Fall 2012 Update  
Diversity Strategic Plan: Creating a Culture of Inclusive Learning

**Strategic Goal I.** We will increase the recruitment and retention of students, staff, and faculty from historically underrepresented groups.¹

OBJECTIVE A: Improve the campus’ structural diversity by increasing the number of faculty, staff, and students from historically underrepresented groups.

- **Faculty**
  - Four new tenure-line and faculty members and 1 new visitor who self-identify as members of historically underrepresented racial/ethnic groups join Puget Sound in 2012-2013. This brings the proportion of the full-time faculty who self-identify as non-White to 11.8%; the proportion is 10% for tenure-line faculty.²
  - At least 20 members of the full-time faculty are international or non-resident citizens, from at least 14 countries from 5 continents.
  - As noted by the Committee on Diversity, we do not ask about (or track) sexual orientation of faculty candidates; there are new LGBT colleagues joining the faculty.
  - Hiring departments were strongly encouraged to designate a diversity liaison. 83% of departments conducting tenure line searches designated a diversity liaison; search chairs reported to the Dean on their work to develop a strong and diverse candidate pool prior to moving to finalist interviews; and there were URM candidates in 8 of 12 finalist pools (11 of 12, if women in science fields are included).
  - The Committee on Diversity met with Cindy Matern, Associate Vice President for Human Resources, to discuss how to provide support for faculty serving in the diversity liaison role on search committees and processes for interviewing, hiring, and retaining faculty who contribute to Puget Sound’s stated diversity-related goals.
  - The Committee on Diversity developed post-search follow-up questions for search chairs and diversity liaisons. Dean Bartanen solicited responses. The committee reviewed responses and made recommendations for better supporting the work of diversity liaisons next year.
  - The April 2012 Chairs, Directors, and Deans meeting focused on diversity recruitment and the March meeting included discussion of faculty mentoring.
  - Human Resources colleagues also hosted a workshop for academic department chairs in May on search practices and developed a resource notebook, inclusive of resources to support cultivation of diverse and talented candidate pools.

¹ The 2006 Diversity Strategic Plan used the phrase “underrepresented minority groups.” This report adjusts the language to “historically underrepresented groups” as a more accepted usage (avoiding the term “minority,” particularly as some groups underrepresented in higher education achieve numerical majority in the greater population. In some places, shorthand use of “URM” is retained to stand for historically underrepresented group.

² These headcounts include two tenure-line faculty joining mid-year, all faculty on sabbatical leaves and all visitors replacing them. Both 4 persons who identify as Middle Eastern/White and 19 persons who do not report are included as White.
• **Staff**
  o 15 of 121 new staff members across all hiring categories (regular, long-term temporary, temporary, new positions for existing staff) self-identify as non-White.

• **Students**
  o 21.3% of the entering class of Fall 2011 self-identified as non-White,³ up from 20.2% in Fall 2010. The projected proportion of the entering class of Fall 2012 who self-identify as non-White is 29.7%.
  o Based on the IPEDS Report, the demography of the 2011-2012 student body was:

<table>
<thead>
<tr>
<th></th>
<th>Undergrad</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident alien</td>
<td>17</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>143</td>
<td>13</td>
<td>156</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>8</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Asian</td>
<td>150</td>
<td>19</td>
<td>169</td>
</tr>
<tr>
<td>Black or African American</td>
<td>36</td>
<td>2</td>
<td>38</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>White</td>
<td>2081</td>
<td>255</td>
<td>2336</td>
</tr>
<tr>
<td>2+ races</td>
<td>199</td>
<td>26</td>
<td>225</td>
</tr>
<tr>
<td>Unknown</td>
<td>27</td>
<td>8</td>
<td>35</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2666</td>
<td>326</td>
<td>2992</td>
</tr>
</tbody>
</table>

  o Puget Sound currently enrolls 13 international students from 11 nations, most from Asia and the balance from Europe. This is a very small number relative to the size of the student body and is an area for further development.
  o The proportion of the financial aid budget awarded to first generation/multicultural students increased for 2011-2012 to 34.4%, up from 33.7% in 2010-2011 and 31.1% in 2009-2010.

• **Trustees**
  o Since the Diversity Strategic Plan was completed in Fall 2006, the Board has increased the diversity of its membership by adding 11 persons from groups historically underrepresented in the academy, including 8 women and 4 persons of color.

