

# SECTION II

# Focus

## General Programs to Enhance Diversity



2004 Diversity Contest Winner Megan Stampfli  
Courtesy of University Residences

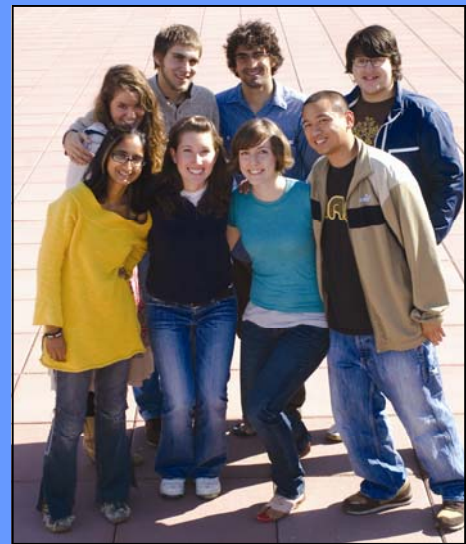


Photo courtesy of Associated Students



Center for Educational Pluralism  
Native Art Show  
Photo courtesy of Carole Teshima Morris

# Focus on campus inclusion

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## ADMISSIONS

*(Student Affairs)*

Target Group: Students & Prospective Students

Program Description: The mission of the office of Admissions is to identify, attract, and enroll a diverse and academically qualified undergraduate student body of appropriate size and composition, while providing a foundation for successful student transitions to WWU.

Enrolling a diverse student body requires an integrated plan for attracting a diverse applicant pool and developing criteria for admissions review that will highlight and reward multicultural perspectives and diversity. In working toward these goals, the office of Admissions has prioritized hiring staff with passion and experience working with underrepresented groups. Admissions carefully tailors its outreach efforts and review process to address issues of culture, common obstacles for underrepresented groups, and the virtue of a diverse learning environment.

The efforts to attract a diverse student body include:

- Targeted travel
- Publication crafting and mailings
- Personal efforts/interaction
- Facilitating campus visits

Contact: Karen Copetas, Director  
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## ATHLETICS

(Student Affairs)

Target Group: Students

Program Description: WWU is committed to high quality co-curricular programs, including intercollegiate athletics. The opportunity to participate in intercollegiate athletics is an integral component of education at WWU. The University is committed to excellence in athletics in a manner consistent with the aims of the University and the operating principles of the National Collegiate Athletic Association (NCAA).

Diversity in student athletics has been a focus of the department since the passage of Title IX. Title IX requires universities that receive federal funding to provide athletic opportunities that are substantially proportionate to the student enrollment in order to continue receiving federal dollars. In addition to Title IX efforts, the Athletic Department has made substantial efforts in promoting diversity as outlined in the programs below:

- **Commitment to Gender Equality:** Athletics has worked to increase the participation level of female athletes, demonstrated not only in the recruitment efforts made by coaches but through expanded athletic opportunities. WWU offers sixteen sports each year, nine of which are women's sports. Currently the only sport that does not offer a women's division is football.
- **Coaching Opportunities:** Over the past 10 years, Athletics has worked hard to increase the number of female coaches and coaches for female sports. Studies have shown that female coaches for female sports is one of the most effective ways to improve participation among female athletes and, to that end, WWU continues to look for female coaches when positions open up. Additionally, WWU makes every effort to hire qualified applicants from minority racial and ethnic backgrounds, including the hiring of head football coach Robin Ross, the first Native American head coach on staff.

Contact: Lynda Goodrich, Director of Athletics  
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## CENTER FOR CONTINUING EDUCATION IN REHABILITATION

(Woodring College)

**Target Group:** People with Disabilities, Rehabilitation Professionals, Organization Providing Services to People with Disabilities

**Program Description:** The Center for Continuing Education in Rehabilitation (CCER), an umbrella organization that is a part of Woodring College of Education, houses a variety of grant funded projects that provide technical assistance, consultation, and human resource development services to enable rehabilitation organizations and personnel to more effectively serve individuals with disabilities. Located in Mountlake Terrace, Washington, CCER has been with WWU since 1992.

