

2014 Diversity Report

Central Washington University

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Diversity, Inclusion and the Strategic Plan

Theme 2 of Central Washington University's Strategic Plan addresses issues of inclusivity and diversity. There are 3 objectives including creating an inclusive and diverse environment, increasing faculty, staff and student diversity, and increasing diversity in the curriculum.

In May, 2013 the Washington State Achievement Council published a report "Educational Attainment for All: Diversity and Equity in Washington State Higher Education." The report emphasizes the importance of identifying ways that universities in the state of Washington are meeting the needs of the changing diverse population of Washington State and addressing the degree attainment gap. One of the mechanisms that promotes student success is inclusivity and diversity on the college campus. Central Washington University is continuing to address these issues and is identifying ways to increase the degree attainment of traditionally under-represented and underserved groups, which benefits all students. Students benefit from an inclusive environment that supports academic excellence, as we move into a more diverse global society, it is important to prepare students for success, not only throughout their college career but, also beyond college.

Diversity and Multiculturalism in the Curriculum

There are many benefits of a diverse curriculum, which include the benefits that students get from gaining an understanding of the diverse nature of the global society in which we live. In addition, with the changing demographics it is important to address the needs of a diverse student body, which benefits all students.

Academic Degree Programs

MINORS

1. Ethnic Studies

Ethnic Studies uses inter- and multidisciplinary approaches to study the lives and experiences of Indigenous, African, Latino/a, Asian, and white immigrant peoples in the United States. The Ethnic Studies curriculum provides students with unique forms of critical inquiry that advance their analysis of race, ethnicity, and cultural difference in an increasingly heterogeneous and complex world. By critically exploring such issues, students develop not only a greater understanding of the legacy of racism, discrimination, and injustices in the United States, but also a greater appreciation for new and emerging knowledge about diverse American peoples and their global and transnational connections.

2. Women/Gender Studies

Women's and gender studies cultivates a critical awareness of the contributions of women and the impact of gender in our lives, both historically and in the contemporary world. Our interdisciplinary scope includes examining these issues from the perspective of politics, anthropology, sociology, psychology, philosophy, art, and literature.

3. Africana/Black Studies

The Africana and Black Studies Minor at CWU prepares students to excel in a global community. In today's multi-ethnic, globalized society, employers and graduate programs look for students who are prepared to function with a high level of cultural intelligence and creativity, as well as social and political awareness.

4. American Indian Studies Minor

The American Indian Studies minor program goals are to provide an interdisciplinary opportunity to learn about American Indian peoples, to facilitate research and creative activities that concern American Indian peoples, and to recognize the diversity represented in the rich heritage of American Indians. Students with a minor in American Indian studies will use academic and experiential knowledge to appreciate the natural and cultural diversity of American Indian people.

5. American Sign Language Minor

6. Asian Pacific Business Certificate

The certificate in Asian Business is designed to prepare students for working within the state's emerging Asia-oriented economy. It combines an overview of the nuances of the regional economy with an introduction to Asia's cultural and historical development. Topics include an introduction to Asian culture and philosophy, corporate-government relations, twentieth-century history, regional development, and export strategies. It can be supplemented with study abroad opportunities and language study. There are two tracks: one for College of Business majors and another for non-business majors.

7. Latino/a Latin American Studies

The interdisciplinary Latino & Latin American Studies (LLAS) Minor offers students an opportunity to study with CWU faculty from a variety of academic fields. They explore important current topics, such as immigration, as well as social, political, and economic issues affecting Latinos in the US. They also learn about the economics, politics, history, sociology, environment, and cultures of the vast Latin American continent: Mexico, Central America, The Caribbean, and South America. Cultural and political identity, race, nationality, gender, and the evolving socio-political and economic landscapes of Latinos and Latin Americans are at the core of a wide range of courses offered by this valuable academic program.

MAJOR

1. Asia/Pacific Studies Major, BA

The curriculum has two components: (1) a core, introducing students to the geography and history of Asia and the Asia/Pacific islands and entailing a general overview of Asia/Pacific life and culture from an interdisciplinary perspective, and (2) three emphases from which students must choose one: Japanese Studies, Chinese Studies, or Asian Studies (a more broad-based focus entailing course work on regional areas other than China or Japan).

GRADUATE

1. Master of Science in Resource Management

Students in the program are expected take a common interdisciplinary core of coursework that explicitly links cultural and natural resources; as a result, they become capable of understanding problems and opportunities associated with cultural and natural resource integration.

Diversity within Academic Departments

There are a variety of courses and approaches to the inclusion of diverse groups within the Academic Units of the university.

College of the Sciences

Anthropology and Museum Studies

Anthropology is the holistic, humanistic and scientific study of past and present diverse humans and diverse cultures. During the academic years 2011-2012 the Anthropology curriculum included 23 courses that address a variety of diverse groups, including ethnic/racial minorities and women. The Anthropology curriculum increased diversity by 4% (24 courses) in the 2012-2013 academic year.

Environmental Science

Issues that impact the environment impact diverse groups in different ways. Environmental Science is an interdisciplinary program that includes 10 courses that deal with diverse issues. Students are required to take one course that includes diversity.

Geography and Land Studies

The diversity of human cultures is impacted by the geography of place. Geography and Land Studies addresses cultural diversity in human geography, Resource management, and geography that is specific to particular regions. During the academic years 2011-2012. The Geography

curriculum included 10 courses related to diversity which did not increase during the 2012-2013 academic year.

Law and Justice

The very nature of the Criminal Justice system requires the curriculum to address diverse issues of underrepresented groups. The Law and Justice department has four courses that deal with the issues of underrepresented groups. This remained the same throughout the 2011-2012 and 2012-2013 academic years.

Political Science

Political systems involve diverse populations, as a result, there are courses that deal with these issues. There are two required courses in the curriculum that address diverse populations on a national and international level. In addition during the 11-12 academic year 92% of courses included diversity issues and in the 12-13 academic year there was a 7% decline in the courses that addressed diversity issues.

Psychology

Modern psychology includes issues of diversity and human variation. There are four courses in the curriculum that address learning outcomes identified as critical by the American Psychological Association's Ethnic and Minority Division.

