

2005 Diversity Report — College of the Sciences

Central Washington University

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Diversity Report Intent:

This status report summarizes the progress of the College of the Sciences in supporting university and college level diversity goals.

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Anthropology & Museum Studies

The discipline of anthropology is devoted to the holistic, scientific, and yet humanistic study of the biological and socio-cultural diversity of humans in the past and in the present. Each of the four core courses in our program uses a slightly different lens for understanding the present nature and history of human diversities and similarities. *Biological Anthropology* (ANTH 110) includes study of the history and present biological diversity of *Homo sapiens* and of other primates, and of the entirely social nature of racial categories; *Archaeology* (ANTH 120) studies the wide range of methods used to reconstruct the human past from material remains, and provides a general view of the ways in which human cultures have adapted to their environments in strikingly diverse (yet broadly patterned) ways. *Socio-cultural Anthropology* (ANTH 130) examines and seeks to explain the enormous diversity and similarities within human cultural patterns, with emphasis on the recent past. *Linguistics* (ANTH 180) examines the diversity and the shared patterning of human language and communication systems. Upper division classes build on the introductory core, examining, for example, human biological variation and the social construction of race (ANTH 314), evolutionary principles and human origins (ANTH 311, 312) ; early developments such as tool use, beginnings of agriculture, cities and social hierarchies (ANTH 322 and other classes); archaeology and cultural adaptations of Native North America and the Northwest (ANTH 324, 325, 341, 347, 349); and diversity of other peoples and culture areas (ANTH 342 *Hispanic Cultures of the Western U.S.*, ANTH 344 *Cultures of Asia*, ANTH 345 *Southeast Asia and Oceania*, ANTH 346 *Latin America and the Caribbean*, ANTH 348 *American Culture*.) Still other "topical" classes at the upper division level examine gender roles in cross-cultural perspective, including alternative cultural constructions of gender and sexuality (ANTH 356); religion (ANTH 354); health and healing (ANTH 357); politics and the global economy (ANTH 358); variation in language (ANTH 381 *Language and Culture*, ANTH 483 *Sociolinguistics*). Indeed, the entire anthropology curriculum is devoted to expanding student horizons to think beyond the boundaries of any single "mono-cultural" or single time-frame definition of humanness.

Geography and Land Studies

Landscape diversity is a fundamental feature of the Earth; landscape shapes culture and cultures shape landscapes. Many Geography and Land Studies courses center on the interactions of diverse human cultures with the varied landscapes of the planet. Comparison and contrast of the nature and diversity of landscapes as places and the people who occupy them is an inherent element in understanding politics, cultures, ethnicity, economies, languages, and land uses. Aspects of human diversity are covered in three general areas: human geography, resource/environmental/ planning geography, and regional geography. These themes are played out in a broad cross section of courses in the curriculum, only a the highlights of Human Geography are listed here.

Human Geography: GEOG 108--*Human Geography*, GEOG 304--*Economic Geography*, GEOG 308--*Cultural Geography*, GEOG 310--*Landscape Analysis*, GEOG 346--*Political Geography*, GEOG 408--*Advanced Topics in Human Geography*, GEOG 440--*Ecology and Culture*, GEOG 460--*Geography of International Trade*, GEOG 465--*Geography of Wine*, and GEOG 481--*Urban Geography*.

Law and Justice

Cultural diversity in American society influences many sociological and political aspects of the law and justice system. These topics are explicitly explored in LAJ 332 *Police Community Relations*, LAJ 401 *Ethics, Diversity and Conflict in Criminal Justice*, and LAJ 451 *Crime in America*. They are implicit in a broad cross section of courses such as LAJ 300 *Administration of Justice*, LAJ 302 *Evidence and Arrest*, LAJ 313 *Introduction to Criminal Law*, LAJ 324 *Correctional Law*, LAJ 327 *Community Corrections*, LAJ 332 *Police-Community Relations*. and LAJ 459 *Current Issues*.

Faculty scholarship, professional development, and professional service also focus on issues of diversity and informs the curriculum. Topics include Mexican prisons; Mexican law enforcement; homophobia and law enforcement majors; multi-cultural victim offender mediation; race, class, and multicultural models of psychotherapy; and gender and justice in America. Faculty have participated in conferences such as "Washington State Faculty and Staff of Color in Higher Education," "Washington Summit on Law Enforcement and Cultural Awareness," "Race, Class and the War on Drugs." Faculty also participate in university initiatives such as membership on CWU's Diversity Council, CWU's DIRECT (Dispute Resolution Consultation and Training) and minority recruiting efforts.

