Each year we experience significant contributions across campus toward achievement of Puget Sound’s diversity strategic plan. This plan, created in 2006, calls for nothing less than the full engagement of the Puget Sound community in creating a campus environment that fully welcomes and supports diversity in its myriad and complex forms.

This work requires building and nurturing relationships with members of our campus community and illuminating the work that many times goes unnoticed. I am honored to serve as chief diversity officer and work with you all to facilitate our campus in becoming a more diverse and inclusive community, as well as to bring diversity concerns into the dominant discourse of the campus. Our efforts focus on three main areas: learning and diversity; multiculturalism and social justice; and equity, campus culture, and climate, which are explained in more detail on the following pages.

As I reflect over the past year, I see that we are demonstrating our commitment to diversity and inclusion through increasingly expansive efforts. We have worked to improve the quality of experiences for underrepresented groups; welcome all new staff to campus and share our commitment to cultural competency; enhance professional development training and cocurricular programming that promotes the values of diversity and multiculturalism; increase the recruitment and retention of students, faculty, and staff from underrepresented groups; and support the development of curriculum and scholarship that addresses issues of social diversity and pedagogy.

I am pleased that so many of you have joined in the work and continue to hold ourselves accountable for achieving our goal of creating a campus of inclusive learning. The responsibility for this work belongs to our community as a whole: we are Puget Sound.

Kim Bobby, Ed.D.
Chief Diversity Officer
Learning and Diversity

“We will create a campus environment that fully welcomes and supports social diversity” (Goal Two, Puget Sound Diversity Strategic Plan). We challenge ourselves to provide educational experiences that are meaningful to people of different backgrounds and beliefs. Through the activities of many different disciplines, departments, and programs, we continue to push ourselves to live up to that challenge. Here are some examples:

Sociocultural Awareness Workshop, Occupational Therapy Program

The faculty of the Occupational Therapy Program feels strongly that every future therapist must have the knowledge, sensitivity, and disposition to be able to provide equitable services to all people, and that to achieve this for people unlike themselves sometimes takes effort. To help students along this path of understanding, the "Sociocultural Awareness Workshop" (SAW) is offered each year for all new occupational therapy graduate students. Developed by Professor Emerita Juli McGruder, the workshop consists of several 90-minute classes, a seven-hour Saturday workshop, and an extended student project, and involves both readings and experiential learning.

Diversity Theme Year: We Are Puget Sound: Weaving the Future From the Fabric of Our Past

The 2010–11 academic year marked the 20th anniversary of Diversity Theme Year (DTY) at Puget Sound. Student leaders and programmers host weekly meetings open to all campus community members and plan lectures, arts events, programs, and activities to highlight issues of identity and cultural awareness. In 2010–11, events included Native American art displays, Lunar New Year cultural displays, and a performance by Alaska Native Kuteeyaa Dancers.
Race and Pedagogy Initiative

The Race and Pedagogy Initiative, a collaboration of University of Puget Sound and the South Sound community, educates students and teachers at all levels to think critically about race and to act to eliminate racism.

Since 2005 the Race and Pedagogy Initiative has served as an incubator, catalyst, and agent for a variety of programs and projects aimed at fostering diverse contributions and collaboration among Puget Sound faculty, staff, and students, and community partners; integrating conventional academic and research initiatives with community voices; and sustaining partnerships for action and solutions. These efforts culminated in the initiative’s second quadrennial Race and Pedagogy National Conference in October 2010, “Teaching and Learning for Justice: Danger and Opportunity in Our Critical Moment,” which further advanced the university’s regional and national status as a venue for rigorous and sustained exploration of issues of race in liberal arts education.

Community Building

The conference attracted 108 proposals from 82 organizations (21 in-state K-12 and higher education institutions; 40 out-of-state K-12 and higher education institutions; and 21 governmental and community organizations). Conference events brought together more than 1,000 local, national, and international scholars, students, and activists to generate productive and collaborative approaches in responding to the crisis of social and educational injustices. More than 400 Puget Sound faculty, staff, and students registered for the conference.