Sociology

The Sociology curriculum includes issues of institutional inequity throughout the curriculum. Every course includes some aspect of inequality and marginalization. In addition, the curriculum includes 26 courses that address marginal groups specifically, which is about 54% of all the courses.

Science Education

Training in Science education included addressing diversity issues in the K-12 classroom. It is important to be able to meet the needs of learners from all kinds of backgrounds and the curriculum in Science education includes the development of a portfolio that meets professional standards. Science Education includes 3 required courses that address these issues.

Interdisciplinary Minors

American Indian Studies minor meets the needs of the College, University and Tribal nations, as identified by Tribal leaders in Central Washington University/Tribal Memorandum of Understanding. There are three core courses and several interdisciplinary courses that address native issues. Women and Gender studies is also an

interdisciplinary minor that addresses the issues of inequality, sexism and heterosexism throughout the curriculum.

Biology, Chemistry, Computer Science, Mathematics and Physics

These disciplines do not include any courses related to diversity, nor do they include any learning outcomes related to diversity. Often it is assumed that these “hard sciences” are objective and have no way to include diversity in their curriculum. There are many ways in which diversity can be infused into the curriculum, which may not be reflected in the learning outcomes or course title. These may include:

1. Faculty may be including diverse images in their course materials. A Physics professor who is African American is on a slide that is helping a student understand molecules.
2. Professors may be highlighting diverse groups that are underrepresented in the field. For example, a professor may be assigning an article by a member of an underrepresented group for students to read.
3. Professors may be using diverse themes, diverse names, or culturally specific test questions.

College of the Humanities

Communications

Diversity is important in communications where students interact with not only diverse individual but also interact with diverse issues and represent them in a variety of ways. The Department of Communications has 11 courses that deal with diversity and/or diverse issues, one of which is required of all students.

History

History deals with diversity and diverse issues on a local, national and international level. You can address issues in history without acknowledgment of the important aspects that different groups bring to history. In the 12-13 academic year, the Department of History curriculum includes 31 courses that deal with diversity/diverse issues, this is a decline of 3 courses. Two of those courses are required.

Philosophy and Religious Studies

The very nature of Religious Studies is comparative, which requires a curriculum that address diversity in a variety of ways. In the 12-13 academic year the department of Philosophy and Religious Studies has 35 courses that deal with diversity/diverse issues. These courses are all electives.

Music

According to the Department of Music, “As a community of practicing musicians and scholars, we believe that the Department’s mission is best realized when we emphasize” diversity and respect in all its forms. The Department of Music has 6 courses of electives that deal with diversity in the 12-13 academic year.

Theatre

The Theatre Arts department supports, trains, and prepares diverse students to “link life and art through experiential learning.” In the 12-13 academic year, the Theatre Arts department offers 5 courses with a focus on diversity, two of which are required for the Bachelor’s of Fine Arts.

World Languages

The World Languages department curriculum is composed of several international and national language, literature, and culture courses.

College of Education and Professional Studies

Aviation

Aviation is often thought of as a degree which would not include diversity as an important part of academic excellence. Aviation at Central Washington University takes diversity seriously and prepares students to work in diverse national and international environments. Aviation offers one course in the curriculum that has a diversity focus.

Education Foundation and Curriculum

The Education Foundation and Curriculum department identifies diversity issues as an objective, they provide opportunities for students to demonstrate the knowledge, skills, and dispositions necessary to participate in a broad spectrum of culturally responsive and relevant educational practices. As of the 12-13 academic year the Education Foundation and Curriculum department offers one course that is required for the major.

Language, Literacy and Special Education

The Language, Literacy and Special Education department prepares students to work and learn within diverse contexts. There are 8 courses that relate to diversity in the curriculum for the LLS department; these include 6 required courses that relate to diversity. This is a 72% increase in courses in the 12-13 academic year.

Family and Consumer Sciences

During the 12-13 academic year, the Family and Consumer Sciences curriculum includes 3 courses that address diversity and/or diverse issues, none of which are required.

Nutrition and Exercise Science

During the 12-13 academic year the Nutrition and Exercise Science department included 1 course in issues related to diversity, which was not required.

PE School and Public Health

The mission identified by PE School and Public Health in its core values includes student-centeredness, the pursuit of a high quality of life, professionalism, commitment to learning, and diversity. In the PESPH program there is one course that deals directly with diversity that is required in the Public Health Core requirements.

CEPS Departments that do not include a direct diversity course in their curriculum:

Advanced Programs; Engineering Technology and Safety; ITAM

College of Business

Economics

The department of Economics creates opportunities for diverse students throughout the state. The department of Economics curriculum includes two courses on diversity.

Management

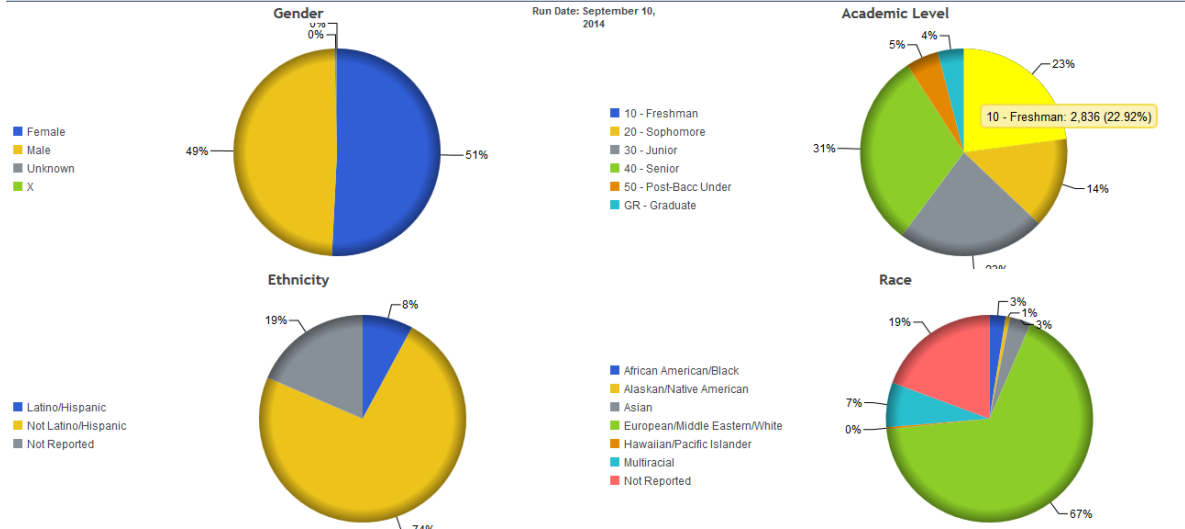
The Management department creates opportunities for diverse students throughout the state. The Management department curriculum includes one course related to diversity.