Political Science

Political Science necessarily focuses on diverse populations as essential elements of political systems, paying particular attention to the politics of a diverse and multicultural global population of 6.2 billion. An introductory course in *American Politics* (POSC 210) explicitly treats issues related to women and ethnic diversity. *Women and Politics* (POSC 311) explores gender politics in more depth. *Comparative Politics* (POSC 260) deals directly with non-white, non-Western populations, as does *International Politics* (POSC 270) with a multi-cultural focus. *Constitutional Law* (POSC 451) and the *Constitution and Human Rights* (POSC 452) both deal with legal issues of women and minority rights. *American Political Thought and Culture* (POSC 385) treats American's history of diversity in the context of the evolution of political thought. Topical seminars commonly focus on diversity issues such as a recent POSC 499 offering on *Global Feminism*.

Psychology

Human and animal diversity is a prominent theme of modern psychology. Some of the earliest writings of philosophers and scientific psychologists focused on the nature, causes, and effects of human variation. In modern psychology, this tradition has crystallized into several applied research programs that support socially responsible action by psychologists. In the CWU curriculum, human diversity is a theme in all courses, but plays a prominent role in the following: PSY 574, *Multicultural Counseling*, develops the multicultural competencies endorsed by the American Psychological Association's Division 17 (Ethnic and Minority Psychology) and the American Counseling Association's Multicultural Division. PSY 484, *Violence and*

Aggression and PSY 346, *Social Psychology*, include a strong infusion of multi- and cross-cultural content, with references to the institutionalized violence of racism and sexism and its destructive effects on oppressed and oppressor alike. PSY 567, *Counseling Strategies for Children and Adolescents*, is a course oriented toward a multicultural approach to counseling children and adolescents, case studies from diverse groups. In like manner, PSY 452, *Adult Development and Aging*, and PSY 568, *Counseling Strategies for Adults*, concentrate on similar issues in an older population. PSY 452 expands its consideration of age-related differences to include a broad array of intellectual, personality, and physiological characteristics. PSY 483: *Psychology of Women*, focuses exclusively on gender diversity issues and is taught from a multicultural perspective, including specific information from several ethnic and age perspectives. We deal with diversity issues in PSY 454, *The Helping Interview*, discussing age, gender, socioeconomic class, and ethnicity issues as they relate to interviewing, and counseling. Many other courses contain content that explains how ethnic, age, personality, and gender differences affect the behavior addressed in the course.

Sociology

Sociology views diversity as a very broad concept that interpenetrates virtually every facet of the study of modern social systems. The discipline approaches the study of diversity from the perspective that it can simultaneously serve as a force for unification and cultural enrichment, as well as a source of compartmentalization, competition and divisiveness in society. Sociology includes all the classic areas of concern—economic, religious and political marginalization along with ethnic, race, age and gender stratification. These topics are explicitly treated in the following courses: SOC 101 *Social Problems*, SOC 205 *American Society*, SOC 325 *Aging*, SOC 338 *Political Sociology*, SOC 356 *Sex Roles in Society*, SOC 362 *Social Movements*, SOC 365 *Minority Groups*, SOC 367 *Sociology of Religion*, SOC 399.1 *Seminar in Racism* and SOC 445 *Social Inequality*. In addition, more recent conceptualizations of diversity, including sexual identification (gay, transgender, asexual, etc.) and deviant group affiliation and stigmatization (e.g. obvious physical or mental health impairment, being a member of a criminal organization, being a member of a drug-using subculture, or being an ex-convict, etc.) are covered in SOC 101 *Social Problems*, SOC 301 *Introduction and History of Social Welfare Agencies*, SOC 327 *Sociology of Health*, SOC 343 *Child Abuse*, SOC 344 *Juvenile Delinquency*, SOC 345 *Deviance*, SOC 346 *Criminology*, SOC 352 *Punishment and Corrections*, SOC 356 *Sex Roles in Society* and SOC 357 *Sociology of Families*. The Ethnic Studies program is focused on race and ethnicity, but touches on gender and class stratification through these active course offerings ETS 101 *Ethnic Awareness*, ETS 311 *The Asian American*, ETS 355 *Minority Experience*, ETS 371 *Survey of American Indian Studies* and ETS 471 *Issues in American Indian Education*.

