The Diversity Council commends President McIntyre for her ongoing commitment to diversity, for making 2002-2003 the “Year-Long Focus on Diversity,” and for continuing to support the efforts of the Diversity Council in its second year.

As President McIntyre stated in her response to the first Diversity Council Report of 2001-2002, “we need to continue to move beyond tolerance to assent, beyond seeing diversity issues as a problem to seeing diversity as part of the solution.” The need to recognize, appreciate, respect, understand, and value our differences, and acknowledge all groups in our university community is fundamental to the transformative process needed to continue to move our university toward a truly inclusive and diverse environment.

The Diversity Council (see Appendix B) has worked throughout 2002 – 2003 toward its charge of making recommendations that will enable the university to move in the direction of ensuring a campus climate of inclusion; soliciting views of the university community on all aspects of diversity; examining concerns and issues advanced by advocates of underrepresented groups; and identifying potential new initiatives that will advance our goal to include and give voice to all groups within the campus community. The Council has explored ways to infuse and embed diversity systemically throughout our institution and to build in accountability and assessment.

The Council created a structure to provide a mechanism to systemically assist in the transformation process. (See Appendix C.) Twelve Commissions were formed during this past academic year by the Diversity Council to facilitate the above efforts: Commission on African-American Affairs; Commission on Asian American/Pacific Islander Affairs; Commission on Native American Affairs; Commission on Hispanic Affairs; Commission on International Affairs; Commission on Diversity in the Curriculum; Commission on Disability Affairs; Commission on Status of Women, Commission on Sexual Violence; Commission on Sexual Orientation; and Commission on Hiring, Promotion, Tenure and Merit. Commissions, comprised of 6-18 members from the Diversity Council and the university at large, function as change agents by diagnosing the degree to which the university and its systems are achieving our shared goal of diversity and inclusiveness. (See Appendix D.)

REVIEW OF 2001 – 2002 INITIATIVES AND ACCOMPLISHMENTS

The Diversity Council is pleased that some of the initial recommendations made in the 2002 Diversity Council Report, as well as recommendations from the Chair of the Diversity Council, have been implemented at Central Washington University (CWU).

- President McIntyre has agreed to implement The President’s Community Advisory Committee on Diversity made up of racially, ethnically, and culturally
diverse representatives from throughout the state of Washington. This external committee will advise the president on diversity, social equity and issues impacting the campus community and ethnic communities throughout the state of Washington. (See Appendix E.) In addition, as part of the Year-Long Focus on Diversity, the President sponsored the Presidential Speaker Series on Diversity.

- The Commission on Diversity in the Curriculum has worked with the Faculty Senate Committee on General Education to consider ways to insure that all graduates of CWU will have had training in diversity issues and awareness. They are using the Greater Expectations document of the American Association of Colleges and Universities to craft outcomes that can guide the identification and curricular commitments of all courses related to Cultural Awareness to be considered by the Faculty Senate General Education Committee. Cultural literacy outcomes will relate both to American ethnicity and global awareness. The current recommendation is to identify courses as meeting the diversity (D) or global (G) expectations, and to require students to have experience valuing difference and considering the implications of interrelationships. This change will address the recommendations of several commissions to enhance the curricular representations across groups. Furthermore, the change need not require funding, but only the agreement by instructors of the specified courses to address the outcomes identified by the committee and approved by the Faculty Senate. (Some courses already address diversity and global outcomes.)

- The Student Affairs Division has developed mechanisms to enhance multicultural and gay student services as well as to educate all students about issues of diversity, and social and global equity. The focus of the former Diversity Education Center has been expanded to the Center for Diversity, Social Change and Global Equity. The Center focuses on creating activities and educational opportunities related to such things as issues of disability, ethnicity, sexual orientation, and global awareness. Joint efforts between Student Affairs and the Theatre Department, to support a more welcoming and inclusive environment, resulted in the productions of “The Laramie Project” and “The Vagina Monologues” as well as the impressive and effective “Tearing Down the Wall” experience. Extra-curricular opportunities like these encourage critical conversations, enhance education, and promote healthy cross-campus interaction.

INSTITUTIONAL OVERVIEW

These diversity initiatives exemplify the beginning of the transformative process. We recognize that we are in the early stages of the process to continue to move us toward our goal of achieving a diverse and inclusive community.

