



THRESHOLD 2022:
CULTIVATING A CULTURE OF INCLUSIVE EXCELLENCE
2016 Annual Report

In spring 2016 University of Puget Sound adopted an updated diversity strategic plan that sets out goals to which the institution is committed and strategies to achieve them. A living document, the plan is designed to implement new strategies over time that move us closer to our vision of being a fully welcoming and inclusive campus community, and to respond to emerging concerns. This annual report provides a report on progress during the 2016 calendar year. Additional information is available at pugetsound.edu/diversity.

DIVERSITY STRATEGIC PLAN OVERVIEW

Conceptualizing Diversity, Equity, and Inclusion

We at Puget Sound intentionally conceptualize and view diversity as a matter of equity and inclusion. We aim to understand and actively respond to the ways organizational aspects of our society and of our own university can work against those principles, excluding some groups and individuals from our community while including others. The work of diversity seeks to account for and redress deeply embedded historical practices and legacies, forms of cultural and social representation, and institutional policies and processes that can systematically exclude groups or individuals from full participation in higher education and the considerable benefits it offers.

Diversity and Inclusion Vision

We are a campus community that values the intrinsic worth of its members, recognizes our shared qualities, and embraces our differences. We make appreciation of all persons a key characteristic of this community, foster a spirit of openness and active engagement, and strive to be diverse and inclusive in every aspect of campus life. In doing so we ensure a full educational opportunity for all who teach and learn at University of Puget Sound.

We believe that reflective, thoughtful, and respectful examination of the differing dimensions of diversity educates and empowers all who work and study here to be advocates for inclusion and equity. All members of this community share in cultivating, sustaining, and continuously developing an environment in which equity is intentionally sought and inclusiveness is practiced. University of Puget Sound is a

powerful example of a community enriched by diversity in all its forms, and by the challenges and rewards that come with diverse representation, thought, and expression.

Diversity includes attention to identity characteristics such as age, disability, sex, race, ethnicity, religion/spiritual tradition, gender identity and expression, sexual identity, veteran status, job status or socioeconomic class, nation of origin, language spoken, documentation status, personal appearance, and political beliefs. Diversity also includes attention to processes such as design of the curriculum, admission policies and practices, hiring and retention practices, assessment of performance, budgeting, and any other day-to-day business decisions made within the institution.

History of Diversity Strategic Planning

Since the creation of the Diversity Planning Task Force in academic year 2005–06, and the establishment of a diversity strategic plan in December 2006, Puget Sound has worked diligently to address diversity and inclusion on campus. Out of the work undertaken by the task force, a more permanent collegewide institutional group, the Diversity Advisory Council (DAC), was established in September 2008. DAC is charged with examining diversity, inclusion, and equity issues on campus with respect to policy and practice from multiple perspectives, including access, recruitment and retention, community connections and outreach to diverse constituents, and campus climate and culture. DAC works together with university leadership to engage the campus community in productive dialogue about campus climate issues and to make recommendations toward action.

DAC collaborates with the Office of Institutional Re-

search to lead and carry out Puget Sound's Campus Climate Survey, focused on gauging collective change in experiences and perceptions of Puget Sound's campus climate, as reported by faculty, staff, and students. In collaboration with the Cabinet, DAC is charged with developing and implementing the institution's diversity strategic plan. DAC reviews current efforts aimed at enhancing diversity in representation and practice, and considers which diversity goals and approaches might serve effective in furthering the university's diversity and inclusion vision, and diversity statement.

The diversity strategic plan is a vehicle to help move the university from its current state with regard to equity and inclusion, practice, and representation toward the future state to which we aspire. Important to the accountability of each strategic goal is the institution's role in providing the human and financial capacity to effectively carry out its objectives.

DIVERSITY STRATEGIC PLAN GOALS

Goal One: Recruitment and Retention

We continuously work to increase the structural diversity of the Puget Sound campus community.

Goal Two: Campus Climate Cultivation

We continuously work toward intentionally fostering and sustaining a welcoming campus community that strives for structural diversity, cultivates a culture of inclusive learning, supports systemic transformation, and is based on the principles of equity and inclusion.

Goal Three: Community Connections and Engagement

We continuously work to develop, strengthen, remake, and repair relationships with diverse constituencies from Tacoma and the broader region, and to build mutually beneficial collaborations that promote just transformation and further the educational and civic aims of the campus and broader community.

Goal Four: Alumni Outreach and Connections

We continuously work to develop opportunities for alumni to contribute in multiple ways to increase access, cultivate a culture of inclusive learning, support systemic transformation, and strengthen relationships with alumni from underrepresented and minoritized groups.

Goal 1: Recruitment and Retention

We continuously work to increase the structural diversity of the Puget Sound campus community.

