ORGANIZATION AND STRATEGIC PLAN
WSU Vancouver is the only four-year research intensive university in Southwest Washington.

WSU Vancouver provides high-quality education for the citizens of Southwest Washington and beyond. Our degree programs contribute to the success of the people and businesses of our region.
Vision

WSU Vancouver will be valued by its community as a vibrant, diverse, urban research campus that provides students with access to distinctive academic programs with an emphasis on applied and translational science and technology, leadership and sustainability.
WSUV by the numbers

3018 students enrolled 2013-2014
2370 FTE
20.5% students of color
Veterans represent 5% of total enrollment
More than 150 full-time, PhD faculty
1:14 Faculty to student ratio
More than 10,000 WSUV alumni
One university, geographically dispersed
Myths about working on an “urban” campus
But in reality…

We have the best of both worlds
– A “small-school” feel backed by “big-school” resources
What some say about our complex system...
Academic Affairs is the largest division at WSU Vancouver, and is responsible for faculty affairs, support of faculty governance and academic planning, policies and procedures.
WSU VANCOUVER
STRATEGIC PLAN 2011-2016
GOAL 1: STUDENT SUCCESS

*Provide high-quality undergraduate and graduate degree programs that prepare students for success in a global society.*

**Objective 1**
Graduates will be successful in their career opportunities and post-baccalaureate studies, and actively engaged in their communities.

**Objective 2**
Provide and support high-impact undergraduate learning experiences that engage students, including undergraduate research.

**Objective 3**
Demonstrate learning outcomes and develop core competencies and transportable skills in our students.

**Objective 4**
Develop and support graduate educational opportunities with increasing emphasis on doctoral programs.

**Objective 5**
Significantly improve retention and graduation rates while maintaining high academic standards.
GOAL 2: RESEARCH
Advance research, scholarship, and creative activity with emphasis on our areas of distinctiveness: technology, environment, and leadership/organizations.

Objective 1  Increase impact and production of published research, scholarship, and creative activity.

Objective 2  Increase external support and funding for research.

Objective 3  Support, reward, and enhance research, scholarship, and creative activities that intentionally:
• Increase partnerships with organizations, public agencies, and community, professional, and disciplinary groups
• Address areas of diversity
• Reflect interdisciplinary endeavors
• Increase opportunities for undergraduate and graduate students to participate in research initiatives

Objective 4  Continue to build a climate of support and infrastructure.
GOAL 3: DIVERSITY

Advance diversity.

Objective 1  Recruit and continually improve retention of a diverse student body, faculty, administration, and staff.

Objective 2  Increase inclusion capacity for the campus community and support initiatives that reflect a broad understanding of diversity.

Objective 3  Continue to build a climate of support and infrastructure that accommodates the needs of a diverse community.
WELCOME!

Academic Affairs is the largest division at WSU Vancouver. Academic Affairs supports the mission of WSU Vancouver by providing high-quality undergraduate and graduate degree programs, advancing research, scholarship and creative activity and advancing diversity on the campus. The Office of the Vice Chancellor for Academic Affairs is responsible for faculty affairs, support of faculty governance, academic planning, policies and procedures.

Led by Dr. Renny Christopher, Vice Chancellor for Academic Affairs, the Office supports the work of faculty and students.

DEVELOPMENT, ACADEMICS AND ASSESSMENT

Dr. June Canty, Interim Assistant Vice Chancellor for Academic Affairs, is responsible for curriculum development and review; academic and program assessment; advancing undergraduate research; and special initiatives related to students and curricula (such as the University Scholars Honors Program).

Dr. Elias Cohen is the Research Specialist for Campus Effectiveness.
This will be an exciting year!
Welcome!

Please feel free to contact me anytime I can be helpful to you:

jcanty@vancouver.wsu.edu
6-9468
DEN 212
WSU Academic Organization

WSU has a unique academic organizational structure characterized as "one faculty, geographically dispersed." This figure reflects the most frequent interactions/communications of a WSUV faculty member with colleagues and administrators across campuses.
Washington State University Vancouver Vision Statement

VISION
WSU Vancouver will be recognized as a vibrant, urban campus that provides distinctive academic and research programs and, with deep ties to its land-grant roots, is valued by its community.

MISSION
WSU Vancouver is an engaged research university committed to increasing access to higher education in Southwest Washington. The university is dedicated to offering world-class undergraduate and graduate degrees via student-centered, relevant education; advancing knowledge and creativity; and engaging with the community.

GOALS

1. Provide high-quality undergraduate and graduate degree programs that prepare students for success in a global society.

2. Advance research, scholarship and creative activity with emphasis on our areas of distinctiveness: technology, environmental sustainability, and leadership.

3. Advance diversity.

STRATEGIES
For Goal 1

» WSU Vancouver graduates will be successful in their career opportunities and post baccalaureate studies, and actively engaged in their local communities.

» Provide and support high-impact undergraduate learning experiences that engage students, including undergraduate research.

» Demonstrate learning outcomes and develop core competencies and transportable skills in our students.

» Develop and support outstanding graduate educational opportunities, with an increasing emphasis on doctoral programs.

» Significantly improve retention and graduation rates of our students, while maintaining high academic standards.
For Goal 2

» Increase the impact and production of published research, scholarship, and creative activity.

» Increase external support and funding for research, scholarship, and creative activity.

» Support, reward, and enhance research, scholarship, and creative activities that intentionally:
  • Increase partnerships with organizations, public agencies, and community, professional, and disciplinary groups
  • Address areas of diversity
  • Reflect interdisciplinary endeavors
  • Increase opportunities for undergraduate and graduate students to participate in research initiatives

» Continue to build a climate of support and infrastructure that advances research, scholarship, and creative activity.

For Goal 3

» Recruit and continually improve retention of a diverse student body, faculty, administration, and staff.

» Increase inclusion capacity for the campus community and support initiatives that reflect a broad understanding of diversity.

» Continue to build a climate of support and infrastructure that accommodates the needs of a diverse community.
2011 – 2016 Strategic Plan

Goal 1 (Student Success): Provide high-quality undergraduate and graduate degree programs that prepare students for success in a global society

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Benchmarks</th>
<th>Source</th>
<th>Target</th>
</tr>
</thead>
</table>
| 1. WSU Vancouver graduates will be successful in their career opportunities and post-baccalaureate studies, and actively engaged in their local communities. | 1. Percentage of graduates employed (in a preferred industry) or entering graduate studies within 6 months of graduation.  
2. Percentage of students who successfully complete graduate programs.  
3. Percentage of students who rate career information and advice as at least satisfactory.  
4. Percentage of students who secure professional credentials or memberships in professional organizations.  
5. Percentage of students that participate in internships, practica, and other forms of experiential learning in the community. | 1. Alumni survey  
2. SA for WSU graduates; alumni survey for non-WSU graduates  
3. Alumni or graduating student survey  
4. Alumni survey  
5. AA collects annually | TBD               |

Lead group = academic advisors, faculty, student affairs
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Benchmarks</th>
<th>Source (Preliminary)</th>
<th>Target (Preliminary)</th>
</tr>
</thead>
</table>
| 2. Provide and support high-impact undergraduate learning experiences that engage students, including undergraduate research. | 1. Percentage of students involved in undergraduate research or scholarly work.  
2. *NSSE Enriching educational experiences.*  
3. *NSSE Student-faculty interactions.*  
4. FSSE Student Engagement. | 1. AA collects annually  
2. SA collects biannually  
3. SA collects biannually  
4. AA collects biannually | TBD |
| Lead group = faculty, student affairs, administration                     |                                                                                                                                             |                      |                      |
| 3. Demonstrate learning outcomes and develop core competencies and transportable skills in our students. | 1. Percentage of courses that include learning outcomes and their method of assessment.  
2. *NSSE Academic Challenge.*  
3. Percentage of graduates that believe WSUV helped them develop skills for their preferred career paths. | 1. AA collects annually from syllabi  
2. SA collects biannually  
3. Alumni survey | 1. 100%  
2. TBD  
3. TBD |
| Lead group = faculty, administration, student affairs                      |                                                                                                                                             |                      |                      |
| 4. Develop and support outstanding graduate educational opportunities, with an increasing emphasis on doctoral programs. | 1. *Number of doctorates awarded.*  
2. *Number of masters degrees awarded.*  
3. *Number of doctoral programs offered.*  
4. *Number of masters programs offered.*  
5. *Graduate enrollment as a percentage of total enrollment.* | 1. IR collects annually  
2. IR collects annually  
3. AA collects annually  
4. AA collects annually  
5. IR collects annually | 1. TBD  
2. TBD  
3. TBD  
4. TBD  
5. Fall 2009 baseline: 19.3% |
### Objectives

**5. Significantly improve retention and graduation rates of our students, while maintaining high academic standards.**

Lead group = academic advisors, faculty, academic affairs, student affairs

<table>
<thead>
<tr>
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<th>Source</th>
<th>Target</th>
</tr>
</thead>
</table>
| **Benchmarks** *(Italicized benchmarks are existing WSU performance indicators.)* | 1. 4- and 6-year undergraduate graduation rates.  
2. Average time-to-degree rates for each graduate program.  
3. *Freshman retention rate.*  
4. Transfer student retention rate. | 1. IR collects annually  
2. IR collects annually  
3. SA collects annually  
4. SA collects annually | 1. WSU 2010 baseline: 40% and 69%  
2. TBD  
3. WSU 2010 baseline: 82%  
4. TBD |

### Goal 2 (Research): Advance research, scholarship, and creative activity with emphasis on our areas of distinctiveness: technology, environmental sustainability, and leadership