Critical Engagement

The conference introduced two pre-conference events: a film festival and a youth summit. These events surged a new wave of energy and support from community shareholders, including Tacoma Public Schools, Washington Education Association, City of Tacoma, The Grand Cinema, and many civic organizations, local businesses, and funding agencies.

Integrative Learning and Professional Development

Puget Sound faculty, staff, and students were deeply involved in organizing and staging more than 30 artistic moments throughout the conference. In addition more than 400 Puget Sound students participated in the conference’s Friday sessions as part of their course requirements in disciplines including African American studies, communication studies, comparative sociology, education, English, exercise science, foreign languages and literature, history, humanities, psychology, religion, and theatre arts. After the conference, several academic programs incorporated scholarship from the weekend into their syllabi.

Perhaps the most powerful way [the Sociocultural Awareness Workshop] shapes the program is that we have all new faculty members go through it, too. That enables a stronger reinforcement of the ideas in later classes, and we hope, conveys to students that this pursuit of cross-cultural understanding is a lifelong endeavor, not a one-time workshop’s worth of work.

– George Tomlin, professor, Occupational Therapy Program

Freeman Hrabowski, educator, author, and president of University of Maryland Baltimore County, addresses attendees of the 2010 Race and Pedagogy National Conference.
Collins Memorial Library staff members participated in a Race and Pedagogy conference panel discussion on diversity in the workplace, sponsored and facilitated a panel presentation on multicultural literature, and volunteered on several conference subcommittees. Their session, “Awareness, Access, and Understanding: Gaining Cultural Competence through Multicultural Literature,” focused on the importance of multicultural literature in helping foster a dialogue about cultural awareness and understanding in the classroom for both the student and the teacher.

Library staff members also co-sponsored a lecture with the Office of Spirituality, Service, and Social Justice which featured doctoral candidate Beth Patin, University of Washington, who discussed rebuilding school libraries in the wake of natural disasters such as Hurricane Katrina and the devastating earthquake in Chile in 2010.

VI Spanish Matters Colloquium on Cultural and Literary Studies in the Spanish-Speaking World

Puget Sound’s program in Hispanic studies organized and held the sixth Spanish Matters Colloquium on Cultural and Literary Studies in the Spanish-Speaking World on campus April 7–8, 2011. The colloquium included faculty and student panel presentations, a keynote presentation titled “What is Spanish and Why Does it Matter?” by Joyce Tolliver (University of Illinois), and a reception with live music by Sin Embargo Trio.

The colloquium brought together colleagues from University of Washington, Pacific Lutheran University, Western Washington University, Green River Community College, and Puget Sound, who shared their ongoing research on various aspects of Hispanic literature and culture. Additionally, the event showcased the work of Puget Sound students in upper-level courses in Spanish, Latin American, and Latino literature and theater; international studies; and Latin American studies.

The 2011 event was the largest edition of the Spanish Matters Colloquium in terms of scope and number of participants. It successfully showcased the interest and relevance of Hispanic studies for the academic community and the general public, as well as the presence and social impact of the growing Spanish-speaking population in Tacoma and around the Pacific Northwest.
Additional Highlights

Diversity Narratives: Classroom Moments of Unanticipated Student Spotlighting
Initiated by the Faculty Diversity Committee in 2010, narratives about unanticipated moments in the classroom related to issues of social diversity are gathered and shared with faculty members in different settings to initiate dialogue about how to respond to incidents that affect the classroom experience.

Wednesday at Four
Each year the Center for Writing, Learning, and Teaching reserves space on Wednesdays at 4 p.m. for sessions designed to address diversity and inclusion. Sessions offered in 2010, both of which were well attended by faculty members:

Race and Pedagogy, Why Bring Lani Guinier to Campus?
Who Defines Race Inside and Outside of the Classroom?

