**

RETENTION

- Upon entry into the ICNE/WSU College of Nursing programs, students are assigned academic advisors that assist with advising, help them connect with the ICNE/WSU system and provide guidance in completion of degree requirements.
- The students receive an orientation at the beginning of their first semester to let the students know of the services that are available for them to succeed at the ICNE/WSU College of Nursing.

- The undergraduate students have a student organization named Association of Intercollegiate Nursing Students (AINS) that assists with tutoring, social activities, provides a student newsletter and helps with socialization to the nursing profession. Some of these students serve on ICNE/WSU College of Nursing committees such as the ICNE/WSU College of Nursing Diversity Committee.
- The ICNE offers about \$25,000.00 in scholarships per semester that are awarded to 25 students. There are three scholarships available for students of color.
- As an addition to the named scholarships, the ICNE/WSU College of Nursing has obtained Hearst scholarship money of \$35,000 (and most recently, another \$50,000) for Native American and Hispanics at the Yakima campus. This scholarship grant has assisted six students over a three-year period. The additional funds will provide support for another three-year period.
- The ICNE/WSU College of Nursing also has a Native American Recruitment and Retention (NARR) Program that was established in January 1995. The coordinator works as a mentor to students that are enrolled and assists with finding scholarships. The coordinator has hosted three Indian Health Service Scholarship workshops in conjunction with the Portland Area Indian Health Service. Currently, two students have Indian Health Service Scholarships. As a part of the NARR Program, a Native American Advisory Board assists with mentoring and gives support to the Native American students.

#### **RECRUITMENT:**

- The ICNE/WSU College of Nursing has pre-nursing advisors at each of the consortium institutions. Each educational institution hosts recruitment days, bringing in students to tour its campus and providing information about financial aid, admission, scholarships, and campus life.
- The WSU College of Nursing pre-nursing advisor attends events that are hosted by WSU called “Evening of Excellence,” which are hosted in at various cities throughout Washington State. At these events, high school students are invited to come and hear about the university and the various colleges in which they may be interested.
- The WSU College of Nursing also attends the Cougar Mondays events hosted by WSU.
- The ICNE/WSU College of Nursing NARR program collaborates with the Multicultural Students Services when they host “College Knowledge of the Mind” events. The NARR coordinator attends these events at various schools throughout Washington State that have a high number of students of color in their districts. The coordinator also presents a workshop about the nursing profession and the types of high school classes that need to be taken to prepare for a nursing career.
- The ICNE/WSU College of Nursing hosted two receptions in Yakima, Washington to encourage Hispanic and Native Americans to enter the nursing profession at the Yakima satellite branch campus. The events were February 1997 and March 1998.
- The ICNE/WSU College of Nursing NARR Coordinator visits the Plateau Tribes area middle and high schools to encourage students to enter the nursing profession. As a part of building this pipeline, the NARR Program hosts two high school summer institutes/camps for interested students. One camp is hosted in Spokane and is for Native American high school students. This camp has space for 20 students. The second camp is held in Yakima, Washington and is a joint Native American and Hispanic high school nursing camp with space for 12 students. Both of these camps have been well attended and have received good evaluations from the students. As a result of these institute/camps, there are 10 students currently enrolled in college in the process of completing their pre-nursing requirements.
- The ICNE/WSU College of Nursing NARR Coordinator has also collaborated with the WSU MESA (Math, Engineering, Science and Achievement) program by presenting workshops on nursing and

health careers and recruiting students for the summer nursing camps. MESA is targeted towards girls and minority students who normally don't choose math or science classes to enhance their knowledge about these fields and to encourage their pursuit of careers in these fields.

- The NARR Coordinator attends the WSU POWWOW, hosted each spring, which brings several hundred Native Americans from the Plateau region to the WSU campus. The Coordinator reserves a table and sets up a display with recruiting materials.
- The NARR Program also has developed a Native American recruitment video, a culture specific recruiting display and Plateau- specific overheads for recruitment visits.
- The NARR Coordinator has compiled a database of over 200 high school students who have expressed an interest in nursing. This list is the result of visiting Native American high schools that are in the Plateau region.

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

The ICNE/WSU College of Nursing continues to focus on recruitment with an emphasis on increasing the number of faculty men and staff/faculty of color. Women are the majority representatives of administration, faculty, staff and students. Presently there are only two male faculty members. However, the Head Librarian, College Finance Officer and Student Counselor are men.

There is one Native American and one Hispanic faculty – both are female. Of the administrative professional group, there is one Native American. Sixty-five percent of the classified/exempt staff are Caucasian women. Among the thirty-five percent of the classified/exempt staff who are men, all are Caucasians except one, who is Libyan. The breakdown of faculty and staff is as follows:

**Total numbers employed by the ICNE/WSU College of Nursing:**

	All sights	Spokane only
Men	20	18
Women	104	80
Total	124	98
Faculty Men	5	5
Faculty Women	78	61
Total	83	66
Staff Men	16	14
Staff Women	25	20
Total	41	34

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

## **Goal V: Curriculum Diversification**

A major change in the basic baccalaureate upper division curriculum has been developed and approved by the faculty during this past year. It will be implemented beginning with the entering students in Fall 2000. The new curriculum contains a much greater focus than in the past on diversity of all types and defines both culture and diversity in the broadest terms. The new plan includes a 2-credit course that focuses specifically on the concept of diversity and the relationships among diversity and health. The plan is to teach this course using small groups and multiple faculty as well as guest speakers to assure a broad diversity in presentation and increase the opportunity for dialogue among students and faculty. The central objective of this course is to explore and implement the concept of cultural competency.

The concept of diversity is also integrated into many other courses in the new curriculum including those addressing leadership and research, life span development, aging and nursing care of various population groups. In addition, students in the nursing care of childbearing families course will be able to choose from among several alternative foci in their clinical settings including:

- adaptation of families during childbearing from the male perspective
- exploration of male and female reproductive health issues
- care of high risk families

Senior students will also be able to select from a wide variety of practice arenas within their final intensive senior practicum course.

Two faculty, Carol Allen and Ruth Bindler have submitted, and have been awarded, a mini-grant for a summer course entitled "Plateau Tribes: Culture and Health." This course will include both classroom and practical components and incorporate input from a wide variety of disciplines as well as from members of several plateau tribes.

The ICNE/WSU College of Nursing has continued to provide support for students for whom English is a second language. This support has included tutoring and alternative testing environments, as well as utilizing the assistance of Mark Landa, an ESL specialist from EWU and Jean LaBauve, a learning specialist from EWU. Non-Caucasian students are regularly invited to share their perspectives in classroom and informal brown bag discussions.

The newly created Global Perspectives Committee endeavors to provide opportunities for students to learn in other countries, in alternative environments in the United States, and to bring students from other countries to the ICNE/WSU College of Nursing. During 1998, two students had the opportunity to travel to Moldova to provide care to patients in a children's hospital. One student is planning to attend a summer community health course in the Dominican Republic sponsored by the Council on International Educational Exchange. A second student is contemplating a similar summer program in Thailand. Contacts are ongoing with Buskerud College Faculty of Nursing in Norway who propose to send graduate students and faculty to the ICNE/WSU College of Nursing. Conversations have also been held with Kanasawa University in Japan concerning the possibility of both student and faculty exchanges. In addition, beginning in Spring 2000, two Spanish speaking students in the second semester pediatric rotation will have an opportunity to attend a St. Andrews clinic for Mexican nationals in Nogales, Arizona. They will provide follow up care for some of the children and their families when they come to Shriners Hospital in Spokane for corrective surgery. Students and faculty participating in these programs report to the ICNE/WSU College of Nursing community at large concerning their experiences resulting in an increased exposure of all community members to diversity in the larger world.





## COLLEGE OF LIBERAL ARTS

### **College Mission**

The College of Liberal Arts is a community of faculty, students, and staff sharing a commitment to provide students an education that integrates pre-professional and general curricula and fosters a reflective understanding of our world. The College is also devoted to improving our comprehension of the human condition through time and worldwide by means of social science, research, artistic creativity, and humanistic inquiry.

The College's primary missions of teaching, scholarship, and service are implemented in diverse ways and include supporting faculty and student research and instruction, as well as enriching the cultural environment of the University, its host communities, and the state through museum and gallery exhibits, theatrical and musical performances, reading, lectures and symposia, and other cultural events. The College's activities also provide high quality health, environmental and social services to the communities surrounding our multiple campuses.

General Education, an essential function of higher education, is central to the mission of the College of Liberal Arts. Fully 80 percent of WSU's general education courses are offered within the College. In the past two years the College has been actively preparing for implementation of the new American Diversity general education requirement through faculty and curriculum development.

### **Accomplishments:**

#### **Goal I: Administrative Structure/Leadership**

The College strengthened its commitment to diversity efforts by increasing the number of EEO/AA representatives from one to four; one of the individuals involved is female, and another is a staff representative (AP).

The College provides leadership at the Dean's level for diversity in the curriculum by continuing to:

- 1) provide faculty development opportunities for training and implementation;
- 2) work with the General Education Committee on implementation of the new American Diversity general education requirement;
- 3) support Summer Session mini-grant program for Diversified Curriculum Development;
- 4) support the American Diversity Curriculum Development mini-grant program administered by the Provost's office; and
- 5) support intercollegiate grant activity efforts specifically targeting or involving diversity program development and delivery (e.g., College of Education grant involving collaborative projects with Native American schools and colleges, the Hewlett Foundation Unity and Diversity grant, etc.)

In addition, the Dean in 1998 related a strategic planning effort that incorporates diversity goals.

#### **Strategic Plan**

Contained within the current version of the strategic plan are the short-and long-term goals for the College including:

- Redefining and reinvigorating the Liberal Arts curriculum for the 21<sup>st</sup> century
- Strengthening faculty scholarship and graduate education
- Improving recruitment and retention of students
- Improving resource acquisition and allocation



Among the specific strategies for achieving these goals are:

- Modifying College priorities and curricula to meet changing global, technological, economic, and social realities
- Capitalize on existing interdisciplinary programs and partnerships that focus on American and global diversity and change
- Promote and develop relationships (i.e. with regard to research, teaching, service) with diverse ethnic communities within the Northwest (i.e. American Indian, African-American, Chicano, Asian-American, and recent Asian and European immigrant communities)
- Increase recruitment and retention of high-quality faculty and graduate students of diverse backgrounds
- Work closely with Multicultural Student Services

## **Goal II: Work and Learning Environments/Climates**

The College aims to provide avenues for individual, institutional, and community change for the enhancement of the academic, residential, and employment environments. From 1997 through winter 1999 the College employed a Diversity Task Force to define the goals and concerns related to diversity matters within the College. Specific recommendations regarding College policies on recognizing faculty contributions to diversity in the curriculum and campus community, mentoring for minority faculty, staff evaluation issues, and Teaching Assistant diversity training have now been incorporated in the College Strategic Plan.

In 1998 and 1999, the College of Liberal Arts concentrated its major Affirmative Action efforts in the areas of:

- 1) Faculty recruitment and retention
- 2) Curriculum development
- 3) Support of faculty development and faculty/staff diversity training
- 4) Student recruiting from underrepresented groups
- 5) Outreach programs and projects

The College of Liberal Arts is represented on the Accountability, Accreditation, and Assessment task force, the Hewlett Foundation Unity and Diversity grant committee, University Scholarship Committee, and on the Multicultural Student Services focus group. The CLA Associate Dean is one of two WSU representatives to the state association of Multicultural Counselors. Described below are additional major college-level programs and achievements related to our efforts to foster diverse work and learning environments.

### **Summer Fellows Program**

The College has joined the Summer Doctoral Fellows Program administered by the WSU Graduate School by supporting multicultural Ph.D. Candidates for a six-week term. One fellow was supported in 1998 and three in 1999.

### **Liberal Arts in the New Millennium Conference**

In November 1999, the College convened a major conference with invited WSU and visiting speakers and panelists on the role and future of the liberal arts curriculum in the 21<sup>st</sup> century. Two visiting keynote speakers/presenters were Asian-American, one Native American, and one Cuban-American. Several multicultural WSU faculty participated as individual presenters or panelists. The conference drew diverse audiences and the attention of the regional media. The opening keynote speech addressed the theme of "Asian Americans and Globalization."

## **Martin Luther King Jr. Award Recognition**

Three of the Four WSU Martin Luther King Jr. Distinguished Service Awards presented at the January 19, 1999 annual MLK celebration went to members of the Liberal Arts community. By any measure, this is a remarkable achievement and a wonderful testimonial to the College's commitment to affirmative action, equal opportunity employment, diversity, and multiculturalism.

Ken Alhadeff, a General Studies Liberal Arts alumnus, member of the Board of Regents and Seattle business leader, was recognized for his impact on the WSU College of Education Future Teachers of Color program.

Dwayne A. Mack, an American history doctoral student, is coordinator of the University's Talmadge Anderson Heritage House, an on campus facility created for the cultural and educational enlightenment of WSU students. He was recognized for developing and promoting programs that advance educational opportunities for students of color. A graduate of Brooklyn's John Dewey High School, he is the son of Mary Mack, Fayetteville, N.C. he earned a master's degree in history from North Carolina Central University, and is a graduate of Methodist College of Fayetteville.

Victor Villanueva Jr., director of composition in the Department of English, has made issues of race, class and literacy his focus. His award-winning book, *Bootstraps: From an American Academic of Color*, has inspired examination of race, class and voice by researchers and teachers nationally. Successful in attracting graduate students of color to the English Department, he mentors junior faculty and students of color.

## **Diversity Training**

Ella Inglebret and Jeanne Johnson (Speech and Hearing Sciences) received a \$164,984 grant from the US Department of Education to work on the Project "Cultural Interfacing: Preparation of Personnel to Work with Native Americans."

Dean Barbara Couture was chosen for participation in the Harvard Management Development Program (Summer 1999) where she participated in diversity training.

Associate Dean Marina Tolmacheva was chosen for the American Council on Education/Washington State Fellowship for female administrators in higher education (Fall 1999).

Two female CLA faculty/administrators attended the Washington Center workshop on Diversity training (February 1999).

Sonja Hokanson (Foreign Languages) won a grant to produce a CD of different Hispanic accents for use in instruction and training.

## **Multicultural/Diversity Academic and Public Service Activities**

AIDS quilt

Asian-American Heritage in Idaho (faculty participation in conference and sites tour)

Asian-American Pacific Islander Brown Bag series (six CLA faculty presenters)

Asia Program Colloquia (both semesters)

Center for Environmental Education convened a conference on Native American environmental concerns in the Inland Northwest Comparative American Cultures Film Series

Foreign Language Film Festival

Janet Campbell Hale (Native American author) reading

Paul Hirt (History) co-edited a WSU Press book *Northwest Lands, Northwest Peoples: Reading in Environmental History* (1999)

Kids day at the Museum of Anthropology (featured Native American-style activities)

Paul Lee (Fine Arts) appointed to the Washington State Arts Commission

Multicultural Student Services—multiple funding

Pah-Loots-Pu Native American Alliance

Regional Scholars Exchange Program (currently hosting three Asian scholars)

Orlan Svingen's research on the Lemhi Indians highlighted in the New York Times (October 1999)

William Willard's (Anthropology and Comparative American Cultures) talk on "Archie Phinney, the Nez Perce Anthropologist" (September 1999)

Women's Studies successfully completed their second year of the National Science Foundation grant for project EFFECT, involving innovations, faculty workshops, and public lectures (1997-1999).

Women's Studies promotes awareness and education by sponsoring speakers like the Latina artist/author Coco Fusco and posting an open invitation to sit in on a class featuring Mariane Hurley teaching about Coeur d'Alene cultural traditions.

The CAC Film Series has offered free showings of culturally themed films with discussions following each (past discussions have been led by Professors Delia Aguilar, Bill Pincheon, and Linda Vo.)

### **Publications**

The College of Liberal Arts continues to support the *Western Journal of Black Studies* published by the WSU press. The Journal recently received favorable mention in the national academic press.