Diversity of Students

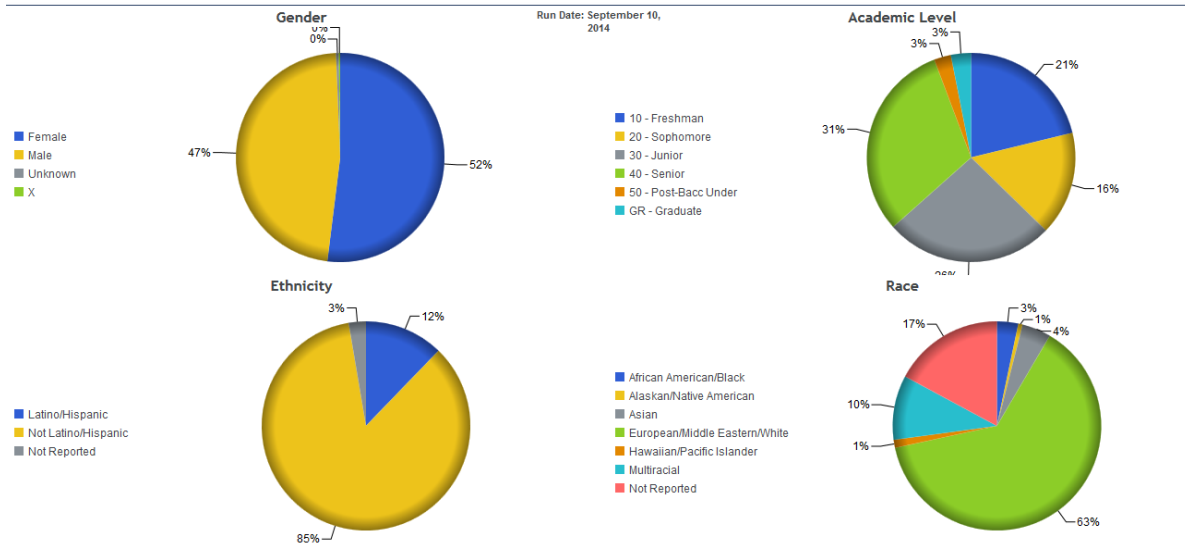
University

The largest increase of students who self identify as members of a traditionally underrepresented group are those who self identify as Hispanic/Latino/a (4%). In the last three years there has been an increased number of Hispanic/Latino/a students who have enrolled at Central. The number of Hispanic/Latino/a students admitted have almost tripled since 2010.

Diversity Fall 2010

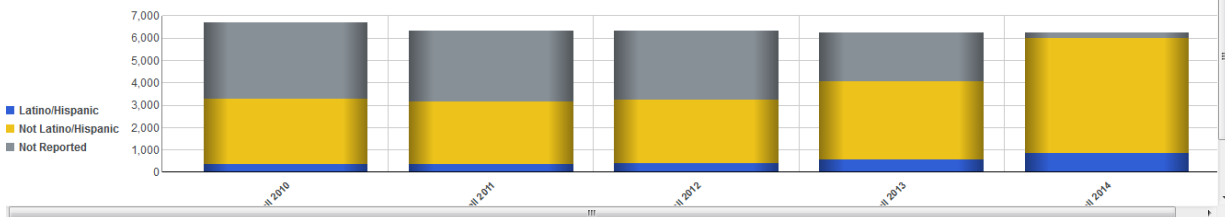


Diversity Fall 2014



Admissions by Ethnicity

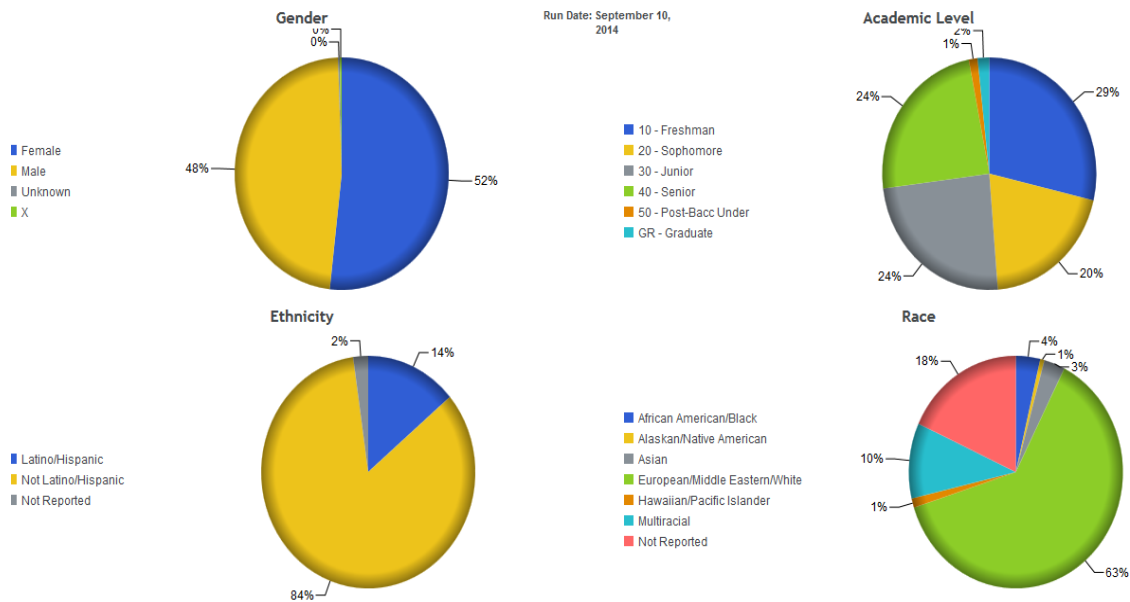
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ethnicity	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	TOTAL
Latino/Hispanic	361	350	399	554	849	2,513
Not Latino/Hispanic	2,913	2,836	2,863	3,506	5,162	17,280
Not Reported	3,418	3,138	3,091	2,213	245	12,105
Grand Total	6,692	6,324	6,353	6,273	6,256	31,898