Objectives

1. Improve the campus's compositional diversity by prioritizing the recruitment, retention, and graduation of students from underrepresented and minoritized groups.
2. Improve the quality of experiences by prioritizing recruitment, retention, and professional growth of staff members from underrepresented and minoritized groups.
3. Improve the quality of experiences by prioritizing recruitment, retention, and professional growth of faculty members from underrepresented and minoritized groups.
4. Improve the quality of experiences by prioritizing recruitment of trustees from underrepresented and minoritized groups.

Strategies and Outcomes

Develop a strategic set of local, national, and international partnerships to cultivate diversity in its many forms among the student body.

Local: Tacoma Public Schools Commitment and Access Scholars Cohort Program

- Meet full demonstrated financial need of eligible Tacoma Public Schools (TPS) graduates; enrollment of TPS graduates has tripled since fall 2014, with 23 incoming first-year students in fall 2016.
- Access Scholars Cohort II matriculated in fall 2016, mentored by Associate Professor of English Tiffany MacBain. Access Scholars Cohort Program currently has 10 students enrolled.
- The Office of Academic Advising works with Access Scholars cohort advisors to share information and provide support.
- Summer Logger Institute for Access Scholars (mandatory) and TPS students (optional): A pre-orientation program prior to fall orientation focused on team building and local peer cultivation; orientation to academic resources (library, writing center, etc.); and orientation to student support services and diversity leadership development, among other resources.

National: The Posse Foundation Partnership

- Cohort I (nine students) matriculated fall 2016, mentored by Associate Professor of Philosophy Ariela Tubert.
- Cohort II (10 students) selected for fall 2017; Associate Professor of International Political Economy Emelie Peine selected as mentor.
- Posse Plus Retreat (100 campus members), scheduled for Feb. 24–26, 2017.
- The Office of Academic Advising works with Posse Scholars cohort advisors to share information and provide support.

International

- An online university virtual tour was created in fall 2016 with versions available in Spanish and Mandarin; and an international student video was created for recruitment.
- Puget Sound staff members led the Colleges That Change Lives Asia 2017 Tour, and visited with prospective students and their families in Vietnam, Singapore, Jakarta, Taiwan, and four cities in China.
- Puget Sound was profiled in *American Colleges and Universities*, a lead-generation publication printed by the Council of International Schools and Carnegie Communications with a circulation of 65,000 and a readership of 200,000+ across secondary, Department of Defense, and International Baccalaureate schools; advising centers; agencies; libraries; and embassies. Also part of AC&U's website, which generates weekly leads.
- International visiting scholars from Fujian Normal University, China, and University of Passau, Germany, and language teaching assistants from China (Confucius Institute) and Malaysia (Fulbright) were hosted.

Other Student, Faculty, and Staff Recruitment Efforts

- A test-optional admission program was implemented in fall 2016 to remove barriers related to standardized testing and strengthen a holistic admission process.
 - Results: Self-reported as American Indian, Asian, black, Hispanic, Pacific Islander, or “two plus”: fall 2016 first-year students 28% (189 of 674); fall 2016 undergraduates 24.6% (619 of 2,517).
- Ensure student recruitment and admission efforts online, on campus, and off campus are culturally inclusive.

- Campus Visit Program (CVP) staff members completed cultural competency workshops.
- CVP staff members worked with the campus organization Advocates for Institutional Change and other partners to increase participation of students from underrepresented populations in the Campus Visit Program.
- The Office of Diversity and Inclusion collaborated with CVP staff members on the Campus Visit Program.
- The Office of Enrollment worked with the Center for Intercultural and Civic Engagement and Student Diversity Center to increase visibility and programming at fall and spring admission events.
- The new virtual tour, launched in fall 2016, includes the Student Diversity Center and other resources that support a diverse student body.
- The university formally announced a longstanding practice in which documentation status is not considered in admission decisions; undocumented students are granted institutional financial aid without regard to documentation status, as well as state aid for which they are eligible.
- Puget Sound became a founding partner in spring 2016 of the White House Fair Chance Education Pledge; criminal history is suppressed from initial application reader review.
- Continue work to hire at least 50 percent tenure-line faculty members of color, or from underrepresented populations, in annual search processes.
 - Goal met for hires in fall 2015 and fall 2016; in addition, 50 percent of ongoing clinical and visiting faculty hires for 2016–17 are persons of color. The percentage of the faculty self-reporting as nonwhite has increased 4 percent over three years.
- Bolster mentoring for pre-tenure faculty members of color to sustain improvement in faculty retention and success.
 - Retention of tenure-line faculty members of color (defined as self-reported, nonwhite, including multiracial) since 2008–09 is 87 percent; retention for white faculty members is 88 percent.

