



DIVERSITY ANNUAL REPORT 2017

Executive Summary

In spring 2016 University of Puget Sound adopted an updated diversity strategic plan designed to move us closer to our vision of being a fully welcoming and inclusive campus community, and to respond to emerging issues related to equity and inclusion. This annual report highlights progress made during the 2017 calendar year and serves as an opportunity to reflect and hold ourselves accountable to the ongoing journey that is the work of equity and inclusion.

The outcomes and accomplishments listed below highlight our commitment to equity and inclusion, and make clear the value that Puget Sound places on ensuring that all campus members not only contribute to diversity, but understand the role of diversity in advancing academic excellence. This includes making visible both ongoing work requiring continued commitment to sustain already implemented programs and initiatives, and newly implemented initiatives.

Key accomplishments include gains in diverse tenure-line faculty hires for 2017–18 and enrollment of minoritized and underrepresented minoritized students; the implementation of a new Campus Day of Learning to provide all staff members an opportunity to deepen their cultural competency skills; Associated Students of University of Puget Sound's (ASUPS) allocation of significant funds to support identity-based scholarships; and updates to strengthen the Campus Policy Prohibiting Sexual Misconduct and the Campus Policy Prohibiting Discrimination and Harassment.

Diversity Strategic Plan Goals

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 faculty and staff members from underrepresented and minoritized groups.
3. Improve the quality of experiences by prioritizing recruitment of trustees from underrepresented and minoritized groups.

Key Outcomes

Minoritized Students. Puget Sound saw a 1.8 percent increase in enrollment of minoritized students from fall 2015 (22.9 percent) to fall 2017 (24.7 percent), with 31 percent of the fall 2017 incoming first-year class and 23.6 percent of fall 2017 incoming graduate students self-reporting as minoritized students.

Underrepresented Minoritized Students. Puget Sound saw a 2.1 percent increase in enrollment of underrepresented minoritized students from fall 2015 (11.2 percent) to fall 2017 (13.3 percent), with 17.7 percent of the fall 2017 incoming first-year class and 11.5 percent of fall 2017 incoming graduate students self-reporting as underrepresented minoritized students.

Faculty. Seven of nine tenure-line faculty members who joined Puget Sound in fall 2017 identify as persons of color; all nine brought diversity to the campus by way of gender and race/ethnicity in their fields, first-generation status, and/or other historically underrepresented identities.

Staff. Sixteen of 56 regular (i.e., nontemporary) staff new hires identify as persons of color, or 29 percent of all new regular staff hires.

Strategies and Progress

1. Develop a set of local, national, and international strategic partnerships to cultivate diversity in its many forms among the student body. Ensure that student recruitment and admission efforts online, on campus, and off campus are culturally inclusive.

• **Local Partnership: Access Programs.** Access Programs continues to promote academic excellence for middle and high school students in Tacoma Public Schools (TPS) by providing consistent college awareness and college preparation programming. The Access Scholars Cohort Program currently has 13 students enrolled, with the pilot cohort on track to graduate in spring 2018. Efforts in 2017 included:

- Tuesday Night Tutoring. A weekly program that provided Tacoma Public Schools students tutoring and mentorship by Puget Sound students with a focus on developing academic, social, and emotional skills.
- Super Club After-School Programs. A partnership between Access Programs and the local YMCA that engaged Puget Sound's Access Programs staff biweekly in after-school programs at Giaudrone Middle School and Stewart Middle School, where students learn team-building skills, social skills, and strategic skills through video games, board games, and card games.
- SAT Preparation. Access Programs staff members provided SAT preparation courses and workshops for TPS high school juniors on personal statements for college applications.
- Access to College Days. Puget Sound professors and staff members discussed the college admission process, financial aid, how to use the campus library, academic support services, study abroad programs, and more with middle school students hosted on campus as part of a collaborative effort led by Access Programs in partnership with University of Washington-Tacoma, the College Success Foundation, Slater Museum of Natural History, Collins Memorial Library, the Center for Intercultural and Civic Engagement, Kids Can Do!, Upward Bound, TRiO, and Associated Students of the University of Puget Sound.
- Extended Learning Opportunity Quality Initiative. Access Programs continued to partner with the Extended Learning Opportunity Quality Initiative, which strives to broaden the definition of learning beyond the school day and ensure that all young people have equitable access to quality expanded learning opportunities.
- Summer Logger Institute for Access Scholars. The Office of Diversity and Inclusion (ODI), in collaboration with the Center for Writing, Learning, and Teaching (CWLT) and the Center for Intercultural and Civic

Engagement (CICE), implemented and led this mandatory program for Access Scholars, also open to entering Puget Sound students who graduated from Tacoma Public Schools, as a summer bridge program prior to fall orientation focused on team building and local peer cultivation, orientation to academic and student support resources, diversity leadership development, and more.