Staffing challenges have prevented us from regularly offering these courses: ETS 312 *Asian American Identity and Personality*, ETS 321 *Survey of African American Studies*, ETS 351 *Contemporary Chicano Issues*, ETS 352 *Chicano Social and Psychological Perspectives*, ETS 373 *American Indian Authors and Publications*, ETS 403 *American Ethnic Literature*, and ETS 472 *American Indian Profiles*.

Science Education

The Program in Science Education supports diversity at all levels, particularly as it relates to contemporary education in public schools. Science teachers at the elementary, middle, and high school levels are immersed in diversity through the populations they serve. Contemporary science education training supports diverse learners as well as professional teachers that are sensitive and responsive to individual student learning needs. Science methods courses targeted to the elementary, middle, and high school levels implicitly and explicitly address diversity. SCED 322 *Science Methods in the Elementary Schools* and SCED 301 *Interdisciplinary Science Inquiry* courses support diversity through the construction of inquiry-based science unit and lesson plans. Each lesson plan requires a standards-aligned interdisciplinary component that addresses diverse approaches to student learning (which can be tied to diversity indicators like ethnicity and gender). In addition, SCED 324 *Science Methods in the Secondary Schools* explicitly addresses diversity through the construction of a standards-aligned professional e-portfolio that focuses on strategies for reducing personal biases for pre-service teachers and supporting learning by all students.

Interdisciplinary programs

In addition to the pervasive disciplinary grounding of diversity in the social sciences, COTS faculty members participate in a variety of interdisciplinary programs in collaboration with the colleges that touch on diversity themes. These include Asia Pacific studies, Ethnic Studies, Latin American Studies and Women Studies. Finally, in response to regional interest expressed by both students and tribal leadership, we are developing a minor program in American Indian Studies and course work in issues of tribal sovereignty that will serve both the undergraduate and graduate programs.

College of the Sciences - CWU		Percentage																
2004-2005 Diversity Summary — Faculty and Staff													Black, African American	Hispanic	Asian, Pacific Islander	American Indian, Alaska Native	Minority	Total
		as %	BI	H	A	AI	White	American	Hispanic	Asian, Pacific Islander	American Indian, Alaska Native	Minority	Total					
Faculty	130																	
Female		41	32%	0	0	3	1	90.24%	0.00%	0.00%	7.32%	2.44%	9.76%	100.00%				
Male		89	68%	0	5	5	0	88.76%	0.00%	5.62%	5.62%	0.00%	11.24%	100.00%				
Both		130		0	5	8	1	89.23%	0.00%	3.85%	6.15%	0.77%	10.77%	100.00%				
<i>Target for faculty</i>								3.78%	2.36%	4.50%	0.43%	11.07%						
								<i>not met</i>	<i>met</i>	<i>met</i>	<i>met</i>	<i>met</i>						
Staff	29																	
Female		19	66%	1	0	0	1	89.47%	5.26%	0.00%	0.00%	5.26%	10.53%	100.00%				
Male		10	34%	0	2	0	0	80.00%	0.00%	20.00%	0.00%	0.00%	20.00%	100.00%				
Both		29		1	2	0	1	86.21%	3.45%	6.90%	0.00%	3.45%	13.79%	100.00%				
Faculty & Staff	159																	
Female		60	38%	1	0	3	2	90.00%	1.67%	0.00%	5.00%	3.33%	10.00%	100.00%				
Male		99	62%	0	7	5	0	87.88%	0.00%	7.07%	5.05%	0.00%	12.12%	100.00%				
Both		159		1	7	8	2	88.68%	0.63%	4.40%	5.03%	1.26%	11.32%	100.00%				

BI = Black, African American
H = Hispanic
A = Asian, Pacific Islander
AI = American Indian, Alaska Native

3/15/05 COTS Diversity Report
Summarized & updated from data provided by EOE
Reviewed by COTS Chairs 3/2005
M. M. Miller