- An equal proportion of female and male tenure-line faculty members has been hired since 2005–06; retention of female and male faculty members over the same period is equivalent at 86 percent.
- Puget Sound is a member of the Northwest Five Faculty of Color Network, working with our Northwest liberal arts peers to provide concrete strategies both for navigating individual careers and helping improve the climate around diversity on campus for faculty members.
- Support Center for Writing, Learning, and Teaching (CWLT) in addressing needs of women and of minoritized faculty members.
 - CWLT held an April 2016 event for female faculty members to talk together about workplace challenges and seek mentorship.
 - Two “Wednesday at 4” faculty development sessions were held in October 2016 focused on responding to inappropriate comments in the classroom, including comments directed toward instructors, and on bias in faculty evaluations.
 - CWLT collaborated with the Office of Diversity and Inclusion on providing academic support to students who participated in Access Programs.
- Seek grant proposals to assist in the recruitment and retention of minoritized, systemically nondominant, and underrepresented students.
 - A Howard Hughes Medical Institute pre-proposal was submitted to strengthen underrepresented minorities in terms of student entry, retention, and success in STEM fields.
 - A W.M. Keck \$250,000 grant for neuroculture was awarded in 2014 to provide support over four years for community-based art and science salons offered in partnership with Tacoma Art Museum. Funds have also provided a stipend to a K-12 student researcher from Tacoma Public Schools.
 - An M.J. Murdock Charitable Trust Partners in Science grant of \$15,000 to Associate Professor Dan Burgard and Assistant Professor Megan Gessel provides funds for them to mentor and support professional development of a K-12 Science and Math Institute (SAMI) teacher to help improve the K-12 teaching of science.
- A memorandum of understanding, fundraising plan, and alumni appeal was completed for the Latinos Unidos Endowed Scholarship; and a fundraising dinner is planned for spring 2017.
- A memorandum of understanding and fundraising plan was completed for the Black Student Union’s One More Endowed Scholarship; a third annual fundraising dinner was supported in fall 2016.
- In 2015–16 Corporate and Foundation Relations solicited \$1,101,000 in support of the implementation of the university’s diversity strategic plan, of which \$38,000 was funded.
- In 2016–17 Corporate and Foundation Relations solicited \$1,048,500 in support of the implementation of the university’s diversity strategic plan, of which \$3,500 has been funded year to date.
- Associated Students of the University of Puget Sound (ASUPS) allocated \$30,000 for scholarships to help endow the Black Student Union’s One More scholarship, Latinos Unidos scholarship, and Q&A – Queer Alliance’s scholarship to encourage more funding for scholarships for minoritized groups on campus.
- Identify national databases to list open administrative vacancies that would maximize diversity in candidate pools.
 - Job posting sources include *Diverse Issues in Higher Education*, National Association of Diversity Officers in Higher Education, National Association of Collegiate Women Athletics Administrators, *The Journal of Blacks in Higher Education*, The Registry, and *INSIGHT Into Diversity*, as well as *The Chronicle of Higher Education* and Inside Higher Ed/Careers. These and additional sources are determined based on the specific position and whether it involves a national, regional, or local search.
- Include diversity statement and definition in job descriptions.
 - Faculty job postings include diversity statement, values, and request for candidate teaching, research, and diversity statements (in 2016–17, some searches include diversity questions in semifinalist interviews in lieu of written statements).
 - Staff job postings and the staff job description template include the diversity statement. Work is in prog-

ress (90 percent completed) to compile and review all staff job descriptions. As part of this work, the Department of Human Resources will ensure that the diversity statement is included.

- Include cultural competency and experience with diversity as part of job description.
 - Staff job postings include language regarding Puget Sound’s commitment to an environment that welcomes and supports diversity and makes clear that the university seeks diversity of identity, thought, perspective, and background. Work is in progress to compile and review all staff job descriptions. The Department of Human Resources will work with campus supervisors to include appropriate language in job descriptions.

Goal 2: Campus Climate Cultivation

We continuously work toward intentionally fostering and sustaining a welcoming campus community that strives for structural diversity, cultivates a culture of inclusive learning, supports systemic transformation, and is based on the principles of equity and inclusion.

Objectives

1. Actively work to ensure quality of experiences and sense of belonging for systemically nondominant individuals and groups, and respond to experiences and needs related to historical and contemporary issues of systemic inequity within the Puget Sound community.
2. Address gains, opportunities, and challenges of becoming a more diverse campus by enhancing and providing intercultural development opportunities, such as cultural competence and literacy training for faculty, staff, students, and trustees.
3. Create, revise, and sustain structures such as policies, resources, and enforcement and response protocols that strengthen an inclusive campus climate.
4. Support continued development of curriculum and scholarship that address issues of structural diversity, equity, and inclusion.
5. Build on cocurricular programming that engages campus community members in the challenges and rewards of

valuing diversity.