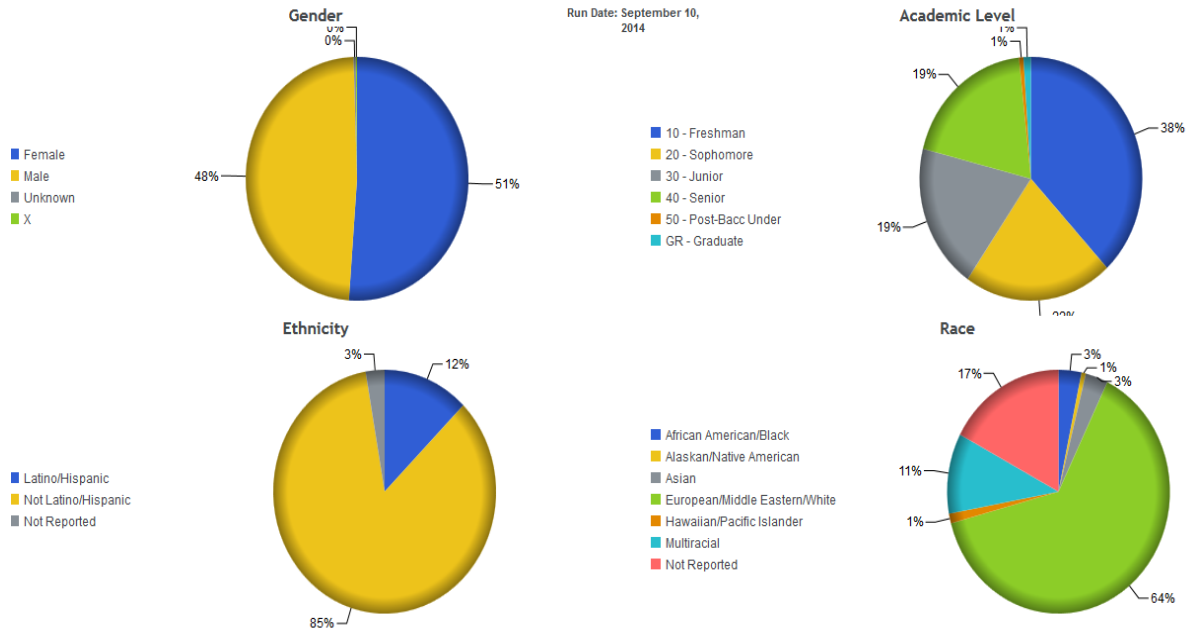
College of the Sciences

In the College of the Sciences the diversity of students remained relatively stable in terms of race. There was a 1% increase from Fall 2013 to Fall 2014 in African American students enrolled in COTS courses. In addition, the percentage of males and females had no significant change. The number of students who self-identified as Latino/a, Chicano/a, Hispanic, had a 2% increase from Fall 2013 to Fall 2014. There was a considerable increase in the number of students who self-identified as Hispanic, Latino/a between Fall 2010 (8%) and Fall 2013 (12%).



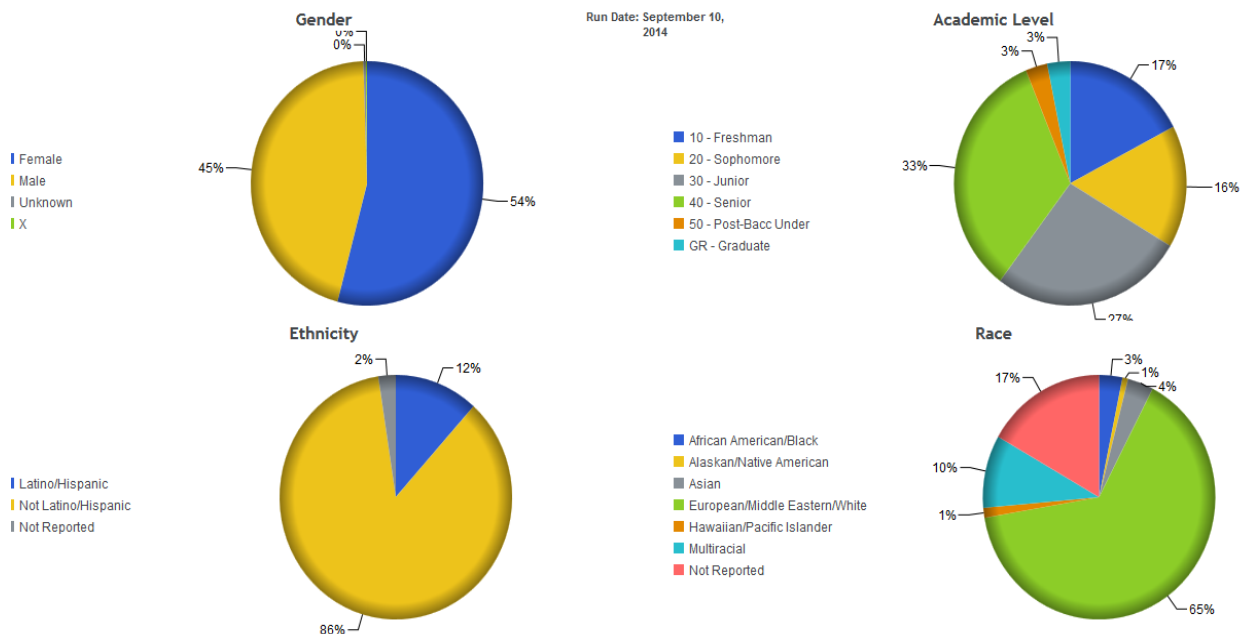
College of the Arts and Humanities

The diversity of students from underrepresented groups remained stable from Fall 2013 to Fall 2014. It is not surprising that there was not much change in one academic year. The diversity of students who self-identified as Hispanic, Latino/a increased by 3% between Fall 2010 and Fall 2014.