A new publication, *Working Papers Series in Cultural Studies, Ethnicity and Race Relations*, has been initiated by CLA's Comparative American Cultures department. The monograph series will serve as an international forum for the exchange of ideas dealing with the process of globalization and its attendant issues of ethnic conflict, new forms of racism and sexism, transnational migrant labor, nationalism, sovereignty struggles of indigenous peoples, cultural hybridization, post-colonialism, and the political economy of the world system. The first paper in the series explores the new spatial approach to ethnic and race relations in literature through African American testimony.

### **Goal III: Student Recruitment, Retention, and Degree Completion**

The 1999 passage of Initiative 200 clearly affected recruitment of ethnic protected groups as students. The College works very hard with minimal resources to address the need to increase recruitment of members of underrepresented groups. We have some notable successes. In 1998-99 the College averaged 400 self-identified ethnic students (undergraduate and graduate combined).

#### **A. Undergraduate Students**

The Diversity Task Force studied the idea to initiate a "bridge" program in our college for incoming first-year students who are at risk for a difficult transition to WSU. The Diversity Task Force felt that it would be important for instructors to receive feedback on their course evaluations on diversity issues. The committee was charged with developing a new course evaluation form and suggested the inclusion of two items that assessed the coverage of diversity issues in the curriculum and the instructor's skill and sensitivity in addressing diversity issues.

The Department of Sociology had a Minority Student Scholarship endowed in Spring 1998. The department of Fine Arts serves as an institutional advisor to the Northwest Indian College in Bellingham, WA. The school of Music & Theater Arts provided undergraduate music awards to six student of color (Asian American, African American, Native American). Speech & Hearing Sciences implemented a student research project in 1998-99 (Beneteau, E.M.C., A Reliability Study of a Pre-referral Checklist for Limited English Proficient Children). A member of Speech & Hearing Sciences faculty guided three Native American students in preparing a presentation for the Center for Teaching and Learning.

The History Department has approximately 180 undergraduate majors, 10% are minorities.

**Initiative:** The College is collaborating with Residence Life on establishing a diversity residence/and learning community in one of the residence halls.

## **B. Graduate Students**

Graduate student funding is largely limited to teaching assistantships which are always highly competitive. More fellowships allowing full-time graduate study are needed.

The American Studies Program is approaching 46% multicultural enrollment of its graduate program.

The Department of Anthropology, in addition to 5 full-time graduate students identified as ethnic minorities and 15 full-time non-minority females, employed 4 graduate students from Asia in 1998-99. Faculty in Anthropology are sensitive to cultural differences in learning styles and in familiarity with the university environment. They work individually with graduate students to help them overcome problems related to cultural and social factors. For example, one of our faculty has spent a good deal of time this year attempting to help a Native American graduate student work through conflicts between her educational objectives and her social and cultural obligations in her family and home community. Another faculty member is encouraging a Native American student to apply for a scholarship award given to Native American students by a national archaeological association. Departmental graduate coordinators work closely with the graduate school to obtain support for minority students. As an outreach effort, an adjunct faculty member was funded by the department and the Provost's office to visit Indian reservations in eastern Washington to provide students and tribal administrators with information about graduate study in Anthropology. Finally, the Department of Anthropology hired Jerry Garcia, a Chicano graduate student, as a temporary instructor, as well as retaining another TA, Joseph Gurley, an African American student for 1998-99. In 1999 the Department of Anthropology conducted a survey of graduate students based on students' self-declarations of ethnicity. Anthropology nominated several students for McNair Fellowship awards. The department also has developed a proposal for an archaeology summer camp for Native American students

The Department of English continued to enroll two Native American female graduate students on Eva Peterson Scholarships (the scholarship specifies that it is for Native American women) in 1998-99 and actively recruited a third Native American woman for this scholarship for 1999-2000.

The Department of Fine Arts uses its Asian faculty to heighten student awareness of diversity in the arts. The proportion of minority graduate students in Fine Arts increased in 1998 to approximately 20%. The Department has one TA position from the Graduate School dedicated to minority representation. In 1998 the Department asked some of its alumni to help recruit graduate students in traditionally African American colleges.

The Department of Foreign Languages recruited several minority graduate students and gave them teaching assistantships for both 1998-99 and 1999-2000.

The Department of History is very active in graduate recruitment. Out of 50 active graduate students, History has 12 minorities (or more than 20%). The department also has a good record of retaining and placing minority graduate students. History awarded the 1997-98 Research Fellowship to Mee-Ae Kim (Asian female) and appointed three teaching assistants of diverse ethnicities for 1998-99: an African American, a Hispanic, and an Asian American. The department also has four women aged over 40 holding teaching assistantships. In Spring 1999 a Chicano graduate student completed his Ph.D. and obtained a faculty position at Iowa State University.

The Department of Political Science participated in the American Political Science Association (APSA) Minority Identification Project as a Graduate School Core Participant. This is a two-part program that involves identifying promising minority undergraduates and recruiting promising minority graduate students. Last year, the department first identified minority undergraduates from the WSU program who are interested in going to graduate school. They then gave APSA their names and addresses. APSA then sent the department a mailing list of potential minority graduate students based on the lists from all of the core schools. The department sent graduate information from both the Political Science and Criminal Justice graduate programs to individuals on the list. Department representatives attended an organizational

meeting on this topic in Washington, D.C. Next year, the APSA MID project will include the department's graduate recruitment brochures in the general mailing to all of the other graduate school core participants.

Political Science participated regularly in the recruiting efforts of the Graduate School through the WICHE network. This participation includes sending out graduate program information to minority undergraduates interested in attending graduate school. They have also been in regular contact with the MIT minority recruitment program for graduate students. The department plans to participate in this program if it is implemented in the future.

The departmental research unit—Division of Governmental Studies and Services—provides research positions for two students funded through the Graduate school minority program. Another student, who is supported by the Graduate School program, was employed by the department in 1998 to teach a course over WHETS to the Tri-Cities branch campus. In 1999 Political Science nominated two women graduate students for TA and AFW graduate student awards, one of whom received the AFW award (they had no students of color eligible for these awards).

The Psychology Department recruited one graduate student on a Minority Graduate Student Assistantship for 1999-2000.

The Sociology Department has a number of minority graduate students and was able to award one of them a Minority Scholarship for 1999-2000. In 1998-99 Sociology enrolled five female and two male minority graduate students and seven graduate students who are women over 40 years of age.

The Department of Speech and Hearing Sciences financially supported five Native American graduate students during 1998-99. In 1999 the department secured a large USDE grant for "Cultural Interfacing: Preparation of Personnel to Work with Native Americans." This project involves student support/advising, mentoring, recruitment and retention efforts, as well as financial support.

The Women's Studies Program hired an international TA (Thai female) in 1998 and successfully recruited a graduate student of color and a lesbian graduate student. Women's Studies has a female graduate TA of color being mentored by three faculty members to teach courses in women's studies.

### **C. Recruiting Efforts**

The Department of Fine Arts continues to recruit individuals of color in their graduate program. With the substantial cost of out of state tuition the ability to attract applicants from a wide range of economic backgrounds is diminishing. The department continues to contact programs that have a large population of minority students. Fine Arts also continues to attract African American and Hispanic students but very few Native Americans. These students have taken advantage of the Graduate School T.A. award program for students of color.

The School of Music and Theater Arts continues to support, in cooperation with the Graduate School, a Native American doctoral student. The department has strongly supported the development of an undergraduate African American woman in her efforts to become a professional singer. The department has also provided extensive language consultation to several undergraduate Asian American students, one of whom the department hopes to have qualified for enrollment in the graduate program for fall 2000.

One of Political Science's faculty members, Thomas Preston, is Native American and serves on the Native American Advisory Council to the Provost. This council develops recommendations for both the Provost and the President on issues relating to Native Americans at WSU, including campus climate, recruitment and retention of Native American students, and broadening contacts with area tribes. Recruiting, retention, and mentoring issues are currently under review by Political Science's Diversity Committee, whose findings will be presented to the chair and department in 2001. Among the auditing/reporting procedures being considered by the Diversity Committee are proposals for identifying minority students within the program, tracking their academic progress, providing faculty mentors for them, and steering them towards available scholarships/financial aid. The goal would be to improve recruitment, but more importantly,

retention of minority students in the program by providing them the assistance they need to achieve their academic potential.

The Sociology Department awards a Minority Scholarship on an annual basis.

The continuation of the Department of Speech and Hearing Sciences' federally funded Native American professional education project attracts Native American students to the program. All students benefit from their participation. Speech graduates a high proportion of all Native Americans earning B.A. and M.A. degrees from WSU. Through this project, all faculty have become sensitized to the presence of and methods to accommodate alternative learning styles. The project provides psychosocial, educational, and financial support to Native American students.

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

We were especially pleased with our recruitment efforts for academic year 1997-98 considering our budgetary limitations. Budget restrictions sometimes prevented extensive advertising efforts and/or prevented us from hiring desirable diversity candidates.

Search committees identified excellent candidates from underrepresented groups in the applicant pools for advertised vacant positions. We were very fortunate to recruit the scholar and author Dr. Epifanio San Juan (Filipino) as chairman of the Department of Comparative American Cultures.

In 1998-99 the College of Liberal Arts also hired the following:

- Dr. Delia Aguilar (Filipina) as Associate Professor on a joint appointment in Comparative American Cultures and Women's Studies
- Mr. Phuong Nguyen (Asian) as Assistant Professor of Fine Arts
- Dr. Bill Pincheon (African American) as Assistant Professor of Comparative American Cultures
- Dr. John Quinonez Patton (Mexican American) as Assistant Professor of Anthropology
- Mr. Horace Young (African American) as Assistant Professor of Music and Drama
- Ms. Phyllis Gooden-Young (African American) as Instructor of Dance
- The History Department hired its sixth consecutive female instructor, Dr. Heather Streets

Also in 1998-99 we brought aboard new temporary faculty members in the spirit of our commitment to Affirmative Action goals. Ms. Judy Jones, an Assistant Professor on a joint appointment between Women's Studies and Music, studies Native American women. Ms. Dretha Phillips was appointed Research Associate at the Social and Economic Sciences Research Center. Several temporary faculty appointments held by female and minority instructors were renewed. Women's Studies hired a lesbian instructor for the summer session 1998. The School of Music and Theater Arts has a Native American instructor co-teaching a course on Native American Music.

#### **Language relating to faculty promotion and tenure:**

Suggestions were made for revising CLA guidelines to recognize curricular advising, course design, and community service attentive to multiple perspectives and diverse learning styles. Speech and Hearing Sciences revised the department's tenure and promotion guidelines to reward faculty's diversity efforts in classroom, research, and service arenas. New University-wide tenure and promotion guidelines were developed by the Provost's task force in 1999 and now are being implemented.

#### **Faculty mentorship:**

In the Fall 1998 departments reported on mentoring practices in place and began the process of formalizing their policies on mentoring.

## **Hiring:**

Efforts to improve diversity in faculty hiring were also supported during the academic year 1998-99 recruiting season.

- The American Studies Program has no faculty FTEs of their own, but brought four more faculty of color to their graduate faculty in 1999.
- Anthropology hired a Hispanic faculty member in 1999.
- Comparative American Cultures hired two new faculty member in 1999: a Chicano scholar, Jose Alamillo and a Native American scholar, Theresa Schenck. Several professorships have been renewed and given deserved increments: Linda Vo (Asian American), Kelly Ervin (African American), Bill Pincheon (African American), and Yolanda Flores-Niemann (Chicana). In 1998, Professor Rory Ong was promoted and tenured. CAC hired an African American graduate student, Joseph Gurley and a new instructor, Sung Ohm (Chinese American) with an M.A. degree. Dr. San Juan, Chair of CAC, has recommended Prof. Linda Vo and Prof. Bill Pincheon for several fellowships. The department has sponsored lectures by Asian American filmmaker Renee Tajima Pena, Mark Trahan, the Native American journalist and co-sponsored the talk of Cuban-born performance artist Coco Fusco.
- The English Department was successful in retaining Dr. Victor Villanueva, Director of Composition. In 1998, he was recruited by the University of Illinois at Chicago. In 1999 the English Department was able to hire one female faculty member.
- The Fine Arts Department lost three senior women faculty in 1998. They were allowed to make one search and consider themselves fortunate to have hired a woman in 1999. This leaves the department profile as follows: nine full-time faculty, 33% women, 33% male minorities, 33% white male. Chair Chris Watts feels there is a very high awareness in the department of the need to be sensitive and proactive in terms of diversity. It makes the department a richer and more interesting place. With the relatively high proportion of minorities and women faculty in the department (66%), Fine Arts is very focused and aware of the need to be sensitive to affirmative action issues.
- Political Science worked with the Provost's office to develop a new position in the department for Native American Studies. They identified a scholar interested in the position, interviewed him, and worked to develop a job package to his liking. Unfortunately, he took a position at a school with a more developed Native American studies program.
- The School of Music and Theatre Arts employed their standard policy while conducting a faculty position search in 1999. The policy provides inclusive language at each stage of the search beyond the initial certification of the pool. In the second and third phase of the search, the committee and director specify minimum numeric values for inclusion in the recommended long, short, and interviewee lists. Using affirmative action codes voluntarily provided by applicants, the committee and director expand any of the three lists to recommend inclusion of candidates in protected groups whose numeric evaluations are deemed not significantly different from the established minimums. The Provost's Academic Enrichment initiative provided a faculty position, plus a full-time partner accommodation, for which, the school secured two appointees, both African American.
- To target minority recruitment, the Department of Speech and Hearing Sciences mails notices of position vacancies (clinical supervisor/assistant professor) to self-identified speech-language pathologists and audiologists of color.
- Women's Studies is currently attempting to hire a woman of color as a new Assistant Professor.

## **Staff:**

Most College staff workers are female. The Anthropology Department hired a staff female of African descent (Zimbabwe) in 1998. The College has participated in activities to recognize staff members for their diversity efforts. This resulted in recommendation to the Staff Senate to add a performance evaluation category of "Diversity Training" as a tool of formal recognition or reward for staff members who seek diversity training. Several staff persons participated in diversity training offered by Human Resource Services. In Spring 1998, staff and faculty awards were presented at a semester-end ceremony. In Spring 1999, in addition to the CLA Staff Award, the College recognized long-time employees with a formal ceremony.

## Goal V: Curriculum Diversification

The College's major emphasis during 1997-99 was to collaborate with the General Education program to address the introduction of a new General Education Requirement (GER) in American Diversity. Since approximately 80% of General Education courses are taught by CLA faculty, a significant share of new "D" courses are also being generated by CLA. Many departments in the College work singly or in collaboration to develop and implement the new GER (3 semester hours). American Studies, Communication, Comparative American Cultures, English, History, Music, Psychology, Sociology, Speech and Hearing Sciences, and Women's Studies have revised and submitted over twenty existing courses for "D" designation for the General Education Committee review.

Seven CLA faculty were awarded Summer School mini-grants for course development and enhancement in 1998 (for summer (1999) and nine in 1999 (for summer 2000). Ten faculty have submitted proposals for year 2000 Diversity mini-grants. A Women's Studies faculty member received a Learning Community grant for work in Native American studies (1998).

New permanent courses with diversity focus and/or diversity content have been approved in American Studies, English, History, Foreign Languages, Sociology, Women's Studies, and other departments. Instructors in these courses include some of WSU's most respected and popular faculty, such as Professor LeRoy Ashby (History). Examples of the new courses include, but are not limited to:

Comparative American Cultures: "North American Indian History," "Comparative Latina/o Cultures," "African-American Cinema"  
History: "American Popular Culture," "Food in United States History"  
Women's Studies: "Gender and the Media"

Political Science faculty regularly teach CrmJ403 (Violence Toward Women) and PolS305 (Gender and Politics) in their regular program and EDP offerings. Both classes are cross-listed with Women's Studies; both classes take on a race and class component as well. One of their 13 Ph.D. exam fields is in Gender, Justice, and Politics, which incorporates courses on race, class and gender. Several Criminal Justice courses have been submitted for "D" GER designation. The new requirements take effect in 2000. Several new "D" courses are being taught for the first time in 1999-2000.