Strategies and Outcomes

- Fully implement the Knowledge, Identity, and Power (KNOW) graduation requirement.
 - A total of 41 courses have been approved to fulfill the KNOW requirement.
 - Implemented in fall 2015, to date 1,399 current students are subject to the requirement and 1,172 have completed the requirement.
 - New library resources developed include curriculum guides for KNOW and Black Lives Matter, and databases to support student and faculty work on issues of diversity.
 - A new print and web-based student writing handbook was created by faculty and students, and includes “Writing with Awareness,” addressing how language can embody prejudice, discrimination, and hierarchies.
- Implement African American studies major.
 - Major designed and approved; implemented fall 2016.
 - Celebratory fundraising dinner held in fall 2016.
 - A three-year faculty position was hired in African American studies.
 - ASUPS initiated a process to allocate funding to help endow the African American Studies Program student scholarship.
- Implement queer studies component of Mellon Humanities and Culture in the Digital Age grant.
 - Mellon funds supported summer faculty curriculum development and workshop, “What is Queer?”
 - New course developed: “Queer Theory/Queer Politics.”
 - Gender and Queer Studies Program faculty search launched in fall 2016.
- Support faculty, staff, and trustee development workshops and training focused on support and needs of minoritized and underrepresented groups and individuals on campus.

- Staff and faculty members are required to complete on-line harassment prevention training within one month of employment and every two years thereafter. Employees receive reminder messages when they are due to complete the training. Staff members are required to document compliance in their annual performance review. The Department of Human Resources monitors compliance. Student staff members with supervisory responsibilities are also required to take the training, and supervisors of these student staff members monitor compliance.
 - 82 percent of staff members and 90 percent of faculty members completed online harassment prevention tutorials.
 - The university hosted Northwest Five Faculty of Color (and Allies) Workshop and Transparent Teaching Workshop, June 2016.
 - Academic department chairs participated in “Department Chairs as Strategic Diversity Leaders” workshop, fall 2016, led by Professors Dexter Gordon and Carolyn Weisz.
 - All faculty and staff members were provided with individual access or facilitated group sessions to view the film *Cracking the Codes*, by Shakti Butler, Ph.D.
 - The annual Professional Development and Enrichment Conference for faculty and staff members, Jan. 9–12, 2017, was developed to focus on cultural literacy and competence in the workplace; sessions included:
 - Keynote address (“From *Snow White* to *Zootopia*: A Look at Race, Institutions, and Culture”) and workshops (“Introduction to Strategic Questioning: A Strategy for Social Justice” and “Strategic Questioning and Playback Theater”) by Shakti Butler, founder and president of World Trust Education Services, attended by 421 people, primarily staff members, as well as some faculty and community members.
 - Mitigating MicroAggressions
 - The Language We Use in Response to Sexual Assault
 - Diversity and Leadership in the Workplace (for supervisors)
 - Why Race Continues to Matter
 - Building Religious Literacy in the Workplace
 - Linking the Diversity Strategic Plan
 - How Identity Influences Our Perception of the World
 - Communication Styles in a Male-Dominated Workplace
 - What You Need to Know: Sexual Assault Prevention and Education
 - Green Dot Bystander Training
- New faculty orientation (includes continuing faculty members) workshops were held on “Diversity in Puget Sound Classrooms,” January 2016 and 2017.
- A workshop on diversity and inclusion was held for trustees, with participation of students and faculty members, in May 2016.
- A workshop on the Puget Sound student experience was held for trustees in October 2016, including attention to issues of campus climate, mental health, and student activism (student participants: Elena Becker ’17, Lydia Gebrehiwot ’16, Noah Lumbantobing ’17, Collin Noble ’19, Keao Rivera-Leong ’18, Megan Schowalter ’17, and Sloan Strader ’18).
- Assess needs and responsibilities of Title IX coordination on the campus.
 - Assessment of Office of Diversity and Inclusion staffing completed; position adjustments are in progress.
 - Search in progress for new position of deputy Title IX coordinator (internal reallocation).
 - A review of the Campus Policy Prohibiting Discriminatory Harassment is in progress by the dean of diversity and inclusion. Upon completion of the first draft, input from students, faculty, and staff will be sought.
 - Development of a Transgender Student-Athlete Policy completed, in accord with NCAA guidelines.
- Engage campus community in conversations about most recent Campus Climate Survey results.
 - Forthcoming, under leadership of the Diversity Advisory Council.
- Revise and strengthen institution’s Bias and Hate Educa-

tion and Response and Protocol (BHERT).