**Within the overall goal of emphasizing areas of distinction, the objectives are:**

1. Increase the impact and production of published research, scholarship, and creative activity.

Lead group = faculty

<table>
<thead>
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<th>Source</th>
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</tr>
</thead>
</table>
| **Benchmarks** *(Italicized benchmarks are existing WSU performance indicators.)* | 1. *Number of publications or juried shows per tenured/tenure-eligible faculty specifically in areas of distinctiveness.*  
2. *Citations of faculty publications specifically in areas of distinctiveness.*  
3. Assess the quality of faculty publications (who published it, where it was published, number of editions, impact factors, disciplinary rankings of outlets, etc.).  
4. Document other types of impact published research had including impact on stakeholders. | 1. WORQS  
2. WORQS  
3. WORQS  
4. TBD | 1. TBD |
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Benchmarks</th>
<th>Source</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within the overall goal of emphasizing areas of distinction, the objectives are:</td>
<td>(Italicized benchmarks are existing WSU performance indicators.)</td>
<td>(Preliminary)</td>
<td>(Preliminary)</td>
</tr>
</tbody>
</table>
| 2. Increase external support and funding for research, scholarship, and creative activity. | 1. *Competitively funded federal research support.*  
2. Competitively funded State research support.  
3. *Sponsored research dollars awarded.*  
4. Documented other types of support (in-kind, access, opportunities, etc.). | 1. OGRD  
2. OGRD  
3. OGRD  
4. TBD | TBD |
| Lead group = faculty | | | |
| 3. Support, reward, and enhance research, scholarship, and creative activities that intentionally  
a. Increase partnerships with organizations, public agencies, and community, professional, and disciplinary groups  
b. Address areas of diversity  
c. Reflect interdisciplinary endeavors  
d. Increase opportunities for undergraduate and graduate students to participate in research initiatives | 1. Considering partnerships with (1) organizations, public agencies, and community, and (2) professional and disciplinary groups, report:  
   i. Number of grant applications that included partners  
   ii. Amount of funding that included partners  
   iii. The bidirectional impact of the partnership  
2. Number of (1) grants and contracts and (2) publications that address one or more of these forms of diversity: ethnicity/race; disability; gender; sexuality/sexual orientation; socio-economic.  
3. *Number of sponsored research awards where project includes principal investigators from more than one department.*  
4. Number of publications with authors from more than one department/discipline.  
5. Number of undergraduate and graduate students participating in research initiatives. | 1.i. OGRD  
1.ii. OGRD  
1.iii. Qualitative measure TBD  
2.WORQS  
3.WORQS  
4.WORQS  
5.WORQS/unit heads/faculty | TBD |
| Lead group = faculty and administration | | | |
**Objectives**
Within the overall goal of emphasizing areas of distinction, the objectives are:

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Source (Preliminary)</th>
<th>Target (Preliminary)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.</strong> Continue to build a climate of support and infrastructure that advances research, scholarship, and creative activity.</td>
<td>Results of an annual survey of tenured and tenure-eligible faculty that assesses research support.</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Lead group = administration

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**Goal 3 (Diversity): Advance Diversity**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Benchmarks</th>
<th>Source (Preliminary)</th>
<th>Target (Preliminary)</th>
</tr>
</thead>
</table>
| 1. Recruit and continually improve retention of a diverse student body, faculty, administration, and staff. | 1. Diversity of student applicants, admissions, and enrollments.  
2. Diversity of offers and hires.  
3. Retention rates for underrepresented freshmen compared with overall freshman retention rate.  
4. Bachelor’s, Master’s and Doctoral degrees awarded to underrepresented students.  
5. Tenure and promotion statistics, including those from underrepresented groups. | 1. Student Affairs  
2. Hiring Unit  
3. Student Affairs  
4. Student Affairs  
5. Academic Affairs | 1. Match or exceed measurable diversity of the population of Southwest Washington  
2. Match or exceed measurable diversity of other universities in Washington  
3. TBD  
4. TBD  
5. TBD |

Lead Group = Unit Administration
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Benchmarks</th>
<th>Source</th>
<th>Target</th>
</tr>
</thead>
</table>
| 2. Increase inclusion capacity for the campus community and support initiatives that reflect a broad understanding of diversity. Lead group = Faculty and academic administration, Student Affairs, Diversity Council | 1. Number of and enrollments in diversity-oriented courses.  
2. Number of and attendance at diversity-related events.  
3. Number of prestigious international engagements (e.g. Fulbright).  
4. Student and employee engagement in diversity-oriented groups. | 1. RoNET/Faculty Annual Reviews  
2. Diversity Council/Student Diversity  
3. WORQS  
4. Student Affairs/WORQS/Unit Heads | 1. 100% of undergraduate students take a diversity-oriented course while attaining degree  
2. TBD  
3. TBD  
4. TBD |
| 3. Continue to build a climate of support and infrastructure that accommodates the needs of a diverse community. Lead group = Faculty and academic administration, Student Affairs, Human Resources, Finance and Operations | 1. Results of an annual institution-wide climate survey.  
2. Number of requests for modification of physical campus.  
3. Number or reports of bias, discrimination, or harassment.  
4. Summary data of accommodations made for student learning (i.e., Book to text conversion or testing service use).  
5. Use of counseling services by students and employees (i.e., AWARE or Employee Assistance Program). | 1. Diversity Council  
2. Finance and Operations  
3. Diversity Council/Student Diversity/OEO/Ombudsman  
4. Student Affairs  
5. Student Affairs/Human Resources | 1. Continuous increase above baseline  
2. TBD  
3. TBD  
4. TBD  
5. TBD |

**Diversity is defined as the differences we all have, including in particular those differences, which currently are or have historically been systematically associated with social, political and/or economic disadvantage.**
Strategic Plan 2014-2019

President Elson S. Floyd, Ph.D.
Introduction

The 2014-19 strategic plan builds on the previous five-year plan, recognizing the core values and broad mission of Washington State University. Goals and strategies were developed to achieve significant progress toward WSU's aspiration of becoming one of the nation's leading land-grant universities, preeminent in research and discovery, teaching, and engagement. The plan emphasizes the institution's unique role as an accessible, approachable research institution that provides opportunities to an especially broad array of students while serving Washington state's broad portfolio of social and economic needs. While providing exceptional leadership in traditional land-grant disciplines, Washington State University adds value as an integrative partner for problem solving due to its innovative focus on applications and its breadth of program excellence. The plan explicitly recognizes the dramatic changes in public funding that have occurred over the duration of the previous strategic plan, along with the need for greater institutional nimbleness, openness, and entrepreneurial activity that diversifies the University's funding portfolio. In addition, the plan reaffirms WSU's land-grant mission by focusing greater attention system-wide on increasing access to educational opportunity, responding to the needs of Washington state through research, instruction, and outreach, and contributing to economic development and public policy.

While the new plan retains the four key themes of the previous plan, its two central foci include offering a truly transformative educational experience to undergraduate and graduate students and accelerating the development of a preeminent research portfolio. Campuses, colleges, and other units will develop their own strategic plans that align with this plan and will make decisions and investments according to structures, principles, and processes set forth herein.

Washington State University's long-standing commitment to provide students with a transformational experience will continue with a focus on enhancing the quality and relevance of the learning experience, providing more personalized student services, expanding learning opportunities outside the classroom, and developing a more cohesive student community. The undergraduate experience will build upon WSU's nationally recognized writing, general education, and undergraduate research programs. Support for a transformational graduate experience will emphasize opportunities to engage in mentored research and outreach. Changes in the student experience will include increases in the size and diversity of the undergraduate student body. Enrollment growth will occur as a result of increased freshman and transfer admissions, as well as significant improvements in student retention.

Continued pursuit of a preeminent research portfolio will occur as a result of strategic investment in research infrastructure, increased faculty research effort, and continued emphasis on WSU's research strengths. In addition, the University will build out emerging areas of research excellence and interdisciplinary collaboration while emphasizing its unique responsibility to address the particular needs of Washington state. WSU's research portfolio will be characterized by continued growth of research expenditures, expansion in scholarly outputs, enhancement in the development of intellectual property, and growth in graduate student enrollment, particularly doctoral students. Our progress will be measured by and against the research productivity of outstanding American universities, and most notably against members of the Association of American Universities (AAU) member institutions. This profile requires a broad portfolio of excellence that spans science, technology, engineering, math, humanities, and social sciences.
Vision

Washington State University will be one of the nation’s leading land-grant universities, preeminent in research and discovery, teaching, and engagement.

Mission

Washington State University is a public research university committed to its land-grant heritage and tradition of service to society. Our mission is threefold:

• To **advance** knowledge through creative research, innovation, and creativity across a wide range of academic disciplines.

• To **extend** knowledge through innovative educational programs in which students and emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility, and service to society.

• To **apply** knowledge through local and global engagement that will improve quality of life and enhance the economy of the state, nation, and world.

Values

• **Quality and Excellence**: We are committed to providing quality and excellence in all our endeavors.

• **Integrity, Trust, and Respect**: We are committed to ensuring trust and respect for all persons in an environment that cultivates individual and institutional integrity in all that we do.

• **Research, Innovation, and Creativity**: We are committed to the pursuit of inquiry and discovery and to the creation and dissemination of knowledge.

• **Land-Grant Ideals**: We are committed to the land-grant ideals of access, engagement, leadership, and service to bring the practical benefits of education to the state, nation, and global community.

• **Diversity and Global Citizenship**: We embrace a worldview that recognizes and values the importance of domestic and global diversity, global interdependence, and sustainability.

• **Freedom of Expression**: We are committed to the free exchange of ideas in a constructive and civil environment, including the canons of academic freedom in research, teaching, and outreach.

• **Stewardship and Accountability**: We are committed to serving as ethical and responsible stewards of University resources.
Theme 1: Exceptional Research, Innovation, and Creativity

Goal 1: Increase productivity in research, innovation, and creativity to address the grand challenges and opportunities of the future.

Goal 2: Further develop WSU’s unique strengths and opportunities for research, innovation, and creativity based on its locations and land-grant mandate to be responsive to the needs of Washington state.

Goal 3: Advance WSU’s reach both nationally and internationally in existing and emerging areas of achievement.

Theme 1 Sub-goals

1.a. Grow and diversify extramural research funding.

1.b. Attract, retain, and develop high-quality research faculty members system-wide.

1.c. Develop and sustain the physical and technological infrastructure, resources, and expertise to support increased research and scholarly productivity system-wide, with particular emphasis on core laboratories and academic computing.

1.d. Build upon WSU’s current and emerging areas of research excellence and international reputation.

1.e. Increase engagement and productivity of graduate students, postdoctoral associates, and undergraduates in mentored research, innovative projects, and creative endeavors.

Theme 2: Transformative Student Experience

Goal 1: Provide an excellent teaching and learning opportunity to a larger and more diverse student population.

Goal 2: Provide a university experience centered on student engagement, development, and success, which prepares graduates to lead and excel in a diverse United States and global society.

Goal 3: Improve curricular and student support infrastructure to enhance access, educational quality, and student success in a growing institution.

Theme 2 Sub-goals

2.a. Enhance student engagement and achievement in academics and cocurricular activities.

2.b. Increase the size, diversity, and academic preparedness of the undergraduate and graduate student populations in Pullman and at the urban campuses.

2.c. Produce graduates who are highly sought by post-baccalaureate and post-graduate employers and graduate/professional programs.

2.d. Align student recruitment, admissions, and retention system-wide to enhance access, inclusiveness, and student success.
Theme 3: Outreach and Engagement

Goal 1: Increase access to and breadth of WSU’s research, scholarship, creative, academic, and extension programs throughout Washington and the world.

Goal 2: Expand and enhance WSU’s engagement with institutions, communities, governments, and the private sector.

