This first diversity report acknowledges the long history of dedication to diversity and inclusion at Puget Sound. It is a summary of some of our work that is aligned with the Diversity Strategic Plan. As we move forward, this annual report will highlight diversity and inclusion initiatives in academic and administrative departments.

**CAMPUS CLIMATE**

**Campus Climate for Diversity Survey:** A 2006 campus climate survey was updated with additional information from underrepresented groups. Students were invited to one-on-one, confidential interviews and asked to respond to the survey questions. Their responses have prompted increased dialogue about how to become allies for members of our community who express feelings of marginalization.

**Campus Diversity Forums on Diversity:** In April 2008, two campus forums were held to introduce Diversity Strategic Plan goals and invite all members of the campus community to participate in achieving them. In September 2008, a Diversity Advisory Council and an Implementation Task Force were formed to strategically engage volunteers from across campus in implementing the plan; providing leadership on diversity-related initiatives across campus; and assessing progress made by academic and administrative units in the achievement of diversity-related goals. The Curriculum and Advising Implementation Task Force made gains in 2008–09 toward identifying course diversity content more readily for students as they plan for registration and establishing ongoing faculty professional development on matters of diversity in the classroom.

**Moment-Us: Exploring and Embracing Our Diversity:** This new annual event took place the first week of the fall semester to invite self-reflection on how individuals live up to the values proclaimed in the university mission statement, the core values for diversity, and the diversity statement. It showcases the diversity efforts of academic departments, campus initiatives, administrative centers, cocurricular programs, and student groups, encouraging all members of the campus community to explore and embrace diversity at Puget Sound.

**Spectrum Series Events:** Spectrum Series gatherings were created to provide updates on the diversity and inclusion work at Puget Sound, and serve as an open invitation for involvement. Three gatherings were held in 2008–09, in which the entire campus community was invited to come together and sample foods of Asia (January 2009), Africa (March 2009), and Central America (April 2009). A special invitation went out to students who had just returned from study abroad programs in these parts of the world.

**Valuing Wholeness Achieved Through Difference:** The Diversity Advisory Council focused on improving the campus climate for diversity as its first priority. In partnership with members of the Implementation Task Force, a project was launched to encourage members of the campus community to interview each other about what an inclusive community looks like. Called Valuing Wholeness Achieved Through Difference, the project will move forward on a larger scale in 2009–10, and responses will be compiled and analyzed to assist in further improving the campus climate for diversity.

**Web Site:** An expanded presence for diversity efforts online was launched to keep the entire community informed about the work of diversity and inclusion at Puget Sound. A new Facebook page was created as a means of further engaging the community. Visit Facebook.com and search for "Diversity & Inclusion – University of Puget Sound" to become a fan.

**MULTICULTURAL STUDENT SERVICES (MCSS)**

MCSS engages in numerous programs in support of campus diversity. Following are brief highlights; for additional information please visit www.pugetsound.edu/x587.xml.

**Diversity Theme Year/Sexuality Issues, Relationships, and Gender Education:** The 2008–09 academic year marked University of Puget Sound’s 18th Diversity Theme Year. Major components were lectures, arts events, programs, and student activities around the theme “Finding Place, Naming Privilege, Claiming Power.”

“I am Puget Sound” Diversity Education: Puget Sound’s student orientation program introduces first-year students to issues of student identity, establishing a safe and inclusive community and celebrating the individual worth of every person.

**Japanese-American Student Recognition:** MCSS was involved in a multyear effort to support the recognition of Japanese-American students who were forced to leave campus during World War II, culminating with the awarding of honorary degrees at Commencement 2009 to former students interned during the spring of 1942.

**Lavender Graduates/Students of Color:** MCSS hosted the annual Lavender Graduates Celebration and the Students of Color
Reception to recognize the unique challenges and celebrate the accomplishments of LGBT students and students of color and their allies.