- A review of BHERT reporting, response, and communication protocol is in progress.
- Work has begun on an online tool for reporting incidents.
- Provide resources for training Security Services staff members on sexual assault prevention and intervention, building on trainings in August 2014 (Rebuilding Hope, The Sexual Assault Center for Pierce County, on sexual assault awareness and response training) and August 2015 (sexual assault advocate training). Security Services engaged in additional meetings and trainings, including:
 - Gender and identity training (July 2016)
 - Diversity in the Workplace: Cultivating and Practicing Cultural Competence (August 2016)
 - Professional Development and Enrichment Conference (January 2017)
 - Security Services staff members led meetings with:
 - Sexual and Gender Violence Committee (February 2016)
 - Student Diversity Governing Council (March 2016)
 - Transgender Awareness and Inclusion Committee (March 2016)
 - Security Services staff members led meetings with various campus groups and held two open forums to solicit feedback from the campus community and respond to questions about their work (spring 2016).
 - Security Services will partake in racial equity training in spring 2017.
- Bolster funding and staff for sexual assault prevention and intervention.
 - Division of Student Affairs staff reorganization in 2016 allowed Associate Dean Marta Cady to focus more fully on sexual assault prevention and response.
 - Budget was provided to Division of Student Affairs for 2016–17 to support diversity work, including sexual assault prevention and intervention.
 - Puget Sound was among the first 28 schools to partner with the “It’s On Us” national campaign to

change culture surrounding campus sexual assault.

- Puget Sound began a partnership with San Jose State University for a sexual consent education program.
- Green Dot Bystander Intervention Program continued to play an integral role in the new student orientation program; Green Dot “Train the Trainer” workshop completed.
- Trauma-informed investigator training workshop is scheduled for March 14–17, 2017.
- Puget Sound’s Sexual Misconduct Board members received training from Rebuilding Hope, The Sexual Assault Center for Pierce County.
- Educational workshops completed, by request, with Greek life organizations and athletics.
- Bolster funding, space, and staff support for mental health care.
 - Two additional part-time counselors were hired in Counseling, Health, and Wellness Services.
 - American Psychological Association accreditation achieved.
- Bolster funding and infrastructure for Office of Student Accessibility and Accommodation.
 - Renovations in Howarth Hall were completed in summer 2016 to improve OSAA facilities.
 - A 0.5 FTE staff position was added by internal re-allocation for 2016–17; 0.083 FTE increase under consideration for 2017–18.
- Prioritize creation of a student cultural center in the campus master plan.
 - A \$500,000 investment was made in the newly renovated Student Diversity Center, Social Justice Center, and adjoining pavilion, located across the street from the Center for Intercultural and Civic Engagement, which opened in fall 2016.
- Support all-gender bathrooms, all-gender changing areas, and other amenities for gender nonconforming persons in all future construction projects.
 - The campus map, updated in fall 2016, notes the location of all-gender restrooms, accessible entrances, and other features of service to a diversity community.

- Single-occupancy all-gender bathrooms total 24 on campus, including the addition of three in 2015 (one in Jones Hall, two in the renovated Memorial Fieldhouse), and five in 2016 (three in the newly constructed Athletics and Aquatics Center, one in the new Student Diversity Center, and one in the new Social Justice Center).
- Development of a Transgender Student-Athlete Policy completed, in accord with NCAA guidelines.
- Strengthen and expand student leadership training related to diversity, equity, and inclusion.
 - Fifth annual summit was conducted in August 2016, bringing more than 200 student leaders together for a half-day social justice training.
 - ASUPS established a cultural consciousness programmer position with approximately \$20,000 in funding to coordinate workshops and training on campus, including trainings with Robin DiAngelo and co-sponsorship of Latina/o Studies Program lecture series and Jose Antonio Vargas lecture.
 - ASUPS committed to ASUPS staff training with Robin DiAngelo and with the Diversity Advisory Committee, and plans to conduct consciousness training with all club leaders in spring 2017.
 - ASUPS revised its financial code to allocate approximately \$7,500 per year to fund programs and events that support equity, inclusion, and justice.
- The Center for Writing, Learning, and Teaching (CWLT) to actively work to strengthen equity and inclusive practice.
 - Recruited for writing advisors and subject tutor applicants from minoritized groups, and worked with campus identity groups to advertise for open positions.
 - Coordinated writing support for English language learners (ELL) and support of faculty instruction of ELL students through new programming and resources.
 - Partnered with Freedom Education Project Puget Sound, empowering women in prison through higher education, to support the training of volunteers and peer tutors.
- Hosted a national conference for Peer Tutoring in Writing with an equity and inclusion theme in fall 2016.
- Support capacity-building for work related to intercultural and interfaith resources through the Center for Intercultural and Civic Engagement.
 - Search completed for the position of director of intercultural and civic engagement.
 - Additional funding allocated for 2016–17 programming and a new part-time staff member.
 - The Transgender Awareness and Inclusion Committee developed “Resources for Transgender Students” webpage.
 - A food pantry was established as a resource for students with food needs.

