

Committee on Diversity 2018-2019 Annual Report
Submitted May 3, 2018 by John Lear, Committee Chair

Committee on Diversity members 2017-2018: Mary Aquiningoc (student), Michael Benitez; Chad Gunderson; John Lear (chair, spring); Sarah Moore; Vivie Nguyen; Rachel Pepper; Melvin Rouse; Kirsten Wilbur (chair, fall); Carrie Woods; Steven Zopfi

On Monday, February 25, Carrie Woods and John Lear presented a mid-year CoD report to the Senate, per one of the specific charges we were given this year. In this final report, we summarize previous efforts and refer to and expand upon the two documents included with this report:

- Appendix 1: Committee on Diversity Report to the Senate (Feb. 25, 2019)
- Appendix 2: Committee on Diversity Report to Department and Program Chairs on Survey Results (Please note that this Report has numbered appendices of its own, referred to here as Appendix 2:2, etc.)

Besides our final section of suggested self-charges, we underline some issues that might require Senate action or feedback.

COMMITTEE ON DIVERSITY Duties per Faculty Bylaws (1-8)

The CoD activities have fallen clearly within the duties assigned in Faculty Bylaws as briefly listed with brief comments below. **Please note possible Senate action on #6.**

1. To serve the university's goal of increasing the social diversity of the campus.

This is the ultimate goal of all that we have done. As a faculty committee, our efforts have focused primarily on faculty issues.

2. To participate in the development of initiatives that enable the university to hire new faculty from historically under-represented populations and to support better the retention and success of such faculty.

This was the key Senate charge and our primary effort, described below.

3. To work with the President, Vice-Presidents, and the Chief Diversity Officer concerning diversity initiatives that can benefit from faculty presence and leadership, as needed.

We have primarily worked with Chief Diversity Officer Benitez, a member of the CoD.

4. To establish liaisons with key university units including staff and student diversity groups to assess strategic needs and work collaboratively in diversity-related initiatives, as needed.

Liaison work with other groups on campus has been limited, especially in the spring, as other groups have met with less frequency. The CoD continues to value our relations with these groups, and confirms our own distinct role as a faculty committee focused primarily on faculty engagement with diversity related initiatives.

5. To work with colleagues to maintain an educational environment that welcomes and supports diversity even as it protects and assures the rights of academic freedom outlined in the Faculty Code.

We have not addressed this issue this year nor been aware of public events on campus related to this tension.

6. To activate annually a group of faculty, staff and students that will review aggregate data about patterns of bias and hate in our campus community with the purpose of creating educational opportunities for reflection and dialogue.

The CoD and overlapping administration members of BHERT understand duty 6 to be BHERT's role. **We wonder whether duty 6 should be removed from the Bylaws.**

7. To report annually to the Faculty Senate on the committee's work related to diversity goals.

Done and to-be-done.

8. Such other duties as may be assigned to it by the Faculty Senate. See below.

This Year's Senate Charges:

Senate charges 1a and 1b.

1a. Learn about the practices through which various departments, schools, and programs are independently striving to advance the diversity goals laid out in Puget Sound's Diversity Statement and Diversity Strategic Plan, assess the mechanisms that are currently in place to evaluate departmental (etc.) practices regarding diversity (such as Question #6 on the Departmental and Program Curriculum Review), and present preliminary findings to the Faculty Senate around midyear.

1b. Recommend to the Senate one or more mechanisms by which all departments, schools, and programs should regularly and meaningfully evaluate and enrich their engagement with

diversity with regard to curricular design, hiring and retention practices, assessment of faculty performance, and departmental (etc.) culture.

The greatest CoD effort this year relates to the senate charge to learn about and report on department, school and program efforts to advance diversity goals. After the CoD reviewed responses to Q6 on the Departmental and Program Curriculum Review and met with administration about adding a question on diversity efforts in the end-of-year assessment report done by each department chair, we decided the most effective mechanism would be to formulate a CoD survey sent directly to chairs, which we sent out in January 2019. Our report to the Senate on the survey (Appendix 1) suggests a high level of response and considerable efforts to advance diversity goals among programs. We also note faculty questions, concerns and a desire for further opportunities and resources to pursue the goals of the University's Diversity Statement and Diversity Strategic Plan.