- Slater Museum of Natural History. The museum regularly hosted students brought to campus by Access Programs and provided tours and curriculum to Summer Academic Challenge participants; worked with 21 Tacoma Public Schools (TPS) member institutions to bring Puget Sound faculty members and students into TPS classrooms and to bring TPS students and classes to campus; and provided quality STEM experiences to more than 3,000 TPS students in 2017, approximately half of whom are considered low-income by the district.

• **Local Partnership: Tacoma Public Schools**

Commitment. All Tacoma Public Schools graduates are eligible for need- and merit-based financial aid programs. Through the TPS Commitment program, Puget Sound meets the full, demonstrated need of admitted Tacoma public high school graduates each year. In fall 2017, 35 students from Tacoma Public Schools joined Puget Sound as First-Time-in-College students. Of those, four were part of the Access Cohort and 27 were part of the TPS commitment. Overall, this is a 52 percent increase over the 23 students who joined us from Tacoma Public Schools in fall 2016. Of those, three were part of the Access Cohort, and 19 were part of the TPS commitment.

• **National Partnership: The Posse Foundation.** In 2015 Puget Sound partnered with The Posse Foundation, a national nonprofit committed to expanding the pool from which colleges and universities can recruit outstanding young leaders from diverse backgrounds. Every year Posse Scholars receive a full-tuition scholarship, regardless of financial need.

- Cohort II (10 students) matriculated fall 2017, mentored by an associate professor of international political economy.
- Cohort III (10 students) was selected to enroll fall 2018; a professor of history associated with African American studies was selected as mentor.
- The university committed to raising \$2.4 million in new endowment funds to support the operations associated with Puget Sound's partnership with The Posse Foundation.

• **Student Recruitment and Enrollment.** In addition to the local and national partnerships cited above, Puget Sound's efforts to recruit and enroll diverse populations

of students included:

- International Recruitment. Puget Sound conducted high school visits in 11 countries during fall 2017, and approved a new exchange program with Nebrija University to assist in bringing students to campus from Spain.
 - Test Optional. A test-optional admission program was implemented in and utilized since fall 2016 to remove barriers related to standardized testing and strengthen a holistic admission process.
 - Online Virtual Tour. An online virtual tour was made available on the university website in English, Spanish, and Mandarin to assist students and their families.
 - Identity-Based Scholarships. In addition to existing need- and merit-based scholarships, fundraising plans were developed for identity-based scholarships designed to assist with the recruitment and retention of minoritized students. ASUPS allocated \$26,000 to build the endowments of the Black Student Union's One More Scholarship, the Asian Pacific Islander Collective Scholarship, the Latinx Unidos Scholarship, and the Q&A Scholarship.
 - Student-Athletes. Student-athletes representing a broad spectrum of backgrounds and identities were recruited. In 2016–17 more than 45 percent of student-athletes self-identified their race/ethnicity as something other than white.
 - Funding. In 2016–17 the university secured grant awards of \$112,500 in support of the implementation of the university's diversity strategic plan, and secured a six-figure commitment to establish an endowment in support of the African American Studies Program.
 - Underrepresented Minoritized Students. Puget Sound saw a 1.8 percent increase in enrollment of minoritized students from fall 2015 (22.9 percent) to fall 2017 (24.7 percent), with 31.0 percent of the fall 2017 incoming first-year class and 23.6 percent of the fall 2017 incoming graduate students self-reporting as minoritized students. Within these figures, Puget Sound saw a 2.1 percent increase in enrollment of underrepresented minoritized students from fall 2015 (11.2 percent) to fall 2017 (13.3 percent), with 17.7 percent of the fall 2017 incoming first-year class and 11.5 percent of the fall 2017 incoming graduate students self-reporting as underrepresented minoritized students.
 - Staff members were able to provide assistance to undocumented students and Deferred Action for Childhood Arrivals (DACA) students who needed particular financial guidance, and helped and supported students in response to changes in DACA protections.
2. Continue work to hire at least 50 percent tenure-line faculty members of color (or from underrepresented populations).
 - New Faculty. Seven of nine tenure-line faculty members who joined Puget Sound in fall 2017 identify as persons of color; all brought diversity to the campus by way of gender in their fields, first-generation status, and/or other historically underrepresented identities (i.e., race/ethnicity, sexual orientation).
 - International Visiting Scholars. Visitors included scholars from University of Passau, Germany, and language-teaching assistants from China (Confucius Institute), Malaysia (Fulbright), and Indonesia (Fulbright).
 3. Bolster mentoring for pre-tenure faculty members of color to sustain improvement in faculty member retention and success.
 - STEM Teaching. A neuroscience faculty member partnered with faculty members from University of Washington and Willamette University to submit a proposal for the National Science Foundation's Alliances to Coach and Teach for Inclusion: STEM Teaching Experiences Program (ACTION STEP) grant program; the aim of the proposal was to develop and test a model focused on early career professional development to increase the number of underrepresented minority faculty members in the STEM fields.
 - 4th Annual NW5C Supporting Faculty of Color Workshops. Nine faculty members from Puget Sound attended Northwest 5 Consortium (NW5C) Supporting Faculty of Color workshops in June 2017; these workshops aim to build a sense of community among faculty members who may experience feelings of isolation on campuses and to provide concrete strategies for campuses as a whole to create more inclusive climates and equitable systems of advancement and support.
 - During fall 2017, the NW5C group on supporting faculty of color designed an inter-institutional peer mentoring network for faculty of color that will launch in spring 2018. Peer-to-peer mentoring creates an environment in which all parties involved are both contributing to and receiving in the relationship; this type of mentoring also does not privilege any individual as the expert.
 4. Identify national databases to list open administrative vacancies that would maximize diversity in candidate pools. Include diversity statement and definition in job descriptions. Include cultural competency and experience with diversity as part of job descriptions.
 - Position Descriptions. The decision to include Puget Sound's diversity statement and definition in all staff and faculty position descriptions was implemented. Cultural competence and experience requirements were added to all newly posted and updated job descriptions as of July 2017.