Faculty have voiced that the criteria for tenure, merit and promotion places more importance and value on such things as advising an honor society than advising ethnic clubs and student organizations. They have also stated that time spent working on
initiatives such as the President’s Diversity Council is not given as much importance as serving on Faculty Senate committees or grant writing.

The current institutional climate will not change by only striving to increase the number of students, staff and administrators in underrepresented groups. Our greatest advantage is that the Board of Trustees (BOT), the President and the Vice Presidents are committed to the concept of systemic, institutional change. The goal is to continue to create a rich learning and working environment at CWU in which all members of our campus community are valued and involved in the process of becoming culturally competent, responsive and successful members of our community.

RECOMMENDATIONS 2002 – 2003

The following recommendations emerged from the commission reports and the work of the Diversity Council. All of the recommendations made are not included here since we are conscious of the difference between what might be desirable and what, in the current fiscal and academic climate, might be possible.

STUDENT DEVELOPMENT

- Develop a comprehensive, holistic approach to student development designed to move our students developmentally from cultural illiteracy to cultural competency that begins in New Student Orientation and continues throughout the first year in a required class, such as University 101, which would bring together the expertise from faculty, Student Affairs and International Programs practitioners.

- Institute a summer transition program for incoming freshmen from diverse groups to increase their retention and graduation rates by providing them with the skills needed to negotiate and succeed in a university environment.

- Solicit external funding to provide comprehensive scholarships for international students to increase representation of academically deserving students from diverse regions of the world.

CURRICULUM DEVELOPMENT

- Continue to integrate Diversity and Global outcomes into the General Education course requirements.

- Continue to provide additional funding and support for programs in ethnic and women’s studies to ensure that courses are available for students to complete minors.
• Create minors in such disciplines as African-American Studies; Asian American/Pacific Islander Studies; Native American Studies; Hispanic/Latino Studies; Gay, Lesbian, Bisexual and Transgender Studies; and cross disciplinary minors in Global Studies.

• Continue to develop and expand international opportunities for students: student teaching and teaching practica; social-service based study abroad programs; and international internships.

FACULTY DEVELOPMENT

• Organize and implement forums to promote exchange of ideas for optimizing classroom instruction with students from diverse populations.

• Increase opportunities to integrate knowledge and resources of local Hispanic, Native Americans and international students in academic classes.

• Encourage faculty chosen for international exchange opportunities to incorporate experiences into classes and share them with a broader campus audience as well as participate in pre-departure orientation sessions for outbound study abroad students to provide historical, socio-economical, educational and cultural information on target countries.

• Provide financial resources and/or release time for faculty to initiate courses which better reflect the perspectives and contributions of people of diverse populations, non-Western civilizations and other marginalized groups in order to transform the curriculum.

• Provide funding for departments to cover classes for faculty chosen to go on international exchange programs.

CLIMATE and INTER-GROUP RELATIONS

• Design and implement a required, comprehensive training program in diversity and cultural competencies for all university personnel.

• Institute a reward system for faculty who take initiative in meeting the goals of the university to infuse diversity into the curriculum at all levels.

• Design and conduct workshops to educate faculty, administrators and staff about the laws and responsibilities related to disability accommodations.
• Review university policies and policy language to determine their effect and impact on members from diverse populations.

• Identify and correct inequities that may exist in hiring, promotion, tenure and salary of members of faculty, staff and administrators from diverse populations, and make leadership development available for everyone.

• Provide strong support for a broad response to job postings by emphasizing a desire to consider a diverse applicant pool, again, being sensitive to language and focus.

• Establish new performance expectations and indicators for all employees to measure their demonstrated commitment and accomplishments regarding diversity, inclusiveness and globalism both quantitatively and qualitatively throughout their divisions and units; and develop other tools within the organization to recognize and acknowledge support for diversity.

CAMPUS/COMMUNITY CONNECTIONS

• The senior leadership should continue to develop relations with members from the following populations and communities: Native Americans, Hispanics, African Americans, and Asian American/Pacific Islanders; and encourage members of the university community to join and support these efforts.

• The university should continue to establish partnerships with schools and communities throughout the state to recruit and retain students from diverse populations.

CONCLUSION

In conclusion, we underscore that institutional success depends upon an institution’s willingness to invite positive and strategic change. We applaud President McIntyre and the Board of Trustees for embracing a systemic approach to institutional change, and for encouraging an inclusive and community-wide conversation to help guide the changes. CWU, we believe, has the potential for becoming a model university in exemplifying diversity, equity and inclusion. This accomplishment will require the continued participation and commitment of the entire university community.