Related activities include:

- University vice presidents participated in a series of meetings with student representatives of Advocates for Institutional Change throughout spring 2016 to work collaboratively on issues of concern related to campus climate.
- President Crawford convened a meeting with the President’s Cabinet and student representatives of Advocates for Institutional Change to discuss progress made since spring 2016, and to work collaboratively on next steps in meeting the group’s goals, September 2016.
- President Crawford convened campus forums in July, September, and November 2016 on national issues of diversity and inclusion, including violence.
- The university continued to protect student education records in compliance with the Family Educational Rights and Privacy Act.
- President Crawford signed a petition urging President Trump to continue and expand the Deferred Action for Childhood Arrivals program.
- The university released a Commitment to Support Students, Faculty, and Staff Regardless of Immigration Status or Religious Affiliation (December 2016); appointed University Chaplain and Director for Spiritual Life and Civic Engagement Dave Wright ’96 to provide consultation and personalized referrals to concerned individuals;

and made available online resources for undocumented persons.

Goal 3: Community Connections and Engagement

We continuously work to develop, strengthen, remake, and repair relationships with diverse constituencies from Tacoma and the broader region, and to build mutually beneficial collaborations that promote just transformation and further the educational and civic aims of the campus and broader community.

Objectives

1. Create and promote opportunities for campus members to learn about diverse communities that make up, surround, and intersect with campus life; the histories of those communities; and the histories of the university's relationship to those communities.
2. Build connections and relationships that enhance the educational experiences and cultural competencies of Puget Sound students, faculty, and staff, and that provide opportunities for collaboration and shared leadership and decision-making between the campus and its community partners.
3. Develop civic engagement and scholarship opportunities for campus members to learn, volunteer, and work in diverse local settings.
4. Institute practices of university accountability and support for creating and sustaining a desegregated and truly representative campus community through community connections and engagement.

Strategies and Outcomes

- Support initiatives in civic scholarship and experiential learning.
 - The new Summer Internship Immersion Program, in partnership with community organizations and Puget Sound alumni, funded 19 internship placements for students who would not otherwise be able to afford a summer internship.
 - The Prison, Education, and Gender course was added for fall 2016, incorporating experiential learning

with Freedom Education Project Puget Sound.

- A new associate dean for experiential learning and civic scholarship was appointed, as well as a new experiential learning Faculty Advisory Board. Work to date includes the summer internship program, development of faculty resources, appointment of program assistants, and piloting of e-portfolios for students.
- The Sound Policy Institute implemented a 0.25-credit Environmental Careers and Callings course, in collaboration with Career and Employment Services.
- Support Race and Pedagogy Initiative, Freedom Education Project Puget Sound, and Sound Policy Institute.
 - The Race and Pedagogy Initiative became the Race and Pedagogy Institute to more fully deliver on its mission.
 - A special student issue of *Race and Pedagogy Journal* was published in 2016.
 - ASUPS revised its financial code to allocate annual funding to the Race and Pedagogy Institute and is working on allocation of funding to support the Race and Pedagogy Institute's Community Partners Forum.
 - Freedom Education Project Puget Sound (FEPPS) became a signature initiative of the university; the first Associate of Arts degrees were awarded to women at Washington Corrections Center, in partnership with Tacoma Community College, June 2016.
 - Sound Policy Institute hosted the annual Children's Water Festival in collaboration with the Pierce County Conservation District, attended by more than 1,700 fifth graders; a Curriculum for the Bioregion event on "Teaching With Cases to Foster Critical Thinking About Diversity and Sustainability" was held; a workshop was held on "Creating Higher Education, NGO, and K-12 Research Partnerships in the Puyallup Watershed."
- Support Slater Museum of Natural History outreach initiatives.
 - In addition to ongoing activities, in 2015–16 Slater Museum served 2,414 students (including 1,167

considered “at risk” by Tacoma Public Schools) in 105 classrooms, and hosted 2,316 visitors to the museum, the majority of whom were K-12 students.