Goal 3: Increase WSU faculty, staff, and students’ contributions to economic vitality, educational outcomes, and quality of life at the local, state, and international levels.

Theme 3 Sub-goals

3.a. Increase the impact of WSU research, scholarship, creative, and outreach activities on quality of life and economic development within the state and region.

3.b. Increase access to the WSU system for place-bound, non-traditional, first-generation, and other underserved and underrepresented students.

3.c. Contribute to economic security, stability, social justice, and public policy through research, education, the arts, extension, and citizen-based and public policy engagement.

3.d. Increase WSU’s global presence and impact worldwide.

3.e. Improve WSU’s reputation with external constituencies.

Theme 4: Institutional Effectiveness: Diversity, Integrity, and Openness

Goal 1: Create and sustain a university community that is diverse, inclusive, and equitable.

Goal 2: Cultivate a system-wide culture of organizational integrity, effectiveness, and openness that facilitates pursuit of the institution’s academic aspirations.

Goal 3: Steward and diversify resources invested by students, the public, and private stakeholders in a responsible way to ensure economic viability of the institution.

Theme 4 Sub-goals

4.a. Recruit, retain, and advance a diverse intellectual mix of faculty, staff, and students, including women and those from underrepresented groups.

4.b. Maintain respectful, inclusive, and equitable behavior in all university environments.

4.c. Increase employee productivity and satisfaction.

4.d. Strengthen administrative accountability, innovation, creativity, openness, transparency, and collaboration to advance the University’s mission.

4.e. Utilize institutional strategic plans, valid and reliable data, and evaluation indicators to align investments of resources with institutional priorities.

4.f. Expand, diversify, and effectively steward funding to advance the University’s mission.
Introduction

The strategic plan includes an implementation plan and the establishment of an implementation committee to ensure that initiatives are developed and executed to realize the plan’s goals. Quantitative metrics (benchmarks) identified for each sub-goal, located in column 3 of the tables, will be calculated on an annual basis. The implementation committee will work with the Office of the Provost to define quantitative targets and annual rates of progress (milestones) for these benchmarks. Other evidence for assessing progress is included in column 4 but will not always be collected and reported annually. The implementation committee will also collaborate with various academic and support units to identify targeted initiatives to advance the institution in achieving the specific goals and sub-goals included in the plan. An important activity during the initial stages of the plan’s implementation, and led by the Vice President for Research, will involve identifying WSU’s strategic areas of research excellence and emerging areas requiring additional investment to achieve national and international prominence. With the assistance of the implementation committee, an annual report of progress will be issued by the Office of the Provost at the conclusion of each calendar year. Campuses, colleges, and other units will be expected to identify and report annually on their progress toward metrics consistent with, and whose attainment will contribute to, the institution-level plan.

Theme 1: Exceptional Research, Innovation, and Creativity

Goal 1: Increase productivity in research, innovation, and creativity to address the grand challenges and opportunities of the future.

Goal 2: Further develop WSU’s unique strengths and opportunities for innovation, discovery, and creativity based on its location and land-grant mandate to be responsive to the needs of Washington state.

Goal 3: Advance WSU’s reach both nationally and internationally in existing and emerging areas of achievement.

<table>
<thead>
<tr>
<th>Theme 1 Sub-goals</th>
<th>Potential Initiatives and Tactics</th>
<th>Quantitative Metrics</th>
<th>Other types of evidence (qualitative, progress indicators, diagnostics)</th>
</tr>
</thead>
</table>
| Sub-goal 1.a.     | • Invest in strengthening the most successful centers and institutes.  
|                   | • Enhance administrative infrastructure to support grants and contracts procurement and management.  
|                   | • Cultivate mutually beneficial strategic alliances with partners in the United States and abroad, to extend WSU faculty expertise and to address gaps in equipment, infrastructure, and/or expertise.  
|                   | • Foster greater collaboration across colleges, campuses, and disciplines through use of incentives and eliminating barriers to the pursuit of large opportunities. | 1. Total research and development expenditures (reported to NSF) and rank among public institutions  
|                   |                                  | 2. Federal research and development expenditures (reported to NSF) and rank among public institutions  
<p>|                   |                                  | 3. Number of cross-disciplinary and multi-institution grant interdisciplinary awards (tracked by eREX and org/budget numbers, OGRD) |</p>
<table>
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<th>Theme 1 Sub-goals</th>
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<th>Other types of evidence (qualitative, progress indicators, diagnostics)</th>
</tr>
</thead>
</table>
| **Sub-goal 1.b.** Attract, retain, and develop high-quality research faculty members system-wide. | • Recruit high-quality faculty through opportunistic searches, targeted hiring of senior faculty, and expanding the number of endowed chairs.  
• Define and enforce high scholarship expectations across all academic units.  
• Expand research and creative outputs typically associated with the arts, humanities, and design disciplines.  
• Facilitate hiring that creates critical mass for high-priority initiatives.  
• Invest in professional development activities aimed at increasing research productivity. | 4. Number of refereed publications per faculty FTE  
5. Number of publications, juried or adjudicated shows, and performances by arts and humanities faculty (college reports)  
6. Number of prestigious faculty awards  
7. Citations per faculty member (H Index)  
8. Number of National Academy members | • National/international invitations for research/teaching papers and presentations, shows, and performances (college reports)  
• ADVANCE data on external mentors |
| **Sub-goal 1.c.** Develop and sustain the physical and technological infrastructure, resources, and expertise to support increased research and scholarly productivity system-wide, with particular emphasis on core laboratories and academic computing. | • Develop funding mechanisms to maintain equipment and provide necessary staff support in core labs.  
• Continue to invest in modern research buildings structured to facilitate collaboration.  
• Enhance academic computing capability on all campuses.  
• Invest in communication tools enabling virtual collaboration on a global scale. | 9. Total capital expenditures on academic infrastructure  
10. Square footage allocated to research and development per tenure-track faculty FTE  
11. Number of labs, classrooms, and conference rooms equipped for virtual collaboration | • State funded building projects  
• Sponsored project infrastructure awards  
• Annual report from Information Technology on investments and upgrades |
| **Sub-goal 1.d.** Build upon WSU’s current and emerging areas of research excellence and international reputation. | • Invest in identified areas of research excellence, such as health sciences at the human-animal interface, clean technology, food security, and biomedical research.  
• Assess and respond to emerging opportunities through strategic investment in new areas of research excellence (e.g., promoting and sustaining health, water resources, computing, and data analysis).  
• Continue the expansion of health science research programs, with emphasis on the build-out of programs and facilities on the Spokane campus.  
• Establish a stimulus fund for investment in priority research initiatives. | 12. Sponsored research expenditures in identified areas of research excellence  
13. Sponsored research awards expenditures in emerging areas of research excellence  
14. Sponsored research awards to projects that engage multiple units | • Faculty hires in priority areas (college reports)  
• Faculty hires in emerging areas of research excellence (college reports)  
• Media tracking by University Communications of coverage for areas of emphasis |
| **Sub-goal 1.e.** Increase engagement and productivity of graduate students, postdoctoral associates, and undergraduates in mentored research, innovative projects, and creative endeavors. | • Expand graduate student enrollment and engagement at the urban campuses.  
• Enhance opportunities for graduate student research awards and scholarships.  
• Reward graduate students for high scholarship and creative activities. | 15. Number of publications coauthored by graduate students, postdoctoral associates, and undergraduate students | • Number of presentations at SURCA and GPSA annual research presentation events and professional meetings  
• Number of Honors theses completed (Honors College report) |
Theme 2: Transformative Student Experience

**Goal 1:** Provide an excellent teaching and learning opportunity to a larger and more diverse student population.

**Goal 2:** Provide a university experience centered on student engagement, development, and success, which prepares graduates to lead and excel in a diverse United States and global society.

**Goal 3:** Improve curricular and student support infrastructure to enhance access, educational quality, and student success in a growing institution.

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| **Sub-goal 2.a.** Enhance student engagement and achievement in academics and cocurricular activities. | • Enhance the physical and technological infrastructure to support and facilitate innovation in teaching and learning.  
• Augment the resources and technical expertise available to faculty and staff to improve teaching and learning.  
• Increase, recognize, and reward innovation in teaching, learning, and student life.  
• Improve retention through an enriched set of student experiences.  
• Provide support services that facilitate the achievement of high academic performance expectations in a focused area of study.  
• Provide inclusive, responsive, and student-led cocurricular activities, including registered student organizations, student government, and Residence Life activities. | 16. Percent of undergraduate degrees with all six program assessment elements in place, including use of student learning assessment results in decision-making or planning  
17. Percent of graduate degree programs using student learning assessment results in decision-making or planning  
18. Bachelor's degrees awarded (total, high-demand fields, low-income students)  
19. Graduate degrees awarded (master's, doctoral, professional, high-demand and STEM fields)  
20. Number of internship or practicum experiences (National Survey of Student Engagement and college reports)  
21. Percentage of classrooms meeting benchmark quality standards | • Honors enrollment  
• Students on President's Honor Roll (3.5 and above) each semester  
• Student satisfaction: percent of seniors and graduate students satisfied with academic experience (Educational Benchmarking Incorporated Survey)  
• National Survey of Student Engagement, alumni surveys, senior survey  
• Research, scholarly, and creative activities conducted with a faculty member outside of course or program requirements (National Survey of Student Engagement)  
• Course-based civic engagement activities (National Survey of Student Engagement)  
• UCORE assessments of quality (Office of Assessment of Teaching and Learning)  
• International Programs' report on clubs, international internships, Global Case Competition, community service activities  
• eLearning and other relevant grants  
• Percent of students satisfied with facilities and equipment in classrooms and labs  
• Housing services survey (Educational Benchmarking Incorporated)  
• Number of graduate students on external fellowships (Graduate School)  
• LibQual and other library service assessments |
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| **Sub-goal 2.b.** Increase the size, diversity, and academic preparedness of the undergraduate and graduate student populations in Pullman and at the urban campuses. | • Build a stronger support structure to recruit and retain transfer students.  
• Develop stronger outreach and recruitment for high-achieving underrepresented students.  
• Invest in effective recruiting programs for high-achieving out-of-state students.  
• Invest in graduate student recruitment and mentoring initiatives and programs for underrepresented groups. | 22. Total university enrollment (bachelor’s, master’s, doctoral, professional)  
23. Percent of student body from underrepresented groups (undergraduate, graduate, professional) | • Career Center reports:  
—employer activity at career expos, hiring, interviews  
—internship data  
—Student activity as logged in the career database  
• Evidence of relevant programming (college reports)  
• National Survey of Student Engagement survey items on global perspectives  
• Info Literacy module results from the Educational Benchmarking Incorporated (Housing) reports  
• Common Reading and Freshman Focus assessments  
• Office of International Programs’ report on global competencies of students |
| **Sub-goal 2.c.** Produce graduates who are highly sought by post-baccalaureate and post-graduate employers and graduate/professional programs. | • Assess and respond to emerging opportunities through strategic investment in new programs.  
• Broaden student engagement with cultures, ideas, and artistic expression of people of our diverse nation and world.  
• Facilitate student engagement in high-impact learning experiences.  
• Expand international dual degree programs in graduate education.  
• Devise four-year pathways for students that integrate career and personal development activities with academic degree plans.  
• Ensure that faculty have ready access to information regarding student achievement of fundamental competencies valued by employers (writing, critical thinking, problem-solving, etc.). | 24. Alumni survey: percent of graduates employed within 1 year in a job relevant to their degree | |
| **Sub-goal 2.d.** Align student recruitment, admissions, and retention system-wide to enhance access, inclusiveness, and student success. | • Support and encourage engagement in wellness, safety, artistic, and civic programs and activities.  
• Support and encourage programming that cultivates and supports healthy decision making and academic skills.  
• Augment the resources and technical expertise to support and assess data-informed enrollment management and student support programming.  
• Support innovations in advising technology and processes that increase time spent advising relative to time spent on enrollment logistics. | 25. Freshmen retention rate (all students, low income, underrepresented groups, first generation)  
26. Four-year graduation rate (all students, low income, underrepresented groups, first generation)  
27. Six-year graduation rate (all students, low income, underrepresented groups, first generation)  
28. Percent of students who complete:  
—master’s degree within four years as compared to peers in similar disciplines  
—doctoral degree within eight years as compared to peers in similar disciplines  
29. Average SAT of incoming freshmen | • Student progress indicators on state dashboard (Public Centralized Higher Education Enrollment System)  
• Percent of direct-from-high-school students completing college-level math and English within two years  
• Percent of first-year students who complete a full or part-time load in first year  
• Course completion (percentage of credit hours completed out of those attempted) |
### Theme 3: Outreach and Engagement