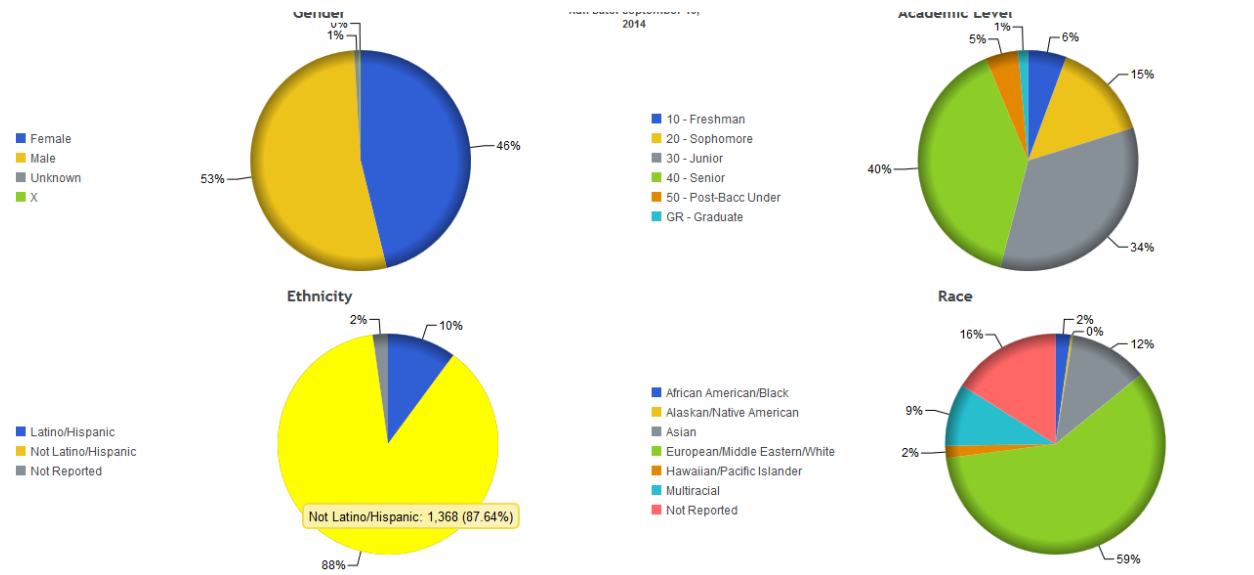
College of Education and Professional Studies

The diversity of students remained stable in the College of Education and Professional Studies from Fall 2013 to Fall 2014. If we look at the change between Fall 2010 and Fall 2014, we find a increase in the number of students who self identify as Hispanic/Latino/a, from 8% in Fall 2010 to 12% in Fall 2014.



College of Business

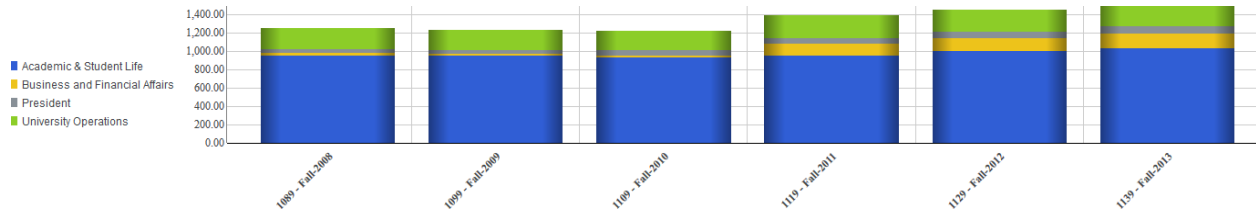
The diversity of students who self identified as members of a traditionally underrepresented group remained stable in the College of Business. There was a 1% increase in the number of students who self identified as Asian and a 1% increase in students who self identified as Multi-racial. We would not expect a significant change in one year. If we compare the population to Fall 2010, there has been a significant increase (100%) in the number of students who have self identified as Hispanic/Latino/a since Fall 2009.



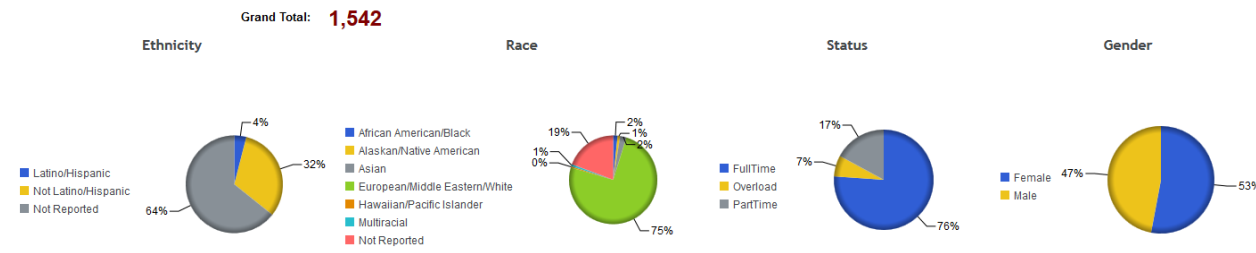
Diversity of faculty and staff

The diversity of faculty and staff is important to recruitment and retention of students of color. As indicated in the following tables the university is a majority white campus. The reasons for the lack of diversity are complex and include issues of availability, particularly for faculty. Data is not disaggregated by position, these tables include staff and faculty in each unit who in some cases interact with students on a daily basis regardless of their position. Students and their parents do not know about complex issues, such as, availability so it is important to develop creative strategies to address the needs of students from diverse backgrounds. Unfortunately we do not collect data on alternative genders or sexual orientation, so this is missing from our data and is important to collect in the future.