As charged in (1b), our report to the Senate outlined our follow-up intentions, which we adjusted accordingly based on Senate input, consultation with administrators and time available:

In our Senate report, we proposed developing a model for an equity action plan and a list of best practices for hiring that all departments could use. After gathering materials and after further communication with administration and some chairs, the CoD decided to instead share our survey results with faculty chairs and also include reflections, models and invitations for shared work going forward. That report (Appendix 2) was sent out on April 23 to all chairs. Besides a summary of survey findings, it includes:

- a summary and endorsement of current processes and resources offered by the Provost and Dean of Diversity
- an offer of CoD collaboration on searches (including having CoD members serve as non-voting diversity liaisons)
- an appendix (2.2) with the School of Education Equity Action Plan as a possible model, while acknowledging that Equity Action Plans will differ for each department
- description of various examples of workshops, retreats and funding mechanisms that have been used by different departments to organize intentional discussion around diversity issues.

Given the CoD's decision this year to use the survey of chairs and reports to the Senate and chairs as the primary mechanism to assess programs' diversity efforts, the Senate and CoD might consider a pattern by which such surveys are repeated periodically as a way to measure progress and ensure communication between faculty and their CoD on diversity goals and policies (a 3-5 year cycle?).

Senate charge 2. *Develop one or more events and/or ongoing initiatives to help support and retain faculty of color, including mentorship.*

Led by a subcommittee tasked with reviewing existing research faculty mentoring, the CoD discussed the importance of mentoring as well as current literature and models in our April 19 and May 3 meetings. Dean Benitez shared his thoughts on mentoring and his considerable work on faculty development, through the shared and distinct programs of the Northwest 5 Consortium on Supporting Faculty of Color (NW5C FOC) workshops. We included a summary of these NW5C FOC efforts in our report to chairs.

The current CoD sees working towards a mentoring program for under-represented faculty as one of the main areas of work for next year's committee. One issue to address is the type of model. One issue we discussed is whether the mentoring program should include all junior faculty or only those from under-represented groups. Another is whether such a program should be centralized with the administration taking the lead, decentralized around departments or broader faculty groupings, or some combination. Another is the specific role of the CoD should play in such an inevitably campus-wide project. If the Senate forms an ad hoc faculty group on mentoring, the CoD hopes to send a representative to share ideas and concerns around mentoring under-represented faculty. Whether such an ad hoc committee is formed next year or not, we will continue discussions of models within the CoD, and look for spaces and moments to extend that conversation to the larger faculty.

At the same time, we realize that the CoD can at best help facilitate a campus-wide discussion and implementation, and we paraphrase our assertion from last year's CoD annual report: **While entirely sympathetic to budgetary demands, the CoD considers the current resources for minoritized faculty mentoring/thriving and minoritized student retention/persistence to be inadequate.** We particularly feel the need to be mindful that the university has hired at over 50% FOC in tenure lines in four of the last five years-including AY 2018-19 hires beginning their positions in AY 2019-20, and the need to be attentive to these hires coming up for tenure in the years ahead. These hiring results also reveal a clear need for prioritization and commitment to material resourcing/funding/capacity to support mentoring and retention efforts.

Senate charge 3: Attend to and engage with the ongoing development of the university's Strategic Plan as it relates to diversity, and communicate with faculty (through the Senate, in Faculty Meetings, via the facultygovernance listserv, etc.) about important issues and possible concerns as they arise.

Members of the CoD have been attentive to and participated in university-wide discussions on the Strategic Plan and, this Spring, the CTF. The CoD spring chair attended a listening session organized by the CTF for faculty committee chairs. There and in CoD meetings we shared concerns about the possible burdens and risks for underrepresented untenured faculty of taking on new mentoring, curricular and high impact/experiential learning innovations in terms of their time and student evaluations. Another concern we discussed is the implications of a growing percentage of contingent faculty on underrepresented faculty. Will they be excluded or

overrepresented in a two-tiered system? Could a growing group of contingent faculty be an opportunity to diversify and ultimately to recruit under-represented faculty for tenure-lines? Mostly the CoD awaits a clearer sense of the shape of the new University in order to find moments and structures where the CoD can consider the implications of changes (in curriculum, the advising/first year course, experiential/high impact learning, and new graduate programs) in relation to our current and ongoing charges. We also look forward to reviewing the recommendations of the ad hoc committee working on gender and racial bias in student evaluations of faculty.