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## CENTER FOR EDUCATIONAL PLURALISM

(Woodring College of Education)

**Target Group:** Faculty, Practicing Educators and Students

**Program Description:** Woodring College of Education supports the Center for Educational Pluralism (CEP) through which students, faculty, and practicing educators access resources and professional development related to issues of diversity, equity, and educational pluralism. Throughout the year, the CEP sponsors speakers, films, and symposia on issues related to education and cultural competence. Three regular annual events include the Distinguished Scholar's Lecture, the Forum on Educational Law and Social Justice and the Student Awards Ceremony. Through these events, we bring to our campus leading researchers who have expertise in the area of diversity to present findings to our faculty, staff, and students. Numerous resources are available in the CEP for teaching and research. All resources address diversity and include lesson plans/curricula, articles, books, texts, posters, DVDs, and videos. The CEP publishes an annual newsletter and sponsors an interactive online journal through which international scholars discuss issues of diversity, social justice, and educational pluralism. Through the CEP-sponsored *Small Democratic Schools* project, faculty members in the College partner with P-12 schools to develop cultural competence for effective teaching and learning in a pluralistic, democratic society.

The Center focuses on issues related to equity, diversity, culturally-responsive teaching, self-exploration and identity, inter-group relations, multicultural education and democratic empowerment and civic engagement; particularly focusing on issues of retention and success for historically underrepresented populations.

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## COUNSELING CENTER

(Student Affairs)

Target Group: Students

Program Description: The mission of the Counseling Center is to assist students in obtaining a college degree, to assist whenever psychological issues occur that impair students' performance or impede progress toward that goal, and to contribute to students' personal psychological development. The primary focus of the Counseling Center is to keep students in school and healthy. The following internal programs exist to ensure the Counseling Center continues to be an inclusive, safe environment that adapts to the ever-changing needs of students.

- **Professional Development and Training:** In order to keep current on issues facing different communities, the professional staff attends trainings several times per year to examine issues of race, culture, gender, and sexual orientation.
- **Liaison Work:** The Counseling Center works actively with disAbility Resources for Students and Student Outreach Services to provide students with additional assistance when they need it.
- **LGBT Support:** Counselor Toi Geil actively supports the LGBT community in her role as a member of the LGBT Concerns Committee. Over the past two years, the LGBT Concerns Committee has developed a mentoring program to help members of the LGBT community deal with issues facing them. She has also collaborated with Ronna Biggs from University Residences to develop a LGBT mentoring group.
- **Sister to Sister:** Sister to Sister is a women's support group that provides women with a place to discuss what is going on in their lives. This group is a place for women to share, discover that they are not alone, and realize that many women are facing the same issues they are, like difficulties with family, friends, and achieving goals.
- **Study Abroad and Transfer Integration:** Many students that travel abroad find it to be one of the most rewarding experiences of their lifetime, but come back to WWU and experience a culture shock. The Counseling Center provides support for students who are dealing with culture shock or having trouble readapting to the Western culture. The Counseling Center performs a similar service for students who come to WWU and find themselves out of place or unable to fit in.

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## DISABILITY RESOURCE SERVICES (DRS)

*(Student Affairs)*

Target Group: Students with Disabilities

Program Description: Through DRS, WWU provides admitted and prospective students with disabilities equal opportunity to access all aspects of University life. DRS is committed to providing services and programs fostering student development at all levels: intellectual, emotional, physical, and social. Full participation in all aspects of University life is not only necessary to achieve this holistic development, but encouraged and supported by the DRS team. The goal of DRS is to provide a program that:

- Includes students as team members in the accommodation process
- Assists students with the transition to independence and self-advocacy
- Maintains privacy and confidentiality
- Supports the academic endeavors chosen by the student
- Focuses on the holistic development of the student

DRS programs are designed to integrate students with disabilities into the WWU community and provide them with equal access to WWU. DRS accommodates about 400 students per quarter. This number represents about 3.5 percent of the WWU population and varies per quarter as new students enter the program and other students graduate. The traditional populations have remained stable over the past few years but there has been a dramatic rise in the number of students with mental health issues. According to Fall 2005 data, the retention rate for students with disabilities who receive DRS services is 87.7 percent. Services provided by the DRS include:

- Programs for the Hard of Hearing / Deaf
- Exam Proctoring Options
- Alternative Text
- Physical Orientation of the WWU Campus
- Wheel Chair Repair
- Academic Advising
- disAbility Management Counseling
- Outreach to Campus

Contact: David Brunnemer, Director, disAbility Resource Services  
Phone: (360) 650-3083 Email: David.Brunnemer@wwu.edu

## DISABILITY SERVICES

*(Vice President for Business and Financial Affairs; Human Resources Office)*

Target Group: WWU Employees and Applicants

Program Description: This service is committed to assisting employees and applicants with disabilities and serious medical conditions. Those individuals needing workplace accommodation may visit this office and complete the appropriate forms needed to request accommodation.