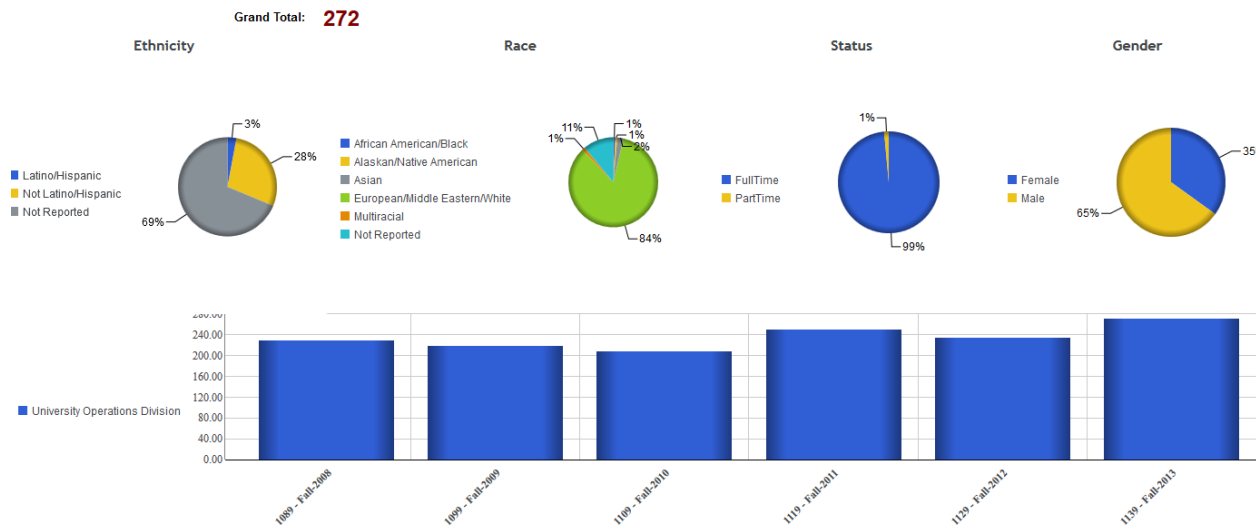
University Wide Trends



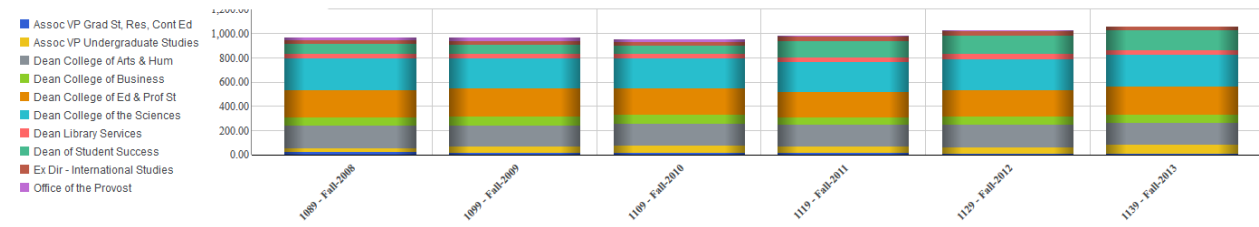
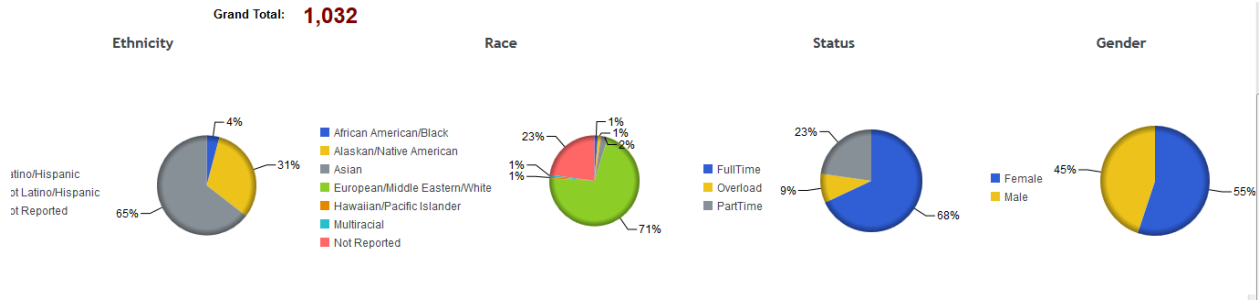
President's Division



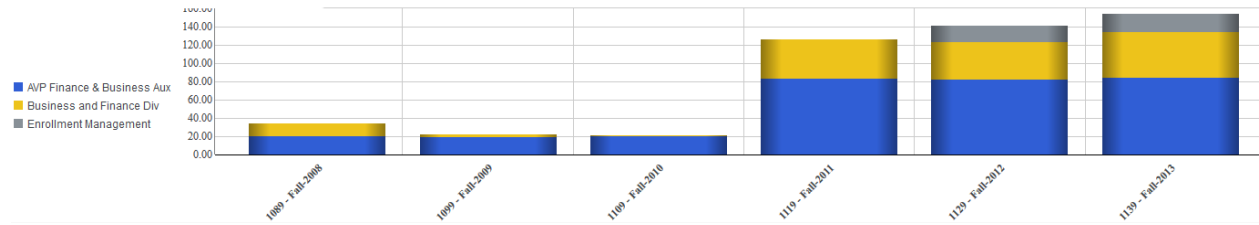
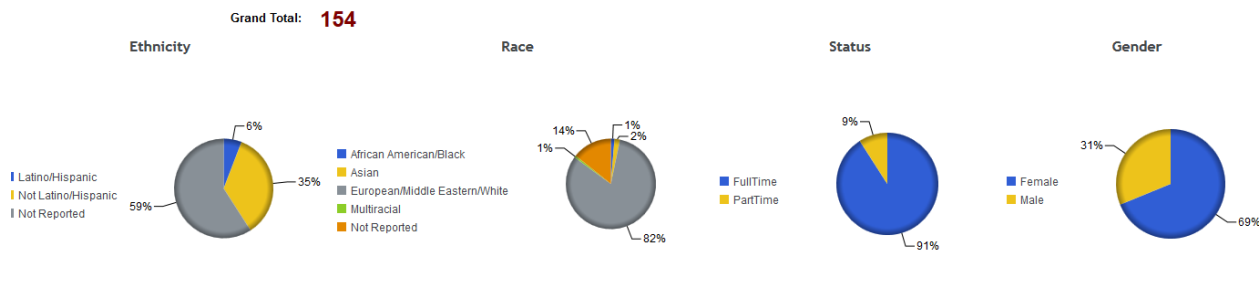
University Operations