College of the Sciences - CWU

March 2005 Diversity Summary — Master's Degrees granted

	<u>1999-2000</u>			<u>2000-2001</u>			<u>2001-2002</u>			<u>2002-2003</u>			<u>2003-2004</u>			<u>Five year average</u>		
	Total	Minority	Foreign	Total	Minority	Foreign	Total	Minority	Foreign	Total	Minority	Foreign	Total	Minority	Foreign	Total	Minority	Foreign
Biological Scier	4	1	0	1	0	0	7	1	0	2	0	0	8	0	0	4.4	0.4	0
		25.0%	0.0%		0.0%	0.0%		14.3%	0.0%		0.0%	0.0%		0.0%	0.0%		9.1%	0.0%
Chemistry				2	0	1	3	0	0	1	0	0				3	0	0.2
					0.0%	50.0%		0.0%	0.0%		0.0%	0.0%					0.0%	6.7%
Resource Mana	5	2	0	7	1	0	14	2	0	13	0	0	7	2	0	9.2	1.4	0
		40.0%	0.0%		14.3%	0.0%		14.3%	0.0%		0.0%	0.0%		28.6%	0.0%		15.2%	0.0%
Geological Scie	1	0	0	6	1	0	5	0	1	7	0	0	1	0	1	5	0.2	0.4
		0.0%	0.0%		16.7%	0.0%		0.0%	20.0%		0.0%	0.0%		0.0%	100.0%		4.0%	8.0%
Mathematics	11	1	0	4	0	0	6	0	0	5	1	0	3	0	0	5.8	0.4	0
		9.1%	0.0%		0.0%	0.0%		0.0%	0.0%		20.0%	0.0%		0.0%	0.0%		6.9%	0.0%
Psychology	35	2	1	31	2	0	28	2	0	33	3	1	18	2	0	29	2.2	0.4
		5.7%	2.9%		6.5%	0.0%		7.1%	0.0%		9.1%	3.0%		11.1%	0.0%		7.6%	1.4%
Total	56	6	1	51	4	1	63	5	1	61	4	1	37	4	1	53.6	4.6	1
		10.7%	1.8%		7.8%	2.0%		7.9%	1.6%		6.6%	1.6%		10.8%	2.7%		8.6%	1.9%

Some current diversity or multicultural initiatives supported by faculty of the College of the Sciences

Science, Technology and Mathematics Talent Enhancement Program

(STEP; National Science Foundation):

STEP is an innovative program designed to prepare and retain students in majors and careers in science, technology and mathematics. Groups that are under-represented in the technical and professional ranks of science disciplines are particularly targeted, including ethnic minorities and first-generation college students. STEP consists of an integrated sequence of classes, enrichment activities and student research opportunities in which students gain hands-on experience in modern scientific research methods, explore theme-based interdisciplinary scientific issues, and develop mentoring relationships with CWU science faculty. The pilot project involves faculty from Biological Sciences, Chemistry, Computer Science, Geological Sciences, Mathematics, and Physics.

The McNair Scholars Program

(Department of Education):

The McNair Scholars Program provides outstanding students from low income-first generation college graduate families or from ethnic minority groups with a living expenses stipend while they perform an undergraduate research project. This program allows under-represented students the opportunity to conduct undergraduate research and prepare to enter graduate programs leading to a doctoral (Ph.D.) degree. A broad cross section of COTS faculty has mentored students in this program over the last decade.

We are hoping to reestablish federal funding for this program.

The Native American Fellowship program

(Bureau of Reclamation):

Since 1994, this grant has awarded fellowships, stipends and other support for Native Americans and Alaskan Natives who enroll in the graduate program leading to the M.S. degree in Resource Management at CWU. This interdisciplinary degree program involves many departments; within COTS, it is led by Geography and Anthropology. As many as two dozen students have been supported through this program over the last decade.

ConneX

(Health Careers Opportunity Program (HCOP) grant to the Yakima Valley Farm Worker Clinic):

ConneX supports Hispanic and Native American students in Central Washington in their preparation for careers in health and mental health fields. Dr. Tracy Andrews (Anthropology) collaborates with ConneX staff in linking Central Washington University with health careers education and community-based service programs. This program aims to increase the diversity of students who enter health, including mental health, careers.

Native American Graves Protection and Repatriation Act

(NAGPRA; National Park Service):

Through CWU's NAGPRA project, Lourdes DeLeon (Anthropology) has received a one-year project grant from the U.S. Department of the Interior to work with Colville, Umatilla, and Yakama peoples to effect repatriation of skeletal remains currently held in Anthropology Museum collections. This project is part of a long-term effort on the part of the university to work with Native American tribes and government agencies to ensure appropriate repatriation of cultural and skeletal materials. This one-year project funded through the Department of the Interior is expected expand in future years.