Contact: Nicole Goodman, Employment Manager, Human Resources  
Phone: (360) 650-7410 Email: Nicole.Goodman@wwu.edu

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## DIVERSITY PROFESSIONAL DEVELOPMENT TRAVEL FUND

*(Woodring College of Education)*

**Target Group:** Faculty, Staff, and Students in the Woodring College of Education (Who actively participate on Woodring's Diversity Committee or its sub-committees)

**Program Description:** Each academic year, the Woodring College of Education sets aside \$7,500.00 for faculty, staff and students to engage in professional development that will enhance their knowledge or deepen their understanding of issues related to social injustice. These travel funds may be used to attend workshops and conferences, to travel to other universities or colleges that are engaged in social justice research, or to visit communities engaged in bringing diverse communities together.

Faculty, staff, and students may be awarded up to \$1200.00 for each travel request. Requests are evaluated based on the following criteria:

- Applicant must demonstrate that they are active diversity committee members
- Applicant must submit a plan for distributing relevant information to committee members or other appropriate audiences upon return

Priority is given to applicants who meet one or more of the following criteria:

- Applicant is delivering a presentation focused on diversity at a conference/event
- Applicant is attending a conference/event that focuses on diversity and/or where a significant number of participants are from marginalized groups
- Applicant is attending specific sessions on diversity at a general conference
- Applicant articulates a plan to recruit diverse faculty/staff/students at a conference/event
- Applicant articulates a plan for networking or partnering with diverse faculty/staff/students or community agencies at a conference/event

**Contact:** Dr. Trula Morehead Nicholas  
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# ENVIRONMENTAL HEALTH AND SAFETY- WORKERS' COMPENSATION AND ERGONOMICS

*(Business & Financial Affairs; Environmental Health and Safety)*

Target Group: All Western Employees. See below for relationship to specific target groups.

Program Description: Western's workers' compensation program exists to provide sure and certain relief for workers who suffer on-the-job injuries or illness. An important function of this program is working to reduce injury and illness through prevention.

One means of prevention we utilize is providing ergonomic evaluations to all workers upon request. Doing this has included being able to assist Human Resources in determining possible accommodations for workers with disabilities.

The aging of our workforce will create special challenges in the years to come. There are two ways in which we hope to address these challenges.

First, ergonomic assessment of work stations and the campus in general can help mitigate the effects of aging on productivity and safety.

Second, as older workers begin to make up a greater portion of the workforce, the issue of employee health and wellness will be of increasing importance. A long term goal of the workers' compensation program is to work with other stakeholders on campus to provide a comprehensive employee health and wellness program.

Contact: Bruce Boyer, Workers' Compensation and Ergonomics  
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## ERSHIG ASSISTIVE TECHNOLOGY RESOURCE CENTER (E-ATRC)

*(Woodring College of Education)*

**Target Group:** Teachers in Training (who will work with individuals with disabilities in the future)

**Program Description:** The Ershig Assistive Technology Resource Center (E-ATRC) contains hundreds of technology tools that help meet the diverse needs of a range of individuals, including those with disabilities. Items include those targeted to meet needs in the areas of communication, self-care, learning, computer access, vision and hearing, among others.

The purpose of the E-ATRC is to familiarize future educators (teachers in training) with the technology tools that may benefit their future students with diverse learning needs. Students in the teacher preparation program at Woodring College of Education come to the center to complete assignments for their education courses. Some assignments require students to orient themselves to the range of tools available. Others call for reviews of software or other items to be shared with peers in class. Still others involve matching tools to individual needs of learners. Students may also borrow items from the E-ATRC to use in practicum and internship settings.

In addition, the E-ATRC is open to members of the general community who are interested in disability resources.