**Goal 1:** Increase access to and breadth of WSU’s research, scholarship, creative, academic, and extension programs throughout Washington and the world.

**Goal 2:** Expand and enhance WSU’s engagement with institutions, communities, governments, and the private sector.

**Goal 3:** Increase WSU faculty, staff, and students’ contributions to economic vitality, educational outcomes, and quality of life at the local, state, and international levels.

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<tr>
<th>Theme 3 Sub-goals</th>
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</thead>
</table>
| **Sub-goal 3.a.** Increase the impact of WSU research, scholarship, creative, and outreach activities on quality of life and economic development within the state and region. | • Increase integration of extension and continuing education activities throughout the institution to bolster the reach and impact of WSU.  
• Increase the amount and impact of intellectual property resulting from WSU research.  
• Develop new strategies for outreach in urban areas of Washington and the western United States.  
• Increase capacity to support effective program impact assessment.  
• Repurpose and repackaging extension programs into continuing education and for-credit offerings through the Global Campus. | 30. Estimated annual economic impact of WSU activities  
31. Number of start-up businesses from WSU research and outreach  
32. Total research and development expenditures from industry (reported to NSF)  
33. Patents applied for/awarded  
34. Number of participants in non-credit educational programs offered by Global Campus and WSU Extension  
35. Total annual expenditures in Extension  
36. Royalties and other revenue from commercialization activities | • Impact statements from WSU Extension  
• Digital collection numbers from WSU Libraries  
• WSU Research and Exchange Repository  
• Engagement in state and regional Extension and continuing education activities (WORQs)  
• Extension contacts with industry to increase awareness of WSU programs  
• Internships from alumni and constituency representatives |
| **Sub-goal 3.b.** Increase access to the WSU system for place-bound, non-traditional, and other underserved and underrepresented students. | • Respond to the unique educational needs of urban campus communities and regions through academic and research programs.  
• Prepare faculty to effectively utilize alternative, technology, and distributed delivery methods in instruction.  
• Cultivate faculty and staff ability and motivation to cognitively and affectively connect with a diverse student audience.  
• Significantly expand the number and diversity of online degree programs offered through the Global Campus.  
• Support full access for students with disabilities through appropriate and timely accommodations for housing and dining, academic coursework, and cocurricular experiences. | 37. Enrollment in and numbers of Global Campus programs and courses  
38. Total undergraduate and graduate enrollment (minority, first-generation, low-income)  
39. Urban campus enrollment (Spokane, Tri-Cities, Vancouver)  
40. Enrollment at other sites (e.g., Bremerton, Everett) |
### Theme 3 Sub-goals

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<tr>
<th>Sub-goal 3.c.</th>
<th>Potential Initiatives and Tactics</th>
<th>Quantitative Metrics</th>
<th>Other types of evidence (qualitative, progress indicators, diagnostics)</th>
</tr>
</thead>
</table>
| Contribute to economic security, stability, social justice, and public policy through research, education, the arts, extension, and citizen-based and public policy engagement. | • Increase and recognize engagement of WSU faculty, students, and professional staff with institutions, communities, governments, other educational partners, and the for-profit and nonprofit sectors.  
• Encourage and incentivize short-term faculty-industry exchange programs.  
• Enhance extension program delivery to underrepresented audiences. | 41. Number of academic units or programs with advisory boards that include alumni and constituency representatives  
42. Service hours, service courses, and service learning projects linked to the Center for Civic Engagement and similar programs  
43. Total annual university operating and capital expenditures | • International Programs-led projects that allow faculty, students, and staff to become involved globally (Global Campus)  
• Research and engagement activities with institutions, communities, governments, and the private sector (center reports, OGRD)  
• Office of Economic Development reports  
• Number of programs including community internships  
• Number of faculty conducting research that involves community partners (college reports)  
• Service hours spent on engagement activities (e.g., CEE, Cougsync, NEW Pathways to Success)  
• IP service learning metrics |

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<th>Sub-goal 3.d.</th>
<th>Potential Initiatives and Tactics</th>
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</table>
| Increase WSU’s global presence and impact worldwide. | • Increase opportunities to engage in intercultural exchange and outreach for faculty, students, and international partners.  
• Expand WSU’s footprint across the globe in strategic areas of excellence and impact (e.g., health, agriculture, and sustainability). | 44. International student enrollment  
45. Number of faculty participating in international activities  
46. Number of students participating in study abroad and other significant international experiences | • Immersion opportunities for students whether abroad or local (IP report)  
• International Programs-led projects that allow faculty, students, and staff across the institution to become involved globally (IP report)  
• Internships that offer intercultural opportunities (IP report)  
• Number of grants with international/intercultural foci (IP Report) |

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<th>Sub-goal 3.e.</th>
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</table>
| Improve WSU’s reputation with external constituencies. | • Increase strategic communication with key external stakeholders and between internal stakeholders about the impact of WSU research, education, and outreach.  
• Increase and recognize engagement of WSU faculty, students, and professional staff with institutions, communities, governments, and the for-profit and nonprofit sector.  
• Continue to develop and actively participate in strategic coalitions at the local, state, and national levels.  
• Work collaboratively with federal, state, and local policy leaders to engage WSU in research, education, and outreach that addresses important policy issues. | 47. USNWR institutional reputation score | • WSU’s ranking and reputation scores in reputable national and global university rankings  
• Periodic surveys conducted by WSU to assess its image and reputation within Washington state |
Theme 4: Institutional Effectiveness: Diversity, Integrity, and Openness

**Goal 1:** Create and sustain a university community that is diverse, inclusive, and equitable.

**Goal 2:** Cultivate a system-wide culture of organizational integrity, effectiveness, and openness that facilitates pursuit of the institution’s academic aspirations.

**Goal 3:** Steward and diversify resources invested by students, the public, and private stakeholders in a responsible way to ensure economic viability of the institution.

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<th>Theme 4 Sub-goals</th>
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</table>
| **Sub-goal 4.a.** Recruit, retain, and advance a diverse intellectual mix of faculty, staff, and students, including women and those from underrepresented groups. | • Assure diversity and inclusion efforts are visibly and consistently supported at the highest levels of leadership (president, provost, chancellors, deans).  
• Continue mentoring of assistant and associate professors and successful programs from Advance aimed at the hiring and advancement of women and underrepresented faculty.  
• Develop and implement social media tools to improve outreach to underrepresented groups.  
• Assess and reward data-informed efforts by colleges and areas to improve recruitment outreach to underrepresented groups. | 48. Number of faculty from underrepresented groups  
49. Number of staff from underrepresented groups  
50. Faculty and staff retention rates  
51. Number of women and faculty from underrepresented groups tenured or promoted to associate/full professor (rolling ten-year average) | • Pell grant-eligibility data  
• McNair scholar participation rates  
• Percent of student body that is first-generation  
• Percent of students and faculty in physical and life sciences, math, and engineering who are women or from underrepresented groups  
• Annual progress on AA/EEO goals |
| **Sub-goal 4.b.** Maintain respectful, inclusive, and equitable behavior in all university environments. | • Maintain and strengthen units, programs, and spaces that promote community building, intercultural exchange, and a diversity of voices.  
• Develop and implement system-wide training.  
• Recognize contributions to an inclusive and respectful work environment in employee performance evaluations. | 52. Key indicators from biennial institution-wide Employee Engagement Survey |
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<th>Theme 4 Sub-goals</th>
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| **Sub-goal 4.c.** Increase employee productivity and satisfaction. | • Improve functionality of information technology systems for administrative processes, student services, and research.  
• Recognize productivity in employee performance evaluations.  
• Communicate openly and with appropriate timeliness on issues of relevance to students, faculty, staff, and external constituencies.  
• Reduce the administrative burden on high-performing faculty and staff.  
• Regularly review current work environments and processes for improvement.  
• Use data/information gathered from the employee engagement survey to improve work environment.  
• Provide resources for university-wide professional leadership development. | 53. Average employee satisfaction rating from Employee Engagement Survey (faculty, staff) | • Financial support directed toward professional development of faculty and staff (Office of the Provost and Human Resources tracking)  
• Key indicators from regular institution-wide climate survey and other routine surveys (e.g., COACHE survey for faculty; HRS surveys) |
| **Sub-goal 4.d.** Strengthen administrative accountability, innovation, creativity, openness, and collaboration to advance the University's mission. | • Undertake regular evaluation of academic units, programs, centers, and institutes to ensure resource alignment is consistent with university goals and productivity.  
• Conduct evaluation and implement improvement of administrative processes to ensure maximum efficiency and effectiveness.  
• Remove administrative barriers that prevent entrepreneurial innovation.  
• Improve administrative and academic analytics capabilities to improve decision making.  
• Improve day-to-day communication from university and college level administration. | | • Institutional Effectiveness Council subgroup reports—evidence of streamlined procedures  
• WSU Annual Financial Report |
### Theme 4 Sub-goals

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<th>Sub-goal 4.e.</th>
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<tr>
<td>Engage key constituencies in decision making, governance, and strategic planning.</td>
<td>• Report annually on progress toward goals of strategic plan.</td>
<td>54. Annual private support ($ million)</td>
<td>• Institutional Effectiveness Council annual report</td>
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<td>Focus on harnessing individuals and units to partner on large, programmatic initiatives that advance WSU’s intended institutional profile.</td>
<td>• Establish a clear process for eliminating programs that no longer demonstrate viability.</td>
<td>55. Endowment assets ($ million)</td>
<td>• Strategic plan implementation committee annual report</td>
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<td>Map institutional priorities to state and federal plans such as the Student Achievement Council.</td>
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<th>Sub-goal 4.f.</th>
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<td>Expand revenue from summer session, online education, and not-for-credit offerings.</td>
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<td>Maintain development resources at levels of campaign to assure annual fund raising in excess of $100 million per year.</td>
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<td>Develop private-public partnerships to access outside capital and increase the impact of WSU.</td>
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**Introduction**

Washington State University’s strategic plan calls on each of its campuses to “embrace a worldview that values diversity and cultural differences and recognizes the importance of global interdependence and sustainability.” The ultimate goal is to “create an institutional culture in which diversity is the norm.”