Speech and Hearing Sciences continues to provide students with a curriculum that addresses assessment and intervention with culturally and linguistically diverse clientele.

Women's Studies actively seeks cross-listing of courses with other departments. For example, the program has proposed a new course cross-listed with CAC (Native American Women in Traditional and Contemporary Societies), a new course on Gender and the Media, and development of upper-level Women's Studies course through EDP in order to offer a Women's Studies minor.





# WSU LIBRARIES

## Mission

The Washington State University Libraries provides access to scholarly communication to stimulate and support the University's land-grant mission of teaching and learning, research, and service. The Libraries also support the life-long learning of the citizens of the state. We are committed to acquiring, accessing, organizing, and preserving scholarly communication in all forms and instructing people in the use of these information resources. The Libraries provide work and service environments that nurture creativity, productivity, and trust among the staff and users of the Libraries resources.

## Accomplishments

### **Goal I: Administrative Structure**

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

#### *Strategy:*

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

#### *Action Item:*

- The Libraries are currently reviewing the library faculty and staff job descriptions to include a statement regarding diversity/multicultural awareness and sensitivity to foster greater accountability among the library employees for insuring a productive environment.

### **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 wellbeing and success of all individuals in the University.

#### *Strategy A:*

- Take the necessary steps to insure a welcoming climate for all library employees, especially those who staff library service desks; offer updated training for existing library employees.

#### *Action Items:*

- New library employees who have not had diversity training are strongly encouraged to enroll in the university's training program.
- Each unit of the library has been responsible for seeking out ways to insure that all library employees find a welcoming environment in the Libraries.

#### *Strategy B:*

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

**Action Items:**

- Each year, we have sponsored library exhibits in the Holland/New Library created by the various multicultural, women, and gay/lesbian/bisexual student groups on campus to inform and promote the culture of the various groups.
- The librarian liaisons to the various multicultural student groups continue to meet with their counselors each year to solicit ideas to insure that all students have a successful experience with the Libraries.

**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 on completion rates comparable across all subgroups of the student population.

**Strategy A:**

- Recognize that all students do not learn 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:**

- We have continued 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. The Libraries have some traditional lecture instruction, hands-on use of electronic resources, and computer based instruction at a distance.
- We are still exploring the most effective way to provide more detailed and constructive feedback to library faculty who teach library user education. The Head of Library User Education position is currently vacant and this has delayed some of our efforts.

**Strategy B:**

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

**Action Items:**

- The library liaisons have consulted with the multicultural counselors and, as feasible, have implemented their suggestions, to make all of the libraries more welcoming and helpful for our diverse clientele.
- Enhanced services for all our clientele has been an on-going focus of discussion and program implementation at our public services meetings.

**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:**

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

(Many of the action items listed in the Action Plan for 1997-2002, including the creation of a minority intern program, have been rendered impossible by the passage of a statewide initiative opposing programs based on race, gender, etc. However, we have made a few accomplishments):

***Action Items:***

- Faculty vacancies are currently listed on listservs for librarians in underrepresented groups.
- The Libraries have identified Graduate Schools of Library & Information Science with successful track records of recruiting and graduating students of color; we will be seeking opportunities to establish closer relationships with these programs.
- Exit interviews are now conducted by the Director of Libraries for all library faculty and staff to determine their reasons for leaving and to seek ways to make the working environment as welcoming and productive as possible for all library employees.

**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***

- The Libraries continue to allocate special funds for materials that offer multiple perspectives and information regarding different cultures and groups, especially for those classes like World Civilization with substantial enrollments.
- The Libraries have consulted with teaching faculty who received 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 library user education program to provide multiple perspectives and styles of pedagogy in their courses, as appropriate.

***Action Item:***

- Although some attention has been given to continuing education needs for librarians teaching library user education, more effort will be directed when the Libraries hire a Head of Library User Education, a critical position that has been vacant for several years.



## COLLEGE OF PHARMACY

### **Goal I: Administrative Structure**

The College is organized into two academic departments: Pharmaceutical Sciences (Raymond Quock, Chair) and Pharmacy Practice (Dennis Clifton, Chair). The dean (William Fassett) is supported by an Associate Dean for Student Affairs (Keith Campbell) and an Assistant Dean for Assessment (Tracy Skaer), and by an Assistant to the Dean (Cynthia Williams). Overall responsibility for achieving diversity within the College resides with the dean. The associate dean is responsible for student recruitment, admission, and retention, and is the principal administrator charged with student diversity. The assistant dean provides support to other units in collecting, analyzing, and disseminating assessment data on diversity within the college. She is assisted in this function by the assistant to the dean. Each chair is responsible for recruiting, developing, and retaining a diverse faculty and departmental staff. The assistant to the dean maintains records and monitors achievement of overall college diversity goals.

### **Goal II: Work and Learning Environments/Climates**

It is a priority of the college to maintain a working environment that celebrates diversity and is supportive of each member of the faculty, staff, and student body. All departments and administrators are charged with finding ways to make the student experience the best it can possibly be, and to make each employee of the University believe that his or her work experience is rewarding and enjoyable. The transition to new leadership in the dean's office and in both departments over the last 18 months has created an opportunity to renew our commitment to these goals, and the current climate reflects optimism and enthusiasm. The College understands its role in the larger University community, and participates in University-wide events and has provided funding for activities that support diversity at the University level.

### **Goal III: Student Enrollment, Retention, and Degree Completion**

- a. The College participated in the following Minority Recruitment Activities:
  - Adopt-A-School Program
  - College Knowledge of the Mind
  - SMART Program
  - Cougar Monday for minority students and parents
  - Minority Athletic Students Program
  - Careers in Pharmacy displays during Native Americans and Hispanic recruitment efforts
  - Individual recruiting trips to Native American Nations
  - Multicultural Center's special recruiting events
  - Individual counseling for minority students identified by the Office of Admission
  - Evenings of Excellence
  - Diversity importance discussed at Student Orientation each fall
  - Pharmacy 451 has a Diversity Training Session for all 1<sup>st</sup> professional year students.
  - Willingness to work with students who need help academically by providing tutors.
  - Minority Group outreach.

b. Ethnic Enrollment Data Professional Pharmacy Degree

	Asian Americans	African Americans	Native Americans	Hispanic	Total Minority	Total Enrollment	% Minority
Fall 99	66	9	2	5	82	282	29.1
Fall 98	53	6	3	5	69	268	25.7
Fall 97	55	6	2	6	69	226	30.5
Fall 96	45	5	3	6	59	229	25.8
Fall 95	37	7	2	5	51	216	23.6
Fall 94	27	7	2	4	45	222	20.3
Fall 93	25	2	2	4	33	226	14.6
Fall 92	13	2	2	2	19	221	8.6
Fall 91	13	1	1	--	15	209	7.2
Fall 90	13	--	--	1	14	209	6.7
Fall 89	18	--	--	1	19	231	8.2

c. Ethnic Enrollment Data Pharmacology/Toxicology Graduate Program

Year	Asian American Pac.	African American	Native American	Hispanic	Total Minority	Total Enrollment	Female	% Minority	% Female
99	1	0	0	1	2	11	6	18.2	54.5
98	2	0	0	3	5	16	5	31.2	31.2
97	2	0	0	4	6	21	9	28.6	42.9
96	1	0	0	3	4	27	15	14.8	55.55
95	1	0	0	4	5	27	12	17.2	44.8
94	2	0	0	3	5	27	13	14.3	48.6
93	1	0	0	2	3	31	14	9.7	45.2
92	1	0	0	1	2	28	16	7.1	57.1
91	1	0	0	1	2	20	12	10.0	60.0
90	1	0	0	0	1	19	8	5.3	42.1
89	1	1	0	0	2	21	7	9.5	33.3

d. Special Recognition of Minority Pharmacy Students

The College provides a variety of scholarships supported by the private and public sectors. The following are scholarships provided by friends and supporters of the College and targeted for underrepresented minority students. These scholarships are awarded in compliance with the new guidelines established by Initiative 200.

Mabel E. Bement Scholarship

- Financial Need
- Entering pharmacy student
- Member of a minority group

Deary Sisters Scholarship

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

Maurice Lawson Memorial Scholarship

- Preference to a minority student or non-honors student

Marion Merrill Dow Scholarship

- Minority - African-American Pharmacy student

Jessie Senora Sims Walker Scholarship

- Awarded to an African-American student in good standing in the College of Pharmacy
- Potential and commitment to serve the African-American Community
- Academic Performance
- Financial Need

Dorothy Otto Kennedy Graduate Fellowships: These fellowships are used as a tool in the recruitment of students who will enhance the quality of the Pharmacology/Toxicology graduate program. Multicultural students are targeted for these fellowships.

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

#### **Goal IV: Faculty Recruitment, Employment, and Retention**

In recruiting new faculty for pharmacy practice or pharmaceutical sciences, efforts are made to ensure that advertisements of position vacancies receive the widest possible dissemination. This can be done in four ways:

- scientific journals and newsletters (e.g., American Journal of Pharmaceutical Education, American Association of College of Pharmacy [AACP] News, Science)
- on-line career resources (webpages for the AACP and Federation of American Societies for Experimental Biology [FASEB])
- placement services at scientific meetings [annual meetings of the AACP, ASHP and FASEB]
- and direct mailings to similar colleges and departments [pharmacy practice, pharmaceutical sciences and comparable departments in colleges of pharmacy]. These venues for advertisement enjoy a wide circulation or are accessible to individuals in the eligible applicant pool.



**Faculty Availability**

Category	Total FTE	Affected Group		
		Total	Percent	*Avail %
Total Faculty	59.28			
Female		22.59	38.6%	34.2%
Total Minority		13	21.9%	15.2%
Black		2.2	3.7%	4.9%
Hispanic		1	1.7%	2.4%
Asian		9.8	16.5%	7.6%
Amer. Indian		0	0	.3%
Other (a)		0	0	2.3%
Foreign (b)		0	0	1.8%

\*AACP 1998-99 Profile of Pharmacy Faculty, Table 3: Distribution of 1998-99 Full-Time Faculty by Rank, Gender, Race/Ethnicity.

(a) U.S. citizen or permanent resident

(b) Nonpermanent resident

**\*1998 - Number of Doctor of Philosophy Degrees (Ph.D.) Awarded**

Category	Total	Affected Group
		Avail %
Total Ph.D.	411	
Female		42.1%
Total Minority		13.2%
Black		3.4%
Hispanic		1.5%
Asian		7.8%
Amer. Indian		.5%
Other (a)		1%
Foreign (b)		45.5%

\*AACP 1998-99 Profile of Pharmacy Faculty, Table 15: Number of Doctor of Philosophy Degrees (Ph.D.) Conferred 1979-1998 By Gender and Race/Ethnicity.

(a) Includes students for whom ethnic origin is unknown.

(b) Nonpermanent resident/citizen of a county other than the U.S.

**\*1998 - Clinical - New Post Baccalaureate Pharm.D. Degree Awarded**

		Affected Group
Category	Total	Avail %
Total Ph.D.	2632	
Female		68.5%
Total Minority		35.2%
Black		8.8%
Hispanic		2.5%
Asian		23.6%
Amer Indian		.3%
Other (a)		1.2%
Foreign (b)		1.8%

\*AACP 1998-99 Profile of Pharmacy Faculty, Table 11: Number of Doctor of Pharmacy Degrees Conferred as First Professional Degrees (Pharm.D.) 1979-1998 by Gender and Race/Ethnicity.

(a) Includes students for whom ethnic origin is unknown

(b) Nonpermanent resident/citizen of a country other than the U.S.

**Staff**

Category	Total FTE	Total	Percent
Total Staff	17.85		
Female		13.1	73.4%
Total Minority		2.75	15.4%
Black		0	0%
Hispanic		1	5.6%
Asian		.75	4.2%
Amer. Indian		1	5.6%

The College has been successful in increasing its efforts to employ qualified staff who are members of ethnic minority and underutilized groups.



## COLLEGE OF SCIENCES

### **College of Sciences Vision Statement:**

Through integrated research and learning experiences, the faculty of the College of Sciences at Washington State University assures that its graduates will be tomorrow's leaders in a rapidly changing, technology-based society.

### **College of Sciences Mission Statement:**

1. Comprehensive high quality undergraduate education for science and mathematics majors and all other students.
2. Modern research training for graduate students in the sciences and allied disciplines.
3. The faculty and facilities to develop research programs that probe the frontiers of knowledge and contribute to the State and nation. A dedication to both basic and applied research provides the educational base for graduate training and enrichment of undergraduate curricula.
4. Information to the general public about the importance of science and mathematics in modern life and in providing expertise and information for the solution of problems related to science or mathematics.

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**

- A. To institutionalize the administrative line through the Assistant Dean
  1. Improve lines of communication between departmental diversity efforts and the Dean's office  
The Assistant Dean meets regularly with the departmental chairs or directors to promote, coordinate, monitor and enhance diversity efforts at both the graduate and undergraduate level. Recruitment efforts including scholarships and recruitment events and retention efforts such as science laboratory experiences are all part of this effort.
  2. Serve as the College of Sciences liaison to other diversity efforts on campus.  
The College continues to support the administrative structure which has been developed to enhance diversity efforts on campus. The Assistant Dean was part of the Council on Multicultural Student Retention and the Council on Multicultural Student Recruitment. The five year plan produced by the Multicultural Student Retention Council was utilized in developing College of Sciences diversity goals. The Assistant Dean is also part of the current Multicultural Student Enrollment Focus Group organized by Herb Delaney. The Assistant Dean meets regularly with the Assistant Director of Multicultural Student Retention as well as the MSS counselors. In general, the College has continued to improve its working relationships with the various organizations on campus supporting diversity.
  3. Institutionalize the Women in Math Science and Engineering (WIMSE) reporting line.  
The Assistant Dean has worked with WIMSE on several projects and the reporting line has been well established.

- B. To monitor the statistics of underrepresented groups in all constituencies at the Dean's office. These statistics have been monitored using data provided by Institutional Research
- C. To show leadership by example

## **Goal II: Work and Learning Environments/Climates**

- A. To increase awareness and appreciation of multiculturalism across the academic community
  - 1. Encourage every advisor, faculty, and staff member to attend diversity education workshops  
The College has continued to encourage employees to attend various management and diversity training courses conducted by WSU Human Relations and Diversity (HRD) and other entities.
  - 2. Where appropriate, have College of Sciences brochures or letters translated into Spanish
  - 3. Promote events that recognize diverse cultural heritage by postings in the College office  
The College of Sciences continues to promote these events via postings. Where appropriate, the College participates in these events by having a College information booth. Many of these events receive financial assistance from the College.
- C. To keep open and improve lines of communication
  - 1. Keep open lines of communication with the staff through regular meetings with the Dean  
The Dean of the College of Sciences holds a staff meeting with all staff in the College each semester. Additionally, the Assistant to the Dean and the Finance Officer for the College of Sciences meet monthly with all administrative assistants in the College.
  - 2. Meet with the College of Sciences Student Advisory committee to continue to be alert to student concerns  
The College of Sciences Student Advisory committee includes undergraduate and graduate student representatives from all degree granting programs in the College. The Dean meets with this group at least once a semester. Several programs have been initiated as a result of the feedback from the group. For example, the College of Sciences student minigrant program was initiated by this group. In addition, information about changes within the College is passed on to students via this group. Students can express concern over these changes and ask questions.
- D. To encourage special living community opportunities to better support multicultural student populations

The College of Science's 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. More recently, we have worked with residence life to establish special interest floors including a life sciences floor and an environmental science floor. We have also supported a tutor-assisted study table program for mathematics, physics, chemistry, and biology courses within the residence hall. Science faculty participated in Multicultural Student Services tutoring efforts within MSS. The College participates in Teniwe, a residence hall program that promotes establishment of study groups and friendships by grouping students with similar interest in a cluster of classes.