**OBJECTIVE B: Improve the quality of experiences for historically underrepresented groups of students, staff, and faculty.**

• **Programs**
  o Among public [arts and lectures](#) events in 2011-2012, at least 30 brought multicultural scholars, artists, or performances to campus.

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³ These percentages exclude “nonresident alien” and “unknown” federal categories. While IPEDS does not consider Asian population groups as historically underrepresented, the statistics for Asian, Native Hawai‘ian, and Pacific Islander members are included here as part of the diverse racial/ethnic demography of our campus community.
Selected activities of the Collins Library included: providing access to the Black Student Union publication *Black Ice* in *Sound Ideas*; purchasing materials that represent diverse perspectives such as *Marriage Matters*, a unique artists’ book; hosting the T-Town Transgender exhibit; developing a web guide and book display in conjunction with the HIDE/SEEK exhibit; and negotiating a major gift of close to 1000 books representing Asian culture.

Additional program details are included in the 2011-2012 *Diversity and Inclusion Annual Report*.

**Policies and practices**

- The Professional Standards Committee prepared an Interpretation of the *Faculty Code* and recommended revision of the Faculty Medical and Family Leave Policy to make “stop-the-clock” provisions normative for leaves, including pregnancy and childbirth. These changes are in effect for Fall 2012.
- A sub-committee of the Committee on Diversity reviewed how gender is framed as a binary choice (male or female) on Cascade and within institutional reporting. The sub-committee acknowledged the tension of allowing individuals to self-identify in a broad range of ways versus having consistent categories for institutional analysis. The Committee on Diversity made recommendations about gender identity designations to the Director of Institutional Research and the Associate Vice President of Technology Services to be considered during the Peoplesoft implementation process.
- Director of Disability Services Peggy Perno edited and expanded the Disability Services website to include forms and comprehensive information for prospective and incoming students; established an office theme of “universal design” to raise awareness of the diversity and the ubiquitous needs of all members of our community; and established a Disability Services new student orientation, to begin August 2012, to greet new students and parents, answer questions, and provide important information on requesting disability accommodations in higher education.
- In light of a recent 160% increase in students registered for learning or physical disability accommodations, the university reallocated staff FTE within the Academic division to increase the position of Disability Services Specialist to three-quarter time.
- Collins Library updated the library web page “Did you know” section to showcase resources that support and promote diversity.
- Academic Advising continued to offer assistance and support for first-generation and historically underrepresented students through the College Success Foundation and Leadership 1000 programs, teaming with Multicultural Student Services, Career and Employment Services, and Dean of Students’ staff to highlight campus resources.

**Physical space**

- 15 new baby changing stations were added to academic buildings, bringing the campus total to 26. A mother’s room was created in Howarth Hall as part of the Human Resources renovation.
New and accessible office space was created for the African American Studies program, allowing faculty members directly appointed in the program to be co-located.

An elevator was added to Collins Library, making the entire building accessible for the first time.

A new accessible entry was created for Human Resources and other offices in the garden level of Howarth Hall.

Fully accessible rest rooms were established in Kittredge Hall.

The campus Information Center was constructed as a fully accessible work and service facility.

A new office and other improvements were completed in Disability Services to improve access and services.

Commencement Walk was constructed with accessible sidewalk connections and gathering/event spaces.

Weyerhaeuser Hall, fully accessible, was completed in Fall 2011 to replace South Hall which was not fully accessible. In addition, the new and expanded mobility park strengthens Puget Sound’s ability to provide therapy for persons with mobility challenges.

OBJECTIVE C: Promote the success and retention of historically underrepresented individuals.

- Faculty
  - Since Fall 2006, 15 tenure-line URM faculty members have joined Puget Sound and 5 have left the university.\(^4\) Three colleagues who have identified as gay have joined the faculty in that period and 1 resigned.\(^5\)
  - Since Fall 2006, 6 URM faculty members have been tenured and promoted to associate professor and 2 have been promoted to professor. Three colleagues who have identified as gay or lesbian have been tenured and five have been promoted to associate professor or professor.
  - Rates of tenure during this same period have been 88.5% for men (N=26) and 96.6% (N=29) for women; promotion decisions separate from tenure have been affirmed in 95% of files for men (two on a subsequent review, N=39) and 96% for women (N=25).
  - Non-reappointment decisions pre-tenure (inclusive of the 2 noted above) have caused the departure of 1 man and 2 women.
  - In all, 7 men and 7 women have left the university prior to the tenure evaluation in the six years since Fall 2006; in the prior six years, 8 men and 13 women departed pre-tenure.