Next Year, AY 19-20 For next year the COD would like to recommend the following charges:

1. Recommend to the Senate one or more mechanisms by which all departments, schools and programs regularly and meaningfully evaluate and enrich their engagement with diversity with regard to hiring and retention practices, and departmental (etc.) culture.
2. Continue to encourage and participate in ongoing conversations and initiatives to help support and retain underrepresented faculty, including mentorship. Efforts could include sending members to participate in the campus-wide development of a mentoring model, or modeling and proposing related developmental work to the rest of the campus.
3. Continue to engage with the development and implementation of the university's Strategic Plan and CTF initiatives as they relate to diversity, and communicate with faculty (through the Senate, in Faculty Meetings, via the faculty governance listserv, etc.) about important issues and possible concerns as they arise.
4. Propose and/or collaborate with the ODI and campus groups to develop opportunities for broader discussions of diversity and inclusion across campus (whether in workshops, chairs meetings or focused retreats such as the one held last January). Next year we might look to focus such efforts on the issue of mentoring and retention of underrepresented faculty.

Appendix 1: Committee on Diversity Report to the Senate

Monday, February 25, 2019

The Committee on Diversity (CoD) was charged (1a) by the Senate to:

- Learn about the practices through which various departments, schools, and programs are independently striving to advance the diversity goals laid out in Puget Sound's Diversity Statement and Diversity Strategic Plan (DSP);
- Assess the mechanisms that are currently in place to evaluate departmental (etc.) practices regarding diversity (such as Q6 on the Departmental and Program Curriculum Review);
- Present preliminary findings to the Faculty Senate around midyear.

In response to this charge, the CoD reviewed responses to Q6 on the Departmental and Program Curriculum Review. We found a variety of responses that focused on the curriculum and believe them to be helpful but there was little information on hiring and retention. Thus, the CoD developed a survey in the fall of 2018 to gather information on how departments (etc.) have responded to goal 1 (faculty recruitment and retention) and goal 2 (contribution to campus climate cultivation) of the DSP.

The survey was administered to the chairs or heads of each department/school/program in January 2019 through the Office of Institutional Research. We received responses from an average of 25 respondents, a 63% response rate (25/40; Table 1).

SUMMARY OF FINDINGS

Hiring practices

- diversity statement requirement (88% of respondents included one)
- how did candidate demonstrate commitment to DSP
 - diversity was a part of application materials (54%)
 - was from an underrepresented group (50%)
- a sampling of practices that address recruitment of faculty from underrepresented and minoritized groups
 - not privileging candidates with liberal arts backgrounds
 - advertising broadly
 - candidates meet with Dean of Diversity and Inclusion
 - diversity liaison for each search

Retention

- mentoring plan for faculty
 - 28% of respondents have a mentoring plan, 44% do not but intend to develop one

- mentoring plans do not meet the goals of the DSP except for one department that has created an “equity action plan” and another who negotiated reduced teaching and service loads
- no department has assessed their mentoring plan but 83% intend to in the future

Professional development

- professional development experience related to diversity, equity, or inclusion
 - 80% had experience and 100% wanted more
- Plan to advance goals of DSP
 - 28% have a plan and 58% intend to develop one in the next 2 years
- Support requested to better reach the goals of the DSP include
 - More workshops/retreats on diversity and inclusion
 - A best practices checklist
 - A formal university-wide faculty mentoring plan
 - Creating more time and space for faculty to conduct this work, such as monetary incentives to attend workshops
 - Curricular development support
 - Equity action plan

Upon review of these findings, the CoD moved to the next charge (1b) by the Senate to:

- Recommend to the Senate one or more mechanisms by which all departments, schools, and programs should regularly and meaningfully evaluate and enrich their engagement with diversity with regard to curricular design, hiring and retention practices, assessment of faculty performance, and departmental (etc.) culture.

We decided to focus on *hiring and retention practices* this year as other committees are working on faculty assessment (ad hoc Senate SET committee) and curricular design (Curriculum Task Force). We intend to engage with the CTF to ensure diversity, equity, and inclusion are a part of the dialogue.