- Online Job Postings. The Department of Human Resources identified eight discipline- and profession-specific websites that are designed to increase diversity in candidate pools, and established metrics to track effectiveness of recruitment activities designed to prioritize recruitment of staff candidates from underrepresented groups.
 - New Staff Members. Sixteen of 56 regular (i.e., nontemporary) staff new hires identify as persons of color, or 29 percent of all new regular staff hires. Of the seven new staff members hired to managerial positions, six of them identify as female, or 86 percent of all new managerial hires.
5. Support academic freedom and freedom of expression.
 - A draft statement on freedom of expression was reviewed by members of the President’s Cabinet and Faculty Senate, and will be reviewed by members of Staff Senate and ASUPS Senate in the coming year.

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 members, staff members, 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 Progress

1. Fully implement Knowledge, Identity, and Power (KNOW) graduation requirement.
 - The library allocated \$10,000 for the purchase of books for the Knowledge, Identity, and Power (KNOW) initiative,

- resulting in growth of collections that reflect diversity and inclusion.
2. Continue to offer the African American studies major (Puget Sound began offering African American studies as a major in fall of 2016).
 - The university secured a six-figure commitment to establish an endowment in support of the African American Studies Program.
 3. Implement the queer studies component of Mellon Humanities and Culture in the Digital Age grant project.
 - Mellon Funds supported faculty workshops and the development of additional coursework in the Gender and Queer Studies Program.
 - Gender and Queer Studies (GQS) major is being planned and will soon be proposed to the Curriculum Committee.
 - Students are hosting/leading *Topics on Tap* programming in early March to discuss their desire for a GQS major.
 - Courses offered in fall 2017 include GQS 220, focused on *What is Queer*, and GQS 201 (a gateway class) which includes significant sections on queer theory and queer issues.
 - A Queer Theory discussion group meets weekly.
 4. Support faculty, staff, and trustee development workshops and training focused on the support and needs of minoritized and underrepresented groups and individuals on campus.
 - The Professional Development and Enrichment Conference (PDEC) included a Campus Day of Learning focused on cultural literacy and competency in the workplace. This included a keynote address (“From Snow White to Zootopia: A Look at Race, Institutions, and Culture”) and major workshops (“Introduction to Strategic Questioning: A Strategy for Social Justice” and “Strategic Questioning and Playback Theater”) by Shakti Butler, Ph.D., founder and president of World Trust Education Services. The Campus Day of Learning was attended by 421 people, primarily staff members, as well as some faculty and community members.
 - The February 2017 board of trustees workshop focused on the Puget Sound student experience, including attention to the university’s educational goals and implementation of the Knowledge, Identity, and Power graduation requirement.
 - The Center for Writing, Learning, and Teaching began development of stronger support networks for English-language learners and multilingual students on campus.
 5. Assess needs and responsibilities of Title IX coordination on the campus.
 - The university hired a deputy Title IX coordinator/ associate director of diversity and inclusion and worked to assess support and resources needs in order to