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\(^4\) Three departures were dual career situations, one was due to opportunity to join family, and one was due to non-reappointment.

\(^5\) The reason for resignation was a dual career situation.
In Fall 2011, Associate Dean Sarah Moore launched a new, informal mentoring program for tenure-line faculty members both to support their work and to support improved retention of students. This work will be extended to both tenure-line and visiting faculty members in Fall 2012.

- Students
  While average rates of persistence to graduation for ethnic minority students over the past five years at Puget Sound have improved over earlier years and are above national averages, we continue to see a lag of approximately 7% in four-year and five-year graduation rates, particularly for Black, Native American, and Hispanic students. Even as we strengthen success to graduation for all students, we have more work to do to narrow the persistence gap.

**Strategic Goal II.** We will create a campus environment that fully welcomes and supports social diversity.

**OBJECTIVE A:** Enhance professional development training and co-curricular programs that engage campus community members in the challenges and rewards of valuing diversity and multiculturalism.

- The January segment of New Faculty Orientation, attended by 13 new and 15 continuing faculty members in 2012, focuses on discussion of narratives on “Unanticipated Spotlighting in the Classroom.” This year’s session, facilitated by Dr. Kim Bobby and Professor Margi Nowak (Comparative Sociology), also introduced briefly the “What is Cultural Competency?” reflection tool.
- “What is Cultural Competency?” is now a part of all new staff orientation sessions, conducted by the chief diversity officer in partnership with the Human Resources team. New members of the Puget Sound community get the message from the start that the ongoing work of building cultural competency is important to the Puget Sound community. In all, 51 of 66 eligible persons completed new staff orientation in 2011-2012.
- The Center for Writing, Learning and Teaching hosted two faculty discussions focused on diversity. The Fall 2011 session addressed: “What is Cultural Competency?” and the Spring

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6 Social diversity refers to characteristics that could cause groups or individuals to be systematically excluded from full participation in higher education, including age, disability, gender, race/ethnicity, religion/spiritual tradition, sexual orientation, job status or socioeconomic class, personal appearance, and political beliefs.

7 Multiculturalism in this report refers not to an ideology but to a perspective which supports equal opportunity and access within higher education for all cultural or identity groups. While some critique ‘multiculturalism’ as an ideology requiring that all cultures be given equal value, the intention here is to use the term to connote the principle of social justice in the context of the university’s mission and core values, cultivating an educational community in which all members are physically and psychologically safe and secure and are provided support for engaging in the educational enterprise.
2012 session addressed: “Challenges and Opportunities of Engaging Diversity in the Curriculum.”

- The January 2012 staff and faculty Professional Development Week offered sessions on topics related to Puget Sound’s diverse campus community, including:
  - Creating Welcoming Contexts for Students of All Beliefs
  - Creating a Culture of Safety—the Green Dot program
  - Why Can’t We All Just Get Along? (focused on harassment and bullying)

OBJECTIVE B: Support continued development of curriculum and scholarship that addresses issues of social diversity, pedagogy, and multiculturalism.

- The university’s first-ever course on Hawai’ian literature and culture was offered in Fall 2011 by James Dollier Visiting Professor Stephen Sumida, who is Professor of American Ethnic Studies at University of Washington and a pioneer in Asian American literatures.
- Adjunct instructor Yasmine Khattab offered introductory Arabic language instruction on a non-credit basis in Spring 2012. First-year Arabic was approved as a for-credit offering for 2012-2013 through the Asian Languages and Cultures program.
- Additional new courses approved in 2011-2012 include:
  - Southeast Asia in Cultural, Economic, and Political Context
  - Asian Medical Systems
  - Phoenix Claws and Lion’s Head: Food and Chinese Culture
  - Islamic Empires 1200-1700
  - Gender Publication
  - World Theatre II: Asian Cultures
  - Islam in America
  - Capital and Captivity
  - Modern Africa
  - Nelson Mandela and 20th Century South Africa
- The Committee on Diversity discussed three institutional approaches to diversity and the curriculum: (1) a list of diversity-related courses; (2) the 5-year curriculum/program review question about diversity; and (3) integration of a diversity component into core or graduation requirements.
- The Committee on Diversity recommended that the Curriculum Committee revise the question used in the 5-year curriculum/program review process to read, “How does your department, school, or program engage diversity in relation to recruitment, curriculum, pedagogy, professional membership/career trajectories, and/or in interactions with students?”