Living History, Writing History: A panel discussion featured Ron Magden, Ph.D., historian and author of *Furusato: Tacoma-Pierce County Japanese*; fiction writer David Patneaudre ‘09, author of the young adult novel *Thin Wood Walls*; and memoirist and internment camp survivor Hiroshi Kashiwagi, whose writings include *Swimming in the American*.

**NASPA Undergraduate Fellows Program:** MCSS continued to support the NASPA Undergraduates Fellows Program, which is designed to mentor historically underrepresented and disenfranchised students into the field of student affairs.

**Power of One:** Puget Sound was the host of the fifth annual Power of One GLBTQ Leadership Conference, attended by more than 160 students and their advisors from around the region.

**Sharing is Healing:** Diversity Theme Year, the Office of Spirituality, Service, and Social Justice, and the Jewish Student Organization sponsored a lecture by educator Noemi Ban, a Hungarian Jew who was imprisoned in Auschwitz-Birkenau in 1945.

**Spring Lu`au:** The Hui-O-Hawai`i club produced the annual lu`au, one of the largest in the state. The event features 150 dancers and the participation of many families to share food, dance, and music of the Hawaiian culture with approximately 2,000 attendees.

**Student Diversity Center:** Throughout the 2008–09 academic year, the center hosted the regular meetings of the Asian Pacific American Student Union; Bisexuals, Gays, Lesbians, and Allies for Diversity; Black Student Union; Faculty Senate Diversity Committee; Interfaith Council; International Club; Jewish Student Organization; Native American Student Association; Student Diversity Center Governing Council; Students for Choice; Vagina Anti-Violence Alliance; and VOX: Voices for Planned Parenthood. MCSS also worked with the Office of Spirituality, Service, and Social Justice to host AS IS, a confidential support group with a weekly group meeting for those students who are in the coming-out process as lesbian, gay, bisexual, or transgender.

**RACE AND PEDAGOGY INITIATIVE**

**Achievement Gap Summit II:** On Oct. 18, 2008, a summit to examine the achievement gap in education was attended by approximately 200 people, including K-12 teachers, administrators, and counselors; higher education faculty and administrators; state officials; and Puget Sound students. The summit was held by the Race and Pedagogy Initiative (RPI) and its Community Partners Forum in collaboration with the Office of the Superintendent of Public Instruction, Washington Alliance of Black School Educators, Black Education Strategy Roundtable, and other community partners. Plenary speakers included James Anderson, Ph.D., educational historian, University of Illinois, Urbana-Champaign; Geneva Gay, Ph.D., teacher, educator, and curriculum specialist, University of Washington, Seattle; and Terry Bergeson, Ph.D., superintendent of public instruction for Washington state.

**Parents and Guardians Conference:** On May 2, 2009, the Race and Pedagogy Initiative and its Community Partners Forum hosted a conference aimed to empower, support, and connect parents and guardians in their vital role as first teachers of children; to enhance their preparation and capacity for this role; and to strengthen their sense of partnership with public schools. The program included community speakers, facilitated round-table and “speak-out” sessions, artistic presentations of monologues that articulated the stories of incarcerated parents, and community and educational resources. Seventy-five individuals attended the conference and 17 children participated in the concurrent Youth Camp.

Additional information on the Race and Pedagogy Initiative is available at www.pugetsound.edu/raceandpedagogy.xml.

**OFFICE OF SPIRITUALITY, SERVICE, AND SOCIAL JUSTICE**

The Office of Spirituality, Service, and Social Justice (SSSJ) supports a diversity of religious and spiritual traditions/practices. Active clubs include groups supporting a variety of Christian faiths, Jewish life, and Buddhist meditation. Populations of Baha’i, Hindu, Sikh, and Pagan/Wiccan students are currently not organized at the group level due to small numbers of practitioners on campus, but individuals are connected with other groups and institutional programs for community and support. SSSJ engages in numerous programs in support of campus diversity. Following are brief highlights; for additional information please visit www.pugetsound.edu/spirituality.