- strengthen sexual misconduct education prevention programming and responsiveness to complaints of gender-based discrimination and sexual misconduct.
6. Engage campus community in conversations about campus climate survey results.
 - The Campus Climate Conversations series provided an opportunity for campus members to engage in civil and respectful dialogue, fostering an inclusive campus climate where everyone's experiences and perspectives were valued, and providing education and awareness about some of the processes and resources available for our continued development as an inclusive and equitable campus. Conversations included:
 - What is the Bias-Hate Education Response Team (BHERT), and What's the Role of BHERT?
 - Freedom of Speech: Rights and Limitations
 - Identities, Social Issues, and the Call for a Mutual Endeavor
 - Civility and Respect
 - Connections Between National and Local Social Climate
 - Sexual Misconduct at Puget Sound: What Campus Climate Data Tell Us
 - Conversations With the Chief Diversity Officer (CDO) and Security Services
 7. Revise and strengthen the institution's Bias and Hate Response Protocol.
 - Revised the Campus Policy Prohibiting Sexual Misconduct, student procedures for sexual misconduct cases, and the Campus Policy Prohibiting Discrimination and Harassment. The deputy Title IX coordinator hosted Q&A sessions throughout fall 2017, inviting campus members to discuss these changes.
 - Created an online reporting tool and streamlined reporting and response mechanisms.
 8. Provide resources for training Security Services staff members on sexual assault prevention and intervention, and responding to diverse communities.
 - Security Services was provided training on sexual assault prevention intervention and on responding to diverse communities.
 9. Bolster funding and staff training for sexual assault prevention and intervention.
 - Puget Sound's Professional Development and Enrichment Conference held sessions including: Mitigating Microaggressions; The Language We Use in Response to Sexual Assault; Communication Styles in a Male-Dominated Workplace; What You Need to Know: Sexual Assault Prevention and Education; Green Dot Bystander Training.
 10. Bolster funding, space, and staff support for mental health care.
 - An additional full-time Ph.D. counselor and multicultural support specialist began her appointment in Counseling, Health, and Wellness Services in fall 2017.
 11. Bolster funding and infrastructure for the Office of Student Accommodation and Accessibility (SAA).
 - An increase in position hours for the Assistant to the Director position and an increase in temporary office staff allowed for more efficient processing of incoming students over the summer and during high-volume weeks.
 - The accessible text process was redesigned after an analysis of two services revealed that accessible textbooks could be located through services other than the traditional Learning Ally; this reduces annual operational costs.
 - Faculty members were given access to a portion of the SAA database, allowing them to see which students have requested accommodations for classes. Faculty members can also upload exams for proctoring in SAA and electronically sign accessibility forms.
 - In collaboration with the Academic Standards Committee, SAA worked to eliminate the need to petition for a foreign language substitution. Students who qualify can choose substitution courses as an accommodation process rather than a petition process.
 - In collaboration with the Accessibility Working Group (AWG), SAA developed an Emotional Support Animal policy.
 - In collaboration with the Campus Visit Program, SAA worked to ensure that SAA information is included in campus tour presentations.
 12. Prioritize creation of a student cultural center in the campus master plan.
 - Renovated two on-campus spaces that now serve as the Student Diversity Center (SDC) and a Social Justice Center (SJC) for students. The SDC and SJC support student success through programs and shared spaces that bring awareness to, honor, and uplift the wide range of students' identities at Puget Sound.
 13. Support all gender identities.
 - Preferred names used in the Academic Convocation program.
 - The Office of the Registrar implemented a process for students to specify in their academic records the gender by which they wish to be identified; gender identity will be included in class rosters after appropriate options are available in the university's PeopleSoft database.
 - The campus now has a total of 21 all-gender restrooms, including five all-gender bathrooms in the Athletics and