OBJECTIVE C: Address the gains, opportunities, and challenges of becoming a more diverse campus.

- At the request of a group of African American students, a meeting was held in April with a small group of faculty and staff to discuss the students’ deep seated concerns about the
climate on the campus for diversity. Two tangible initiatives have resulted to date: (1) development of a Multicultural Strategic Plan for Student Affairs that outlines goals, learning outcomes, and an approach for creating multicultural engagement at Puget Sound and (2) implementation of the first Diversity Summit for student leaders during their training in August.

- Publication of *Black Ice: Studying Abroad On My Own College Campus* is both an important accomplishment of the Black Student Union and an important window into challenges that continue with respect to diversity and inclusion at Puget Sound. Excerpts from *Black Ice* will be used at the Diversity Summit as a training resource and other student diversity clubs are being encouraged to develop similar outlets for expression in the upcoming year.

- Bias-Hate Education Response Team (BERT):
  - Most reports alleging incidents of bias or hate directed toward Puget Sound protected classes were not reports about face-to-face encounters. They were typically about graffiti, offensive posters, defaced posters, or offensive chalking. (The notable exceptions were incidents alleging sexual misconduct which involved face-to-face offensive language, groping, and other assaultive behaviors.) The targets were typically women, sexual orientation, religion, and more rarely about race or disability. Offensive graffiti, posters and the like were rapidly taken down and cleaned from walls, desks, bulletin boards, etc. by both Security and Facilities staff members.
  - A pattern of allegations of sexual misconduct (ranging from graffiti to sexually assaultive behaviors) beginning early in the fall semester led BERT to invite representatives from Gender Studies to hear about the incidents and make recommendations about campus responses. Those discussions led to educational presentations by Student Affairs staff with several women’s organizations and other student groups interested in social justice issues. Assistant Dean of Students Kate Cohn attended a BERT meeting to describe how the Student Conduct system addresses sexual misconduct when a respondent is identified.
  - Through the year BERT members heard about several incidents on campus alleging offensive speech, leading to challenging discussions about the gray zone between protected free speech and obscene, inappropriate, and unacceptable speech. BERT discussions included review of campus sign policy issues, chalking policies, etc. Student Affairs staff responded to specific incidents in several ways, including hosting hall meetings in which the offensive signs (swastikas in one case) were discussed, to meetings with group leaders in which feedback was given about how some signs designed to be provocative could contribute to a hostile work environment.
  - Near the end of the spring semester BERT members discussed the repeated feedback from students that open and sustained conversations about race have not characterized their Puget Sound experience. CDO Kim Bobby agreed to lead in the development of a brown bag series of conversations about race. With Dr. Bobby’s resignation that project is now in limbo.

- Graffiti continues to be a problem in Wyatt Hall. Facilities refinished 229 tablet arm chairs in 2011-2012, at a cost of $4300. In Wyatt, the graffiti is now being done on the edges of the
tables in the classrooms as well as on the arms of the chairs that go around the tables, both of which are harder to repair.

- 250 pages of narrative comments in the Campus Climate Survey illustrate challenges in perception and lived experience that continue to need attention as Puget Sound seeks to meet the aspirations of its University Diversity Statement.

- The 2011-2012 median family income for students of color was $74,064 (range of Adjusted Gross Income $0 - $615,000) and the median family income for Caucasian students was $94,000 (range of AGI $0 - $999,999), making clear that there is a marked range of socio-economic diversity across all populations within the student body. The university has 20 endowed scholarships which specify preference for students of color; these awards supported 42 students in 2011-2012 with a total of $162,800. Sustaining Puget Sound’s commitment to a diverse student body is challenging in the context of decreased family wealth and increased tuition price sensitivity.