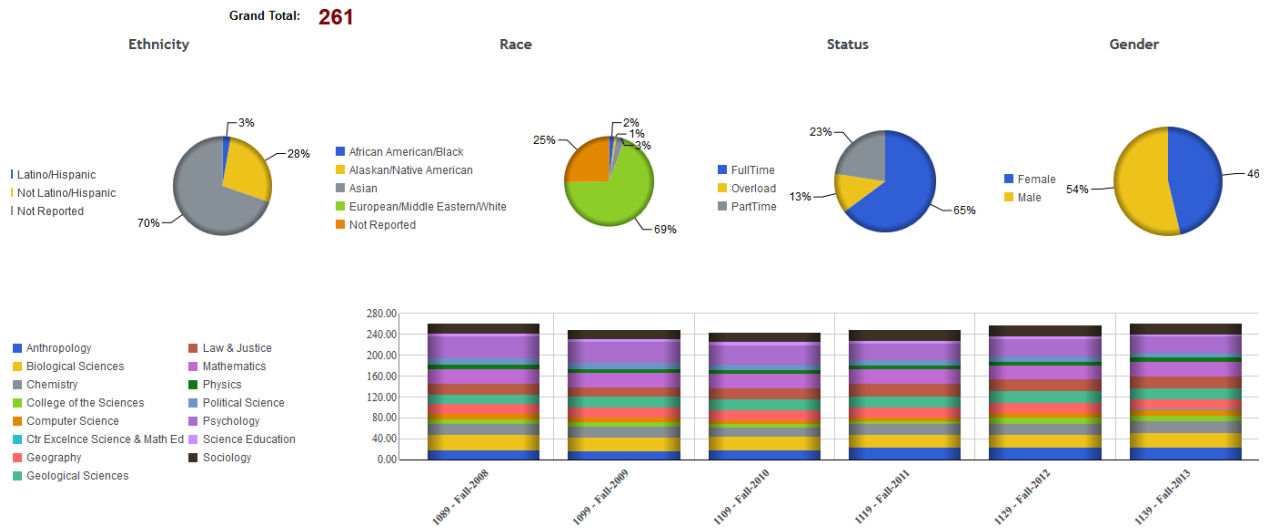
Academic and Student Life



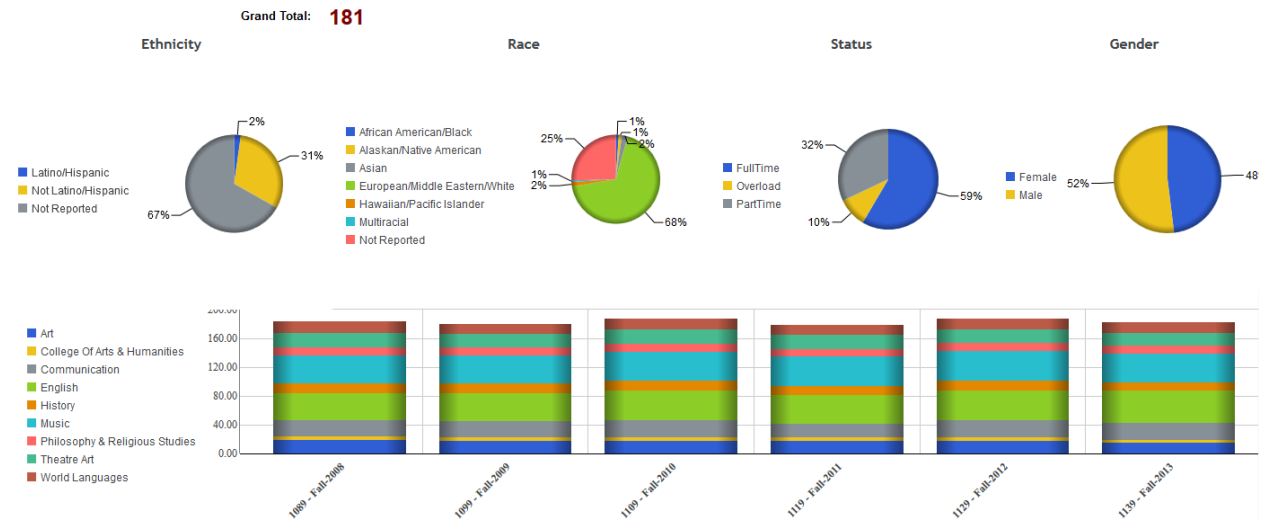
Business and Financial Affairs



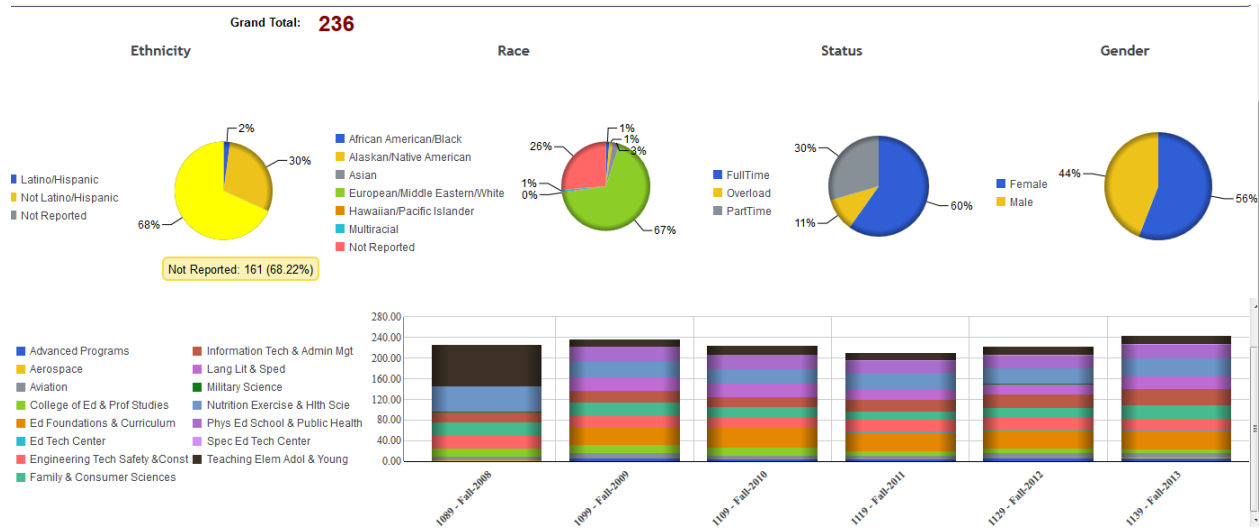
College of the Sciences



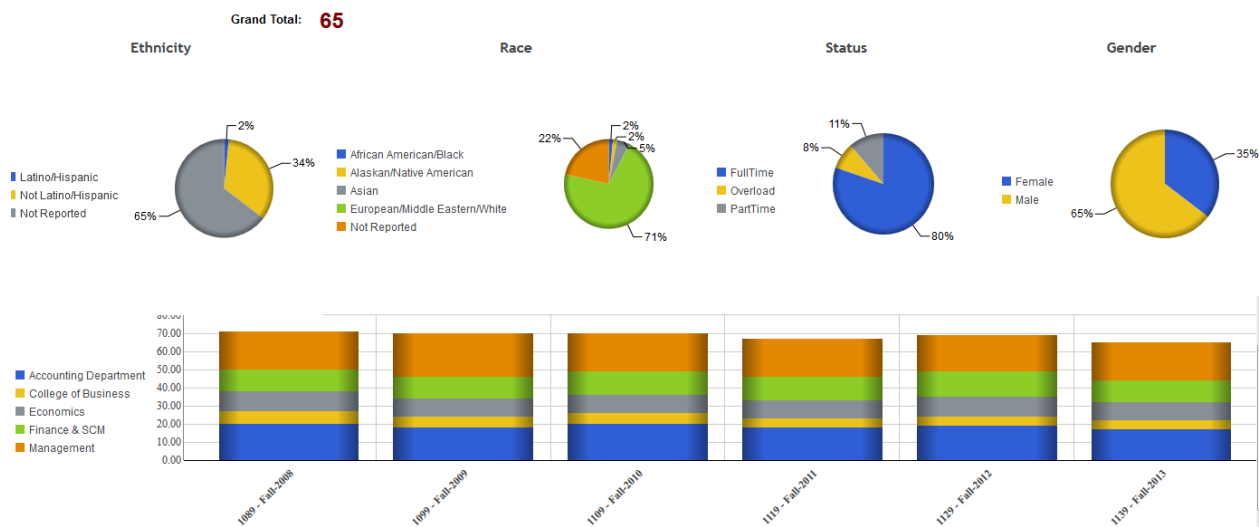
College of the Humanities



College of Education and Professional Studies



College of Business



Active Diversity Initiatives promoting Diversity and Inclusion

Annual Programs

Diversity Award Ceremony occurs in February. This is an event that recognizes individuals and teams who have embraced diversity and inclusion in their daily lives and supported systemic change at Central Washington University.

The "Parade of Nations" is an evening event where students showcase attire from the country they identify with by modeling and a variety of performance acts. Hispanic Heritage Month in September and October offer a variety of programming that recognizes the economic, cultural, and social contributions of the more than 45 million Latinos residing in the U.S.

During National Domestic Violence Awareness Month in October, staff educates and informs students about domestic violence through various programs. During Wildcat Welcome Weekend programs such as "Pop Culture, Sex & Scandal" is offered to students to raise awareness about gender relations, life skills, values, and gender social constructs so that students can be productive in society. In the residence halls during the first weeks of fall quarter, Six Week Experience raises awareness about gender issues, relationships, and personal choices.

In November several programs highlight the influence that Native American had in history, culture, development and the growth of the U.S. These programs include the struggles that Indigenous people face today.

There are several programs during Black History Month that commemorate and pay tribute to the generations of African Americans who have struggled and continue to struggle with adversity to achieve full citizenship in American society. In March, for Women's History Month programming offered to provide insight into the successes of women in history and where women are today. Also in March, Irish Heritage Month is celebrated to honor the achievements and contributions of Irish immigrants and their descendants living in the United States. In May there are several programs to highlight the generations of Latinos, Asian Americans and Pacific Islanders who have strengthened the US as a nation.

Every spring, the Women's Achievement Celebration celebrates CWU women and men who have succeeded as leaders and contributed to the success of women and traditionally underserved groups in our community.