- Aquatics Center, with one serving as a locker room space/changing area.
- 46 percent of buildings on the Puget Sound campus have at least one all-gender or single occupancy restroom and 13 percent of buildings on campus have at least two all-gender or single occupancy restrooms.
14. Strengthen and expand student leadership training related to diversity, equity, and inclusion.
- Cultural Consciousness Programmer. ASUPS continued its work to develop this new role, which organizes events, workshops, and lectures to engage in conversations about race, gender, and sexuality. ASUPS added a cultural consciousness workshop for ASUPS senators, the ASUPS executive team, and ASUPS club leaders.
 - Topics on Tap. ASUPS developed this series of town hall-style conversations to talk about issues affecting our communities. Topics on Tap themes included DACA, sexual assault, Title IX, and "How to Talk About ...isms With Your Parents Over Winter Break."
 - Coming Together. Students attended a national conference for multifaith student leaders.
 - NW5C Students of Color Conference. Sixteen students attended the inaugural Change Now conference at Whitman College. This is a conference led, guided, and presented by students of color from the NW5 consortium institutions.
 - Student Staff Trainings. The Office of the Dean of Students facilitated the following student staff trainings: Student Life Operations Training (including 32 student staff members); Diversity Summit Lite, a short version of the Diversity Summit, which provided activities that demonstrated privilege and reflection on diversity-related topics; and Understanding Implicit Bias, centered on fostering understanding that everyone has an implicit bias, and how to recognize one's own.
 - The Office of Diversity and Inclusion and Center for Intercultural and Civic Engagement. These offices collaborated to provide ASUPS and Greek life student leadership training and education on bias and hate response and cultural appropriation.
15. Support capacity-building for growing work related to intercultural and interfaith resources through the Center for Intercultural and Civic Engagement.
- Meditation Room. Continued to add resources for this space in the Social Justice Center, in consultation with Buddhist student leaders.
 - Jewish Life Advisory Council. Created a Jewish Life Advisory Council (JLAC), a robust space for brainstorming and processing institutional responses, and developing programming and resources to support awareness related to Judaism on campus.
- Multi-Faith Scholarship Awards. Continued to support and award scholarships in support of diverse faith-related student leaders.
 - Religion-Focused Events. Hosted a series of events that invited students to participate in programs, panels, and conversations about religious and spiritual activity.
 - Third Annual Pierce County Interfaith Iftar. Hosted this event during Ramadan, in partnership with the Pacifica Foundation and Associated Ministries, with more than 100 campus and community members in attendance to learn about Ramadan and Islam.
 - Community Partners. Continued to maintain connections with off-campus partners in the local Buddhist, Christian, Jewish, Muslim, and Unitarian communities, reflecting both the majority of religiously identified students and many primary spiritual communities in Tacoma.
16. Advocate for and support undocumented and DACA students.
- In fall 2017 the university partnered with Tacoma Community House to cover fees for any Puget Sound students applying for DACA under new federal guidelines.
 - A website was developed to assist undocumented members of our community in learning about support resources and contacting confidential parties for consultation.
 - Procedures for responding to visits by the Immigration and Customs Enforcement (ICE) were distributed campuswide.
 - University of Puget Sound signed letters in support of Deferred Action for Childhood Arrivals (DACA) authored on behalf of member institutions of numerous higher education organizations, including the American Council on Education, and on a joint statement issued by the Washington State Council of Presidents, Washington State Board for Community and Technical Colleges, Washington Student Achievement Council, and Independent Colleges of Washington.
 - President Crawford signed on to the Presidents' Alliance on Higher Education and Immigration and is active with the alliance in its lobbying work.
 - President Crawford participated in government relations and advocacy work through the Council of Independent Colleges and the National Association of Independent Colleges and Universities (with which he begins a term of service as a member of its board of directors in February 2018). He will be on Capitol Hill in February 2018 to engage in advocacy work with key members of Congress, particularly focused on the challenges related

to the reauthorization of the Higher Education Act and securing the rights of students who depend on the DACA program.