Artist-in-Residence C. Rosalind Bell
The James M. Dolliver National Endowment for the Humanities made possible the residency of regional playwright C. Rosalind Bell. On campus she worked with classes across the humanities. With Professors Elise Richman and Geoff Proehl, Bell chaired the Arts and Special Events Committee for the 2010 Race and Pedagogy National Conference, securing more than 30 “moments” of art and arts events related to the conference’s themes. Her new play, 1620 Bank Street, also was part of the conference.

Public Lectures
Puget Sound hosted open lectures by notable public figures and community members, including Pulitzer Prize-winning columnist Leonard Pitts Jr.; legendary coach Herman Boone, portrayed by Denzel Washington in the film Remembering the Titans; Honorable Norm Rice, former mayor of Seattle; Cuban writer Teresa Dovalpage; and groundbreaking filmmaker Spike Lee.

Spring Zing Proctor District Fair
Puget Sound and the Blue Mouse Theater partnered to host the following artists: Rona Yellow Robe Walsh, native American flutist and singer; Vicci Martinez, recent contestant on NBC’s The Voice; and Evan Greer, self-described “femm-y genderqueer trans-identified singer-songwriter.”

Campus Concerts
Musicians of numerous genres performed for the campus community, including Victor Wooten, bassist with Bela Fleck and the Flecktones, and author of The Music Lesson; Memphis blues duo Bill Simms Jr. and Mark La Voie; hip-hop artists Luck-One, Spac3man, and Speaker Minds; and gospel artist Crystal Aiken.

December 2010 (at the completion of the 12-week program)
“Peace presented a really unique experience in which I was able to get to know a couple of students fairly well, and they all accepted me into the community (some more than others) because of this. I was able to hear about their personal lives and the struggles they have with teachers. Students were very open about their feelings that some teachers did not pay attention to their specific needs—this was surprising/enlightening—students really pick up on things, even subtle attitudes you may not know you are expressing.”

March 2011 (three months after the program; 11 weeks into student-teaching semester)
“I found that after tutoring at Hilltop Scholars, I was more prepared for the socioeconomic realities of teaching in an urban public school. It was one less shock—and taught me to listen carefully to students.”

– Quotes provided by Fred L Hamel, associate professor of education, and Laurie Fisher Ruiz, education director, Peace Community Center
Multiculturalism and Social Justice

How do we explore and celebrate multiculturalism on campus and advocate for social justice for those who work and learn here, as well as others in the broader community?

Multicultural Student Services

Multicultural Student Services (MCSS) successfully hired a strong student staff and anticipates effective campus partnerships with areas such as the Office of Residence Life to create a developmental model for student leadership training on multicultural awareness and advocacy at Puget Sound. The office’s priorities include developing departmental multicultural learning outcomes and identifying opportunities for assessment of MCSS support services.

Divisional partnerships

Successful collaborations include the partnership between MCSS and Career and Employment Services to host a professional development series with the MCSS staff, and a collaboration with the Offices of Admission and Spirituality, Service, and Social Justice to host the first series of sessions about multicultural life at Puget Sound during Admitted Student Days.

Student Diversity Center Governing Council

Improved communication and overall program structure of the governing council agenda led to stronger club leader relationships, more collaborations, and general excitement for the work happening in the Student Diversity Center. The governing council successfully completed its first retreat in spring 2011.

Green Dot Program

MCSS launched the Green Dot Program, an effort to reduce personal violence, in 2010. Through collaborations between the Office of Resident Life, Student Activities, MCSS, and the Office of Spirituality, Service, and Social Justice, six persuasive speeches were offered on campus, and 48 students participated in bystander trainings, resulting in significant increases in violence awareness on campus.

Commencement Weekend

MCSS hosted the Lavender Graduates and Graduates of Color Commencement events, featuring remarks from graduating students, campus leaders, and keynote speakers Amy Ryken, professor of education and chair of the Faculty Diversity Committee, and Antonio Gomez ’93, an educator at KCTS Public Television. Student involvement from the Class of 2010 was high at both programs.