These values have been a part of Washington State University Vancouver since its founding in 1989. Throughout the years, WSU Vancouver has sought to support diversity and foster an environment of inclusion on campus.

The 2011–2016 WSU Vancouver Strategic Plan is available online at admin.vancouver.wsu.edu/office-chancellor/wsu-vancouver-strategic-plan.

The 2008–2013 WSU Strategic Plan is available online at strategicplan.wsu.edu.

**The Diversity Council**

The Diversity Council promotes diversity awareness, supports diversity-related programming and helps enhance the campus climate for broadly defined and practiced diversity. We strive to fulfill WSU Vancouver’s policies and goals of creating a campus environment of inclusion and respect.

The Diversity Council represents the numerous cultures, abilities and identities—religion, ethnicity, disability, sex, language, race, age, gender, sexual orientation/identity and other factors—that make up the WSU Vancouver campus community. The Diversity Council strives to facilitate interaction, understanding and civil discourse within the campus community and to create a space where persons of all cultures, abilities, identities and worldviews are embraced and appreciated.

A major task of the Diversity Council is to provide organizational and financial support for events and activities that promote diversity on campus. This includes:

- Encouraging the development of research and curriculum on diversity issues by faculty and students
- Supporting programs that help prepare and recruit students from underrepresented communities to attend WSU Vancouver
- Sponsoring cultural and academic events that help create an intellectual and social environment that celebrates diversity on campus

Additionally, the Diversity Council monitors the campus climate and attitudes toward diversity. This means identifying successes and opportunities, as well as challenges and hurdles, that affect the campus mission. However, that the Diversity Council is not the place to file personal or personnel complaints or individual grievances regarding possible violations of equal rights and workplace discrimination regulations. More appropriate channels are in place for these issues.
Diversity snapshot

WSU Vancouver’s student body, faculty and staff reflect the changing demographics of the Pacific Northwest. Its population includes ethnic and racial minorities, people with disabilities, people with different sexual orientations, international students and faculty, and students of various ages. Women make up 55 percent of WSU Vancouver’s student population.

Ethnic and racial minorities constitute 18.5 percent of our campus student population, and this proportion is expected to climb. In 2009, for example, ethnic and racial minorities comprised 22 percent of WSU Vancouver’s entering freshman class.

In 2012, our student body included 24 foreign students from eight nations. Our faculty likewise came from throughout the world. International students and scholars contribute greatly to our academic and research community, enhancing WSU Vancouver’s personal, academic and cultural connection to the rest of the world.

WSU Vancouver accommodates people with a variety disabilities. In 2012, the Student Resource Center’s Office of Disability Services served about 60 students representing the following broad categories of disability: physical/health, learning/attention, psychological, deaf/hard-of-hearing and visual. Some students had more than one disability.

WSU Vancouver also serves a significant number of older students. For example, the average age of WSU Vancouver’s undergraduate student population is 26, while the average age of WSU Pullman’s undergraduate student population is 21. Moreover, WSU Vancouver’s student body also includes many parents who are managing the rigors of a university education with the responsibilities of parenthood.

In 2012, 180 military veterans were admitted to WSU Vancouver. As an institution committed to diversity, WSU also supports LGBTQ (lesbian, gay, bisexual, transgender, questioning) students, faculty and staff.

Several programs throughout the WSU Vancouver community strive for an interdisciplinary focus on diversity and seek to consider the ways that class, race, ethnicity, nationality, sexual orientations, age and ability shape the human experience. For example, academic programs and researchers offer students and the wider community a better understanding of the complexities and richness of living in a multicultural society. As campus diversity increases, more clubs and activities are organized that reflect our growing multicultural population.

For more information on ways to help WSU Vancouver value and embrace diversity, visit “Supporting Campus Diversity” at admin.vancouver.wsu.edu/diversity/supporting-campus-diversity.
Diversity Council within Washington State University Vancouver

Diversity initiatives at WSU Vancouver report directly to the vice chancellor for academic affairs.

Diversity messages

In a campuswide email message in the fall of 2012, Chancellor Mel Netzhammer addressed “Diversity at WSU Vancouver.” The following spring, Diversity Council members contributed to two more such messages. The three diversity messages published in the 2012/2013 academic year follow.
November 14, 2012

Dear Campus Community,

I strongly believe that a university is at its best when it embraces a range of diverse viewpoints and people. I have always thought of diversity in a university setting as having four essential and mutually dependent elements: building diversity among faculty and staff; building diversity among the student body; integrating diversity into the curriculum and co-curricular programming; and fostering a climate of mutual respect. At Washington State University Vancouver we must be prepared not just to accept, but to embrace difference as a core tenet of our community.

Washington State University has a longstanding commitment to diversity. Our commitment shows up in our mission and values statements and in our policies. Diversity and global citizenship are values we hold dear. As an institution we embrace a worldview that values diversity and cultural differences and recognizes the importance of global interdependence and sustainability. We integrate multicultural and global issues into our curriculum and provide co-curricular programming that is consistent with our values.

At WSU Vancouver our strategic plan focuses on three main goals:

1. Student success
2. Research excellence
3. Advancing diversity

In order to advance diversity on our campus we must be assertive in building a community of students, faculty and staff that includes a broad range of people of different race, gender, sexual orientation, religious affiliation, veteran status, age, physical ability and more. These backgrounds enhance the richness of our community.

The percentage of our student body represented by students of color is 18.5 percent this fall, up from 17.8 percent in 2011. Already this semester we have held the annual Diversity Film Festival. Just last week our veterans advocates created and delivered more than 500 cards to those serving in our armed forces, and on Thursday Student Diversity will host the Massive Monkees—a Seattle-based breakdance crew that diffuses the idea that hip-hop and gangs go hand-in-hand.

As witnessed in the variety of events I just listed, embracing diversity will mean different things to different members of our community. As an institution of higher learning, we are committed to exploring a diversity of views and welcoming both disagreement and passion for one’s principles. Indeed, when we disagree we have an obligation to participate. But if we’re going to be successful in building a campus that embraces diversity, participation must be carried out in a manner that is respectful of those who disagree with us and of all members of our community.

This is the first of periodic newsletters you will receive on the topic of diversity. I will invite various members of our community to reflect on the meaning of diversity to our campus. We will use the newsletter as a vehicle to share information about activities on campus, religious observances you might not be aware of, worthwhile readings on the topic, etc. I will look to this newsletter as a way to expand our shared commitment to diversity.

Best regards,

Mel Netzhammer, chancellor
March 25, 2013

Celebrate Women’s History Month with a look back and a commitment to the future

The Diversity Council acknowledges March as National Women’s History Month, designated by Congressional resolution and Presidential proclamation to celebrate and commemorate the historical and contemporary contributions of women. Before 1900, American women had limited rights to own property. In 1920, women finally won the right to vote. The Women’s Liberation Movement of the 1960s increased awareness of women’s issues, gradually influencing American culture. Yet for much of the 20th century, females were still perceived as inferior to males. Women had restricted control over critical matters that concern them.

When I was growing up, skirts and dresses were the required attire for females in school. By the late 1960s, the only style available in clothing shops was the miniskirt. They looked cute but were not practical in the classroom. It was hard to keep garters and nylon tops from showing and, in cold weather, our legs froze. We wondered why we couldn’t dress the way we wanted to and what clothing had to do with education. Inspired by the Women’s Lib Movement, we decided to stage a rebellion.

One winter morning early in 1970, I was one of 10 senior girls at Hudson’s Bay High School who showed up for school in pants. This outrageous action created a stir on campus. Our homeroom teachers ordered us to the principal’s office. The girls’ dean chastised us for inexcusable behavior and sent us home for the day.

The next day, we came in pants again. Others had joined the cause. Our numbers had more than doubled. We were all sent home again. On the third day, we arrived in pants and found we had ignited a revolution. So many girls were in pants that a special meeting of the School Board was called. The dress code was revised. From then on, girls could wear pants to school—teachers and staff, too—a great victory for girls and women. But we still have a long way to go.

The Equal Rights Amendment passed by Congress in 1972 states, “Men and women shall have equal rights throughout the United States and every place subject to its jurisdiction. Congress shall have power to enforce this article by appropriate legislation.” It failed to be ratified.

In the USA today, record numbers of women live in poverty. For every dollar a man earns, women earn 77¢. Women continue to be victims of abuse and exploitation and continue to lack control over matters of critical, personal concern. They are held to unrealistic standards of beauty in a society that demands physical perfection.

It is long past time to end these injustices. Let’s make a commitment to be part of the solution and not the problem.

By Debra Barnett

*Barnett is principal assistant in the College of Education, a member of the Diversity Council and a long-time member of the WSU Vancouver Community Choir.*
May 7, 2013

Yom Hashoah

It was Passover eve and Jewish families were making preparations for the Seder. But this holiday of freedom from slavery was not a happy occasion for European Jews: the year was 1943, Nazi Germany was occupying almost all Europe, and the police and army units were ready to enter Warsaw ghetto to start the final liquidation of the remaining residents. It was not a secret anymore: all the “relocation” trains that took millions of European Jews from different towns were not going to resettle families in new lands—they were going directly to the extermination camps. The “new housing” was just a cover-up for gas chambers and crematoriums. Sobibor, Treblinka, Auschwitz, Majdanek and other geographical locations became the horrific names of the final destination for millions of European Jews during the “final solution”—a fancy name for the mass murder of men, women and children because of their ethnicity and religion in an attempt to make the planet Earth “Judenfrei” (“free of Jews”). In what was later named the Holocaust, six million Jews and millions of other “unwanted elements” (disabled, Gypsies, mentally ill, homosexuals, Jehovah’s witnesses and more) were brutally murdered by Nazis and their collaborators in the occupied countries, in a systemic fashion.