- Support faculty-led international initiatives.
 - Professors John Lear and Don Share took students to Cuba on a January 2016 study tour.
 - Professor Nick Kontogeorgopoulos lead a July 2016 study tour to Thailand (supported by the Luce Initiative in Asian Studies and the Environment grant).
 - Professor Nila Wiese will lead a March 2017 study tour to Peru.
 - Clinical Assistant Professor Holly Roberts, physical therapy, planned a January 2017 clinical volunteer trip to Mexico.
- Support Access Programs’ relationship with, and initiatives within, Tacoma Public Schools.
 - Access Programs supported 118 students in grades seven through 12 during 2015–16; 65 participated in the university’s largest ever Summer Academic Challenge program, which supports students from low-income, first-generation, and/or underrepresented backgrounds.
 - Access Programs events include: Access to College Days; Tuesday Night Tutoring; Arts, Culture, and Career Days; Ethics Bowl; SAT preparation and writing workshops; and Summer Academic Challenge. All these programs are aimed at creating access to education and cultivating strong relationships with Tacoma Public Schools students in grades seven through 12.
- Support Center for Intercultural and Civic Engagement (CICE) in connecting with diverse local religious organizations and community agencies that support various minoritized and/or low-income communities.
 - CICE Spiritual Connections
 - Continued long-term relationship with Temple Beth El and Immanuel Presbyterian Church.
 - Deepened connections with Tacoma Buddhist Temple, Chabad of Tacoma/Pierce County, and the Islamic Center of Tacoma.
 - Partnered with the Pacifica Institute and Associated Ministries of Tacoma/Pierce County to host a Pierce County Interfaith Iftar during Ramadan.
 - Helped sponsor Associated Ministries’ first-ever “Tacoma Interfaith Women’s Conference” in spring 2016.
 - CICE Civic Engagement
 - Continued to nurture existing relationships with Communities in Schools, Big Brothers/Big Sisters, Mentor253, Peace Community Center, St. Leo’s Food Connection, Guadalupe House, and other long-term partnerships.
 - Made plans to relaunch Instruments for Kids program as a part of the Hurley Community Service Award project for student Allison Shapiro ’19.
 - Connected an ACUI (college union national organization) student leadership conference with Associated Ministries’ “Paint Tacoma Beautiful” program in summer 2016, sending approximately 100 guests and faculty/staff advisors out into Tacoma to work with homeowners on home repair in low-income neighborhoods.
 - ASUPS relaunched Local Logger, partnering with CICE to organize trips to engage students with Tacoma throughout the year. Destinations included YWCA, Asia Pacific Cultural Center, and others.
- Support athletics with proactive efforts by coaching staff to establish stronger relationships with Tacoma Public Schools to fully explore potential for recruitment of prospective student-athletes.
 - Athletics is furthering this partnership by establishing network opportunities, collaboration on events to draw students from various age levels to campus for events, and expanding outreach efforts by Puget Sound students to schools.
- Support alternative break programs that help students engage local and regional minoritized communities in just and equitable relationships.
 - Planning began on an alternative break program to Washington, D.C., in March 2017.

Goal 4: Alumni Outreach and Connections

We continuously work to develop opportunities for alumni to contribute in multiple ways to increase access, cultivate a culture of inclusive learning, support systemic transformation, and strengthen relationships with alumni from underrepresented and minoritized groups.

Objectives

1. Acknowledge and affirm the diversity of experiences among Puget Sound alumni, including injustices in need of reconciliation.
2. Foster a culture of radical hospitality and engagement for prospective students, current students, and alumni.
3. Build institutional identity among minoritized students as future Puget Sound alumni, and support and strengthen mentorship opportunities for alumni and students.
4. Develop active affinity groups and cultivate alumni financial giving culture that enhances diversity efforts.

Strategies and Outcomes

- Schedule annual events and programs aimed at strengthening relationships with alumni from systemically nondominant and minoritized groups.
 - Alumni appeal completed for Latinos Unidos Endowed Scholarship; alumni participated in spring 2016 fundraising dinner.
 - Black Alumni Union formed in 2015; members participated in African American studies celebration and fundraising dinner, and Black Student Union One More scholarship fundraising dinner in fall 2016.
 - Black Alumni Union organized various welcome activities in 2016–17 for incoming Class of 2020 students of color:
 - Organized a Black Alumni Union presence during student orientation in August 2016, participating in Convocation, with alumni speaker T’wina Franklin M.A.T.’06; the Welcome Walk; and a barbeque.
 - Created and distributed copies of a resource guide for new students of color.
 - Distributed handwritten welcome notes and

Diversions gift certificates to incoming black students to welcome them to Puget Sound.