“My first year of work as director of Multicultural Student Services primarily focused on stabilizing departmental operations and strengthening relationships in this area among students, faculty, and staff. The improved interactions among our Student Diversity Center student leaders and increased partnerships and collaborations on multicultural advocacy across campus demonstrate the progress made as a result of the efforts made this year.”

– Czarina Ramsay ’02, director, Multicultural Student Services, Division of Student Affairs

Students perform traditional Hawaiian dances at the annual Spring Lu’au, April 2011.
**Spirituality, Service, and Social Justice**

The Office of Spirituality, Service, and Social Justice (SSSJ) seeks to foster and nurture a deeper connection between the self and the world in which we live. SSSJ supports many paths to encourage students, faculty, and staff to explore these deep connections while living, studying, or working at Puget Sound.

**Interfaith Council and Christian Life Council**

These two parallel structures remain at the heart of our religious life work. Interfaith Council had some struggles this year due to student leadership transitions, but ultimately found great strength in advocating for an increased amount of campus-supported religious practice (e.g. the new “Students for a Contemplative Society” meditation group, remarkable emergence of the Baha’i Club as one of our strongest religious life groups) and in providing opportunities for students of different religious practices to speak publicly about their experiences of practice and identity at Puget Sound.

**Religious Practices and Resources**

This year marked a distinct step forward for student religious practitioners and explorers. Facilities Services was able to make remarkable progress on the ongoing remodeling of Kilworth Memorial Chapel, transforming the lower level to include a dedicated Islamic prayer room, a dedicated all-traditions meditation space, and an interfaith meeting room—along with cosmetic upgrades to all three levels.

**Justice and Service in Tacoma**

With the advantage of added planning time at the end of the 2009–10 academic year, SSSJ revamped the Justice and Service in Tacoma (JuST) program. Moving from periodic events to a more club-like approach led by student staff members with mentoring from the social justice coordinator, the group met weekly and kicked the year off with a JuST retreat on Vashon Island.

**Martin Luther King Jr. Day of Service**

The third annual Martin Luther King Jr. Day of Service was the most successful development of the year for SSSJ. In 2008 and 2009, a maximum of 50 students, faculty members, and staff members participated; in 2011, more than 250 campus members spent a portion of their holiday volunteering in and around Pierce County. This was possible through an excellent collaboration between SSSJ and Student Activities, and through Skylar Bihl ’08 and Marta Palmquist Cady, who put in tireless work to raise awareness of the event around campus.
“First Sundays was, as noted elsewhere, a great revision in our Christian life programs, and we saw much-higher-than-normal attendance at Easter, Ash Wednesday, and Holy Week services. Hillel was able to offer almost-weekly Shabbat services, including during Orientation, and both the Chanukah party and the Pesach Seder saw record attendance and remarkably higher quality.”

– Rev. Dave Wright ’96, university chaplain and director, Office of Spirituality, Service, and Social Justice

Additional Highlights

Martin Luther King Jr. Day Celebration
Through collaboration between various campus community members, Tacoma mayor, Marilyn Strickland, and former Seattle mayor, Norm Rice, came to campus to reflect on how Martin Luther King Jr. influenced their lives and their journeys of service. Held in Schneebeck Concert Hall, the event achieved its largest attendance in several years.

Alternative Spring Break
Puget Sound’s Alternative Break program was a tremendous success. Eight student participants traveled to San Francisco, where they worked with members of Glide Memorial Church, The Glide Foundation, and the Homeless to Housed program. They found the trip to be a transformative experience, exploring both interfaith themes and the intersection of civic nonprofit hunger/homelessness issues.

Community Involvement and Action Center
The Community Involvement and Action Center (CIAC) is the primary connection between the campus community and the city of Tacoma for community service and service-learning activities. In the past year more than 75 percent of students participated in community service.

I Am Puget Sound
“I Am Puget Sound” is a workshop for freshman and transfer students that introduces them to the Puget Sound community, celebrates the diversity of the incoming class, and encourages students to know and appreciate each other.