- The Undocumented Students Work Group (USWG) continued its commitment to serve as a source of expertise for the campus on immigration developments. These efforts included: maintaining Puget Sound webpages that relay different resources to undocumented persons, and partnering with the Center for Intercultural and Civic Engagement to create a private resource space in the Student Diversity Center.
 - Staff members were able to provide assistance to undocumented students and DACA students who needed particular financial guidance, and helped and supported students in response to changes in DACA protections.
17. Replace a group of cherry trees in honor of the 36 Puget Sound students of Japanese American heritage who were forcibly removed by government decree to mandatory incarceration camps in 1942. The trees, with a life span of roughly 20 years, are periodically replanted so that we can honor those individuals and continue to strive for equity and justice for all.
- All members of the campus community were invited to a special dedication and blessing of the new generation of trees, performed in partnership with Tacoma Buddhist Temple and Mason Methodist Church; a ceremony was also held during Homecoming and Family Weekend.
18. Host regular diversity events and programming aimed at supporting campus members by fostering spaces to celebrate diverse cultural representations and cultivating a welcoming campus climate.
- ASUPS. ASUPS programs and events often served as celebratory or educational opportunities for campus members. Celebratory events included films, such as *The Big Sick*, *Cek Toko Sebelah*, and *Get Out*; bands included *Las Cafeteras* and *Mariachi Huenachi*; and culturally relevant events included the Black Student Union's One More Scholarship fundraising dinner, the Latinx Unidos fundraising dinner, and the annual Lu'au dance.
 - Programming on Religion, Art, and Culture. Included spring Swope endowed lecture, "From Stonewall to Pulse: The Intersections of Race, Sexuality, and Religion"; The Jewett and Matelich Leadership Lecture, "My Lai: Fifty Years Later"; "Chinese Folk Music"; "Compassion and Karma in Tibetan Medicine"; "Voices of Israel: Stories Untold"; "Behind the Archives Door: A Conversation With Clarissa Sligh"; "Behind the Archives Door: Refashioning Identity Collection Debut"; "Behind the Archives Door: African American Communist Party Pamphlets"; Art+Sci Salon film screening and discussion: *Crazywise*; "SITES: Activating the Stories Within Spaces Through Performance"; and "SHOT," performed by Spectrum Dance Theater. Educational events provided opportunities for campus members to raise their awareness about issues of diversity, equity, and inclusion. Puget Sound hosted concerts, lectures, or talks by scholars from various countries, including Canada, Mexico, Germany, Japan, China, and Spain.
 - Programming on Racial Identity, Racism, and White Privilege. Included "Seeing the Water: Whiteness in Daily Life"; "The Crisis of Identity Facing Native Americans and Indigenous Peoples"; "Challenging the Algorithms of Oppression: Race, Gender, and Representation in the Age of Digital Information"; "The Pioneers: The Role of Public Policies and Mentors for First-Generation Latino Professionals"; "Reimagining Our World and Worldviews: Race, Education, and Justice"; "Behind the Archives Door: The African American Communist Party Pamphlets"; "Puyallup Sovereignities"; "Reconciling Environmental Heritage by Transformative Justice: Confronting Environmental Racism Century After Century"; "Out of Focus: Stereotypes of Asian and Pacific Islander Americans"; "A Conversation on Diversity and the Tech Industry"; and sessions from *Wednesdays @ 4* series, including "Engaging Whiteness," "Speak Out Loud," and a social justice workshop.
 - Programming on Economics, Government, and International Relations. Included "Civic Engagement With Washington Secretary of State Kim Wyman"; "SECRETS: From the Pentagon Papers to Snowden and Beyond"; "Leaky City: Political Culture of Flooding in Indonesia"; "Protecting Free Speech in an Era of Combative Discourse"; "Nonviolence Ain't What It Used to Be: Unarmed Insurrection and the Rhetoric of Resistance"; "Immigration and Information at the Crossroads"; "An Uneven Welcome: Comparing State Responses to Immigration in the U.S."; "Washington Supreme Court: Traveling Court"; "Moving America Forward in the Age of Trump"; "Guns, Intersectionality, and the Media"; and the Brown and Haley Lecture: "Lessons From Lower Ed: Expanding Education, Addressing Inequality, and Being a Public Intellectual in the Digital Age."
 - Programming on Gender, Identity, and Sexuality. Included "The Perfect Bikini Body: Can We Really All Have It?: Loving Gaze as an Anti-Oppressive Beauty Ideal"; "Bridging the Gap Between Self and Body: Focus on Increasing Body Love, Acceptance, and Positivity"; "Embodied Consent"; and "Hookup Culture: Searching for Sex or Looking for Love?"

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 relationships to those communities.
2. Build connections and relationships that enhance the educational experiences and cultural competencies of Puget Sound students, faculty members, and staff members, 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 Progress

1. Support initiatives in civic scholarship and experiential learning.
 - Summer Immersion Internship Programs. Paid internship opportunities connected students with community organizations that serve diverse populations. One of the four pillars in the program is Equity and Inclusion, and mentors spoke to the students about systems of oppression and enacting change.
 - Experiential Learning Course Offerings. Two of the new offerings focused on social identities and privilege with an element of community-based experiential learning focused on serving diverse youth populations.
 - Linc & Loggers. This program was expanded to additional area high schools to provide training about working with diverse populations and represents a commitment to creating better pathways to higher education for the high school students served.
 - Luce Initiative on Asian Studies and the Environment (LIASE). With generous support from the Henry Luce Foundation, the program focused on initiatives designed to promote richer and deeper understandings of Southeast Asian cultural, linguistic, and environmental topics among students and faculty members. These programs included field-school courses involving research and service in Southeast Asia, new Southeast Asian language courses taught on campus, and faculty field initiatives in the region. The Southeast Asia Symposium

brought all of these programs together on the Puget Sound campus, allowing students and faculty members to share their research and development with the broader community, and served as a forum for international speakers, Northwest faculty specialists, and partner organization representatives from Southeast Asia.