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## ETHNIC STUDENT CENTER

(Student Affairs)

Target Group: Underrepresented Student Groups and Their Allies

Program Description: The Ethnic Student Center (ESC) provides a safe and supportive environment, as well as cultural and educational programs, for historically underrepresented groups and their allies. The ESC provides oversight to the many ethnic clubs that assist students transitioning to WWU to develop cultural identity and a sense of community and become active in social justice. The ESC also offers study space, computer access, and resource information. The ESC is open to all students.

Providing an inclusive environment is critical to the mission of the ESC. To that end, they currently house the following 13 clubs:

*Asian Student Association, African Caribbean Club, Vietnamese Student Association, Khmer Student Association, Black Student Union, Native American Student Union, Filipino American Student Association, Muslim Student Association, Mixed Identity Student Organization, MEChA, Chinese Student Association, Brown Pride, and Korean Student Association.*

Among the ESC's many annual events and programs are the following: *The ESC Conference; Martin Luther King Jr. Celebration; Encounter Youth Conference; International Night and fund-raiser for Opportunity Council; Malcolm X Celebration; and the ESC Awards Ceremony. The ESC publishes a quarterly newsletter with a distribution of approximately 3,200.*

The following are the major ESC club-sponsored events, many of which are held annually and coordinated by the volunteer leadership of ESC clubs. These events provide in-depth cultural information/ experiences to broaden understanding of issues facing underrepresented populations.

*Mixed Identity Forum and Mixer Dance,; Filipino Heritage Dinner; Charlie Hill Comedy Night; Old School Kung Fu Film Festival; Black History Month Dinner; African Caribbean Club Cultural Night; Tet Celebration; Dance-Off Benefit; Latino Heritage Celebration; Powwow: "Honoring Our Mothers"; Spring Luau; Low Rider Show.*

The ESC hosts several informational presentations, panels, question and answer sessions, lunches, and tours for high schools, community colleges, and youth support programs. ESC volunteers and staff participate and often share personal experiences in higher education, serving as a means for recruitment. These visits are offered in collaboration with the Office of Admissions or through conversations with the visit coordinators.

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## LAW, DIVERSITY AND JUSTICE CONCENTRATION

*(Fairhaven College)*

**Target Group:** Populations Underrepresented in Careers in the Justice system and their Allies

**Program Description:** In 1991 Fairhaven College developed the Law and Diversity Program (LDP) for students who were interested in law, diversity, and access to the legal system for under-served communities. The program welcomed students who desire to affect change and who had the potential to act as leaders and role models in their communities using legal knowledge and processes.

Graduates from the Law and Diversity Program have obtained positions as attorneys for private and public firms, in city government and legal services, and at the U.S. Department of Education and the Environmental Protection Agency. Graduates have also pursued careers in the justice system as Juvenile Probation Officers, human service caseworkers, prisoner rights activists, law enforcement personnel and union negotiators. Some have gone on to faculty positions at other universities where they teach on a variety of law, diversity and justice issues.

In 2006, to keep pace with Fairhaven's core mission of social justice, the Program expanded into a regular plan of study at Fairhaven College under the Law, Diversity and Justice Concentration (LDJ). The concentration is open to all students enrolled at Fairhaven College. Through the Fairhaven Concentration process, students combine a LDJ core curriculum with courses from Fairhaven and other WWU departments that develop the skills and knowledge necessary for success in the varied careers in the legal field and justice work. This process provides the basis for varied paths of study exploring the issues of law, diversity and justice in our society and endeavors to increase the number of people from underrepresented groups or who want to help underrepresented groups and who are seeking careers in law and social justice.

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Julie Helling, Associate Professor, Fairhaven College  
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# LESBIAN, GAY, BISEXUAL & TRANSGENDER CONCERNS COMMITTEE (LGBTCC).

(*WWU LGBTCC*)

Target Group: Faculty, Staff, and Students (Especially those who identify as LGBT)

Program Description: The mission of WWU's LGBT Concerns Committee is to create a safe, supportive, and inclusive educational environment by promoting awareness and understanding of LGBT issues and by advocating for the unique needs and concerns of LGBT students, faculty, and staff.

The Committee has the following roles:

- 1.) to mentor LGBT students in their growth and development in order to support academic and personal success;
- 2.) to support and advocate for LGBT students, faculty, and staff as they address issues of safety / hostility and discrimination / inclusion in the university community;
- 3.) to serve as an advocate and resource for WWU students, faculty, staff, and campus organizations by supporting diversity and anti-discrimination policies;
- 4.) to promote the use of current and accurate information about LGBT individuals and issues, and, in general, the use of inclusive language within both the academic and social contexts of the university community.