Global Medical Brigades
Accompanied by Sarah Comstock, assistant director of student activities for Wheelock Student Center, 18 students and two doctors (parents of students) spent a week in Honduras, volunteering and working among some of the continent’s poorest families. As members of the Puget Sound branch of Global Medical Brigades, they helped set up small, mobile clinics where hundreds of Honduran patients were diagnosed and treated at no cost. Guided by trained practitioners, the students took in patients, recorded their vital signs, filled prescriptions (checked by a pharmacist), and distributed medications to those in need.

Cultural Film Series
Three cultural film series were held throughout the year highlighting films from the Tibetan, Hispanic, and Asian cultures. The series, each held in Rausch Auditorium, offered free foreign-language films to students, faculty, and staff.
Equity, Campus Culture, and Climate

How do Puget Sound’s community members and guests experience campus life and their places in it? How do we make the college not only welcoming but accessible to those who wish to be part of our community?

Diversity Advisory Council

The Diversity Advisory Council (DAC) focused on two initiatives in 2010–11, including revising and drafting the *What Is Cultural Competence?* document and beginning to plan for the next campuswide climate survey, scheduled for fall 2012.

What is Cultural Competence?

All effective organizations need highly competent people, and their competencies are demonstrated in a variety of valuable areas, such as creativity, strategic agility, integrity, and functional/technical skills. Equally important to organizational effectiveness is the ability to develop a related competency called cultural competency. Like all professional competencies, cultural competency requires intentional engagement as part of ongoing professional growth.

Cultural competence is one of the competencies faculty and staff members and students strive for in their roles as active members of the Puget Sound community and beyond. By valuing diversity and conducting cultural self-assessments, the university and its members work to integrate knowledge about individuals and groups of people into specific behaviors, attitudes, practices, and policies to increase the quality of our interactions. Several departments have participated in this self-reflective dialogue, including Collins Memorial Library, Office of Communications, Dining and Conference Services, and Career and Employment Services. We will continue to expand the dialogue with a goal of creating shared language and understanding around issues of cultural competence and its importance on campus.

Campus Diversity Measurement

Puget Sound’s Diversity Strategic Plan defines social diversity as “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.” Both in *Defining Moments: The Strategic Plan for Puget Sound* and in the

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We are pleased to have Abigail Taitano as our new Access Programs coordinator.

Taitano came to University of Puget Sound in September 2010. Prior to her role here, she worked for the College Success Foundation as a program officer, developing college readiness programming for the Governors’ Scholarship, Passport Scholarship, and the HERO program.

Taitano is excited to be working in Access Programs, where she will serve Tacoma youth in achieving academic success. Her goal is not only to increase student diversity in higher education but also to increase the experiences that Puget Sound students have with the local community.

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New Access Programs Coordinator

Abigail Taitano joined the Puget Sound staff in September 2010.
From my perspective, I have always wanted to be part of a program like Summer Academic Challenge. After hearing about the program from Molly Gibson and the interview I had with Abigail and Kim, I was really excited about getting started. Education is a primary focus of mine and I haven’t done enough teaching with kids to know whether or not it was for me. After this experience I know that teaching is something that I want to be part of my future. It might be in my 20s, or potentially later in adulthood like my mother has done with her teaching career starting in her early 50s. Working with kids in this environment is really special for a few of reasons. First, they all come from a variety of different schools and backgrounds, which immediately makes the classroom an interesting place. Second, they had to apply to get a spot, and that should mean that they care more about learning and the program. Third, it is a great cross between summer camp and summer school, which is the perfect environment for a first-time teacher like myself to get involved in.”