The Gender Symposium is an event aimed at exposing gender realities and educating students about various perspectives of gender from different points of view. Lunafest is a national traveling festival of short films by, for, and about women. Each ticket sold raises money for Breast Cancer Fund and local nonprofit organizations. National Girls and Women in Sports Day is a program that acknowledges the past and current sports achievements, the positive influence of sports, and the struggle for equality and access for women in sports. Equal Pay Day, observed on a Tuesday in April, symbolizes how far into the year a woman must work, on average, to earn as much as a man earned the previous

year. Women Rock is a spring concert series that celebrates local women musicians, especially CWU students, faculty, and staff. Lesbian, Gay, Bisexual and Transgender Pride Month during the month of June celebrate the struggles and contributions of LGBT individuals and group.

Diversity Initiatives

1. Observatory of Diversity
2. Expectations that faculty participate in shared governance
3. Include Center faculty and staff to serve on university committees
4. Develop student programs around diversity issues
 - a. 2. Ensure that job ads indicate openness to inclusiveness
5. Build large diverse applicant pools
6. Recruit in high schools and community colleges with large underrepresented group populations.
7. Ensure search processes follow OEO procedures and processes
8. Recruitment plans designed to reach highly qualified diverse candidates
9. Assure all search committees are diverse and are trained to identify search candidates.
10. Participate in diversity grants, recruit students from under represented groups in University 101, at the Centers, and participate in activities, such as gear up, robotics to
11. Participate in university programs to bring more students from underrepresented groups to campus ie. Gear up
12. Collaborate with OISP, Department chairs in programming to increase
13. Mentor students from underrepresented groups
14. Compile list of current courses that integrate diversity issues
15. Encourage faculty to develop study abroad opportunities
16. offer programs to international students
17. Enter into MOU's with business schools outside the US
18. Design and implement study abroad in the business college
19. Internationalize the business curriculum through development of International task force
20. Develop Community conversations and engagement with matters of inclusivity and diversity through assuring that courses include discussion and study of matters of inclusion

Summary

There has been some progress, our student body is more diverse, COACHE data indicates that faculty of color are generally satisfied with the campus climate, and there have been some increases in staff and faculty diversity. This is a start to making the campus much more inclusive and diverse so all students, faculty and staff feel welcome and part of the campus community.