**Affiliate Chaplain for Jewish Life:** A contract position was established in 2008–09, funded by a grant from a Puget Sound alumnus.

**Institutional Interfaith Programs:** Kilworth Memorial Chapel hosted programs and events for Christian, Buddhist, and interfaith programs in the chapel: Meditation Room used weekly by Buddhist Union for meditation hour; weekly Latter Day Saints scripture study; joint program with St. Leo’s parish for Catholic young adults; weekly Methodist Bible study; weekly InterVarsity event; weekly Lighthouse large group event; Sunday Night Chapel, including speakers and programs on Islam, various Christian faiths (General Protestant, Christian Science, and Catholic), Reform, the Baha’i faith, the Unitarian tradition, and Pagan/Wiccan spirituality, along with more general interfaith programs.

**Lectures:** In 2008–09 the Swope Lecture series featured a Muslim-Jewish dialogue on Israel/Palestine by Tzvi Adelman and Muhammad Abu Samra in the fall, and Sister Helen Prejean in the spring. Other lectures featured Rabbi David Forman, founder of Rabbis for Peace; a partnership with the Christian Science Organization and local congregations to host a young adult speaker from the Mother Church; the second annual “Sexuality and Spirituality” lecture; Juan Melendez, who spoke to issues of religious diversity and the role race played in his overturned conviction; and a speaker from Oaxaca, who addressed issues of American intervention and its impact on indigenous farmers. SSSJ also co-sponsored with other departments a series of lectures on religion and violence, including speakers dealing with cultural and political issues concerning violence and faith from multiple religious perspectives.
Multifaith E-News: A biweekly newsletter distributed to 800 subscribers throughout the academic year.

Passover: SSSJ worked with the Office of Admission and Dining Services to improve meal options for Jewish communities during Passover and to advocate for a Kosher dining option within Dining Services.

Peer Ministry: This program continues to provide scholarship support to students from a variety of faith backgrounds looking to explore religious leadership in a pluralistic, interfaith context. The community service peer minister attended the annual Social Justice Training Institute, an immersive program sponsored by national student affairs organizations that provides advanced training for student leaders dealing with issues related to social justice and diversity.

INITIATIVES ACROSS DEPARTMENTS

Access Programs: Since 1994, University of Puget Sound has maintained an early college readiness partnership with the Tacoma Public Schools through Access Programs, working with seventh and eighth grade students who want to build a network with college students and college faculty. We continue to work with students throughout high school, and each year Access students enroll at Puget Sound. The program includes an intensive math and science program for middle and high school students, Summer Academic Challenge, which celebrated its 18th year in 2009.

Accessibility Work Group (AWG): Created in 2008–09, AWG was charged by the vice president and dean of students to study and inventory current accessibility measures on campus; assess current campus awareness of accessibility issues and develop recommendations for campus education about accessibility needs, discrimination, and advocacy; create educational programs as needs are identified; and advocate for improved accessibility. AWG members successfully advocated for several improvements, including reviewing accessibility design plans for the new Center for Health Sciences and the addition of accessibility training to the January 2009 Staff Development Conference.

African American Studies and Theatre Arts: As part of a multi-year, ongoing collaboration, the two academic departments hosted in fall 2008 a reading of 1620 Bank Street by 2008–09 Norton Clapp Artist-in-Residence C. Rosalind Bell, created to explore issues of difference, disparity, and diversity, and performed by a student ensemble; a second reading was held for 100 students from Lincoln High School in spring 2009. Bell also wrote monologues for the Parents and Guardians Conference sponsored by the Race and Pedagogy Initiative.