- E. To support non-traditional learning experiences that result in better learning environments
1. Work with WIMSE goals providing support for proposals that lead to individual, institutional, and community change  
 WIMSE received funding from the National Science Foundation for Project EFFECT. EFFECT is an acronym for Equation For Future Equity in Curriculum and Technology. Project EFFECT has resulted in several projects that enhance the academic climate at WSU. The course "Women, Science, and Culture" was developed under Project EFFECT. The course is primarily designed for first-year women and underrepresented minority students interested in science, math, or engineering. Research has shown that these groups face specific barriers that contribute to their attrition. The course will expose the barriers as a by-product of the scientific culture and hence, an external force on the students. As a result, when the students encounter the barriers, they will recognize them as external instead of inappropriately perceiving them as personal deficiencies. The course features the work of women and scientist of color. Enrollment is limited to fewer than 20 students. Project EFFECT also funded Innovations Workshops. The Innovations Workshops targeted Math, Science, and Engineering faculty and consisted of four collaborative sessions focusing on reforming curricula and improving learning and the environment for all our students, with particular attention paid to issues that encourage women and people of color. A series of technology seminars also resulted from the Project EFFECT funding. The free, two-hour technology seminars were begun in the Spring of 1998. Lastly, several guest speakers (Dr. Sue Rosser – Zoologist and international expert on gender and science issues, Jane Curry - Miz Wizard's Science Secrets, Dr. Sandra Harding – philosopher and international expert on gender and science issues).
  2. Provide a learning climate in the Science Learning and Instructional Center that enhances the academic and personal well-being and success of students  
 The Science Learning Instructional Center (SLIC) provides a variety of support services for science students. SLIC offers free use of Pentium and Power Macintosh computers fully loaded with a variety of word-processing, spreadsheet, graphics, and presentation software. Students can also access the mainframe computer and the World Wide Web through the ethernet connections at each computer. Files of old exams, classroom support material, videos, and other information are maintained for student check out at SLIC. Free tutoring for selected science courses is also available at SLIC.
  3. Continue and expand the College of Sciences staff mini-grant program

### **Goal III: Student Enrollment, Retention, and Degree completion**

The College of Sciences has seen a growth in the numbers of minority students declaring a major within the college. In the fall of 1997 the college student population included 87 undergraduate and 23 graduate students of color.

The College of Sciences commitment to increasing the number of minority students in the sciences begins with community outreach programs, continues with on campus pre-college and bridge programs, and currently ends with the college's efforts at retaining students to graduation.

- A. To increase recruitment of multicultural students
1. Continue to support campus-wide recruiting efforts  
**Activities that the College of Science participates in include:**

Evenings of Excellence	Future Cougar Day
Cougar Monday	Scholars Reception
Preview Day	College Knowledge of the Mind

The College of Sciences is present for all recruiting events and has coordinated departmental efforts at such events as Future Cougar Day. The Dean, whenever possible, actively participates in these events. The Dean was an active recruiter at Scholars Reception and visited the College booths at Future

Cougar day as well as provided lunch for all faculty and staff involved in recruiting. This support from the Dean for these recruiting events sends a message as to the importance of these events. The assistant Dean in the College of Sciences participates in other recruiting events that are not as “institutionalized” as the ones listed above. These have included campus visitation efforts organized by SOLES (Society of Latino Engineers and Scientist) and the M.E.Ch.A. C.A.S.H.E. conference (Children of Aztlán Sharing Higher Education.) Additionally, the College of Sciences has financially supported these and other events.

Using EMAS, all prospective students receive a letter from the Dean of Sciences along with a brochure.

2. Increase the number of undergraduate majors supported with scholarship funds from approximately 140 to 280 over 5 years  
The College of Sciences began awarding the Science Opportunity Scholarships (SOS) to students entering WSU in the fall of 1998. The College now offers the SOS scholarships to over 140 students each year. Additionally, the College of Sciences offers Kate Webster Scholarships to science students receiving invitations to join the Honor’s College, the NASA SpaceGrant Scholarship to students with an interest in space science, and the William Wiley SOS award.
  3. Provide scholarship support for underrepresented groups via the William Wiley Fund, the Meyer Sound Trust Fund, and the Dean’s Development Fund.  
Prior to the passage of I 200 these funds were used to provide scholarships to groups historically underrepresented in the sciences. The College of Sciences will no longer be making these awards. The College has created a new award, the Diversity Science Opportunity Scholarship or Diversity SOS. The new awards will complement the diversity awards given centrally.
  4. 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 Science’s Work Awards will be formalized so that they can be used as an effective recruiting tool. The College of Sciences Work Award has been changed to the Science Opportunity Laboratory Experience (SOLE) award. The SOLE awards use the same criteria as the Diversity SOS. These awards provide undergraduate students with the opportunity to work in a research laboratory and be mentored by a faculty member or other member of the laboratory. The College of Sciences has worked with the various MSS counselors to identify students who can benefit from these awards. In addition, the EMAS and other data bases are used to identify the students and offer these awards as a recruiting tool. More than 90% of the students receiving a SOLE award are retained to graduation.
  5. The College fully supports the draft plans of the Council of Recruitment of Multicultural Students.
- B. To provide incoming multicultural students with a pre-college experience
1. 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

The College of Sciences offers several summer pre-college programs. These include the Summer Science camp, the Howard Hughes High School Summer Research Experience, Native American Medical Scholars, Medical Scholars, and U-DOC programs. The Native American Medical Scholars, Medical Scholars, and U-DOC programs are for Juniors and Seniors in High School interested in the

Biomedical Sciences. Each of these programs provides students with information on careers in the health science fields, including professional and research careers. All of the programs introduce the students to the support services available on University campuses. The Medical Scholars experience is a one week summer program designed to introduce students from small high schools and rural environments to health professions including medicine, nursing, and research. Minorities, especially Hispanic and Native Americans, are given special attention in the selection process and have been well represented to date. One of the four Medical Scholars programs each summer consists of all Native Americans. More recently, because of limited funding the Native American and Medical Scholars programs have been combined to a single one week program.

The U-DOC program is a more intensive month long summer program. The U-DOC program is intended to foster, affirm, and encourage high school students' interest in the biomedical sciences and is designed to achieve several goals. Students gain information about college life and improve essential skills. These are skills that will assist the student in the transition between high school and college. These skills include accessing campus services (financial aid, multicultural center), improving study, test taking, writing, and presentation skills, and increasing computer literacy. Students address health care issues present in various communities. The opportunity to explore different careers in research, medicine and the allied health professions are integral parts of the program. Students receive an academic introduction to the curriculum required for students interested in the biomedical sciences. An equally important component of the U-DOC program is the interactions the students have with both the other students and the faculty. Like Medical Scholars, U-DOC is residential and provides an introduction to college residential life. During the first summer of the program (summer 1997) 66% of the student participants were students of color.

The Howard Hughes High School Summer Research Experience also targets Juniors and Seniors in High School. During this one week residential program students work in teams of three with research faculty members on projects. Students present their projects at a poster session at the end of the week. Students are also provided with some aspect of the project that they take back to their high schools and work on with other high school students. This program was discontinued beginning in 1998 because of lack of funding.

A Bridge program, intended to ease the transition between high school and college is offered by the College of Engineering and co-sponsored by the College of Sciences. In this program minority students interested in sciences, engineering, or mathematics are invited to campus early to meet with faculty advisors, other students, and register for classes before the rush at the beginning of the fall semester. The summer Bridge program of 1997 included more than 70 participants.

The Science, Mathematics, and Engineering Education Center (SMEEEC) at WSU supports a number of K-12 outreach programs. These activities include an equipment loan program and teacher training. The equipment loan program loans microscopes, electrophoresis kits, and other science equipment to teachers in the K-12 system. This program has been very valuable to the many rural communities in the state of Washington, including those areas where a high percentage of the population is minority (some of the schools benefiting from this activity are 100% minority students). SMEEEC is also involved with inservice teacher training and science teacher training programs.

2. Continue to support off-campus pre-college programs

**Activities that the College of Science participates in include:**

College Knowledge of the Mind  
C.A.S.H.E. (Children of Aztlan Sharing Higher Education)  
Rural Women in Science  
Ambassadors program

The College of Science also participates in the College Knowledge of the Mind program sponsored by the WSU Multicultural Center. The purpose of this program has been to stimulate minority students' interests in various careers. The program brings parents and middle and high school students from Hispanic, African American, Asian/Pacific American and Native American communities together with the faculty, staff, and student representatives of many different disciplines at WSU, including sciences



and mathematics. The College also participates in the Adopt-A-School program for middle schools and the C.A.S.H.E. conference (Most recently, C.A.S.H.E. has been held on campus)

The Mathematics, Engineering, and Science Achievement Program (MESA) at WSU focuses on school districts with a majority ethnic minority student populations. In this program, students enroll in selected science courses at their high schools. The courses are staffed by teachers who work closely with regional coordinators and a faculty coordinator at WSU. These courses are enriched with material, field trips, role model visits, and regional workshops. This program is funded by multiple sources (both private and public funds)

C. To coordinate academic retention programs and maximize their effectiveness

1. The Assistant Dean will coordinate the College's retention efforts by serving as an active member of the Council on Retention.

The Council on Multicultural Student Retention produced a 5 year plan in 1997 "WSU Multicultural Student Retention Strategy 1997-2002. The Assistant Dean in the College of Sciences was an active part of this. Before disbanding the Council produced a University wide progress report covering the years 1997-1998.

2. Create a student mentoring program within the College of Sciences for all multicultural students
3. Facilitate participation of multicultural students in academic clubs
4. Continue to support undergraduate research opportunities

**Activities within the College of Science include:**

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)

Science Opportunity Laboratory Experience Awards (SOLE awards) described above

5. Continue to support students groups and activities (such as AISES, MESA, and the Society for Hispanic Engineers) with on-campus presentations  
These groups have been supported with on-campus presentations or support when necessary. In addition, many student groups and activities have been financially supported by the College of Sciences including M.E.Ch.A., the Asian Pacific American Student Coalition (APASC), Black Women's Caucus and Phi Beta Sigma Fraternity, Washington State Filipino American Student Alliance, American Indian Science and Engineering Society, and Society of Latino Engineers and Scientists (SOLES).
6. Establish a central registry with web access and a printed brochure that describes all scholarships and internships available for WSU science majors  
The College of Sciences produced its first Scholarship brochure in 1998. This brochure was mailed to all interested students. It included information on the College new student scholarship program as well as information on the departmental scholarships and internships. In 1999 two College of Sciences list serves were initiated. These were an internship list serve and a scholarship list serve. The information was made available to students via a brochure, advisers, residence halls, etc. The internship list serve includes information on internships, jobs, and science graduate school opportunities. The scholarship list serve includes information on scholarships. The College of Sciences scholarship web site is continually updated.
7. Continue to develop the Science Honors program, by adding two courses and providing two more summer internships each year  
The College of Sciences has concentrated on improving the existing honors' courses before adding new courses. Funding has been made available that has resulted in improvements to the existing

geology and physics honors classes. The number of summer internships has increased by the targeted amount in the last 2 years.

8. Administer the Golding family Graduate Fellowship for Women in Science  
Three graduate fellowships were awarded to women scientist in three disciplines (Microbiology, Botany, Geology) in 1999. The preceding years have seen one fellowship awarded each summer.
9. The College fully supports the draft plans of the Council on Retention of Multicultural Students.

#### **Goal IV: Faculty/staff Recruitment, Employment, and Retention**

(Additional information can be found in the College of Sciences Affirmative Action report.)

To provide structures to recruit, employ, and retain a diversified work force.

1. 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
2. Ensure that a diverse pool of candidates is interviewed
3. Ensure that goals for increasing underrepresented minorities are weighed in offers

#### **Goal V: Curriculum Diversification**

- A. To increase active, inquiry-based learning so students develop their own learning epistemology, considering different learning styles
  1. Support WIMSE efforts to provide pedagogy and assessment that supports the different learning styles of women and minorities  
WIMSE received funding from the National Science for Project EFFECT . EFFECT is an acronym for Equation For Future Equity in Curriculum and Technology. Project EFFECT has resulted in several projects that enhance the academic climate at WSU. The course "Women, Science, and Culture" was developed under Project EFFECT. The course is primarily designed for first-year women and underrepresented minority students interested in science, math, or engineering. Research has shown that these groups face specific barriers that contribute to their attrition. The course will expose the barriers as a by-product of the scientific culture and hence, an external force on the students. As a result, when the students encounter the barriers, they will recognize them as external instead of inappropriately perceiving them as personal deficiencies. The course features the work of women and scientist of color. Enrollment is limited to fewer than 20 students. Project EFFECT also funded Innovations Workshops. The Innovations Workshops targeted Math, Science, and Engineering faculty and consisted of four collaborative sessions focusing on reforming curricula and improving learning and the environment for all our students, with particular attention paid to issues that encourage women and people of color. A series of technology seminars also resulted from the Project EFFECT funding. The free, two-hour technology seminars were begun in the spring of 1998. Lastly, several guest speakers (Dr. Sue Rosser – Zoologist and international expert on gender and science issues, Jane Curry - Miz Wizard's Science Secrets, Dr. Sandra Harding – philosopher and international expert on gender and science issues) were a part of the project.
  2. Provide a learning climate in the Science Learning and Instructional Center that enhances the academic and personal well-being and success of students  
The Science Learning Instructional Center (SLIC) provides a variety of support services for science students. SLIC offers free use of Pentium and Power Macintosh computers fully loaded with a variety

of word-processing, spreadsheet, graphics, and presentation software. Students can also access the mainframe computer and the World Wide Web through the ethernet connections at each computer. Files of old exams, classroom support material, videos, and other information are maintained for student check out at SLIC. Free tutoring for selected science courses is also available at SLIC.

B. To diversify curriculum

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

# COLLEGE OF VETERINARY MEDICINE

## **Mission Statement**

The College of Veterinary Medicine (CVM) is committed to maintaining excellence in its teaching, research, and service programs as summarized in the area-level Strategic Plan 1997-2002. The CVM Organization and Policies Manual, adopted January 1, 1995, sets forth the organizational structure of the college, defines duties and responsibilities of the dean, principal administrative officers, and standing and advisory committees.

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 employment opportunity, and affirmative action consistent with state and federal statutes. 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 of Veterinary Medicine Diversity Plan dated May 8, 1997, summarizes college diversity goals, strategies, and action plans consistent with university goals for diversity.

## **Progress Report on Accomplishments**

### **Goal I: Administrative Structure**

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

- The CVM Cabinet consisting of the dean, department chairs, directors, assistant to dean/business officer, staff representative, and chair-faculty executive committee meets every other week to discuss and review administration of college programs including diversity plans and actions.
- Departments and divisions continue to update diversity plans and progress reports.
- Annual performance reviews and evaluations of all college administrators, faculty, administrative professionals, and staff include commitment to diversity, work environment, and collegiality.
- Commitment to affirmative action to achieve college and university goals for diversity is important and operative in the recruitment, appointment, advancement, retention, and review of all college personnel consistent with state and federal statutes.
- College administrators, faculty, staff, and students have participated in diversity training programs offered through Human Resource Services and the Center for Human Rights.
- College committees have been expanded to include representation by staff and students where appropriate. The college Cabinet has been expanded to include a staff representative. The dean's Information Technology Advisory Committee (ITAC), which already included faculty members and staff and administrative ad hoc representatives, was expanded to include a student representative.
- The dean's Staff Advisory Committee continues to meet every month with the dean to discuss matters of interest to staff including diversity, work environment, and opportunities for increased staff involvement, communication, and recognition in college and departmental programs.
- College and department Health and Safety Committees are principally chaired by and composed of staff and administrative professionals.
- The Department of Veterinary Clinical Sciences (VCS) monthly section heads' meetings include elected faculty members from each hospital section, and five staff members, including three females and two males. In fall 1998, the VCS department established a Chairs's Advisory Committee consisting of division leaders elected by each sections' faculty that meets monthly to provide accountability and diversity assessment for the department.
- The Department of Veterinary Microbiology and Pathology (VMP) added a graduate student member to its Graduate Studies Committee.