**Strategic Goal III.** We will improve working and business relationships with race/ethnic and other diverse communities in the Puget Sound region.

**OBJECTIVE A:** Build additional mutually beneficial relationships with race/ethnic and other diverse communities in the Puget Sound region.

- Puget Sound’s Race and Pedagogy Initiative partnered with three community organizations to host the April 26, 2012 Youth & Family Summit at Lincoln High School in Tacoma: Karyn Osborne, Pat Erwin, and Brad Brown representing Tacoma Public Schools; Noah Prince (co-chair, lead coordinator of the Parent Summit) and Julia Garnett representing Tacoma 360; Ayanna Drakos (Puget Sound Class of 2011, co-chair and lead coordinator of the Youth Summit) representing the REACH Center; and Professors Nancy Bristow (History), Dexter Gordon (African American Studies/Communication Studies), and Carolyn Weisz (Psychology) and Program Assistant Alice Coil representing RPI.
  - Recruitment efforts by Bailey Gilmore ‘13 and Ayanna Drakos ‘11 brought Puget Sound students into planning and delivery of the Summit, including sharing their ideas for program topics, taking part in the program review process, designing the conference logo, coordinating the Resource Fair, and participating in and presenting at Summit sessions.
  - Puget Sound presenters included:
    - Professor Renee Simms (African American Studies) and Andrea Fontenot ‘14 – “Creative Writing about Race”
    - Keith Blocker ’12 and two community members – “So Just What’s in It for Me?”
    - Professor Carolyn Weisz, Gabrielle Duhl ‘13, and Sonya Urs ‘13 – “Color-Blindness and Other Diversity Mindsets”
    - Michael Moreno ‘11 and Sandra Rosa Bryant ‘12 – “Literary Diversity in the Classroom”
• Professor Fred Hamel (Education) and Lincoln Center students – “What Make Us Motivated?”
  ○ The comprehensive assessment report completed by Brooke Yokoyama ‘12, Professor Carolyn Weisz, and Professor Emeritus Juli McGruder, indicates that youth valued the opportunity to hear the testimony and personal narratives of struggle and triumph shared by presenters.
• Professor Janet Marcavage (Art) led Art 282 printmaking students in the Ants and Candy project, which was inspired by the “Hide/Seek” exhibition at the Tacoma Art Museum. Each student produced 150 prints for the installation, which has been exhibited in Wheelock Student Center and in the “Queering the Museum” exhibition at The Space gallery in downtown Tacoma.
• Puget Sound’s Summer Academic Challenge Program partnered with O.A.R. Northwest, Tacoma Youth Marine Foundation, Foss Waterway Seaport, Click! Network, Nisqually National Wildlife Refuge, Pacific Science Center, Seattle Theatre Group, Tacoma Narrows Airport, Museum of Flight, The Future of Flight & Boeing Tour, and First Student Transportation Services for curriculum and fieldtrips for enrolled middle and high school youth. On-campus partners included Athletics, KUPS, Collins Library, Slater Museum of Natural History, and Professors Mike Valentine and Joel Elliott who collaborated with Jordan Hanssen ‘04 and Otto Loggers of O.A.R Northwest in creating a new curriculum them on marine and maritime studies. Hanssen brought to O.A.R. boat to campus and taught students about rowing and science, including a lesson on the Warner Gym ergs.
• Professors Stuart Smithers (Religion) and Robin Jacobson (Politics and Government), in collaboration with other South Sound educational institutions, developed the Prison Education Initiative to bring educational opportunities to the incarcerated women at the Purdy Correctional Center for Women. Five Puget Sound faculty members have presented seminar programs at Purdy and four are offering courses on a volunteer basis.
• In summer 2012, Professor Lucretia Berg (Occupational Therapy) ran the second summer camp to explore a new therapy for children with Cerebral Palsy. This project is a joint effort with MultiCare and the university. Sixteen OT students served as the camp.
• The Theatre Arts Department, with support of Puget Sound’s Civic Scholarship Initiative, hosted students from Lincoln High School’s college preparatory TRIO and Lincoln Center programs for “As You Like It” in Fall 2011.
• Professors Monica DeHart (Comparative Sociology) and Amy Ryken (Education) continued their work on the Zina Linick project, which this year saw the inauguration of renovated Wright Park and McCarver Park areas. In addition, the program brings students to campus for classroom collaborations and has inaugurated educator workshops. The program is a community effort among University of Washington-Tacoma, Greater Metroparks Foundation, Tacoma Housing Authority, Castings, The Hilltop Action Coalition, and a variety of local politicians and council members. In Fall 2011 this partnership was honored as the “Outstanding Project” by the Greater MetroParks Foundation.
• Professors Carolyn Weisz (Psychology) and Renee Houston (Communication Studies) continued their active participation in the Homelessness Project for Pierce County. Their survey and focus group research and analysis, which this year involved 34 students,
explores issues of service provision for the homeless population, lifestyle issues, and program planning.