In April 1943, the word Holocaust was not yet used. Several dozens of poorly armed resistance fighters from the Warsaw ghetto knew only that they would not allow any more round-ups and deportations without a fight—and they started the uprising, which lasted almost a month and inspired uprisings in other ghettos and concentration camps.

In 1953, the Israeli Parliament established the Holocaust Remembrance Day (Yom Hashoah) to honor the heroism of resistance fighters and the memories of the six million victims of the Holocaust. They set the date to align with the time of the Warsaw ghetto uprising. In 1980 the U.S. Congress established the Days of Remembrance as the nation’s annual commemoration of the Holocaust; this year Holocaust remembrance week was April 7–14.

On April 8, we commemorated the Holocaust with a well-attended event on campus. More than 80 local community members joined WSU Vancouver faculty, staff and students to watch video presentations, listen to Holocaust survivor Anneke Bloomfield and talk about the lessons to be learned from the Holocaust, so that the theme of this year’s National Days of Remembrance—“Never Again: Heeding the Warning Signs”—could become a reality. By reflecting on the lessons from the past and their applicability to the future, the event helped create better understanding of the diversity and tolerance among participants.

By Grisha Alpernas

Alpernas is director of information technology, a member of the Diversity Council and organizer of the first National Days of Remembrance event on campus.
Origin of the Diversity Council

The WSU Vancouver Diversity Council began as the Diversity Task Force in 1998. The DTF was formed in recognition of the importance diversity issues would continue to play as WSU Vancouver entered an era of rapid growth.

The DTF’s primary charge was to recommend and coordinate the implementation of new and ongoing programs to advance diversity on campus. The DTF developed campus diversity goals and an ambitious five-year plan, which included a number of action plans.

In anticipation of the growing cultural and social complexity WSU Vancouver would face when admissions expanded to include freshman and sophomores, the DTF was reorganized and renamed the Diversity Council in 2004/2005.

Membership

The Diversity Council comprises administrators, faculty, staff and students from the WSU Vancouver community. Members are invited to serve based on their understanding, knowledge and experience, as well their capacity to contribute to the effort to create and implement an open and embracing environment for diversity.

Prospective members of the Diversity Council may nominate themselves or may be nominated by others when positions become open. Council members and leaders are then appointed by the vice chancellor for academic affairs.

Council members serve either as permanent ex-officio members or for terms of one or two years. Ex-officio members include staff and administrators holding positions key to the implementation of diversity-oriented policy and efforts at WSU Vancouver. Currently these include the vice chancellor for academic affairs, the vice chancellor for student affairs, the director of human resources and the assistant director of student diversity.

Each academic year a representative from the student government and the Diversity Council student intern are also seated on the council. The student diversity intern is selected through a competitive university-wide application process and serves a one-year term. Other interested students may also be seated for one-year terms.

In past years, the diversity faculty fellow was selected through a competitive national search following the same guidelines applicable to a faculty position. The diversity faculty fellow also serves on the Diversity Council as part of his or her appointment.

A chairperson, generally a faculty member, coordinates the Diversity Council. Chairpersons are appointed to two-year terms. A vice chair is also appointed. The outgoing chair is invited to remain on the council for one year after his or her term expires, while the vice chair transitions into the chair position.
Diversity Council members

**SETAREH “SETI” ALIZADEH** graduated in August 2013 with a bachelor’s degree in digital technology and culture. Of Persian descent, she was the Diversity Council intern in 2012/2013, assisting with campus events and serving on the Strategic Communications Committee, where she helped to build a social media presence through Twitter and Facebook. Alizadeh recently curated a nationwide art showcase titled “My Story” that was dedicated to the celebration and awareness of diversity, with artists sharing their diversity experiences through media of their choosing. She hopes to establish a career in community and project management with a focus on digital communications.

**GRISHA ALPERNAS**, director of information technology, joined WSU Vancouver in February 2011 after nine years in similar positions in local government in Oregon. Previously, he worked in high-tech companies in Israel, India, Europe and the United States. Alpernas received the equivalent of a master’s degree in mathematics and education from Vilnius University in Lithuania and a Master of Public Administration from Portland State University. An expert-level chess player, he is past president of the Portland Chess Club and a board member of the Oregon Chess Federation.

**DANA BAKER** has served on the Diversity Council since 2006. She is an associate professor in the School of Politics, Philosophy and Public Affairs, where she teaches public policy and public administration. She also serves as program leader for the school and the departments of criminal justice and sociology. During the 2012/2013 academic year, Baker also served as interim associate director of the College of Arts and Sciences. Her primary research interests are in neuroethics, diversity in governance, disability and health policy design.

**JOHN F. BARBER** chairs the Diversity Council as well as the Budget and Funding Committee. Barber teaches in the creative media and digital culture program. The focus of his research is on the ways digital media theory and practice remixes the relationships between technology, art, science and the humanities.
Diversity Council members

DEBRA BARNETT, principal assistant for the College of Education, began her career at WSU Vancouver in 1997. She has a professional writing certificate and a bachelor’s degree in anthropology. Her interests are ancient cultures, monumental architecture and the origins of music. She is a member of the WSU Vancouver Community Choir. A licensed Washington State notary, Barnett also provides notary services free of charge to the campus community.

RANDY BOOSE has been director of human resources and a member of the Diversity Council for the past eight years. He was previously human resources director at Portland Community College, where he served as the Americans with Disabilities Act coordinator for 12 years. Boose is also the campus co-advisor for the student Human Resources Society. He is the past board president of Store-to-Door, a nonprofit agency that assists Portland area seniors and people with disabilities by providing a low-cost personalized grocery shopping and delivery service.

AARON BUCKNER, vice president of the Associated Students of WSU Vancouver, graduated in May 2013 with a bachelor’s degree in computer science. He will continue at WSU Vancouver for two additional years working on a master’s degree. During his college career, Buckner has assumed a variety of leadership roles. He was a student senator his freshman and sophomore years, and during his junior year he participated in the Ambassador program.

JARED DELISLE is an assistant professor of finance in the College of Business. He joined the WSU Vancouver faculty after receiving his Ph.D. in 2010 from Florida State University. DeLisle is a member of the Ph.D. Project, an organization that encourages African-American, Hispanic-American and Native American individuals to earn doctorates in business and become professors. His research centers around financial market efficiency, particularly on how investors process information and the risk factors that are used to price financial securities.
Diversity Council members

MATT FINLAYSON graduated from WSU Vancouver in 2004 with a bachelor’s degree in business administration, majoring in management information systems. He has been an information technology specialist at WSU Vancouver since 2004. His interest in diversity focuses on multicultural awareness and fostering an open, engaging community on the WSU Vancouver campus.

KATHI CARLISLE FOUNTAIN is head of collection development in the WSU Vancouver Library and subject librarian for history, public affairs, sociology and women’s studies. She is the vice chair of the Diversity Council and chaired the Strategic Communications Committee this year. Her research explores a variety of areas, including political science information literacy instruction, diversity in faculty recruitment, library collection assessment and political interest groups. Fountain is active in her professional association, the Law and Political Science Section of the Association of College and Research Libraries, and has expertise in political science librarianship.

ABRIL HUNT has been a financial aid and scholarships counselor in Student Affairs since 2010. She provides one-on-one counseling, presents at local and regional college planning workshops, and speaks at annual WSU events and association conferences. She is president-elect of the Washington Association of Financial Aid Administrators and also serves on the executive board of the Western Association of Student Financial Aid Administrators. Hunt is a member of the Washington State Educational Access Coalition for HB1079 Students, providing training on undocumented citizens and DACA (Deferred Action for Childhood Arrivals) to campus and community members. She chaired the Diversity Council’s Film Festival Committee this year.

CHRISTINE LUNDEEN is a career counselor at WSU Vancouver. She counsels current students and alumni on all career-related issues. She also teaches a career and major planning course, leads workshops and coordinates events with employers. Lundeen has experience in mental health counseling as well as career counseling. She is a licensed professional counselor with a bachelor’s degree in psychology from Linfield College and a master’s degree in mental health counseling from the University of Cincinnati. Lundeen is a board member of the Oregon Career Development Association, which serves Oregon and Southwest Washington.
Diversity Council members

ABOLADE “BOLA” MAJEKOBaje is the assistant director for student diversity within Student Affairs. Along with her student staff, Majekobaje provides leadership associated with the recruitment and retention of students from diverse backgrounds. Her team leads and coordinates events such as the MLK Day of Service, Connections and Marquee Diversity Events. Before starting her career at WSU Vancouver in August 2006, Majekobaje was an admissions counselor at Central Washington University. She serves on the African American Advisory Council for Big Brothers Big Sisters, serves as a mentor and reads for various scholarship review committees. In 2012, Majekobaje received the Chancellor’s Award for Staff Excellence.

JAMES MARTIN is a 1996 graduate of the University of Oregon School of Architecture. He is currently the facilities director for WSU Vancouver, where he has worked for eight years. Martin has experience in construction management and facility maintenance, as well as extensive private-sector experience in civil, high-tech construction and landscaping project management. He has mitigation and restoration experience as well. In recent years, he has been involved with two major LEED design and construction projects.

YOSHIE SANO, associate professor in the department of human development, earned her Ph.D. in human development and family sciences from Oregon State University. Her current research focuses on family well-being and functioning of low-income families residing in rural communities. She is conducting an 18-state longitudinal collaborative research project, “Rural Families Speak,” which examines rural poverty using a multidisciplinary approach. Born and raised in Japan, she came to the United States as a graduate student and loves outdoor activities.

BETH TARASAWA, the 2012/2013 diversity faculty fellow, is a clinical assistant professor in the department of sociology. Her research and teaching interests include race and ethnic relations, the sociology of education and urban sociology. Her research examines the implementation of language assistance programs for English language learners in southern public high schools. Tarasawa has also worked on multiple university-community partnership projects developed to mobilize research resources to assist local community organizations.
Diversity Council committees

The Diversity Council organizes itself around the work of five committees, each with a specific scope of work designed to benefit the campus community. Committee activities may include organized events, workshops, lecture series, coordinated activities and publications.