- The Department of Veterinary and Comparative Anatomy, Pharmacology, and Physiology (VCAPP) has a Chair's Advisory Committee, consisting of the chair, three tenured faculty elected by their peers, and one administrative professional to provide the leadership, direction, and monitories of departmental diversity goals. Also, VCAPP staff meets regularly with the chair to promote on-going communication.

## **Goal II: Work and Learning Environments/Climates**

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

- The college Work Environment Survey, completed in 1996, identified employee attitudes, perceptions, and experiences that suggested the need for the college to reaffirm its commitment and goal of having a harassment-free environment. The survey results were reviewed by the CVM Cabinet, shared with university administrative units, and were then reviewed and discussed throughout the college by departmental administrators and unit faculty, staff, administrative professionals, and graduate students.
- Work Place Environment Committees were formed in each major college division where faculty, staff, and graduate student representatives met with unit heads to review the survey. The committees and unit heads identified specific action plans to enhance the college work and learning environment where individuals are listened to, treated with respect, valued for their contributions, and where decisions are made openly and fairly. The college-wide discussions of the work environment survey and of unit-specific concerns resulted in important action items that were incorporated in the college and departmental diversity plans.
- A follow-up work environment survey is planned during the next year (2000-2001) to assess progress and to identify opportunities to continue to improve and enhance college work and learning environments.
- The college hosted a series of five half-day climate-awareness workshops held February 16-20 at the Quality Inn to bring all college employees together focusing on the goal of fostering a cooperative and productive work climate. Awareness of work-climate issues and sensitivity to the needs of all members of the work and learning environment were the goals of the program. Cindy Gallagher, Deborah Love, and Felicia Gaskins of the Center for Human Rights served as facilitators and presenters of the workshops. A handout titled Defining Appropriate Professional Conduct provided the content for the workshop presentation and discussions. All college faculty, staff, residents/interns, and graduate students participated in the workshops.
- College Cabinet members attended the WSU sponsored workshop "Equal Opportunity Issues in Higher Education: Beyond the Basics," held April 13, 1998.
- The Dean's Staff Advisory Committee consisting of two elected staff and administrative professional representatives of each department and division of the college continued to meet each month and every two months with the dean to discuss staff concerns and issues. The Committee continues to coordinate the Annual College Food Drive benefiting Whitman and Latah County Food Banks. The committee coordinates with the dean the annual college faculty and staff picnic where the Outstanding Staff Recognition Award including a plaque and \$500 check is presented to a staff member through a nomination process coordinated by the staff.
- The dean and associate dean for academic and student affairs maintain close communication with D.V.M. students through the Student Chapter of the American Veterinary Medical Association (SCAVMA) and with graduate students through CVM GPSA representatives.
- The college sponsored special education symposia on computer-assisted instruction, problem-based learning, differences in teaching and learning styles, and current learning issues designed to enhance the teaching and learning environment for students and provide professional development opportunities for faculty.
- Faculty and staff are provided opportunities to attend state, regional, national, and international workshops and meetings to enhance professional development.
- All tenure-track faculty are required to document their teaching effort and effectiveness in the Teaching Portfolio that includes student evaluations.

- All faculty are evaluated on teaching, research, and service contributions as part of the annual review process including contributions to diversity and collegiality.
- All staff and administrative professionals are evaluated annually based on clearly defined job descriptions and performance expectations including contributions to diversity and collegiality.
- All supervisors are required to attend the “HRS Performance Evaluation” training program and are required to conduct annual performance reviews of all personnel under their supervision. Special training programs were conducted in the college by HRS professionals to inform supervisors and those supervised of the requirement, process, and importance of annual performance reviews.
- All college personnel who have supervisory responsibility for faculty, staff, administrative professionals, and temporary help are required to participate and complete the “HRS Supervisory Development” training program as appropriate to their level of management.
- Each summer the VCS department participates in the HOIST (Helping Orient Indian Students and Teachers to Science and Mathematics) program. The program is a partnership with the Nez Pierce and Coeur d’Alene Indian tribes, their communities and school organizations, sponsored by the American Indian Science and Engineering Society in cooperation with the University of Idaho and North Idaho College.
- In conjunction with the Washington State Employment Office, the VCS department participates in the Rural Resources Summer Work Program that provides employment training and work experience to children of low-income families, or in need of special education, teaching them the skills needed to seek employment. During the past years, five high school students participated in the program working the various sections of the Veterinary Teaching Hospital while learning interview skills, job search techniques, interpersonal skill, commitment to responsibility, and personal/professional growth and advancement.
- The design of the new Animal Disease Biotechnology Facility (ADBF) incorporated multiple furnished lounge areas to facilitate interactions among faculty, staff, students, and the publics we serve.
- The college Gender and Multicultural Committee continues to meet and advises the dean on work and learning environment issues, sexual harassment, complaint processing and resolution, and work environment survey plans and assessment.
- The college and departments developed and adopted a “Statement of Policy on Sexual Harassment” consistent with WSU and CVM diversity plans and policies.
- The CVM Strategic Plan includes diversity as an integral part of the planning and assessment process for college programs. The CVM web site [www.vetmed.wsu.edu](http://www.vetmed.wsu.edu) includes the CVM Strategic Plan, Diversity Plan and Progress Reports.

### **Goal III: Student Enrollment, Retention, and Degree Completion**

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

- The D.V.M. class size was increased during the past five years from 60 to 70 for a 16.6 percent increase, providing increased access to the professional veterinary education program.
- The college participates in the Veterinary Medical Common Application Service (VMCAS), which provides applicants with an easy means to apply to the veterinary college of their choice. The CVM currently receives approximately 1200 applications for 70 entering class positions. Students recruited and enrolled are well rounded with outstanding academic records with an overall GPA of 3.51 and an average GRE combined score of 60 percent.
- The college is committed to recruiting and admitting a diverse group of students. During the past five years the entering class has been 60 percent women. The mean age of students is 25 years with students ranging in age from 19-36.
- The college is committed to increasing the number of multicultural students enrolled in professional and graduate programs through expanding contact with the multicultural community, increasing scholarship opportunities, and employing multicultural faculty.

- Multicultural student participation the Department of Veterinary Clinical Sciences (VCS) post D.V.M. specialty training programs (interns, residents, graduate students) continues to increase. The department recruits 24 residents, interns, and graduate students from around the world. Currently, the department has 15 multicultural students in post-D.V.M. programs from Australia, Canada, China, Great Britain, Japan, Norway, Sweden, Switzerland, Taiwan, Thailand, and Trinidad.
- The VCS department enriches the diverse educational experiences for students, faculty, and staff through the cooperative international externship programs with the countries of Argentina, Austria, Brazil, Canada, Croatia, Denmark, Finland, France, Germany, Israel, Latvia, Mexico, Norway, and Spain facilitated by Dr. Erik Stauber.
- The Department of Veterinary Microbiology and Pathology (VMP) received competitive renewal in 1999 of its NIH –National Heart, Lung, and Blood Institute training grant entitled, “Short-term Training Program for Minority Students.” The training grant, in its first five-year tenure, recruited four multicultural undergraduate students who subsequently entered the professional D.V.M.
- The current VMP department graduate enrollment includes five multicultural students of 19 students, or 26 percent.
- The VCAPP department is committed to strategies of increasing multicultural enrollment in undergraduate and graduate programs through expanding contacts with the Office of Multicultural Student Services, multicultural community, increasing scholarship and fellowship opportunities, and employing additional multicultural faculty.
- The VCAPP department enriches the diverse educational experience for students, faculty, and staff through cooperative programs and agreements with the University of Pisa, Italy, Latvia University of Agriculture, and St. George’s School of Medicine, Grenada.
- The college continues its twenty-year commitment to the Washington, Oregon, and Idaho (WOI) Regional Program in Veterinary Medical Education and the Western Regional Graduate Program/Western Interstate Commission on Higher Education (WICHE). The programs provide enrollment access opportunities to a diverse student population represented by the 13 western states as well as continued opportunities for students outside the western region.
- The college student multicultural organization, Society for Veterinary Multicultural Issues (SVMI), meets monthly with a faculty and staff representative to discuss issues and concerns of students and to identify means to enhance the learning, work, and social environment of all CVM students.
- At the beginning of each academic year, an orientation is given over two days to all entering D.V.M. students. The orientation includes a discussion of the college’s commitment to diversity programs and to a zero tolerance for harassment or discrimination of any kind in the teaching, learning, and work environment. The expectations of acceptable student academic and interpersonal conduct are clearly outlined during orientation.
- The first year D.V.M. course in Professional Orientation and Ethics focuses on the importance of developing and maintaining positive and productive interpersonal relationships.
- Entering D.V.M. students are assigned big brother/sister peer mentors to assist students in their transition to the program and to provide a support system to assist students in adjusting to the academic and social environment.
- College departments continue to be successful in receiving competitively funded extramural research and training grants to attract and support an increasing number of diverse graduate students.
- The dean and associate dean for academic and student affairs maintain close communication with the Student Chapter of the American Veterinary Medical Association (SCAVMA) and the GPSA graduate student representatives within the college.

#### **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 work force that includes equal opportunity for all under represented groups.

- The CVM EEO representative met with all search committees for faculty and A/P positions at the first meeting to review the guidelines for the recruitment of faculty and A/P positions and to discuss the college’s commitment to affirmative action, and EEO guidelines.

- Department chairs, search committee chairs and procedures for faculty and A/P searches including EEO/AA policies.
- College and university commitment of faculty equipment start-up support was instrumental in the recruitment of outstanding new faculty during the review period.
- University support of merit, equity, and retention salary increase funds was critical to retaining faculty, rewarding outstanding performance, and to addressing equity issues.
- The college partnered with the university in providing partner-accommodation support to recruit faculty and to retain existing faculty.
- The CVM Cabinet reviews all requests to fill vacant and/or new faculty positions prior to the initiation of the recruitment process and interviews all candidates for faculty positions. During 1997-1999, the CVM recruited and filled the following faculty positions:

<u>Name</u>	<u>Title</u>	<u>Specialty</u>	<u>Degree</u>	<u>Depart.</u>
<b>1997-98</b>				
James Krueger	Professor	Sleep	D.V.M., Ph.D.	VCAPP
Gary Johnston	Professor	Anatomy/Radiology	D.V.M., M.S.	VCAPP
Shirley Johnston	Professor/Chair	Reproduction	D.V.M., Ph.D.	VCS
Debra Sellon	Assoc. Prof.	Equine Medicine	D.V.M., Ph.D.	VCS
Rance Sellon	Assist. Prof.	Small-Animal Med.	D.V.M., Ph.D.	VCS
Steve Martinez	Assist. Prof.	Small-Animal Orthopedics	D.V.M., M.S.	VCS
<b>1998-99</b>				
Michael Varnum	Assist. Prof.	Neuroscience	Ph.D.	VCAPP
Gina Poe	Assist. Prof.	Neuroscience	Ph.D.	VCAPP
Ahmed Tibary	Assist. Prof.	Bovine Theriogenology	Ph.D.	VCS

- The multicultural composition of CVM employees in administration and faculty positions for FY 1997 and FY 1999 is as follows:

	<u>%</u> <u>Multicultural</u> <u>FY 97</u>	<u>%</u> <u>Multicultural</u> <u>FY 99</u>
CVM Positions (Head Count)		
Administrative	0	0
Professor	11.1	9.0
Associate Professor	11.1	14.0
Assistant Professor	13.6	21.0

- During the reporting period, the CVM increased the percentage of multicultural faculty members in associate- and assistant-professor ranks.
- The gender composition of CVM administrators, faculty, graduate assistants, A/P, and classified-staff positions for FY 1997 and FY 1999 is as follows:

<u>CVM Positions</u> (head count)	<u>FY 1997</u>		<u>FY 1999</u>	
	<u>%</u> <u>Male</u>	<u>%</u> <u>Female</u>	<u>%</u> <u>Male</u>	<u>%</u> <u>Female</u>
Administrators	61.5	38.5	80.0	20.00
Professors	91.4	8.6	91.18	8.82
Associate Professors	80.0	20.0	65.63	34.38
Assistant Professors	63.6	36.4	50.00	50.00
Other Faculty	72.2	27.8	46.15	53.85
Instructors	25.0	75.0	42.86	57.14
Residents	50.0	50.0	31.82	68.18
Graduate Assistants	41.5	58.5	50.00	50.00
A/P	39.3	60.7	51.61	48.39
Classified Staff	30.0	70.0	30.41	69.59



- Significant changes in gender composition of the faculty are noted at the associate and assistant professor, other faculty, and resident categories.

### **Goal V: Curriculum Diversification**

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

- The D.V.M curriculum has undergone successful modernization and diversification over the past decade as a result of extensive college and departmental strategic planning consistent with university strategic-planning goals.
- The college is committed to maintaining high standards of quality, performance, and national prominence of its programs by attaining full accreditation in all four major areas in which colleges of veterinary medicine are nationally accredited.
- The college is committed to enhancing the teaching, research, and service programs through the use of information technology by making computing resources and support available and accessible to faculty, staff, students, and the multiple public stakeholders served by college programs.
- The college is committed to offering a core D.V.M. professional curriculum with an elective tracking system that includes elective courses, preceptorships, and externships that are responsive to the educational needs of a diverse student body with multiple career opportunities.
- Faculty, staff, and students continue to receive assistance and support from the college's Veterinary Information Systems (VIS) unit in training, user and network support, and in the development and support of computer-assisted courses.
- The college is committed to working with the university to improve and modernize classrooms and teaching laboratories.
- Multicultural issues are included in the curriculum as part of the CVM's program to enhance the teaching and learning experience of all participants.
- The college has developed and maintains an internal and external web site with extensive curricular materials and veterinary reference materials accessible to students, veterinary practitioners, animal-industry groups, and the public. The college web site is [www.vetmed.wsu.edu](http://www.vetmed.wsu.edu)
- The college is committed to re-engineering courses throughout the college to incorporate web-based materials, PowerPoint presentations, image databases, and multimedia to enhance the teaching and learning environment.
- Faculty and staff are encouraged to participate in on- and off-campus training and workshops in pedagogy and curriculum development
- College faculty members are encouraged and supported to participate in WSU's professional leave program to acquire and enhance skills in teaching and learning styles and techniques.
- Faculty of the college, under the leadership of the VMP department, continue to improve the nationally award-winning, student-centered, case-based, and small-group learning exercises termed, "Diagnostic Challenges".

## **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. WSU Spokane extends the resources of the university to northeast Washington, with specific emphasis on providing upper level and graduate academic programs to placebound students in Spokane, and serving as a center for graduate education for the state of Washington.

## **Major Accomplishments**

### **Goal I: Administrative Structure**

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

WSU Spokane provides leadership to Spokane community organizations focused on diversity initiatives such as: Intercollegiate Racial Concerns Committee, the Spokane Task Force on Race Relations and the Spokane Chamber of Commerce’s Workforce Diversity Committee, Leadership Spokane, West First and the Casey Family Foundation. These committees have been very active in heightening and promoting diversity awareness within the Spokane community.

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

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

WSU Spokane partners with Eastern Washington University, Gonzaga University, Whitworth College and the Community Colleges of Spokane to offer programs promoting the values of diversity in the community such as the Spokane Advocate Training, collaborating with the Spokane Task Force on Race Relations in efforts such as co-authoring the Spokane Commitment to Racial Equity, Unity in the Community and helping to organize the annual Spokane Racial Congress. WSU Spokane has provided leadership as well as facilitators and trainers for this event each year.

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

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

All publications and website contents represent the diverse populations at WSU Spokane.

Linda Lopez-George, WSU Spokane Development Director, is Chair of the Commission on Hispanic Affairs for the State of Washington.