To meet the charge 1b by the Senate, we intend to work on the following:

- Develop an equity action plan that all departments (etc.) could use or tailor
- Develop a list of best practices for hiring to be shared at a full faculty meeting and online
- Explore the creation of a faculty mentoring plan draft and assessment
- Offer a list of diversity and inclusion workshop ideas

Table 1. Departments/schools/programs that started or completed the Diversity Survey for the Committee on Diversity administered in January 2019 by the Office of Institutional Research.

Department/School/Program	Completed survey
African American Studies	No
Art and Art History	Yes
Asian Languages and Cultures	Yes (incomplete)
Asian Studies	Yes
Biology	Yes
Business	Yes
Chemistry	Yes
Classics	Yes
Communication Studies	No
Computer Science	No
Economics	No
Education	Yes
Engineering (Dual Degree)	No
English	Yes
Environmental Policy and Decision Making	Yes
Exercise Science	No
French Studies	Yes
Gender and Queer Studies	Yes
Geology	No
German Studies	No
Global Development Studies	No
Hispanic Studies	Yes
History	Yes
Honors	Yes
Humanities	Yes
International Political Economy	Yes

Latin American Studies	Yes (incomplete)
Latina/o Studies	No
Math and Computer Science	No
Music	Yes
Neuroscience	No
Philosophy	No
Physical Education	No
Physics	Yes
Politics & Government	Yes
Psychology	Yes
Religious Studies	No
Science, Technology & Society	Yes
Sociology and Anthropology	Yes
Theatre Arts	Yes

Appendix 2 Committee on Diversity Report to Department and Program Chairs on Survey Results

April 18, 2019

Dear Department and Program Chairs,

We write to share your responses and our own reflections on the survey on diversity that we sent out in January. As you may remember, the Committee on Diversity (CoD) was charged (1a) by the Senate to:

- Learn about the practices through which various departments, schools, and programs are independently striving to advance the diversity goals laid out in [Puget Sound's Diversity Statement and Diversity Strategic Plan \(DSP\)](#);
- Assess the mechanisms that are currently in place to evaluate departmental (etc.) practices regarding diversity (such as Q6 on diversity in the Departmental and Program Curriculum Review);

The CoD reviewed responses to Q6 on the Departmental and Program Curriculum Review but there was little information on hiring and retention. Thus, the CoD developed a survey in the fall of 2018 to gather information on how departments (etc.) have responded to [goal 1 \(faculty recruitment and retention\)](#) and [goal 2 \(contribution to campus climate cultivation\)](#) of the DSP.

The survey was administered to the chairs or heads of each department/school/program in January 2019 through the Office of Institutional Research. We received responses from an average of 25 respondents, a 63% response rate (25/40).

We presented results to the Faculty Senate, as charged, but felt we also owed department and program chairs a report. Below are:

- 1) A summary of our findings
- 2) CoD reflections, resources and examples available to departments
- 3) Actions the CoD plans to take in response to these findings

SUMMARY OF FINDINGS

Responses to questions regarding **hiring practices** are below:

- 88% of responders required a diversity statement
- In how candidates demonstrated a commitment to the DSP varied
 - diversity was a part of application materials for 54% of respondents
 - the candidate was from an underrepresented group (50%)
 - the candidate had familiarity with inclusive/culturally responsive pedagogy
- When asked for a sampling of practices that address recruitment of faculty from underrepresented and minoritized groups, below are the most common practices
 - not privileging candidates with liberal arts backgrounds
 - advertising broadly
 - candidates met with Dean of Diversity and Inclusion
 - internal diversity liaison for each search
 - prioritized diversity in job posting

Responses to questions regarding **retention** are below:

- When asked about whether a mentoring plan was available for faculty
 - 28% of respondents said they have a mentoring plan and 44% do not but intend to develop one
 - Overall, mentoring plans do not meet the goals of the DSP except for one department that has created an “equity action plan” and another who negotiated reduced teaching for a new hire
 - As of yet, no department has assessed their mentoring plan but 83% intend to in the future

Responses to questions regarding **professional development** are below

- When asked about professional development experience related to diversity, equity, or inclusion
 - 80% had experience and 100% wanted more
- When asked whether there was a plan to advance the goals of the DSP
 - 28% have a plan and 58% intend to develop one in the next 2 years
- When asked what kind of support would better help you reach the goals of the DSP, there were many ideas
 - More workshops/retreats on diversity and inclusion
 - A best practices checklist
 - A formal university-wide faculty mentoring plan
 - Creating more time and space for faculty to conduct this work, such as monetary incentives to attend workshops
 - Curricular development support
 - Equity action plan

CoD REFLECTIONS

In general, the CoD is pleased with the level of response from departments and programs to the survey and impressed with the efforts and results in many departments. In response to the ideas, practices, and requests shared by departments in this survey, the CoD offers the following suggestions, resources and plans to assist departments in setting and achieving goals related to the diversity strategic plan.