Budget and Funding Committee
- Prepares the annual budget request for submission to the Budget Council
- Monitors and provides input on Diversity Council expenditures
- Coordinates the application process for Diversity Council grant awards three times during the academic year
- Reviews grant proposals and recommends funding of approved applications to the vice chancellor for academic affairs

Film Festival Committee
- Creates, promotes and implements the annual Diversity Film Festival
- Promotes the value of difference, the multiplicity of diversity and the inclusion of members of groups that experience discrimination and/or underrepresentation

Research and Curriculum Committee
- Encourages and promotes diversity-related research and teaching conducted by WSU Vancouver faculty
- Organizes and facilitates inclusion of faculty, graduate and undergraduate student diversity-related research in the annual Research Showcase, held each spring semester
- Works to fulfill climate survey components of the WSU Vancouver Strategic Plan, including analyzing and reporting quantitative and qualitative results

Strategic Communications Committee
- Coordinates the flow and availability of information about the Diversity Council and its activities
- Promotes and supports potential synergies between diversity efforts in our community
- Provides regular communications via the Diversity Council website and other mediums

Training and Events Committee
- Plans and/or facilitates training events and opportunities related to diversity, including partnerships with other campus groups and those within courses
- Promotes increased awareness of campus diversity issues
- Coordinates with local community colleges to seek better relations with incoming students and to encourage recruitment of a diverse student body

Diversity Council members

NANCY YOULDEN, vice chancellor for student affairs, began her career at WSU in 1990 as assistant director of admissions in Pullman. She earned a bachelor’s degree in education from the University of North Dakota and a master’s degree in higher education administration from Montana State University. She worked in admissions at Montana State University and was associate director of admissions and foreign student advisor at Eastern Oregon University. Youlden has served on diversity committees since joining WSU Vancouver in 1996. Her office hired the first full-time employee to focus on the recruitment and retention of a diverse student population.
Committee membership

Budget and Funding
John Barber (chair)
Dana Baker
Debra Barnett
Jared DeLisle
James Martin

Strategic Communications
Kathi Fountain (chair)
Setareh Alizedah
Debra Barnett
Bola Majekobaje
Nancy Youlden

Film Festival
Abril Hunt (chair)
Randy Boose
Matt Finlayson

Training and Events
Randy Boose (chair)
Christine Lundeen
Bola Majekobaje

Research and Curriculum
Beth Tarasawa (chair)
Grisha Alpernas

Committee accomplishments

Budget and Funding Committee

In addition to funding ongoing events such as the Diversity Film Festival, the Budget and Funding Committee manages a grant program aimed at advancing campus diversity goals. Faculty, staff and students may request support for curricular development projects, campus events and programs, and diversity-related research. Projects with broad campus impact are especially encouraged.

Applications are accepted throughout the year. Applications are reviewed by the Budget and Funding Committee, which presents its recommendations to the vice chancellor for academic affairs.

The Budget and Funding Committee funded four grant proposals this year.

- **Cheryl Johnson, child development program director**
  $1,000 for “Creating Diversity Enhancement Curriculum Using Persona Dolls at the Child Development Center”

- **Setareh Alizadeh, creative media and digital culture student**
  $1,000 for “My Story: A Celebration of Diversity”

- **Janae Teal, public affairs graduate student, and Meredith Williams, sociology graduate student**
  $1,000 for “Educational Campaign to Promote Understanding of Gender Diversity”

- **Grisha Alpernas, director of information technology**
  $500 for “Holocaust Remembrance Day”

On the following pages, these projects are featured in the words of the grant recipients.
Creating diversity enhancement curriculum using persona dolls at the Child Development Center

An excerpt from the proposal by Cheryl Johnson

The purpose of the grant is to expand and implement a curriculum that promotes social inclusion and respect for diversity among preschool and kindergarten children in the WSU Child Development Program (CDP). The AMAZE diversity enhancement curriculum addresses two specific diversity goals for our campus: to increase inclusion capacity for the campus community and support initiatives that reflect a broad understanding of diversity, and to continue to build a climate of support and infrastructure that accommodates the needs of a diverse community.

Early childhood is a critical time when children form ideas about people and the world around them that they may retain for their entire lives. Our ability to respect and celebrate both differences and similarities among diverse people is deeply rooted in our experience and exposure during childhood. The AMAZE curriculum will help children understand that people come in all shapes, sizes, colors, abilities and backgrounds. The AMAZE curriculum will be implemented using persona dolls, which are teaching tools used to address diversity issues such as:

- Expanding children’s comfort with diversity
- Undoing stereotypes and biased information about diversity
- Expanding classroom and social skills
- Increasing self-assertiveness skills
- Developing tools to handle feelings
- Teaching conflict resolution
- Teaching problem solving

Each persona doll has its own “persona” (age, family structure, characteristic, etc.). Children observe and engage in the discussion on how the dolls can negotiate and accept differences, solve problems and appreciate each other’s uniqueness.

In addition, the curriculum has a secondary impact on teachers, student teachers, and staff. At the Child Development Program, an average of 20 adult students work in the classroom per year as interns or work-study students. Furthermore, CDP classrooms provide observational opportunities for many students who are enrolled in certain human development, psychology, education and nursing classes. Participating in or observing the curriculum indirectly will enhance the campus climate for students, teachers and university staff. Another goal for the CDP, as a lab school, is that the teaching staff would share their research opportunities with other early childhood educators at local and state level conferences.
My Story: A celebration of diversity

By Setareh Alizadeh

“My Story” was a nationwide art showcase dedicated to the celebration and awareness of diversity. The showcase exhibited fine art on the Washington State University Vancouver campus, and digital art at Nouspace Gallery and Media Lounge in downtown Vancouver.

During September 2012, I began brainstorming an art exhibition that would showcase diversity in all aspects. I came up with the title “My Story” to encourage artists to share their story with diversity. I created a detailed list of all universities and art institutes around the nation that would have an interest in a diversity art showcase. My list comprised more than 85 institutions in almost every state. The call for art was sent out from November 2012 through January 2013. I received 12 submissions from 11 artists. In addition to WSU Vancouver, submissions came from Chicago, Brooklyn and Los Angeles. On February 6, I held a jurors meeting to determine which pieces would be in the show. The jurors were staff and faculty from the WSU Vancouver campus. I used the diversity grant funds for all promotional material. During February and until opening night, I distributed posters and announcement cards throughout Clark County.

The diversity grant funded the cost of shipping of three paintings and one installation from the East Coast to WSU Vancouver and later back to the artists. These three pieces were exhibited in the Dengerink Administration Gallery along with two other pieces from students at WSU Vancouver. All of the art pieces exhibited at Nouspace Gallery and Media Lounge were sent electronically and installed at the end of February. I held openings at the galleries on March 15. Twenty people attended on campus, and more than 70 at Nouspace. Multiple groups took care of all the social media promotions, and an individual who attended the opening night at Nouspace live-tweeted the event. The gallery was open until mid-April and was an overall success. Vincent Romaniello, an artist from Brooklyn, said:

“I was very impressed with the curatorial statement, the website and how organized everything was... I am happy to be part of a show that is about something as important as diversity. From the photos and website it’s clear everyone involved worked hard to make it a success.”

The showcase was made possible by the Diversity Council support and grant funds. I am thankful for the opportunity to have curated this show and to be a part of WSU Vancouver’s Diversity Council.
Educational campaign to promote understanding of gender diversity

By Meredith Williams and Janae Teal

With the funds we received from the Diversity Council, we were able to purchase T-shirts that helped us advertise Gender Neutral Bathroom Week. This was crucial to our campaign. Between the visual impact of seeing a sea of matching blue shirts across campus, to having student and staff ambassadors in classrooms and offices across campus, we feel like our reach was even stronger this year. We felt that the T-shirts also gave the WSU Vancouver community numerous opportunities to ask questions on their own terms by approaching one of us.

We also used the Diversity Council funds to purchase buttons and magnets, which were very popular this year. We were especially excited about these because now you will see signs of GNBW all through the year, on backpacks and filing cabinets, not just the week of the event. Additionally, we used some of the funds to do our printing, including the bathroom signs, and the fliers that advertised the event. These were also crucial to the success of the event, and having access to color printing and laminating really made sure we had a consistent, appealing, professional message.

This event was a tremendous educational success because of the generosity and kindness of the Diversity Council. We are so grateful to the group for its enthusiasm and support, in person and in funding.

Information about Gender Diversity at WSU Vancouver is available at wsuvgenderdiversity.wordpress.com/gnbw/toilet-training/.
Holocaust Remembrance Day

By Grisha Alpernas

On April 8, 2013, we commemorated Holocaust Remembrance Day in a well-attended event on campus. More than 80 local community members joined WSU Vancouver faculty, staff and students to watch video materials, listen to Holocaust survivor Anneke Bloomfield, and talk about the lessons to be learned from the Holocaust so that the theme of this year’s National Days of Remembrance—“Never Again: Heeding the Warning Signs”—could become a reality.

By reflecting on the lessons from the past and their applicability to the future, the event helped to foster participants’ understanding of diversity and tolerance. It is anticipated that the event will become a regular annual event for the WSU Vancouver Diversity Council.

Film Festival Committee 2012

The 2011–2013 Film Festival Committee selected four films for screening this year. The first two focused on elections; the last two, Native American issues.

Please Vote for Me (Weijun Chen, director, 2007)

In “Please Vote for Me,” democracy in China is illustrated in a Wuhan primary school, where a third-grade class gets the opportunity to vote for class monitor. The three candidates campaign to persuade their classmates to vote for them. They are seen at school and at home, where parents do their best to make sure their child will win the election.

Boogie Man: The Lee Atwater Story (Stefan Forbes, director, 2008)

The film follows the rise and fall of Lee Atwater, the charming, Machiavellian godfather of modern take-no-prisoners Republican political campaigns. Both a political thriller and a truly scary story, “Boogie Man” provides a context for controversial tactics of current-day elections.
Film Festival Committee 2013

The committee chose diversity of faith as the theme for the 2013 festival and selected four films to be screened in the fall.

Life of Pi
(Ang Lee, director, 2012)
Scheduled screening: September 12, 2013

Young Pi begins to establish his spiritual identity growing up on the grounds of his family’s zoo in India. Just as he begins to experience the joys of first love, his father announces that the family will begin a new life in Canada. With all of their exotic animals, they begin an ocean voyage. But a massive storm sends the vessel plunging to the bottom of the sea. The terrified Pi escapes in a lifeboat and struggles to survive with a fierce Bengal tiger. His ordeal becomes a poetic meditation on faith and perseverance in a stunningly beautiful adventure drama with a rich spiritual subtext.