### **Goal II: Work and Learning Environments/Climate**

WSU Spokane provides a positive work and learning environment that promotes diversity awareness by displaying culturally rich art exhibits in the gallery at the Design Institute. WSU Spokane provides information on cultural events and opportunities for students, staff, and faculty in

the internal campus newsletter, *Campus Connections* (sent to community leaders), and *spokane@wsu.edu*, the quarterly campus newsletter that goes to over 2,000 alumni and community leaders. WSU Spokane continues to provide training on diverse themes and inviting a variety of speakers to faculty and staff meetings and in the classroom as well as sponsoring public lectures and programs on topics related to diversity. Displays have included exhibits that highlighted Black History month, Women's History month, Indian Boarding School and "100 Black Men / 100 Black Women." In making arrangements for the faculty members to speak to community groups, women and persons of color are highlighted as representatives of the campus community.

Campus committees have been formed to address issues of diversity. They include the Campus Climate Committee, the Ad Hoc Human Relations Advisory and the Campus Administrative Council. These committees serve as advisory groups to the CEO/Dean and provide a forum for discussion of a variety of faculty, staff and student issues and concerns.

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

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

### **Goal III: Student Enrollment, Retention, and Degree Completion**

A diverse student body prompts WSU Spokane to provide a variety of support services tailored to the particular needs of each segment of the population. Get acquainted activities are designed to assist students of color with the adjustment process and acquaint them with resources. The Speech and Hearing Sciences Department has funding from the US Department of Education to support Native American students.

WSU Spokane assists students with disabilities in their pursuit of educational opportunities by providing accommodation tailored to their particular needs. The Director of Student Services consults with the Disability Resource Center in Pullman on unique situations and has been able to purchase some equipment and supplies when the opportunity arises in anticipation of future needs.

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

Each Spring, WSU Spokane conducts a Student Satisfaction Survey as an internal assessment of the campus climate and to assist in the creation of positive learning environments. The survey assesses student satisfaction with various aspects of campus climate, academic atmosphere, academic and student support services. Overall, the results have been positive and the percent of surveys returned indicates good participation by students. Results of the survey are shared with faculty and staff and used as background when making decisions regarding programs and policies on campus. If problem areas are identified as pertaining to a specific department, those results are shared with that group and used as a problem-solving tool. The Student Satisfaction Survey has been found to be an effective evaluative tool and will continue to be administered annually.

WSU Spokane continues to partner with other local institutions of higher education to sponsor a combined community welcoming event for multicultural and international students to assist the students in identifying peers at other local colleges and universities. Programs at other educational institutions are publicized to our students as additional opportunities to get involved. Individuals at WSU Spokane volunteer at community events such as Unity in the Community designed to celebrate diversity.

The Area Health Education Center (AHEC) sponsors several activities that address this goal. Recruitment of students from underserved communities and populations is a primary focus of the AHEC Health Careers Ambassador Program that collaborates with communities to identify and support students interested in careers in the health sciences. Currently, more than 52 rural communities in eastern Washington are participating in the Ambassador program, many of which are considered to be disadvantaged either because of population factors or because their schools are not able to offer a broad academic program in the sciences and other areas considered essential for health careers.

Ambassadors include science teachers, school counselors, health professionals and health care administrators. Their role is to assist in promoting class presentations, health career fairs, field trips, and mentoring or shadowing experiences for students. Approximately 10-12,000 students participate in some aspect of the program each year; about one-third are Hispanic/Native American. Examples of community based and on-campus summer programs include the Medical Scholars Program, health careers mini-camps, and CityLab, a biotechnology program offered in rural high schools in collaboration with WSU Spokane research faculty.

Additional projects of the AHEC target undergraduate and health professions students and provides academic enrichment opportunities, clinical rotations with rural preceptors and mentorships. These programs include the Rural/Underserved Opportunities Program; the U-DOC program,

a health career program specifically for students of color; and the Region X Chicano-Latino Mentorship Network designed to encourage matriculation of Hispanics in medical school and other disciplines. The AHEC also serves as a mechanism for advising students on how to obtain financial aid information and medical fellowships with the U. S. Public Health Service and National Health Service Corps. Staff have been active members of the Washington State Loan Repayment and Scholarship Advisory Committee since its inception in 1991, and chair the Physician Assistant scholarship selection committee.

WSU Spokane has provided representation on a number of University task forces including the Council on Multicultural Students Recruitment and the Council of Multicultural Student Retention to support overall diversity efforts at WSU.

WSU Spokane has greatly expanded opportunities for exchange of faculty and students, as well as shared and joint research, with institutions in China and Taiwan. Sister university arrangements have been inaugurated with five universities in China and one in Taiwan: Beijing Medical University is one of the top health science institutions in China; Tsinghua University, also in Beijing, is widely regarded as one of the two top universities in the country; Northwest University, in Xi'an, is a leading comprehensive university; Xi'an Jiaotong University is another of the top five universities in the country; Xi'an University of Architecture and Technology has special centers of interest in fields such as green architecture; Taiwan's National Yunlin University of Science and Technology offers superb opportunities for faculty and student exchange and for applied research. Fredrick Peterson of WSU Spokane initiated these relationships. David Wang, also with WSU Spokane, was very successful as a visiting scholar and expert at Xi'an University of Architecture and Technology and Xi'an Jiaotong University, and has been instrumental in furthering those relationships. WSU has attracted graduate students whose undergraduate work was completed at Tsinghua University and at the Xi'an universities. Everyone in the WSU community is invited to pursue further development of these sister university relationships.

WSU Spokane advertises course and campus events regionally in publications that target diverse audiences, including the Spokane/Pullman African American Voice and La Prensa Bilingua.

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

**Enrollments-WSU Spokane**

<b>Ethnicity</b>	<b>Fall 1997</b>	<b>Spring 1998</b>	<b>Fall 1998</b>	<b>Spring 1999</b>
International	11	18	23	23
Asian American	15	15	25	20
African American	6	3	6	6
Native American	5	3	10	8
Hispanic	14	8	10	7

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

WSU Spokane is committed to continuing to explore new methods of attracting and retaining a diverse student body.

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

Recruitment efforts targeting underrepresented groups increased during the 97-99 period through advertising in targeted publications, utilizing the Spokane Chamber of Commerce's placement referral service, and by target mailings to specialized lists. In addition, WSU Spokane has been represented on the Task Force and Chamber of Commerce Workplace Diversity Task Force that serve as valuable links to the community for maintaining visibility and continuity as a local employer.

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

Several committees of WSU Spokane faculty have been formed to provide a forum for collaboration and contribution of ideas to projects with interdisciplinary and multicultural themes such as the Program on Aging.

Campus climate for particular underrepresented groups is monitored by the CEO/Dean who meets regularly with a committee comprised of faculty, administrative-exempt and staff, to share information and resolve issues or concerns such as policy and equity issues surrounding nontraditional appointments, academic affiliations, benefits, or promotional opportunities.

A snapshot of the WSU Spokane workforce profile as of June 30, 1999 shows the progress that has been made in recruiting and retaining a diverse workforce. It also identifies areas where recruitment efforts should be emphasized (actual numbers of individuals hired and percent of hires who are persons of protected groups.)

	New Hires						Total Retention	
	1997		1998		1999		as of 6/30/99	
	Male	Female	Male	Female	Male	Female	Male	Female
Pacific or Asian American	1			1	1		2 (3.4%)	1 (1.3%)
African American				2				4 (5.2%)
Native American								
Hispanic				1				1 (1.3%)
White	7	5	12	11	5	7	57 (96.6%)	67 (87.0%)
Disabled		1		1				4 (5.2%)
Total by gender	8	6	12	16	6	7		
Total by workforce							59 (43.4%)	77 (56.6%)

These figures are from information provided by WSU Spokane records.

## Goal V: Curriculum Diversification

The WSU Stevens County Learning Center continues to provide courses and programs that address needs in our rural areas. The Extended Degree Program offers five bachelor degrees; Agriculture, Criminal Justice, Business and Economics, Human Development and Social Sciences. Computer classes and supervisor training courses have been developed for local businesses. Presentations have also been given to the community college in Inchelium in an effort to expand services to that area. WSU Spokane has provided delivery of some of the courses as well as student services support to the learning center.

Many of our degree programs offered coursework in the evenings and the weekends and in a non-traditional format to meet the needs of working professionals who are advancing their workplace skills.

The Area Health Education Center (AHEC) at WSU Spokane has developed a conference center that is widely recognized within Spokane and eastern Washington. The AHEC sponsored/managed 34 conferences and seminars during the 97-99 biennium, providing accredited continuing education to a wide range of health care professionals. Offerings included topics on environmental and mental health as well as those relevant to primary care, youth, and elder care professions. Hispanic, Native American and other minority speakers are actively sought for conferences to reflect diversity of perspectives. For example, in February 1999, the AHEC sponsored a well received statewide conference on "Working With Our Tribal Partners" to assist agency personnel and others better understand the social and cultural perspectives of working with Native Americans in the region.

The AHEC collaborates with a variety of state agencies and health professions programs at multiple universities and colleges to provide cultural competency training to preceptors and administrators. This includes information and training in pedagogy for community physician and other primary care preceptors, a periodic newsletter for preceptors on teaching methods and problem-solving (*Preceptor Pointers*), and support for "Medical Spanish for Health Professionals" provided through the Northwest Regional Primary Care Association.

The Washington Institute for Mental Illness, Research and Training at WSU Spokane has developed a program to assist individuals with a severe and persistent mental illness for entry into vocational training school and the workplace through experience in the performing arts. Project results to date have demonstrated significant improvement in areas of improved self-confidence, self-discipline, interpersonal skills and socialization.

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

The Certificate in Aging is a multidisciplinary post-baccalaureate education program for health, mental health, and social service professionals working with older adults. Course content will address biology, nutrition, pharmacy, psychology, psychosocial issues, legal issues, and other areas key to an understanding of older adults. Approval of this certificate program is anticipated by spring of 2000.

The Master of Health Policy and Administration curriculum is inclusive of multiple perspectives and styles of pedagogy that prepares students to be successful in a changing world and increasingly competitive market place. Highlights of the multiple perspectives include the following courses:

- 505 Comparative International Health Care 3: Analysis of key attributes of health care in selected countries and comparisons with the US health care system.
- 506 Rural Health Care in America 3: The unique characteristics, professional opportunities, problems and reform alternatives in rural health care.
- 512 Aging and Long-term Care Administration 3: Introduction to issues in population aging and requirements for administration of aging and long-term care programs.
- 514 Women's Health: Social, Psychological, and Physiological Issues 2: Contemporary issues in women's health focusing on physiological, social and psychological aspects.
- 518 Managing Change for Healthier Communities 3: Prepares health leaders for managing change to create healthier communities through understanding determinants of health and implications of collaborative approaches.

Styles of pedagogy included economics and business, psychology, medical anthropology, communications, health management, and law. During the reporting period, up to half of the faculty were women.

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

The Speech and Hearing Sciences program addresses multicultural issues in its curriculum including issues regarding working with diverse populations and heightening student awareness of the needs and concerns of a diverse population. The Department has funding from the US Department of Education to support Native American students.

Kelsey Gray's work in multi-county organizational development interventions embraces interest-based problem solving and negotiations that address multicultural activities. Dr. Gray has collaborated with Professors Erp and Lovrich to develop the Western Regional Institute for Community Oriented Public Safety (WRICOPS) at WSU Spokane. WRICOPS provides a mechanism to bring together both law enforcement and community interests to solve common problems in the states of Idaho, Montana, South Dakota, Washington and Wyoming. She has also worked with the members of the local and tribal communities through the Lake Roosevelt Forum to heighten awareness of diversity issues.

The Washington State Institute for Community Oriented Policing (WSICOP) contributes research to the criminal justice curriculum on the topics of racial, cultural, age, gender, socio-economic status and other issues which police officers face during conduct of their duties. WSICOP is currently conducting evaluation research on a multitude of community policing initiatives involving problem solving and school-based partnerships in Washington. The bulk of this work assesses the degree to which police organizations enter into partnerships with community leaders, educators, activists, residents, clergy, elderly, youth and service providers to accomplish a higher quality of community life.

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

The curriculum of the College of Pharmacy is inclusive of several issues related to diversity. These issues are taught in various forums and include but are not limited to:

- Lecture and laboratory workshops dealing with various aspects of the health and well being for the aging population of the region.
- Lecture and laboratory workshops that focus on communicating drug information to individuals of diverse cultural backgrounds.
- Lecture and laboratory workshops that focus on gender-specific health issues.
- Early and Advanced Practice Experiences that require students to interact with clients from diverse cultural backgrounds and the elderly.
- Guided study related to the effects of ethnicity, gender, and age on drug metabolism and drug response.

Terrie Scott, Spokane MESA Center Director and Assistant to the Dean/CEO for Human Relations, has presented information on diversity and equity issues to community forums and in classrooms.

WSU Spokane CityLab is the only science and technology teaching center for students and teachers in the eastern Washington region offering state-of-the-art resources necessary to provide the *latest* knowledge and skills required for success in school and in emerging jobs in science and technology. CityLab was formed in 1996 to promote science literacy for all youth through a unique laboratory program in biotechnology and is committed to a long-term science support program to prepare youth for the future and to promote long-term change through an informed public and skilled workforce.

WSU Spokane CityLab has directly and indirectly impacted over 40,000 students throughout the nation and Canada since 1997 through implementation of teaching strategies and laboratory activities offered through the following programs:

- half-day, hands-on biotechnology workshops for middle and high school students
- teacher training workshops to help middle and high school teachers implement the newest state and federal science standards
- after-school science camps for middle school students
- summer biotechnology camps (3-day) for young women

- residential young women summer science camps (5-day) for high school students
- mentoring activities for students and teachers
- resource center services including trouble shooting and supplying laboratory materials

CityLab has offered in-school biotechnology workshops for MESA students at Ferris High School, Lewis and Clark High School and Rogers High School in Spokane School District 81. CityLab outreach programs have also served MESA students through Young Women's Summer Science Camps and biotechnology workshops held at CityLab's research facility. Future programming includes biotechnology workshops for all junior high and high school MESA classes in District 81 for the '99 – 2000 school year.

David Wang, Associate Professor with the Interdisciplinary Design Institute, is teaching a Philosophy 435 course entitled; "Philosophy of Architecture: East and West", which is a capstone course in general education series. This course offers a comparative examination of Western and Eastern (largely Chinese) philosophies, *and how those philosophies have found expression in the physical-material realms of art and architecture.* The premise of the course is this: how a culture integrates the three-fold realities of "nature," of the human being, and of material architecture invariably reveal the deepest yearnings of that culture. Throughout this course, the student is asked to conceptually integrate divergent approaches to universal themes, the end result being an appreciation for the universality of human experience – but in the context of an appreciation for the divergent ways in which these human universals could manifest themselves.

Margaret Mortz, Electrical Engineer, in cooperation with Nancy Vaughan of Speech and Hearing has worked with several graduate students working on projects relating to making noisy speech more intelligible for hearing-impaired persons and for the elderly. The 2 EECS students have been developing digital signal processing methods and algorithms, and the 2 Speech and Hearing students have been doing clinical tests.

Suzanne Snowdon, Landscape Architecture, teaches a class entitled "Human Behavior in the Built Environment." In this course, design students let people guide their creativity in landscape architecture, interior design, and landscape architecture. Although this may seem obvious, it is not generally the approach practiced in formal education, nor that which students practice. The class focuses on both innate and learned human behavioral preferences for safety, territory, privacy, and ample spatial requirements in crowded situations. The students soon realize that everyone does not share the same preferences or concerns, especially to the degree necessary for creating responsive designs in the built environment. For example, women are more vulnerable to attack because they are less capable of defending themselves. Therefore, their concern for safety is much greater than that of a man. Likewise, their perception of danger is more acute than men. A different perspective is adapted with each of the study units--gender, culture, and age--to sensitize the young designers to individual needs and preferences.

# WASHINGTON STATE UNIVERSITY TRI-CITIES

## **Mission Statement:**

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

## **1. Diversity Progress:**

### **Goal I: Administrative Structure**

The administrative structure in place at Washington State University Tri-Cities promotes, coordinates and monitors diversity efforts.