Existing resources and CoD reflections:

- Inclusive Searches: We have reviewed the materials for inclusive searches that Provost Bartanen and Dean Benitez generally share as part of faculty searches and include a list below (Appendix #1) for your reference. Many of you commented, and we agree, that these resources are extremely valuable, starting with initial meetings with Dean Benitez. All of these “best practices” help maximize possibilities for starting with a large and diverse set of applicants and incorporating DSP considerations throughout the process, with the goal of enriching that process rather than overriding other goals of the search.

- CoD collaboration on searches: While many departments have successfully identified and assigned an internal diversity liaison to search committees, and these liaisons in turn get support from Dean Benitez, please be aware that the members of the CoD with relevant experience can serve as a non-voting diversity liaison on any search, or work with chairs to appoint someone with such experience from a related department, as has been done in previous years.
- Northwest 5 Consortium on Supporting Faculty of Color (NW5C FOC) Annual Workshops: In AY 2013-14, Dean Benitez, along with three faculty colleagues from NW5 Consortium schools, developed these annual gatherings aimed at: (1) providing a common space, primarily for, but not limited to, faculty of color (white faculty members are also invited) across the five schools to build a sense of community among faculty who may experience feelings of isolation on their campus, and; (2) providing concrete strategies for campuses as a whole to create more inclusive climates and equitable systems of advancement and support for underrepresented faculty. Our practice has been to invite faculty of color to attend every year as returners and or new comers, but to invite different White faculty each year so as to continue broadening the knowledge and skill base of faculty in a position to be allies while providing a mutual network of support for underrepresented faculty. Faculty led workshop themes over the years have included, but are not limited to:
 - The White Ally in Supporting Faculty of Color
 - Telling your Story about your Professional Accomplishments: Navigating Implicit, Explicit, and Systemic Bias
 - From Toxic to Responsive: The Role of Departmental Climate in Retaining our Faculty
 - Searching for Excellence: Faculty Diversity in the Tenure-Track Hiring Process
 - Surviving and Thriving throughout a Career
 - Now What? Cultivating and Sustaining a Diverse Faculty Community

Since 2013-14, 30 + faculty members from Puget Sound have attended these workshops.

- Equity Action Plans: The School of Education and African-American Studies worked together with the Race and Pedagogy Institute and received an outside grant to develop Equity Action Plans (You can learn more about the grant and our ongoing work [here](#)). We include the School of Education Equity Action Plan as a possible model (see Appendix #2). Similarly, the Psychology held a day-long retreat for which each department member prepared their own diversity statement in order to better understand what they were asking of job applicants.
- Workshops: Some departments such as Psychology and Biology have organized departmental workshops with outside consultants, with offers of partial funding from the administration and HR. All departments expressed a desire for more workshop training around issues of equity and inclusion. At the same time, they noted limits on time, their appreciation of monetary incentives for additional training, and the need to create greater post-workshop dissemination opportunities within and between departments.

Likely future CoD Efforts and Resources:

- The CoD will model an equity action plan that all departments (etc.) could use or tailor to their needs.

- The CoD has begun exploring existing departmental mentoring programs as well as university-wide mentoring programs at other universities, including the NW5.
- We hope to offer departments a faculty mentoring plan template, and to advocate for and participate in discussions with the administration to create a university-wide system.
- Meanwhile, we would like to highlight and urge continued participation in the annual NW5C Supporting Faculty of Color workshops, coordinated by Dean Benitez, that have occurred over the last 6 years.
- The CoD is in conversation with the Curricular Task Force on issues of diversity and inclusion and plans to participate in the implementation and assessment of curricular changes that emerge from the task force proposals and faculty at large.
- The CoD will invite suggestions for and begin organizing a list of diversity and inclusion workshop ideas, and look for ways to support their implementation at the departmental and university level.