- Student Association for Race & Pedagogy Institute (SARPI). Development of civic engagement and scholarship for Puget Sound students through the creation of an ASUPS student club, and the course African American Studies 399 – Public Scholarship, provided students an opportunity to connect their coursework with Puget Sound's Race & Pedagogy Institute.
2. Support Race & Pedagogy Institute, Freedom Education Project Puget Sound, and Sound Policy Institute.
 - The Race & Pedagogy Institute (RPI).
 - RPI worked to strengthen existing relationships and build new ones through its Community Partners Forum as the enactment of the institute's founding principle of fostering collaboration between the university and its surrounding communities.
 - It was through the diverse voices of the Community Partners Forum that the theme and direction for the fourth quadrennial Race & Pedagogy National Conference emerged: "Radically Re-Imagining the Project of Justice: Narratives of Rupture, Resilience, and Liberation." The conference is scheduled for Sept. 27–29, 2018.
 - Two issues of the Race & Pedagogy Journal were published in 2017. The journal is circulated and accessed locally, regionally, nationally, and internationally. In 2017 there were 1,459 downloads and readership from 238 institutions (educational, commercial, and government) in 57 countries.
 - Addition of a visiting assistant professor in African American studies and RPI, the RPI program specialist, and chief diversity officer and dean of diversity and inclusion to the RPI leadership team acknowledged and broadened the intersectionality of RPI's work.
 - Freedom Education Project Puget Sound (FEPPS).
 - FEPPS implemented experiential learning pedagogy and project-based learning opportunities across the curriculum, expanding educational access and reducing racial and educational inequities.
 - The robust and continuing connections between Puget Sound undergraduates and faculty members with incarcerated students addresses structural diversity and community connections and engagement.
 - As a Signature Initiative of University of Puget Sound, 23 Puget Sound professors have taught courses

or given lectures at the prison and 59 Puget Sound undergraduates have volunteered in some capacity.

3. Support faculty-led international initiatives.
 - In 2017 International Programs provided funds to help faculty members develop programs in Argentina, Peru, India, Netherlands, Qatar, and Germany.
 - In 2017 faculty members led study abroad courses in Guatemala (PT 677—Global Perspectives in Physical Therapy), Peru (BUS 472—Latin American Study Abroad), and Indonesia (SOAN 312—Southeast Asia Field School).
4. Support Access Programs relationship with, and initiatives within, Tacoma Public Schools. *See page 2.*
5. Support Center for Intercultural and Civic Engagement in connecting with diverse local religious organizations and community agencies that support various minoritized and/or low-income communities. *See pages 2 and 6.*
6. Support alternative break programs that help students engage local and regional minoritized communities in equitable relationships. Programs included:
 - Spring 2017: “Civil Rights Then and Now.” Students traveled to Washington, D.C., to learn about the history of various civil rights struggles in the U.S. and how they continue to play out today. Students visited museums, participated in workshops, and met with Representatives to advocate for the issues about which they were most passionate. Thirteen students attended.
 - Fall 2017: “Gentrification in the 253.” Students looked at the interplay of privilege and property within the 253 area code, exploring the history of Tacoma’s neighborhoods and the ongoing impacts of gentrification as it affects various communities. Seven students attended.
 - Fall 2017: “Tacoma: Engage Your Home.” This annual break option introduces students to the range of activities in Tacoma and explores the ways that various social justice issues play out in the city. Five students attended.

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 an alumni financial giving culture that enhances diversity efforts.

Strategies and Progress

1. Reach out to alumni from systemically nondominant groups.
 - The Office of Alumni and Parent Relations (APR) continued its commitment to reach out to alumni from systemically nondominant groups. Alumni groups formed to date include the Black Alumni Union.
 - Establishment of the Latino Alumni group and the continuation of black alumni programming and events in collaboration with Black Alumni Union.
 - The editorial vision for *Arches* alumni magazine was revised to put greater emphasis on featuring the stories and voices of underrepresented individuals and groups.
2. Schedule annual events and programs aimed at strengthening relationships with alumni from systemically nondominant and minoritized groups.
 - APR scheduled annual events and programs aimed at strengthening relationships with alumni from systemically nondominant and minoritized groups. Efforts included:
 - Celebrating the 50th anniversary of the Black Student Union (BSU) with a reception held during Homecoming and Family Weekend 2017, hosted by the Black Alumni Union.
 - Holding the Southeast Asia Symposium in conjunction with Homecoming and Family Weekend 2017.
 - Preparing to combine Homecoming and Family Weekend with the Race & Pedagogy National Conference in September 2018.
 - Hosting a welcome reception, hosted by an African American alumna in the San Francisco Bay Area, for incoming members of Posse Cohorts I and II.
3. Make an effort to form alumni groups from systemically nondominant and racial/ethnic minoritized groups.
 - APR made an effort to reach out to alumni groups from systemically nondominant and racial/ethnic minoritized groups. Efforts included:
 - Continuing to grow the Black Alumni Union (BAU), which is currently in its third year and works to provide support for black alumni, students, and faculty members. BAU members are active in the lives of Black Student Union members and strongly support the One More Scholarship and other efforts.
 - Launching a new affinity group, Latinx Unidos Alumni