Gaining Early Awareness and Readiness of Undergraduate Programs

(GEAR UP; Department of Education):

GEAR UP strives to diminish the student achievement gap across economic and social classes. Part of a national program, CWU's GEAR UP nurtures minority kids in planning and preparing to go to college. It is designed to change attitudes toward higher education through working with middle school students, their families and teachers in five school districts: Highland, Othello, Prosser, Royal and Wahluke. The College of the Sciences is involved in each of the three major components of the project. Dr. Nelson Pichardo (Sociology) is involved in academic research that falls within the parameters of the project. COTS students and the Science Education faculty will enable the summer science camps. The third component targets teacher training in Math and Science at the targeted middle schools. Dr. Martha Kurtz (Science Ed) and Dr. Mark Oursland (Mathematics) are involved in this aspect.

Society and Environment in South China

(Research Experiences for Undergraduates, National Science Foundation):

This grant has established an undergraduate social science research program focused on the impact of environmental degradation, economic growth, and societal change in Xiamen and Shanghai in southern China. This project is conducted in partnership with two Chinese universities and the East-West Center. While the project is led by Dr. James Cook (History), faculty from sociology, political science, geography, biology also participate in the field curriculum and research.

Archeological Field School

(Bureau of Land Management):

As part of the curriculum and in collaboration with the BLM, Drs. Pat McCutcheon and Pat Lubinski lead Archaeology field schools in the Saddle Mountains. This summer, students will continue surveying archaeological sites in the field. Throughout the year students are analyzing materials from the Saddle Mountain work, from zooarchaeological sites in the Plains, and materials from work at Mount Rainier in previous summers. These lead to better understanding of the prehistory of native peoples of the Pacific Northwest and Plains areas.

Water Resources Technician Training Program

(Bureau of Indian Affairs):

This contract has supported technical training during three of the last eight summers. This program has served ~15 Native American students from all over the nation. Most recently, Dr. Allen Sullivan (Geography and Land Studies) has led the training,

Expanding Your Horizons

(CWU Program in Science Education)

Expanding Your Horizons (EYH) is an annual program offered through Science Education that invites middle school-aged girls to learn about careers in science from women role models in various professional fields. Invited presenters range from doctors and veterinarians to scientists of various kinds. EYH is held the first Saturday of March each year and is attended by approximately 400 girls.

Reflections and Summary:

This report summarizes the progress of the College of the Sciences in supporting university and college level diversity goals. The data in this report reveal:

1. Diversity is deeply valued by College of the Sciences faculty and pervades the curriculum, extramural funding initiatives, and the intellectual culture of the college.
2. Within the curriculum, diversity is explicitly treated in a large number of courses. Diversity is the subject matter for and essential to the fabric of each of the social sciences.
3. College of the Sciences faculty members support a large number of initiatives that promote diversity in the student body and community and have been entrepreneurial in seeking support for these initiatives.
4. The College of the Sciences has met university goals for faculty diversity for all groups except African Americans. Selected departments have far exceeded availability with respect to certain groups, for instance women in Chemistry and Geological Sciences.
5. The overall growth in minorities among the graduates of College of the Sciences is evident over the five years for which we report data, and has increased from 12.7% to 15.5% for Bachelor's degrees. The small numbers of graduates in most departments prevent identifying meaningful trends at the program level. Law and Justice is the exception, with large numbers of graduates and clear growth in minorities from 19.3% to 21.1%. The Law and Justice numbers dominate the college averages; when other departments are considered without Law and Justice, the growth has been from 9.5% to 12.4%, a meaningful gain. Similar growth has not been realized in graduate programs. There, small overall numbers vacillate from year to year, with an average near 9%.
6. Peak years in most programs for minorities graduated were 2000-2001 and 2002-2003. Despite annual fluctuation, the trend has been upward over five years and over an addition two previous years that were included in our 2003 report.

In summary, the college has contributed tangibly to the strength of diversity in the curriculum, faculty and student body, and through initiatives that exploit particular opportunities to strengthen diversity on campus and serve a regional service mission. This contribution has developed during a time when the deanship changed hands almost every two years for more than a decade; diversity is clearly a value that is endemic to the faculty and departmental culture of the college. The question that faces the college is what more can be done with coordination and support at the dean's level.