– Duncan White ’11, teaching assistant, Summer Academic Challenge

In 2010–11, Puget Sound implemented the new federally required race field for enrollment records and full-time faculty and staff. This self-reported data shows that the composition of the student body includes 8 percent who report two or more races, 6 percent Asian American, 5 percent Hispanic American, 1 percent African American, and 78 percent White, with 1 percent international students and 1 percent not reporting. The Class of 2014 reported 20.2 percent racial/ethnic diversity, an increase of about 1 percent over the prior year. Fall 2010 staff diversity included 7 percent African American, 6 percent Asian American, 3 percent Hispanic American, 1 percent Native American, 3 percent reporting two or more races, and 79 percent White; 1 percent did not report. Fall 2010 full-time faculty members reported 6 percent Asian American, 3 percent Hispanic American, 2 percent African American, 1 percent reporting two or more races, and 81 percent White, with 4 percent international faculty and 8 percent not reporting. The Faculty Diversity Committee directed attention in spring 2011 to study the composition of the faculty, including both recruitment and retention.

The Office of the Chief Diversity Officer and Institutional Research continue to work toward ways to effectively capture and measure campus diversity information.

Upcoming Campus Climate Survey
The DAC began working on a plan to review data captured in the 2006 Campus Climate Survey with a goal of capturing themes on which to follow up in a variety of “town hall” sessions with members of the campus community. These sessions will take place in fall 2011, and will help guide the work that is necessary for the DAC to build a local campus climate survey to serve as a benchmark for Puget Sound to build upon every five years.

Faculty Diversity Committee
The Faculty Diversity Committee, led by Amy Ryken, engaged in research about the hiring and retention of Puget Sound faculty members. The committee reviewed existing 10-year data about the retention rate of white faculty members (96 percent) versus faculty members of color (50 percent). Each committee member also sought feedback from two faculty colleagues about faculty hiring and retention at Puget Sound. The committee read four reports about hiring and retaining faculty members of color in the academy and identified issues for discussion, including proactive стратегический
recruitment, decentralized hiring and recruitment practices, and institutional conceptualizations of diversity, as well as adding more faculty members of color, institutional change, and curriculum re-thinking.

Based on the discussions and research conducted by the committee, we are asking each search committee to designate a “diversity liaison” — someone from within the department or program (or, particularly in a small department, another faculty colleague, possibly a colleague of color from a related department) — who will be attentive to and encouraging of the search committee’s attention to diversity goals at each step of the search process.

**Access Programs**

Access Programs works in partnership with Tacoma Public Schools to encourage students of underrepresented populations in higher education to attend college. To date 89 percent of students who have completed Access Programs activities have gone on to college; 18 of 648 have enrolled at Puget Sound. We will hope to see this trend continue and increase.

**Summer Academic Challenge**

Summer Academic Challenge, the math and science component of Puget Sound’s year-round Access Programs, continued to create a pipeline to college for Tacoma middle and high school students. The tuition-free enrichment program drew teachers from both the community and the college, and current Puget Sound students served as mentors and teaching assistants to the young people participating in the program.

Summer 2011 marked the 20th anniversary of Summer Academic Challenge. Past participants were invited back to campus to share their journeys since attending the program. Several alumni of the program attended the anniversary event and committed to building a community with current students in Access Programs through mentoring.

**Community Involvement and Action Center**

The Community Involvement and Action Center’s (CIAC) ongoing focus on communications led to significant improvements to both the Service Scene and the Community Service Online (CSO) publications. The work begun through the SSJ Pathway continued to pay significant dividends, ending the 2010–11 academic year with 1,499 student, faculty, and staff subscribers. Frequency of publication for CSO was increased to a weekly basis, enabling the center to quickly present both on- and off-campus community needs to a much larger audience in a manner that allowed quicker response time to requests for volunteers. This focus on outreach led to the publication of more than 400 volunteer service opportunities, with students placed in more than 100 different volunteer settings through CSO or Service Scene.

Summer Academic Challenge alumni were asked the following question: If we were to write your biography, would your experience with Summer Academic Challenge be included in your story?

“Planting that seed of going to college would definitely be there. After a certain point you no longer are like, ‘What am I going to do?’ but instead, it was ‘Of course I’m going to college!”

– Will McLain ’08

“My first exposure to college was with Summer Academic Challenge, so it helped foster my yearning for education.”