- Dexter Culp ’12 completed an independent study course which involved coordinating the data entry process, analyzing data, and collaborating on a report for the County.
- Colin Behl ’12 assisted Dr. Weisz and Professor Jill Nealey-Moore (Psychology) with analysis of data on tobacco use and interest in cessation among homeless individuals; he his work at the Western Psychological Association Conference in April in San Francisco.

- Puget Sound Math Outreach Professor David Scott continued to develop and expand the Math Circles program to help parents and educators improve the quality of mathematical education for local school children.
- The Slater Museum of Natural History – with the support of its first Americorps staffer, Robert Niese ’11 – partnered with Bremerton, Issaquah, Kitsap, and Tacoma K-12 schools to host 36 school visits to the museum in 2011-2012.
- The Sound Policy Institute, Puget Sound’s signature initiative on environmental policy, this year established new relationships with the Puyallup and Nisqually tribes.

**OBJECTIVE B: Develop supplier and business relationships with the various minority communities.**

- With the transition to PeopleSoft, the university’s vendors are being contacted for updated and detailed information. To-date, 732 of 2633 vendors have provided information of which 105 are women-owned, 11 are veteran-owned, and 4 are disabled-owned businesses. With new capabilities in the PeopleSoft system, the next cycle of analysis will include ethnic minority-owned businesses.
- At this time Facilities Services does not track MBE or WBE contractors for construction projects nor is it required in our AIA contracts, however we could add language to have the General Contractors track and/or seek MBE and WBE subcontractors bids.

**Strategic Goal IV.** We will be accountable for implementing the Diversity Strategic Plan and working towards achieving diversity goals.

**OBJECTIVE A: Regularly assess campus climate for diversity to assist with diversity strategic planning and its implementation.**

In Fall 2011, the Diversity Advisory Council began work – with the guidance of new Director of Institutional Research Ellen Peters – to revise the 2006 Campus Climate Survey for administration in the spring of 2012. Following a campus-wide campaign to promote participation, the survey was conducted in February 2012 with participation rates of 57.7% for faculty, 61.1% for staff, and 40% for students (significantly higher than in 2006). Crucial to this success was the support of artist in residence C. Rosalind Bell; Theatre Arts professors Marilyn
Bennett, Sara Freeman, Geoff Proehl, and Kurt Walls; and professor of African American Studies Renee Simms who presented a week of staged readings of plays, a writing workshop, and readings of narratives from the 2006 campus climate survey to raise campus awareness of the importance of climate assessment. The results of the 2012 Campus Climate Survey will be provided through a series of reports and discussions in 2012-2013.

OBJECTIVE B: Create an institutional structure to provide oversight and support for Diversity Strategic Plan implementation.

- The Diversity Advisory Council was created in 2007 to support the Chief Diversity Officer in implementation of strategic plan objectives. 2011-2012 members of the Diversity Advisory Council were: Kim Bobby, chief diversity officer; Elizabeth Aleman, administrative specialist, Office of Diversity and Inclusion; Cindy Matern, associate vice president for Human Resources; Jada Pelger, information resources coordinator for Collins Library; Ellen Peters, director of institutional research and retention; Geoff Proehl, professor of theatre arts; Czarina Ramsay, director of multicultural student services; Amy Ryken, associate professor of Education; Abigail Taitano, Access Programs coordinator; Nila Wiese, associate professor of Business and Leadership.
- The university is committed to maintaining the chief diversity officer position, created in May 2007 to lead Diversity Strategic Plan implementation. A national search is underway for a new chief diversity officer, following Dr. Kim Bobby’s departure to accept a new position at the American Council on Education. The search is being supported by Michelle Bonoan of Diversified Search, Inc. and a search advisory committee that includes Academic Vice President Kris Bartanen, Professor Dexter Gordon, Associate Vice President for Human Resources Cindy Matern, Director of Multicultural Student Services Czarina Ramsay ‘02, Associate Professor Amy Ryken, Vice President for Student Affairs Mike Segawa, Senior Facilities Planner and Designer Tammy Smith, Associate Professor Jonathan Stockdale, Director of Admission Fumio Sugihara, and Professor Harry Velez-Quinones. President Thomas plans to announce a new appointment by the end of Fall 2012.