Finally, we thank you for both your prompt and thoughtful responses to our survey and invite you to look to the faculty CoD as your representatives and a resource around which to realize the shared common goals expressed in the [University's Diversity Statement](#). We are listening, and welcome future queries and suggestions to shape our shared work.

Sincerely,

The Faculty Committee on Diversity

Kirsten Wilbur

Carrie Woods

Rachel Pepper

Melvyn Rouse

Sarah Moore

Chad Gunderson

John Lear

Steven Zopfi

Michael Benitez

Vivie Nguyen

Mary D Aquiningoc

You can send specific responses to John Lear (lear@pugetsound.edu) or Steven Zopfi (szopfi@pugetsound.edu)

Appendix #1: List of resources available from the Provost and Dean Benitez for Best Practices for Inclusive Hiring

We suggest you begin with the document "Diversity Resources" available on MyPugetSound ["Resources for Chairs"](#):

Other resources:

- From Michael Benitez, Email to Diversity Liaison
- From Michael Benitez, Prompts for Candidates' Diversity Statements
- From Michael Benitez, Diversity Liaison issues and Strategies to consider

Readings:

- Caroline Sotello Viernes Turner, *Diversifying the Faculty: A Guidebook for Search Committees*, Ass. of American Colleges and Universities, 2002 (Available from the office of the Provost)
Available from Dean Benitez
- Dr. Mary James, Dean for Institutional Diversity, Reed College, "Guide to Best Practices in Inclusive Search Procedures," September 2015
- Daryl Smith, "How to Diversify the Faculty"
- Bilimoria and Buch, "The Search is On: Engendering Faculty Diversity"
- "Reviewing Applicants: Research on Bias and Assumptions"

Appendix 2: School of Education Equity Action Plan

Equity Action Plan (Revised December 2018)

Equity Vision

We have organized our equity action plan to align with the four goals articulated in the [University of Puget Sound Diversity Strategic Plan](#).

University of Puget Sound Diversity Strategic Plan Definition of Diversity

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, admissions policies and practices, hiring and retention practices, assessment of performance, budgeting, and any other day-to-day business decisions made within the institution.

Goals

GOAL 1: Recruitment and Retention (Diversity Strategic Plan)

We recognize that preparing teachers who are ready and able to work productively and equitably in highly diverse settings is best accomplished in a highly diverse setting. Thus, we continuously work to increase the structural diversity of the Puget Sound campus community. The significant challenge of structural change requires intentionality and the mobilizing of multiple resources. We seek to focus our efforts and to invite those who share these goals to engage with us in this work.

MAT Program Goals:

Increase the enrollment and graduation of candidates of color by 10% by 2020.

Increase the representation of faculty of color in the School of Education.

Strategy	Implementer	Timeline
Conduct targeted recruitment of students of color	Amy Ryken (Dean) Terence Beck (Professor, engaged with Education Studies Minor) Fred Hamel (Professor, engaged with Education Studies Minor)	Ongoing
Develop pathway linking the African American Studies major and minor and the MAT program	School of Education Faculty and African American Studies faculty	Summer-Fall 2018 and ongoing
Collaborate with the Chief Diversity Officer on all hires	Amy Ryken (Dean, School of Education)	As openings become available
Collaborate with the Center for Intercultural and Civic Engagement and the RPI Community Partners Forum for the purpose of connecting to identity based student groups	Amy Ryken (Dean, School of Education)	Spring 2018 and ongoing
Explore partnership with Access Programs and Summer Academic Challenge	Amy Ryken (Dean, School of Education), Tricia Speid (Access Programs Coordinator) & Michael Benitez (Dean of Diversity and Inclusion)	Spring 2018 and ongoing

GOAL 2: Campus Climate Cultivation (Diversity Strategic Plan)

We continuously work towards 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.

MAT Program Goal: Increase MAT candidates' and faculty capacity to enact culturally responsive practice.