– Matthew Sherls ’08

“Multilevels, being exposed to other minority students that were working at what you were, the hard work that was put into us being told that we can do it by family and others wasn’t all anymore. We were provided with the tools.”

– J.R. Nobels, WSU alumnus

Students work together during Summer Academic Challenge, August 2011.
Making Conversations Visible
I wrote an artist's book, which reveals four conversations I’ve had with elementary students inquiring about my gender. By making these conversations visible I question the binary framing of gender, consider how to foster dialogue about gender expression, and explore how gender is framed in elementary classrooms and society. My hope is that the book will sponsor conversations about gender and how M.A.T. candidates might engage young children in dialogue about sameness and difference.

– Amy E. Ryken, associate professor, School of Education

CIAC worked to connect the Kids Can Do and ETC Tutoring programs, as they both relate to campus-driven volunteer opportunities involving youth and children. While each program remains distinct, the combination allowed the annual CIAC Auction to highlight and serve the needs of both programs. This will be important in the future, as the ETC Tutoring program has grown through student leadership to one of CIAC’s largest programs, with more than 100 local schoolchildren being tutored by Puget Sound students, faculty, and staff.

Accessibility Work Group (AWG)
Accessibility Work Group (AWG) is a group of students, faculty, and staff who meet regularly to identify and address issues related to campus commitment to full inclusion. In 2010–11 AWG supported training related to increasing staff awareness and developed standardized messaging about accessibility needs when scheduling events on campus. Other notable campus improvements include summer 2011 installation of an elevator in Collins Memorial Library, making the library fully accessible, and improved reception areas in each of the offices located in Wheelock Student Center.

Collins Memorial Library
Library staff members participated in Moment-Us by sharing information on resources that reflect diversity, making a series of bookmarks to highlight library resources on diversity, and sharing information about resources that support diversity during a Moment-Us presentation. Additional projects included: updating search term examples in the Collins Catalog to include concepts, topics, and subjects that reflect the diversity of the campus community; developing a resource guide on accessibility available from the main library Web page; working with the disability services coordinator to review services to support students with unique needs; supporting the “Food for Fines” effort and creating a Web page on resources to combat hunger; and forming a Quality Service Committee, resulting in the development of service training programs for both students and staff members and dialogue with both the chief diversity officer and director of Multicultural Student Services at staff meetings.
Career and Employment Services
Career and Employment Services (CES) was involved in numerous diversity and inclusion activities in 2010–11. Assistant Director for Career Advising Sue Dahlin presented an “Introduction to CES” program to B-GLAD after a semester of sending job and internship listings of interest to the B-GLAD listserv. CESblogs featured Director of Multicultural Student Services Czarina Ramsay ’02 in a “supervisor spotlight” post. CES student staff members participated as a focus group for the cultural competency initiative, providing feedback on the training tool.

Annual Diversity Employment Day
The Department of Human Resources sponsored and staffed a booth at Washington state’s annual Diversity Employment Day event, bringing together employers and professionals with the aim to recruit, promote, and reaffirm their commitment to diversity in the workplace.

Students of Color Welcome Breakfast
This annual event helps students of color connect with each other and the broader community at Puget Sound.

Special thanks to all who contributed to the content of our 2010–11 Diversity and Inclusion Annual Report. Some of your voices are present in this report while others contributed by assisting with content and connections to various colleagues and departments.
University of Puget Sound
Diversity Statement

We Acknowledge
• the richness of commonalities and differences we share as a university community.
• the intrinsic worth of all who work and study here.
• that education is enhanced by investigation of and reflection upon multiple perspectives.

We Aspire
• to create respect for and appreciation of all persons as a key characteristic of our campus community.
• to increase the diversity of all parts of our university community through commitment to diversity in our recruitment and retention efforts.
• to foster a spirit of openness to active engagement among all members of our campus community.

We Act
• to achieve an environment that welcomes and supports diversity.
• to ensure full educational opportunity for all who teach and learn here.
• to prepare effectively citizen-leaders for a pluralistic world.

We invite you to learn more.

www.pugetsound.edu/diversity