Arranged
(Diane Crespo and Stefan Schaefer, directors, 2007)
Scheduled screening: September 19, 2013

Two young female teachers, one an orthodox Jew, the other, a Muslim of Pakistani descent, begin teaching at a public school in Brooklyn. Both teachers find themselves culturally out of place in 21st-century New York as they try to live within the traditions of their faith while struggling with their own feelings. Students and school administrators are concerned that there may be friction between the two.
Research and Curriculum Committee

The Research and Curriculum Committee organized two events during the academic year. Both were facilitated by Uniting to Understand Racism, a Portland-based organization that advances racial justice and reconciliation through dialogue, acts of reconciliation and education.

Dialogue on Race (Fall 2012 event) →

Diversity Training Workshop (Spring 2013 event):

This workshop offered WSU Vancouver faculty, staff and students the opportunity to learn how to actively and respectfully confront discriminatory behavior.

Water
(Deepa Mehta, director, 2006)
Scheduled screening: September 26, 2013

Following the sudden and unexpected death of her husband, a widowed child bride lashes out against her fate in the Hindu ashram where she is expected to atone for her sins. This is a deeply felt drama about women in horrible circumstances, and a Dickensian exposé on the poverty and societal oppression associated with ashrams for widows. “Water” follows “Fire” and “Earth” as the third installment of filmmaker Deepa Mehta’s Elemental Trilogy.

The Perfect Family
(Anne Renton, director, 2011)
Scheduled screening: October 3, 2013

A middle-aged housewife and mother of two grown children who has devoted much of her life to the Roman Catholic Church is nominated for Catholic Woman of the Year, an honor that brings with it full absolution of all sins. She fears that her less-than-righteous family may prevent her from winning the award. As she attempts to force them to pretend to be a nice, normal, problem-free clan, her longtime nemesis—the other prospective nominee—takes every opportunity to embarrass and humiliate her. This movie is not about mocking religious beliefs but argues that dogmatic approaches to life may not be sufficient in dealing with unpleasant truths.
Strategic Communications Committee

The committee worked to improve the visibility of the Diversity Council in several ways:

- Adopting a logo for the council to use in all visual media (pictured at right)
- Developing an organizational chart to illustrate the context of the Diversity Council within WSU Vancouver (see page 5)
- Distributing information about council activities such as grant deadlines, grant awards and public events via Facebook, Twitter, the faculty and staff newsletter, posters and the diversity website
- Producing a Frequently Asked Questions document about the Diversity Council for distribution and the Web (see below)
- Providing material for an article in the VanCougar student newspaper
- Committing to planning and participating in the Student Diversity Connections event in fall 2013

WSU Vancouver Diversity Council – FAQs

What is the Diversity Council?
The Diversity Council is a group of WSU Vancouver faculty, staff, administrators and students engaged in the promotion of diversity on campus. Additionally, the Diversity Council monitors the campus climate and attitudes toward diversity. This means identifying successes and opportunities, as well as challenges and hurdles that affect its mission.

Why is the Diversity Council important?
Diversity is an integral part of our strategic plan, both for WSU as a system and locally in Vancouver. The Diversity Council is one of WSU Vancouver’s critical initiatives in support of diversity.

What is the role and purpose of the Diversity Council?
The Diversity Council promotes diversity awareness, supports diversity-related programming, and assists with efforts to enhance the campus climate for broadly defined and practiced diversity. The council strives to fulfill WSU Vancouver’s policies and goals of creating a campus environment of inclusion and respect.

How are Diversity Council members selected?
Every year, the vice chancellor for academic affairs solicits names of potential members to serve on the council. Members are invited from the pool of candidates.

What activities/events is the Diversity Council involved in or supportive of?

- Diversity Film Festival
- Diversity Research Talks
- Diversity grant funding opportunities
- Campus diversity website and resources

What does the Diversity Council not do?
The Diversity Council is not the place to file personal or personnel complaints or individual grievances regarding possible violations of equal rights and workplace discrimination regulations. More appropriate channels are in place for these issues.

Where can I find more information about the Diversity Council?
On the Web at admin.vancouver.wsu.edu/diversity/diversity-council.
Training and Events Committee

A document created by the committee and adopted by the Diversity Council, “Coordinating Inclusive Events,” has been posted to the Web for use by the campus event scheduler. The document follows.

Coordinating Inclusive Events on Campus

Campus event planners are encouraged to create events and activities that reflect our campus commitment to diversity and that make individuals and communities feel included and welcomed on campus. Below are some tips to consider when planning your event.

Pre-event planning tips:

• Include people of diverse backgrounds on your event planning committee.

• Before selecting the date of your event, consult with an interfaith calendar and research campus/community events that may conflict (sample calendar: www.timeanddate.com/holidays/us/).

• If serving food, consider the dietary limitations of your attendees (kosher, halal, vegetarians, vegans, gluten-free, periods of fasting, etc.).

• Have a plan to provide disability accommodations and language interpretation, if necessary.

• Build potential costs into your budget.

Marketing your event:

• Marketing images should include people of diverse backgrounds.

• Images should be respectful of diverse backgrounds.

• Marketing should include information regarding the availability of disability accommodations and whom to contact.

• Use a variety of marketing strategies:
  o Web
  o Social media (Facebook, Twitter, CougSync)
  o A-Frames
  o Electronic reader board
  o Outreach to local diversity leaders and organizations
  o Email communication
  o Use diverse media organizations (Asian Reporter, Skanner, etc.)
During your event:

- Use inclusive language (gender neutral language, for example, parents/guardians/supportive adults instead of mom and dad).
- Include speakers that represent a variety of diverse backgrounds.
- Consider whether the content of your event is relevant to people of diverse backgrounds (race, ethnicity, socioeconomic status, immigration status, gender, age, etc.).
- Use a microphone when presenting to a crowd of 40 or more or when presenting in a large room.
- Consider using a variety of presentation techniques to be inclusive of different learning needs/styles (visual, audio, hands-on).

Accessibility at your event:

- Assure the path to and from buildings, entrances and restrooms is accessible for people with mobility issues.
- Assure that handouts, food and other materials being offered are accessible to anyone using a wheelchair.
- Be prepared to answer questions regarding the availability of ADA parking.
- Provide captioning for videos and audio descriptor for “no audio” videos.
- Offer large-print handouts of PowerPoint presentations.
- Provide FM systems for those who are hard-of-hearing.
- Make documents and presentation materials available on a website or in a follow-up email to accommodate people with vision impairment, who are blind or who have different learning styles.
- For more information on accommodations and services available at WSU Vancouver, visit the Disability Services Office: studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services.
- Sample disability accommodation language for marketing materials and/or a website: If you are a person with a disability and need accommodation for this event, please contact the event coordinator to discuss your specific needs: Event coordinator: Jane Doe, number, email

Additional resources for event planning and/or diversity:

- Events Office, scheduler@vancouver.wsu.edu, 360-546-9588
- Diversity Council: vancouver.wsu.edu/diversity
- Student Diversity Office: vancouver.wsu.edu/studentdiversity
- Human Resources: admin.vancouver.wsu.edu/human-resources
The diversity faculty fellow program is a component of WSU Vancouver’s plan to advance diversity. Fellows, chosen from external searches to serve two-year appointments, act as advisors to the campus on diversity and multicultural issues, and help enhance existing diversity programs and develop new ones.

Beth Tarasawa, clinical assistant professor of sociology, served as the WSU Vancouver diversity faculty fellow during the 2012/2013 academic year. She has worked to expand WSU Vancouver’s efforts to diversify the faculty through faculty search processes using best practices in diversity recruitment. She assisted Bola Majekobaje in the successful Martin Luther King Jr. Day of Service Collegiate Challenge grant, funded through Oregon Campus Compact and the Corporation for National and Community Service.

Additionally, the diversity faculty fellow advances diversity through research and teaching. In spring 2013, Tarasawa taught sociology of race, ethnicity and immigration (SOC 347), which examines the major sociological concepts and theories regarding minority and majority group relations and explores how social institutions, such as the housing market and education system, have systematic stratification by race and ethnicity. She published two peer-reviewed articles during the academic year: “Fight or Flight? Immigration, Status Competition, and Language Assistance Resources in Metropolitan Atlanta” in the Journal of Latinos and Education and “Extending the Branches of the Giving Tree: A Community-University Partnership to Examine the Impact of Summer School Support for At-risk Youth” in the Journal of Public and Professional Sociology.

Tarasawa now works as a research specialist for a local nonprofit organization, the Kingsbury Center at Northwest Evaluation Association, where she collaborates with universities, philanthropic foundations and school districts to work on research projects with the potential to make a meaningful impact on educational practice and policy.

The Diversity Council student intern works with the Diversity Council chair and the diversity faculty fellow to assist in developing and implementing council goals and activities.

Interns also have the opportunity to explore personal areas of interest related to diversity in higher education through their own independent projects.

Setareh Alizadeh served as the Diversity Council intern in the 2012/2013 academic year.

Dene Grigar and Setareh Alizadeh
Diversity faculty fellows 2013/2014

Three diversity fellowships were awarded for the 2013/2014 academic year. The recipients are Dana Baker, Steve Fountain and Wendy Olson.

The WSU Vancouver Diversity Council invited internal applicants from all academic classifications to apply for the fellowships. Each candidate submitted a proposal that provided evidence of a research agenda with a focus on diversity at WSU Vancouver and the ability to work with diverse populations in research and teaching.

The recipients will report to the vice chancellor for academic affairs and serve on the Diversity Council. Duties include conceiving, developing and delivering (by end of appointment) a project designed to showcase, develop or further advance some aspect of diversity on the WSU Vancouver campus.

Diversity Faculty Fellowship Awards 2013/2014

Dana Baker, Ph.D.
Associate Professor and Director of Public Affairs
School of Politics, Philosophy and Public Affairs
College of Arts and Sciences
Title of proposal: “Enhancing Neurodiversity at WSUV”

Steve Fountain, Ph.D.
Clinical Assistant Professor
Department of History
College of Arts and Sciences
Title of proposal: “Southwest Washington Native American Partnerships, Curriculum and Outreach”

Wendy Olson, Ph.D.
Assistant Professor of English and Director of Composition
College of Arts and Sciences
Title of proposal: “Implementing CLASP (Critical Literacies Achievement and Success Program) on the WSUV Campus”

Acknowledgments

Thank you to committee chairs and members of the Diversity Council. Our accomplishments are the fruits of your efforts.

Thanks to Carolyn Long, interim vice chancellor for academic affairs, for advice, guidance and motivation.

It has been my pleasure to serve three years on the Diversity Council. I look forward to serving again next year.

Respectfully submitted,
Debra Barnett
July 2013