Dr. James Cochran stepped down in the fall of 1998 as Campus Dean and CEO. Dr. Cochran was very committed to diversity. His fundamental belief was that each and every employee and student is inherently a worthy individual. He also felt very strongly about celebrating individuality by promoting and strengthening the value of diversity throughout our campus.

Current Campus Dean & CEO, Dr. Larry James, arrived on campus November 1998. Dr. James continues to support the programs, special events and training focusing on diversity. The Campus Dean's Cabinet provides the overall leadership and support for the campus diversity efforts.

The Multicultural Advisory Committee (MAC), established in 1992, continues to be an integral part of the university's efforts. This is a group of fifteen community leaders, faculty, staff and students from WSU Tri-Cities. The Campus Dean invites participation in MAC. MAC's mission is to counsel and assist the Campus Dean in fulfilling WSU's commitment to global and cultural pluralism among faculty, staff, and students. Members also take an active part in campus activities, as well as, faculty and staff searches.

MAC endeavors to strengthen the awareness and value of a shared community, enabling the creation of an open and affirming environment under which all internal and external constituents may contribute, benefit and prosper, whatever their economic or disability status, ethnicity, sexual orientation, gender, religious background or age.

The MESA Program (Mathematics, Engineering, Science Achievement) provides programs and services with local secondary schools to increase the number of underrepresented students in mathematics, engineering and science fields.

Two coordinators were hired; Jackie Cable was hired as the MESA Middle School Coordinator in September 1997. Laura Cook was hired in January 1999 to coordinate MESA's high school program.

MESA's first residential summer program, sponsored by the National Institute for Environmental Renewal, focused on environmental issues. Seventeen high school students had an opportunity to meet and interact with many scientists and faculty involved in the sciences related to land reuse. This experience also included an opportunity to do self-exploration, discussing issues of race and other barriers to their achievement of career goals.

Each year, MESA students have numerous opportunities to meet and share with college peers on the college campuses around the state such as, CWU, EWU, WWU, UW, WSU Tri-Cities and Pullman. Students learn about programs offered, meet faculty/advisors and tour facilities. The college peers share the reasoning behind their program and college choices, as well as the similarities to the choices the MESA students are preparing to make.

MESA middle school students from the Tri-Cities and Yakima area visit the WSU Tri-Cities campus approximately 10-15 times annually. These visits always include a strong connection between the academics in the classroom and the exposure to the campus environment. Most visits include guest speakers of different cultural backgrounds sharing their careers as role models.



## **Goal II: Work and Learning Environments/ Climates**

The Multicultural Services Director revised the campus Diversity Plan for 1998-1999 in 1998, assisted by members of MAC and representatives from the faculty, staff and students. While Washington State University Tri-Cities continues to articulate a plan that supports the overall Washington State University plan, it must still be appropriate for the institutional and geographical situation of the Tri-Cities campus. The plan for Washington State University Tri-Cities is especially designed to acknowledge the uniqueness of the campus.

In 1998, Multicultural Services began the idea of the “brown bag lunch” on campus. The brown bag lunch gave the faculty, staff and students an opportunity to share lunch and learn and celebrate Martin Luther King’s birthday, Black History Month, Hispanic, Native American, Asian, Irish, and Women’s History Month(s). To celebrate, there were speakers weekly for lunch, workshops, and the Chinese New Year Potluck and lots of ethnic food tasting. There were also open discussions on topics such as: Contemporary African American Issues, Overview of African American History, and Reflections on Race. Some of our activities were co-sponsored with Columbia Basin College (CBC) and Hanford Community and Diversity Counsel (HCDC).

For Hispanic Heritage Month one of our staff members demonstrated the “flamenco” for faculty, staff and students. Flamenco has Spanish and Middle Eastern influences, is passionate and full of expression. Everyone attending this event had an opportunity to learn the flamenco.

Both Washington State University Tri-Cities and Columbia Basin College co-sponsored the first “Uniting Futures” event held at the WSU Tri-Cities campus. Those participating were faculty and staff at WSU Tri-Cities and CBC and a large number of participants from the local and surrounding communities. The focus was on serving the needs of the Hispanic community. A number of issues and concerns were raised. Some of the issues WSU Tri-Cities and CBC would like to explore further with the participants are student retention, role models, leadership development and preparing both students and parents for higher education.

A Multicultural Club was established in 1997 to enhance the University experience for all students, as well as impact the cultural environment for the entire campus community at Washington State University Tri-Cities by promoting ethnic and multicultural awareness and diversity.

Associated Students Washington State University Tri-Cities (ASWSU Tri-Cities) also continues to provide numerous multicultural speakers, cultural programs and activities, and multicultural photo exhibits/displays.

## **Goal III: Student Enrollment, Retention, and Degree Completion**

The Enrollment Management Committee (EMC) was revised to include staff and faculty key to the recruitment, enrollment and retention of students. Staff from the Student Affairs area (admissions, registration, advising, and recruiting), the Associate Dean, Information Technology Director, faculty, students, and an administrator from Columbia Basin College (CBC) are represented on the Enrollment Management Committee.

EMC has been working on recruiting strategies, enrollment, academic programs and an advertising plan that includes new promotional materials (brochures and non-traditional ways of advertising).

A reorganization of Admissions, Registration, Student Services, Multicultural Services and Students Accounts was completed in August 1999. Instead of each being a separate area/department, all of these areas now fall under the umbrella of “Office of Student Affairs.” This structure provides the “best” service for students. Two new areas have been added in the admissions: area 1) Advising and Enrollment, this area handles all advising, recruiting, follow-up on perspective students, campus visits/tours and general advising, area 2) Credentials, all paperwork is housed in this area and the processing of applications and transcripts.

The new director for Student Affairs has extensive experience in working with students in secondary and higher education. There are plans to create programs that will increase and support diversity in enrollment, retention and degree completion. There were two recruiters hired the beginning of January 2000. One is a shared recruiter for the purpose of recruiting multicultural students to the Tri-Cities campus.

A multicultural recruitment plan was developed in 1999 and is currently being incorporated with an overall plan for recruitment. Washington State University Tri-Cities has developed events and recruiting activities that will provide outreach in the multicultural community. Washington State University Tri-Cities is working hard to connect with the Hispanic community. Developing strong awareness and connections in this growing community will assist Washington State University Tri-Cities in their recruitment activities and support services.

For the 1998-1999 academic year, of the twenty-eight scholarships that were awarded, twelve went to individuals with a multicultural background. Six of the scholarships indicate a preference for the scholarship to be awarded to someone with a multicultural background.

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

The Campus Dean ensures that when a search for faculty or staff is being conducted, the search committee is comprised of a diverse group of individuals. In the initial instructions from the Campus Dean to all that are serving on a search committee, the search committee members are told that they have the responsibility of carrying out the activities necessary to assure that there is a diverse and ample group of qualified candidates for the position. At the first meeting of the search committee, the campus EEO Representative reviews the EEO information on the Authorization to Recruit form. They also assist the committee with identifying appropriate advertising resources, including distribution of the job announcement to all members of the Multicultural Advisory Committee, to ensure contact with a diverse population.

Efforts are made to get candidates of underrepresented groups in the search pool at the start. Faculty positions are advertised in selected publications with high numbers of multicultural subscribers and contacts. Departments are notified of a faculty search at universities with high multicultural enrollments and others that can make personal contact at professional meetings.

For classified staff, positions are advertised in the Tri-City Herald, on WSU's Web Site and on WSU's job postings. The postings are posted at all the campuses statewide. We have also advertised in some professional journals, i.e. The Hispanic Outlook in Higher Education.

When multicultural candidates are being interviewed, MAC members have hosted the candidates at various functions, have attended dinners with the search committee and candidates, and have been present during candidate presentations or interviews. This gives the candidate the opportunity to talk about suitable housing and see the community as a place to "fit in". Effort is made to make the fast-paced visit of the candidates more comfortable with MAC members involved.

For the first time on our campus, in August 1997, the new faculty/staff orientation included training on Valuing Diversity and Sexual Harassment. This training continues to be available during orientation at the beginning of school each year.

We rely heavily on training support from Employee Development and Diversity Education available at the branch campus via WHETS. Occasionally, Multicultural Services and the Human Resources Offices will sponsor special events, but the majority of our opportunities come via WHETS.

There is interaction with community based organizations (i.e., Society of Hispanic Professional Engineers, AISES, National Society of Black Engineers), and newsletters and other publications are used to announce available positions. We advertise in high multicultural population areas, in the appropriate journals, newspapers, and educational chronicles, in addition to networking with previously mentioned professional organizations and societies.

## **Goal V: Curriculum Diversification**

A wide variety of course offerings that focus on cultural diversity are available at WSU Tri-Cities. The majority of courses come from the College of Liberal Arts such as Anthropology 316 Gender and Culture, Communication 321 Intercultural Communication, and History 331 Cultural History in Latin America. Courses also come from areas such as Speech and Hearing Science on disabilities and a cross-listed course from Counseling Psychology and Comparative American Cultures on Chicano/Latino Psychology.

The number of education classes dealing with multiculturalism for 1998-1999 was 10. In 1999-2000 there were 14.

Marisol Rodriguez, faculty member in Education has been delivering to a group of 16 teachers in the Kennewick School District courses that will lead to an English As A Second Language endorsement. They will complete that this summer.

**Tri-Cities Hiring for 1998 and 1999**

Classified staff				
year	total hires	multicultural	male	female
1998	6	1	2	4
1999	7	1	3	4

Administrative Professional				
year	total hires	multicultural	male	female
1998	6	0	2	4
1999	2	1	1	1

Faculty				
year	total hires	multicultural	male	female
1998	4	2	3	1
1999	4	1	2	2

**Student Diversity  
At  
WSU Tri-cities**

Semester	Black	Native American	Asian Pacific Islander	Hispanic	Total Ethnic Minority (%) Enrollment	Female (%) Enrollment	Total Enrollment
Fall '91	10	10	32	38	90 (10%)	444 (48%)	921
Spr. '92	10	9	32	32	83 (9%)	471 (49%)	971
Fall '92	11	9	32	27	79 (7%)	525 (49%)	1069
Spr. '93	11	10	34	33	88 (9%)	504 (49%)	1024
Fall '93	18	12	42	38	110 (10%)	583 (51%)	1144
Spr. '94	17	11	51	37	116 (10%)	555 (50%)	1118
Fall '94	17	11	57	67	152 (12%)	643 (50%)	1281
Spr. '95	19	16	54	65	154 (13%)	625 (51%)	1224
Fall '95	17	12	62	69	160 (13%)	648 (54%)	1209
Spr. '96	17	12	57	74	160 (13%)	652 (54%)	1197
Fall '96	15	12	66	79	172 (14%)	728 (58%)	1264
Spr. '97	16	7	63	80	166 (13%)	731 (57%)	1292
Fall '97	13	14	43	72	142 (11%)	694 (56%)	1236
Spr. '98	9	9	36	74	128 (11%)	650 (57%)	1148
Fall '98	13	8	44	62	127 (12%)	615 (56%)	1094
Spr. '99	12	10	43	59	124 (12%)	576 (55%)	1040
Fall '99	12	11	43	63	129 (12%)	587 (55%)	1081
Spr. '00	10	9	41	63	123 (12%)	556 (54%)	1025



## WSU VANCOUVER

### **Mission Statement**

The mission of WSU Vancouver arises from Washington State University's tradition as a land grant university, and from educational needs identified by the Washington State legislature and the Higher Education Coordinating Board (HEC Board) when creating the branch campus. The Physical Planning Committee of Washington State University developed the mission of WSU Vancouver, which has been refined in subsequent years. Briefly stated, the mission of WSU Vancouver is to: (1) provide opportunities for learning, (2) conduct scholarship and research, and (3) develop partnerships with the community.

**Opportunities for Learning.** The first objective is to provide access to quality non-residential, upper division and graduate education for the citizens of southwest Washington. Students attending WSU Vancouver were initially expected to be place-bound residents, many of them mature individuals with jobs and/or families. Increasingly, however, the university is also expected to serve a rapidly growing group of upper-division and graduate students in traditional college age groups.

**Scholarship and Research.** The second objective is to contribute scholarship and research those influences the disciplines and assists elements of the local community.

**Community Partnership.** The third objective within the WSU Vancouver mission is to engage the community of SW Washington in its instructional and scholarly roles and be engaged by the community in its economic, organizational and cultural growth. There are no other public or private baccalaureate or graduate institutions located in the region.

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

## **Major Goals and Accomplishments**

### **I: Administrative Structure**

The organizational structure at WSU Vancouver consists of an administrative cabinet and, within the instructional area, academic area coordinators. Recruitment efforts for all administrative positions are designed to reach underutilized groups. As a result, women fill all cabinet positions—the directors of Campus Advancement, Human Resources, Library/Information Technology, Finance & Operations and Student Services. The associate dean and three area coordinators are women, representing Education, Liberal Arts, and Nursing.

Each year, Human Resource Services and the office of the CEO & Dean arrange training sessions for administrators and area coordinators in areas related to diversity. This year training focused primarily on administrative responsibility for promoting diversity and preventing harassment and discrimination. As in the past, emphasis was placed on creating an open door policy for handling complaints from employees and students. Increasing the number and relevance of diversity training is an ongoing priority on campus.

### **II: Work and Learning Environment**

At WSU Vancouver, the Human Resource Coordinator takes the lead in promoting and coordinating diversity efforts through awareness training and other employee activities. The Coordinator distributes copies of the complaint policy and procedures, discrimination and sexual harassment policies to employees and students at training and orientation sessions. The Human Resource Services office provides guidance to applicants and employees in affirmative action, equal employment opportunity and disability accommodation services, and guidance to employees in employee relations matters.

Staff and faculty are encouraged to participate in diversity, discrimination and sexual harassment training over WHETS. Membership in the Lesbian, Gay, Bisexual and Transgender Club and Multicultural Student Club has remained constant.

### **III: Student Enrollment, Retention, and Degree Completion**

Since the opening of the new campus in 1996, WSU Vancouver has been able to forge new relationships within the community to encourage enrollment of diverse populations.

- A locally funded scholarship is in place to serve minority applicants enrolled in education programs. A scholarship from Hewlett-Packard in math, science and engineering is designated for underrepresented minorities and women.
- Science and Engineering faculty members volunteer time for local school science contests, with a good representation of minority and female participants.
- Joint multicultural recruiting efforts are occurring at local high schools with both Clark College and Lower Columbia College.
- Student Services hosted a lunch for local high school, community college and community contacts to discuss how WSU Vancouver can better serve the needs of area students of color.

In addition, newly admitted students are provided with information about services available for disabled students. An ethnic origin code was added to all WSU Vancouver student databases, which allows the effectively use direct mail for minority recruitment.

In connection with the Hispanic Youth Leadership Network, summer visitation programs are conducted for minority students. A multicultural student affairs intern continues to serve on campus. The student affairs intern represented WSU at the annual Clark College MLK celebration. ASWSUV funds the Multicultural Club to sponsor MLK and Black History Month celebrations and events on campus.

### **IV: Faculty and Staff Recruitment, Employment and Retention**

Diversity continues to be a major focus in recruiting for WSU Vancouver. During the period of this report, the campus gained five minority staff members, two Asian females, one black female, one American Indian female and one Hispanic male.

The Human Resource Coordinator advises search committees on diversity efforts in recruitment, advertising, screening and hiring and monitors diversity efforts in the search process. It is recommended that search committees include one minority member whenever possible.

In addition, the Human Resource Coordinator works with outside supported employment organizations to encourage job opportunities on campus for persons with disabilities. Success in this area has been limited; but efforts will continue.

## **V: Curriculum Diversification**

Adding new courses to the curriculum at WSU Vancouver continues to broaden the ability to serve diverse populations. Education courses, for example, address concerns related to gender, social, ethnic as well as cognitive diversity for current K-12 teachers. Other course offerings provide opportunities for students to focus on cultural and gender issues. Frequency of courses and scheduling are modified as needed to reach more students. WHETS classes have been added due to increased capacity provided by new facilities. Technology is increasingly used as a diverse teaching tool, including WEB based classes.