Services:

- **LGBT Exchange:** Providing Resources, Advising, Mentoring and Pathways. This is a faculty & staff mentoring program for LGBT and Ally students. Faculty and staff members must complete a two hour training to be a mentor.
- **Campus Advocacy:** The LGBTCC serves as an advocacy resource for faculty, staff and students regarding LGBT issues on campus (identifying needs for services or resources, policies, practices, complaints, etc.).
- **Administrative Collaboration:** The LGBTCC works with departments or offices who seek to create a more welcoming and inclusive environment for LGBT faculty, staff and students by reviewing office forms, brochures, educational materials, etc. in relation to LGBT information and providing feedback.
- **Educational Events:** The LGBTCC also provides a small number of educational programs and events throughout the academic year regarding LGBT issues (brown bag discussions, audio conferences, campus climate issues, etc...)

Contact: LGBTCC Co-Chairs 2005-06 Ronna Biggs & Toi Geil  
Phone: Ronna Biggs (360) 650-6589 or Toi Geil (360) 650-2935  
Email: [LGBTCC@wwu.edu](mailto:LGBTCC@wwu.edu)

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## MOSAIC DIVERSITY CLUB

*(College of Humanities & Social Sciences; Journalism Department)*

Target Group: Students

Program Description: Mosaic is a student-led diversity club open to all majors, but with a focus on journalism. Students can build contacts and explore career and media issues through discussion groups, guest speakers, film events and mentoring sessions with journalism professionals.

Contact: Carolyn Nielsen, Lecturer, Journalism  
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## MULTICULTURAL INITIATIVE IN THE MARINE SCIENCES: (MIMSUP)

*(Academic Affairs; Shannon Point Marine Center)*

Target Group: Students in Underrepresented Groups

Program Description: The objective of MIMSUP is to increase the representation of racial/ethnic minority students in marine science professions. MIMSUP engages prospective students at a point early enough in their undergraduate academic careers so as to permit them to make informed decisions regarding post-graduate education or pursuit of appropriate positions upon completion of their undergraduate degrees. Emphasis is placed on developing not only a solid information base in the marine sciences, but also the academic and personal tools to be successful.

Eight students are recruited annually from around the nation to participate in two intensive quarters of training and instruction at SPMC. The program involves formal coursework in the fundamentals of marine science, training in up-to-date field and laboratory investigative techniques, use of scientific literature, use of computers in data and word processing, conducting independent research, learning and practicing the methods of scientific communication, an introduction to the array of career opportunities by direct contact with potential employers, and development of both scientific and personal job-related skills. A work-study component trains students in providing lessons on marine science topics to K-12 school children.

Intensive supervision is provided by a full-time faculty member who serves as project manager, instructor, mentor, and academic advisor. All other faculty and staff at SPMC participate actively in the program. An aggressive recruitment effort identifies potential student participants by employing advertising through both standard and electronic mechanisms, focusing efforts through established minority institution contacts, using MIMSUP alumni and faculty advisors as contacts, and developing new faculty contacts at minority institutions.

The program has been offered annually since 1991. Outcomes indicate that the program has been extremely successful. Of 135 program alumni, 98% have completed or are currently pursuing their undergraduate degrees. Of those who have completed their undergraduate degrees, 54% have gone on to advanced education (8% of those in Ph.D. programs). MIMSUP has been recognized as a national model for mentoring and recently received a Presidential Award for Excellence in Science, Math, and Engineering Mentoring.