- Worked with parent volunteers George Frazier Jackson P’20 and Marjorie Milligan-Jackson P’20 to host students of color at their home for a barbeque. In addition to black and Latino students, President Crawford and members of the Black Alumni Union were present.
- Established an athletics committee of the Alumni Council and expanded membership to be more inclusive and representative of the former student-athlete population; found avenues for alumni to connect with current student-athletes.
- The Office of Alumni and Parent Relations continues to assist in communicating Black Alumni Union and Black Student Union activities to all black alumni, and Latinos Unidos activities to Latino alumni.
- Make an effort to form alumni groups from systemically nondominant and racial-/ethnic-minoritized groups.
 - From 2012 to 2015, the percentage of alumni of color (African American, Latino/Hispanic, Native American, Asian) on the Alumni Council increased from 13.5 percent to 14.5 percent. The percentage of underrepresented and minoritized individuals (African American, Latino/Hispanic, Native American) increased from 4.3 percent to 6.0 percent.
 - From 2015 to 2017, the number of alumni of color on the Alumni Council increased from 14.5 percent to 15.2 percent. The number of underrepresented or minoritized alumni held steady at 6.0 percent during this period.
 - Efforts continue to diversify the Alumni Council and to explore leadership for possible future Jewish alumni, Latino alumni, and LGBTQ alumni groups.
- Continue to be intentional about diversity when hiring vendors for Puget Sound events.
 - Progress in 2016 included the hiring of a black-owned business to provide regalia for the 2016 Commencement exercises and the 2017 inauguration of President Crawford.

Diversity Advisory Council, 2016–17

Michael Benitez, Dean of Diversity and Inclusion and Chief Diversity Officer (Chair)

Allison Cannady-Smith, Director, Alumni and Parent Relations

Mary Clements '09, Assistant to the Dean of Diversity and Inclusion and Chief Diversity Officer

Joseph Colon '10, Access Programs Coordinator

Katy Curtis, Humanities Librarian, Collins Memorial Library

Chad H. Gunderson, Assistant Professor, Art and Art History

Brittney Jackson, Counselor, Admission

Janice Jackson-Haley, Director, Human Resources

Alanna Johnson, Assistant Director for Assessment, Institutional Research and Retention

Grace Livingston, Professor, African American Studies

Noah Lumbantobing '17, Student Representative and ASUPS President

Vivie Nguyen, Director, Intercultural Engagement

Rashad Norris '99, Alumni Representative

Jada Pelger '96, Information Resources Coordinator, Collins Memorial Library

Peggy Perno, Director, Student Accessibility and Accommodation

Ellen Peters, Director, Institutional Research and Retention

Roy Robinson, Director, International Programs

Amy Ryken, Professor and Dean, School of Education

Jason Struna, Assistant Professor, Sociology and Anthropology

Dave Wright '96, University Chaplain and Director, Spiritual Life and Civic Engagement

Prior DAC members involved in formation of the Threshold 2022 diversity strategic plan:

Kate Cohn '00, Assistant Academic Dean for Operations and Technology, Office of Associate Deans

Irema Halilovic '16, Student Representative and former Muslim Student Association President

Nakisha Renee Jones '16, Student Representative and former ASUPS President

Jeffrey Matthews P'16, Professor, School of Business and Leadership

James Miller, former Director, Admission

Faculty Committee on Diversity, 2016–17

A standing committee of the faculty that serves the university's goals of increasing the social diversity of the campus; additional charges are outlined in the Faculty Bylaws.

Amanda Diaz '18, Student Representative

Chad H. Gunderson, Assistant Professor, Art and Art History

Mark Harpring, Professor, Hispanic Studies

Shen-yi (Sam) Liao, Assistant Professor, Philosophy

Grace Livingston, Professor, African American Studies

Stuart Smithers, Professor, Religious Studies

Kirsten Wilbur, Clinical Assistant Professor and Academic Fieldwork Coordinator, School of Occupational Therapy

Sheryl Zylstra, Clinical Assistant Professor, School of Occupational Therapy

Michael Benitez, Dean for Diversity and Inclusion and Chief Diversity Officer (ex officio, designee of Academic Dean)

Vivie Nguyen, Director, Intercultural Engagement (ex officio, designee of Dean of Students)

Bias-Hate Education Response Team (BHERT), 2016–17

Activated annually by the Faculty Committee on Diversity, BHERT aims to foster greater awareness of bias and hate on campus, and how incidents of bias and hate may be shaping our community.

Todd Badham '85, P'11, Director of Security, Security Services

Michael Benitez, Dean of Diversity and Inclusion and Chief Diversity Officer (Chair)

Debbie Chee, Director of Residence Life and Associate Dean of Students

Liz Collins, Board Secretary and Director, Office of the President

Lisa Ellis, Manager of Administration, Facilities Services

Janice Jackson-Haley, Director, Human Resources

Grace Kirchner, Professor, School of Education; Campus Ombudsperson

Donn Marshall, Director, Counseling, Health, and Wellness Services

Vivie Nguyen, Director, Intercultural Engagement

Jada Pelger '96, Information Resources Coordinator, Collins Memorial Library

Stuart Smithers, Professor, Religious Studies and Faculty Committee on Diversity Representative

Dave Wright '96, University Chaplain and Director, Spiritual Life and Civic Engagement



OFFICE OF DIVERSITY AND INCLUSION

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