OBJECTIVE C: Implement a strategic communication plan around diversity issues in order to make visible our strengths and bring diversity concerns into the dominant discourse of the campus.

- The Diversity and Inclusion Annual Report, now in its fourth year, provides a yearly update on work to achieve Puget Sound’s diversity goals and objectives.
- The Communication Protocol for Response to Incidents of Bias or Hate provides a process for timely report and response. The Bias-Hate Education Response Team tracks patterns of concern on the campus and implements educational programming, as needed. In 2011-2012, BERT conducted educational programs as noted above.
- Campus Harassment Officers report annually on resolution of complaints under the Campus Policy Prohibiting Discriminatory Harassment and Sexual Misconduct; the report is
published each Fall to the Committee on Diversity, Student Life Committee, *Open Line, The Trail*, and on the [harassment policy website](#). These persons also report each October for the *Annual Security Report*, available publicly on the web, any sexual assault reports and whether those incidents were motivated by bias or hate.

- The annual report to the Faculty Senate of the Committee on Diversity provides information on the work of the committee and its recommendations.
- Diversity resources and links on the campus website are updated on a rolling basis; see [www.pugetsound.edu/about/diversity-at-puget-sound](#).

**OBJECTIVE D:** Conduct an asset mapping of current personnel, budget lines, and resources dedicated to diversity work.

- In Spring 2012, Academic Vice President Kris Bartanen and Vice President for Student Affairs Mike Segawa compiled an asset summary of financial resources devoted to diversity, including the Chief Diversity Office, Access Programs, area and identity studies programs, Race and Pedagogy Initiative, Multicultural Student Services, Spirituality and Social Justice, I am Puget Sound Orientation, ASUPS diversity programming, and designated gift scholarships. Key findings include:
  - $434,000 annual gift income for programs and scholarships
  - $205,000 annual university operating funds
  - $745,000 annual university compensation funds
- The President’s Cabinet monitors strategic indicators with respect to diversity at each of its semi-annual planning retreats and this data is also shared with the Board of Trustees.

**Credits**

Input for the 2012 Diversity Strategic Plan Update was provided by or drawn from annual reports submitted by: Ed Barber, procurement director; Kris Bartanen, academic vice president and dean of the university; Kim Bobby, chief diversity officer 2011-2012; Jane Carlin, director of the Collins Library; Liz Collins, secretary to the board of trustees; Dexter Gordon, professor and director of the Race and Pedagogy Initiative; John Hickey, associate vice president for business services and community engagement; Bob Kief, associate vice president for facilities services; Bruce Mann, professor of economics and director of the Civic Scholarship Initiative; Donn Marshall, associate dean of students; Cindy Matern, associate vice president for human resources; George Mills, vice president for enrollment; Maggie Mittuch, associate vice president for student financial services; Hans Ostrom, NEH/James Dolliver Professor of African American Studies and English; Ellen Peters, director and Emily Mullins, assistant director, office of institutional research; Peggy Perno, director of disability services; Czarina Ramsay, director of multicultural student services; Amy Ryken, associate professor of education and chair of the Committee on Diversity; Brenda Seaworth, manager of building services; Mike Segawa, vice president for student affairs and dean of students; Dan Sherman, associate professor and director of Sound Policy Institute; Sally Sprenger, international student advisor; Abigail Taitano, coordinator of access programs; Margaret Thorndill, office of public events; Landon Wade, director of academic advising; Peter Wimberger, professor of biology and director of the Slater Museum of Natural History; and Rev. David Wright, university chaplain and director of spirituality, service and social justice.