Bias-Hate Education Response Team: Created in 2008–09 by the Faculty Diversity Committee, the Bias-Hate Education Response Team (BERT) is a group of faculty, staff, and students co-chaired by the chief diversity officer and associate dean of students. As part of the effort to create and maintain a welcoming campus community, BERT meets regularly to monitor reports about alleged incidents of bias. In collecting and summarizing reports of incidents of bias, the BERT membership does not attempt to verify accuracy of reports but notes that the incidents have been reported as negatively affecting the campus climate. The 24 reports from 2008–09 described incidents of bias related to race (six reports), religion (four), sexual identity (four), sexual harassment (four), political expression (four), physical disability (one), and mental illness (one). Campus responses to these reports included informing the community about the variety and frequency of incidents that affected campus climate or facilitating discussions to address concerns.

Center for Writing, Learning, and Teaching: The center seeks to be a comfortable and welcoming place for all students and faculty. To prepare student employees to function effectively with all students, diversity training is held each fall with additional sessions throughout the year. For faculty, the center co-sponsors two sessions each semester that deal with issues of diversity in the classroom. In addition, the center library is a repository for magazines and books that deal with diversity issues.

Collins Memorial Library: All library staff participated in a skills inventory assessment to help identify communication patterns and gain insight into how to communicate with a diverse user group. Library staff promoted diversity through a number of displays of library materials to coincide with events on campus and highlighted unique databases and resources online and through Collins Library Links, an electronic newsletter for faculty. The library director coordinated a round-table presentation at the national Association of College and Research Libraries on Diversity and Pedagogy, and library staff worked directly with the chief diversity officer to identify new acquisitions that support diversity.

Faculty Diversity Committee: The committee continued work on a number of charges from the Faculty Senate related to diversity and inclusion, and answered several requests for assistance or participation from various campus groups. In addition to work developing and implementing programming that places diversity issues permanently in faculty development, the committee supported the Power of One GLBTQ Leadership Conference, assisted the Office of Admission in calling accepted students of color, and provided representation on or liaisons to multiple campus groups, including the Bias-Hate Education Response Team, Diversity Advisory Council, and student diversity groups.

Freshman Admission: The percentage of underrepresented or minority students increased from 17.8 to 20.7 percent for the incoming class of 2013. Percentage increases were made in all areas, with the largest occurring in the Asian/Pacific Islander and African American/Black categories.

Human Resources: Human Resources/Career and Employment Services contributed to advancing the Diversity Strategic Plan in 2008–09 by implementing a floating holiday policy, intended to allow staff to celebrate personal, cultural, or spiritual holidays; developing the resource guide “Recruiting a Diverse Candidate Pool” for hiring managers; supplementing the diversity resources in the Career Resource Library with additional publications; and identifying diversity recruitment reporting needs. In addition, workshops were developed and piloted with Dining and Conference Services staff on creation of an appreciative and effective work environment, highlighting prevention of harassment and discrimination.
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.

DIVERSITY STRATEGIC PLAN

Puget Sound has a long history of work dedicated to diversity and inclusion. To build on these efforts, President Ronald R. Thomas in 2005–06 charged a Diversity Planning Task Force to develop and implement a strategic plan for diversity. The task force undertook a thorough environmental scan of common and best diversity practices of institutions of higher education, and evaluated diversity practices on campus through review of institutional data and use of a campuswide survey. The resulting Diversity Strategic Plan was drafted in 2006 and shared with the campus community in 2007. To facilitate the goals and objectives of the plan, a chief diversity officer was appointed in July 2007.

Goal One
We will increase the recruitment and retention of students, staff, and faculty from underrepresented minority groups.

Goal Two
We will create a campus environment that fully welcomes and supports social diversity.

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

Goal Four
We will be accountable for implementing the Diversity Strategic Plan and working toward achieving diversity goals.

For more information please contact:

Kim Bobby, Ed.D.
University of Puget Sound
Chief Diversity Officer and Associate Professor of Education
253.879.3391 • kbobby@pugetsound.edu
www.pugetsound.edu/diversity