group. APR met with the Latinx Unidos student group to determine how the alumni group can best serve students.

- Launching work with students working to support the Asian/Pacific Islander community on campus to engage alumni in this effort.
4. The Office of Alumni and Parent Relations is involved in continued efforts to form an LGBTQ alumni group.
 - Ongoing.
 5. Continue effort to diversify Alumni Council.
 - During the past three years (since 2015), the number of alumni from diverse backgrounds on the council has increased from 14.5 percent to 15.6 percent (African American, Latino/Hispanic, Native American, Asian/Pacific Islander, Native Hawaiian). The number of underrepresented and minoritized individuals (African American, Latino/Hispanic, Native American, Asian, Native Hawaiian) has increased from 6 percent to 6.4 percent.
 - Alumni Sharing Knowledge (ASK) Night registration forms included for the first time “other aspects of your identity” to help students connect. Responses included first-generation college graduate, small-business owner, LGBTQ, transfer student, African American, and nontraditional student.
 6. Continue to be intentional about diversity when hiring vendors for events.
 - Efforts included contracting a minority-owned vendor/business for regalia for President Crawford’s March 2017 inauguration.

*Additional information is available at pugetsound.edu/diversity.
Feedback is welcome at chiefdiversity@pugetsound.edu.*

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 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. 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 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 leaders 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 Research 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 members, staff members, 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 effectively 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 Advisory Council, 2017–18

Michael Benitez, dean of diversity and inclusion and chief diversity officer (chair)

Alanna Muir, assistant director for assessment, institutional research and retention

Grace Livingston, associate professor, African American studies

Brittney Jackson, assistant director of admission and multicultural admission coordinator

Jada Pelger '96, information resources coordinator; Staff Senate representative

Peggy Perno, director of student accessibility and accommodation

Ellen Peters, director of institutional research and retention

Tiffany Davis, deputy Title IX coordinator and associate director of diversity and inclusion

Joseph Colon '10, Access Programs coordinator

Roy Robinson, director of international programs

Janice Jackson-Haley, director of human resources

Allison Cannady-Smith, director of alumni and parent relations

Chad H. Gunderson, assistant professor of art and art history

Dave Wright '96, university chaplain and director of spiritual life and civic engagement

Katy Curtis, humanities librarian

Vivie Nguyen, director of intercultural engagement

Carolyn Weisz, professor of psychology

Rashad Norris '99, alumni representative

Sarah L. Lee '94, alumni representative

Amanda Díaz '18, president of Associated Students of University of Puget Sound; student representative

Monica Schweitz '20, student representative

Bias-Hate Education Response Team (BHERT) 2017–18

Michael Benitez, dean of diversity and inclusion and chief diversity officer (chair)

Tiffany Davis, deputy Title IX coordinator and associate director of diversity and inclusion

Vivie Nguyen, director of intercultural engagement

Lisa Ellis, manager of administration

Dave Wright '96, university chaplain and director of spiritual life and civic engagement

Janice Jackson-Haley, director of human resources

Todd Badham '85, director of security

Grace Kirchner, professor and director, program in counseling in the School of Education; campus ombudsperson

Liz Collins '81, director of the Office of the President and secretary of the board

Jada Pelger '96, information resources coordinator; Staff Senate representative

Debbie Chee, associate dean of students and director of residence life

Stuart Smithers, professor of religious studies

Faculty Committee on Diversity, 2017–18

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.

Shen-yi (Sam) Liao, assistant professor of philosophy

Melvin Rouse, assistant professor of psychology

Stuart Smithers, professor of religious studies

Jennifer Utrata, associate professor of sociology and anthropology

Jung Kim, assistant professor of exercise science

Geoff Proehl P'02, professor of theatre arts

Michael Benitez, dean of diversity and inclusion and chief diversity officer (ex officio, designee of academic dean)

Vivie Nguyen, director of intercultural engagement (ex officio, designee of dean of students)

Layth Sabbagh '18, student representative

Juan Carlos Ortega Esquinca '18, student representative