Strategy	Implementer	Timeline
Revise EDUC 628/629 Curriculum	Mary Boer, Molly Pugh, Amy Ryken	Spring-Summer 2018
Revise EDUC 613/614 Curriculum	Mary Boer, Molly Pugh, Fred Hamel, Amy Ryken, & AFAM Faculty	Spring 2018 and ongoing
Revise EDUC 615/622 Curriculum	Mary Boer, Molly Pugh, Fred Hamel, Amy Ryken	Spring 2019
Assess curricular changes	School of Education and AFAM faculty, Vibrant Schools Tacoma, RPI Community Partners Forum	Spring-Fall 2019

GOAL:3 Community Connections and Engagement (Diversity Strategic Plan)

We continuously work to develop, strengthen, remake and repair relationships with diverse constituencies from Tacoma and the broader regions, and to build mutually beneficial collaborations that promote just transformation and further educational and civic aims of the campus and broader community. The concept of community is central to the imagination and instantiation of our work.

Race and Pedagogy Institute excerpt on the Role and Meaning of Community

For the Race and Pedagogy Institute, the complex sets of situated spaces and social relations signified by the concept of community is central to the imagination and instantiation of our work. Especially for liberal arts institutions like Puget Sound, engagement with communities is an immanent and historical priority. RPI's community engagement is grounded in an acknowledged debt that educational institutions owe to communities long exploited for their resources and long excluded from the project of exploring, remaking, producing, and applying knowledge. New community engagements, in the name of addressing responsibility and relevance, must focus on redress for this wrongdoing, especially where the knowledge produced has been used to exclude the members of beleaguered communities from the terms of what it means to be human. RPI's Community Partners Forum, formed in December 2005, is at the pivot of our pursuit of this kind of necessary engagement. This is a coalition of individuals and organizations representing a broad spectrum of the Puget Sound who have forged ways to come together in partnership with the university to discuss, plan, and execute strategic action on a range of issues. Leadership of Vibrant Schools have been long time participants in the Community Partners Forum. Pedagogically, the Forum has become a site for convening, connecting, and amplifying voices that bring to the academy different and new interests, questions, and avenues of investigation, making possible the breaching and re-arranging of conventional boundaries and interactions of formal and non-formal educational institutions and spaces. The Institute's grounding in critical community partnership enables Puget Sound to create, sustain, and learn from relationships and dialogue across higher education, K-12 education, artists, community educators, families, civic organizations, activists, and other constituencies.

MAT Program Goal: Develop intentional mutual and reciprocal partnership with Tacoma Public Schools and at least one community based organization.

Strategy	Implementer	Timeline
Attend Race and Pedagogy Institute Community Partners Forum	Amy Ryken (Dean, School of Education)	Fall 2018 and ongoing
Plan Teachers and Students Unlearning Racism strand in the 2018 Race and Pedagogy National Conference as a site of community engagement.	MAT Faculty, Vibrant Schools Tacoma, Tacoma Public Schools Office of Equity and Access and teachers.	Spring-Fall 2018
Explore possibility of a joint faculty appointment between Tacoma Public Schools and the School of Education	Amy Ryken (Dean, School of Education), Kris Bartanen (Academic Vice President), & Race and Pedagogy Institute	Summer 2017 and ongoing
Develop intentional partnership with Vibrant Schools in relationship to the Community Partners Forum	Amy Ryken (Dean, School of Education) & Dexter Gordon (Professor, African American Studies & Race and Pedagogy Institute) & Kimi Irene Ginn (Vibrant Schools Tacoma)	Spring 2018 and ongoing

GOAL 4: Alumni Outreach and Connections (Diversity Strategic Plan)

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.

MAT Program Goal: Develop intentional opportunities for MAT alumni of color to review program curriculum and progress toward goals.

Strategy	Implementer	Timeline
Collaborate with the Office of Alumni and Parent Relations	Amy Ryken (Dean, School of Education)	Ongoing
Survey alumni of color about MAT programs strengths and areas needing improvement	Amy Ryken (Dean, School of Education) & Office of Alumni and Parent Relations	Spring 2019 and ongoing
Invite alumni of color to workgroup meetings to provide feedback in curriculum development process	Amy Ryken (Dean, School of Education)	Spring 2019 and ongoing
Host an alumni of color career panel once per year	Amy Ryken (Dean, School of Education) & Dexter Gordon (Professor, African American Studies) in partnership with the Office of Alumni and Parent Relations and the Center for Intercultural and Civic Engagement	Spring 2018 and ongoing