The Education program has applied for several grants to support educational research and development, including the development of bilingual education programs and research to investigate the causes of underachievement in African American students.

## **CONCLUSION:**

“Each year,” to quote CEO & Dean H. A. Dengerink, “like a hand-woven tapestry, the relationship between WSU Vancouver and our community becomes more colorful, more detailed.” Each year, WSU Vancouver continues to improve its diversity outreach programs and to increase awareness of the value of diversity in building a campus community.





## **WSU TABLES**



WASHINGTON STATE UNIVERSITY

Institutional Research

ETHNIC ENROLLMENT

WSU Pullman

Since 1968

Fall Semester	Asian American		African American		Native American		Hispanic		Total	
	Headct	Percent	Headct	Percent	Headct	Percent	Headct	Percent	Headct	Percent
1968	171	1.42	84	0.70	23	0.19	32	0.27	310	2.58
1969										
1970	203	1.40	132	0.91	33	0.23	38	0.26	406	2.80
1971										
1972	195	1.34	164	1.13	107	0.74	91	0.63	557	3.83
1973	201	1.36	248	1.68	109	0.74	94	0.64	652	4.43
1974	221	1.42	302	1.93	128	0.82	113	0.72	764	4.89
1975	226	1.40	314	1.94	111	0.69	144	0.89	795	4.91
1976	218	1.31	295	1.77	120	0.72	165	0.99	798	4.78
1977	244	1.46	256	1.54	132	0.79	157	0.94	789	4.73
1978	272	1.63	279	1.67	133	0.80	168	1.01	852	5.11
1979	291	1.71	308	1.81	153	0.90	171	1.01	923	5.43
1980	351	2.01	347	1.99	140	0.80	172	0.98	1,010	5.78
1981	382	2.24	343	2.01	153	0.90	178	1.04	1,056	6.19
1982	416	2.48	313	1.87	128	0.76	168	1.00	1,025	6.12
1983	429	2.62	256	1.56	107	0.65	149	0.91	941	5.74
1984	496	3.01	340	2.07	119	0.72	154	0.94	1,109	6.74
1985	517	3.20	365	2.26	106	0.66	143	0.89	1,131	7.01
1986	554	3.45	341	2.12	109	0.68	167	1.04	1,171	7.29
1987	616	3.78	334	2.05	127	0.78	184	1.13	1,261	7.75
1988	634	3.88	300	1.83	136	0.83	210	1.28	1,280	7.83
1989	683	4.05	278	1.65	127	0.75	245	1.45	1,333	7.90
1990	709	4.25	252	1.50	134	0.79	261	1.56	1,356	8.10
1991	695	4.34	244	1.52	152	0.94	323	2.00	1,414	8.79
1992	666	4.12	265	1.64	161	1.00	335	2.07	1,427	8.83
1993	731	4.41	347	2.03	191	1.14	378	2.27	1,647	9.85
1994	791	4.67	372	2.20	229	1.35	422	2.49	1,814	10.72
1995	835	4.89	378	2.21	253	1.48	495	2.90	1,961	11.49
1996	899	5.17	403	2.32	286	1.65	546	3.14	2,134	12.28
1997	894	5.15	391	2.25	321	1.85	590	3.40	2,196	12.65
1998	970	5.5	431	2.4	333	1.9	610	3.4	2,344	13.2
1999	918	5.2	462	2.6	306	1.7	577	3.3	2,263	12.8

Notes: Percents are for campus total.

1969 & 1971 - No statistics collected.

1972 - Statistics collected from the optional ethnic data cards distributed in registration packets.

1973 - Statistics collected from the optional ethnic data cards and admission applications.

1974 - Since 1975, statistics collected from the admission applications.

1990 & 1991 - Figures include ICNE, and EUS only.

1992 & 1993 - Figures include SCHRA, ICNE, and EUS.

1994 - present- Figures include ICNE, and EUS only.

1996 - present- Figures include ICNE, EDP, and SCHRA.

ETHNIC ENROLLMENT (Continued)

Since 1992

WSU Spokane

Fall Semester	Asian American		African American		Native American		Hispanic		Headct t	Total Percent
	Headct	Percent	Headct	Percent	Headct	Percent	Headct	Percent		
1992	9	3.8	0	0.0	6	2.5	5	2.1	20	8.4
1993	13	3.8	3	0.9	5	1.5	3	0.9	24	7.0
1994	15	4.1	1	0.3	6	1.7	6	1.7	28	7.7
1995	15	4.3	4	1.1	5	1.4	7	2.0	31	8.8
1996	19	4.7	4	1.0	7	1.7	12	3.0	42	10.4
1997	15	3.6	6	1.4	5	1.2	14	3.4	40	9.6

WSU Tri-Cities

Fall Semester	Asian American		African American		Native American		Hispanic		Headc t	Total Percent
	Headct	Percent	Headct	Percent	Headct	Percent	Headct	Percent		
1992	33	3.0	11	1.0	10	0.9	27	2.5	81	7.5
1993	44	3.8	18	1.5	13	1.1	40	3.4	115	9.9
1994	58	4.5	18	1.4	12	0.9	70	5.4	158	12.1
1995	64	5.3	17	1.4	14	1.1	70	5.7	165	13.5
1996	68	5.2	18	1.4	15	1.2	85	6.6	186	14.4
1997	45	3.6	13	1.0	15	1.2	84	6.6	157	12.4

WSU Vancouver

Fall Semester	Asian American		African American		Native American		Hispanic		Headc t	Total Percent
	Headct	Percent	Headct	Percent	Headct	Percent	Headct	Percent		
1992	8	1.4	7	1.2	6	1.1	8	1.4	29	5.1
1993	13	1.7	11	1.4	7	0.9	10	1.3	41	5.2
1994	21	2.6	11	1.4	14	1.7	16	2.0	62	7.6
1995	32	3.3	11	1.1	20	2.1	31	3.2	94	9.8
1996	29	2.7	10	0.9	19	1.7	26	2.4	84	7.7
1997	39	2.9	10	0.8	19	1.4	37	2.8	105	7.9

Source: 10th day Download

File: DB\_B0380.xls

Contact: FMH

**TABLE 1:  
Undergraduate Enrollment-Fall Headcount & Percent of Total Enrollment  
(Pullman Only)**

Year	African American		Asian/Pacific American		Hispanic American		Native American		Total Ethnic Enrollment	
	#	%	#	%	#	%	#	%	#	%
1995	331	2.2	785	5.2	427	2.8	234	1.5	1777	11.8
1996	355	2.3	841	5.4	471	3.0	265	1.7	1932	12.5
1997	347	2.2	821	5.2	502	3.2	299	1.9	1969	12.7
1998	377	2.4	908	5.8	529	3.4	302	1.9	2116	13.4
1999	409	2.6	849	5.4	512	3.3	275	1.8	2045	13.1

**TABLE 2:  
Graduate Enrollment-Fall Headcount & Percent of Total Enrollment  
(Pullman Only)**

Year	African American		Asian/Pacific American		Hispanic American		Native American		Total Ethnic Enrollment	
	#	%	#	%	#	%	#	%	#	%
1995	47	2.2	50	2.4	68	3.3	19	0.9	184	8.9
1996	48	2.3	58	2.8	75	3.6	21	1.0	202	9.8
1997	44	2.1	73	3.5	88	4.3	22	1.0	227	11.1
1998	54	2.8	62	3.2	81	4.2	31	1.6	228	11.7
1999	53	2.6	69	3.4	65	3.2	31	1.5	218	10.9

**TABLE 3:  
Number & Percent of Degrees Awarded - 1996**

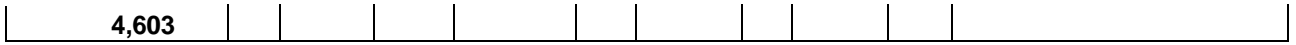
Degree & # of Degrees Awarded	African American		Asian/Pacific American		Hispanic American		Native American		# of Degrees Awarded to Minorities	
	#	%	#	%	#	%	#	%	#	%
Bachelor's 3,592	61	1.7	144	4.0	79	2.2	47	1.3	331	9.2
Master's 695	15	2.2	21	3.0	19	2.7	5	0.7	60	8.6
Doctoral	5	3.0	4	2.4	3	1.8	1	0.6	13	7.9

	164									
<b>Total Degrees</b> 4,451	81	1.8	169	3.8	101	2.3	53	1.2	404	9.1

<b>TABLE 4:</b>										
<b>Number &amp; Percent of Degrees Awarded - 1997</b>										
<b>Degree &amp; # of Degrees Awarded</b>	<b>African American</b>		<b>Asian/Pacific American</b>		<b>Hispanic American</b>		<b>Native American</b>		<b># of Degrees Awarded to Minorities</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>Bachelor's</b> 3,794	72	1.9	196	5.2	98	2.6	50	1.3	416	11.0
<b>Master's</b> 714	14	2.0	22	3.1	21	2.9	10	1.4	67	9.4
<b>Doctoral</b> 167	7	4.2	4	2.4	4	2.4	2	1.2	17	10.2
<b>Total Degrees</b> 4,675	93	2.0	222	4.7	123	2.6	62	1.3	500	10.7

<b>TABLE 5:</b>										
<b>Number &amp; Percent of Degrees Awarded - 1998</b>										
<b>Degree &amp; # of Degrees Awarded</b>	<b>African American</b>		<b>Asian/Pacific American</b>		<b>Hispanic American</b>		<b>Native American</b>		<b># of Degrees Awarded to Minorities</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>Bachelor's</b> 3,747	59	1.6	172	4.6	102	2.7	49	1.3	382	10.2
<b>Master's</b> 727	12	1.7	27	3.7	25	3.4	7	1.0	71	9.8
<b>Doctoral</b> 154	2	1.3	1	0.6	8	5.2	0	-	11	7.1
<b>Total Degrees</b> 4,628	73	1.6	200	4.3	135	2.9	56	1.2	464	10.0

<b>TABLE 6:</b>										
<b>Number &amp; Percent of Degrees Awarded - 1999</b>										
<b>Degree &amp; # of Degrees Awarded</b>	<b>African American</b>		<b>Asian/Pacific American</b>		<b>Hispanic American</b>		<b>Native American</b>		<b># of Degrees Awarded to Minorities</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>Bachelor's</b> 3,816	60	1.6	196	5.1	115	3.0	59	1.5	430	11.3
<b>Master's</b> 645	9	1.4	25	3.9	30	4.7	5	0.8	69	10.7
<b>Doctoral</b> 142	2	1.4	5	3.5	5	3.5	1	0.7	13	9.2
<b>Total Degrees</b>	71	1.5	226	4.9	150	3.3	65	1.4	512	11.1





**TABLE 7:  
Six Year Graduation Rates for Entering Freshman**

<b>Year Entered</b>	<b>African American</b>	<b>Asian/Pacific American</b>	<b>Hispanic American</b>	<b>Native American</b>	<b>All Students</b>
1984	29.6%	47.1%	36.7%	14.7%	50.5%
1985	20.3%	51.4%	21.4%	29.2%	53.4%
1986	45.9%	53.2%	33.4%	13.3%	55.3%
1987	26.8%	49.5%	50.0%	46.2%	54.6%
1988	46.5%	63.1%	57.6%	72.2%	61.2%
1989	37.1%	57.1%	64.7%	45.5%	62.0%
1990	53.9%	62.7%	56.1%	41.7%	62.9%
1991	54.1%	53.5%	48.2%	38.5%	63.1%
1992	40.0%	42.6%	58.3%	50.0%	59.0%
1993	49.4%	60.0%	44.3%	30.6%	59.1%

**TABLE 8:  
Fall to Fall Retention Rates for Full Time Entering Freshman**

<b>Year</b>	<b>African American</b>	<b>Asian/Pacific American</b>	<b>Hispanic American</b>	<b>Native American</b>	<b>All Students</b>
1991	83.8%	76.8%	66.7%	80.8%	83.3%
1992	88.0%	81.9%	79.2%	80.0%	83.6%
1993	85.7%	79.3%	75.7%	75.0%	82.9%
1994	73.8%	81.1%	82.5%	73.1%	82.3%
1995	80.0%	77.7%	74.5%	82.4%	82.7%
1996	85.7%	82.9%	80.3%	81.1%	85.9%
1997	77.4%	85.0%	82.6%	76.3%	82.5%
1998	84.3%	82.1%	79.6%	80.0%	83.2%

**WASHINGTON STATE UNIVERSITY**  
**CAMPUS WIDE WORKFORCE SUMMARY**  
November, 1999

EEO6 CATEGORY		Total	Total	Total	Black		Hispanic		Asian Am		Amer Indian		Disabled	Vietnam Veteran	Disabled Veteran	40 & Over
		Workforce	Female	Minorities	M	F	M	F	M	F	M	F				
EEO 1 Exec/Admin/Managerial	FTE	242.00	107.00	19.00	3.00	4.00	2.00	1.00	5.00	2.00	1.00	1.00	6.00	18.00	0.00	208.00
	%	100.00%	44.21%	7.85%	1.24%	1.65%	0.83%	0.41%	2.07%	0.83%	0.41%	0.41%	2.48%	7.44%	0.00%	85.95%
EEO 2 Inst/Res Faculty	FTE	1613.00	542.00	206.00	19.00	7.00	14.00	14.00	107.00	37.00	3.00	5.00	33.00	43.00	2.00	1130.00
	%	100.00%	33.60%	12.77%	1.18%	0.43%	0.87%	0.87%	6.63%	2.29%	0.19%	0.31%	2.05%	2.67%	0.12%	70.06%
EEO 3 Professional	FTE	1289.00	643.00	110.00	15.00	11.00	15.00	13.00	18.00	21.00	8.00	9.00	41.00	63.00	3.00	854.00
	%	100.00%	49.88%	8.53%	1.16%	0.85%	1.16%	1.01%	1.40%	1.63%	0.62%	0.70%	3.18%	4.89%	0.23%	66.25%
EEO 4 Secretarial/Clerical	FTE	1005.00	904.00	89.00	3.00	14.00	2.00	22.00	5.00	24.00	2.00	17.00	37.00	23.00	1.00	689.00
	%	100.00%	89.95%	8.86%	0.30%	1.39%	0.20%	2.19%	0.50%	2.39%	0.20%	1.69%	3.68%	2.29%	0.10%	68.56%
EEO 5 Technical/Paraprofessional	FTE	279.00	87.00	19.00	4.00	1.00	3.00	1.00	2.00	4.00	3.00	1.00	17.00	34.00	4.00	166.00
	%	100.00%	31.18%	6.81%	1.43%	0.36%	1.08%	0.36%	0.72%	1.43%	1.08%	0.36%	6.09%	12.19%	1.43%	59.50%
EEO 6 Skilled Crafts	FTE	234.00	12.00	14.00	0.00	0.00	7.00	0.00	2.00	0.00	5.00	0.00	13.00	44.00	3.00	195.00
	%	100.00%	5.13%	5.98%	0.00%	0.00%	2.99%	0.00%	0.85%	0.00%	2.14%	0.00%	5.56%	18.80%	1.28%	83.33%
EEO 7 Service/Maintenance	FTE	517.00	200.00	49.00	3.00	0.00	12.00	4.00	7.00	8.00	7.00	8.00	30.12	78.31	7.03	362.43
	%	100.00%	38.68%	9.48%	0.58%	0.00%	2.32%	0.77%	1.35%	1.55%	1.35%	1.55%	5.83%	15.15%	1.36%	70.10%
<b>TOTAL WORKFORCE</b>	FTE	5179	2495	506	47	37	55	55	146	96	29	41	177.11649	303.3099	20.027157	3604.4283
	%	100.00%	48.18%	9.77%	0.91%	0.71%	1.06%	1.06%	2.82%	1.85%	0.56%	0.79%	3.42%	5.86%	0.39%	69.60%