Contact: Dr. Brian Bingham  
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## OFFICE OF UNDERGRADUATE EDUCATION

*(Academic Affairs; Undergraduate Education)*

Target Group: Undergraduate Students

Program Description: The Vice Provost for Undergraduate Education (VPUE) reports to the Provost and Vice President for Academic Affairs and works closely with the academic deans, department chairs, faculty, students, student support services, and external agencies. Specific projects and goals may change from academic year to year, but the VPUE's Office oversees those areas and programs that are interdisciplinary in nature and contribute to the overall excellence of WWU's undergraduate experience: The Office of the VPUE is committed to maintaining and developing diversity in these programs, some of which include:

- **Center for Service Learning:** The CSL is currently developing new international service learning opportunities for WWU students. This summer CSL will begin work on developing a program in Kenya, centered around work with AIDS orphans. It is hoped this program will begin in the 2007-'08 academic year and become a replicable model for future service learning programs;
- **First-Year Interest Group (FIG) Program.** FIGs provides linked courses and a "learning community" environment for entering first-year students. One of the FIG clusters is designed specifically for those students deemed "at risk," and the seminar in the cluster is taught by the director of the Student Outreach Services, which offers multicultural support for students. (<http://figs.wvu.edu>)
- **Western Reads** is a program aimed at providing a common reading experience for Western's entering first-year students and transfers. Books are selected to reflect issues of diversity (gender, race, class and ethnicity) and encourage discussion and dialogue about those issues throughout the academic year. This year's selection is "Honky," a memoir by sociologist Dalton Conley, which recounts his experience growing up as a white kid in a mostly black and Puerto Rican neighborhood in Manhattan's lower east side, and how this experience with race and class shaped his life. (<http://westernreads.wvu.edu>)
- **The Women Studies** program offers students an interdisciplinary approach to the study of feminist perspectives and voices while providing students with a forum to develop and articulate their own experience. Courses in the program address women's issues in three areas: women in history and politics, women in science and society, and women in language and the arts.

Contact: Kris Bulcroft, Vice Provost for Undergraduate Education  
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## PREVENTION AND WELLNESS SERVICES

*(Student Affairs)*

Target Group: Students

Program Description: The primary focus of Prevention and Wellness Services (PWS) is to help students maintain a healthy lifestyle. In order to further the health of the individual, PWS focuses on the physical, psychological, social, and economic environments, thereby contributing to healthy individuals and a healthy campus environment. The programs below are designed to support Western's diverse campus environment.

**Ally Building Network (ABN) – a Lifestyle Advisor peer educator group:**

This group provides training and workshops for WWU students based on the belief that open, civil dialogue and tolerance on campus is everyone's responsibility. They work to prevent harassment and injustice based on race, ethnicity, gender, sexual orientation, religious beliefs, physical ability, and/or other differences.

**Crime and Sexual Assault Support Services:** CASAS is WWU's coordinated campus and community response to domestic violence, dating violence, sexual assault, and stalking on campus. It provides a 24-hour help line for WWU students who need support and legal, medical, and psychological counseling as the result of a past or present violent crime.

In fall 2006, CASAS hired student Violence Prevention Peer Specialists to collaborate with the Ethnic Student Center (ESC) and the Lesbian, Gay, Bisexual, and Transgender Alliance to identify culturally competent, proactive information delivery strategies to increase the number of students from underrepresented groups who receive and remember critical information about support services and reporting options available for victims of violent crimes.

Contact: Elva Giddings, Interim Director  
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## TESTING CENTER OFFICE OF INSTITUTIONAL ASSESSMENT, RESEARCH AND TESTING

*(Academic Affairs; Testing Center)*

- Target Group:** Students (seeking higher degrees), Non-Students (seeking admission to an institution), Students Seeking Employment.
- Program Description:** The University Testing Center recently installed a handicap-access door allowing wheelchair access. All the tests enable all disabilities to participate. We do not discriminate in any of the protected categories.
- Contact:** Kathryn Murray, Program Manager of OIART  
Phone: x3937 Email: Kathy.murray@wwu.edu

## UNIVERSITY LIBRARIAN, CONTRIBUTIONS TO DIVERSITY

*(University Library)*

- Target Group:** Students and Senior Citizens
- Program Description:** Béla Foltin, University Librarian/Public Records Officer makes a personal contribution as service to the university and Bellingham communities. He teaches one or two course per year, some as university credit courses and some as part of the Academy for Lifelong Learning (ALL) program, about some aspect of World music. These have included: a credit course in music on "Classical Music of the Middle East," an honors course on "Cross Cultural Study of Spirituality and Music," and an ALL course "Classical Music of North India."
- Contact:** Béla Foltin, University Librarian  
Phone: (360) 650-3051 Email: Bela.Foltin@wwu.edu

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# UNIVERSITY POLICE DIVERSITY PROGRAM

*(Business and Financial Affairs)*

Target Group: Women and Minorities

Program Description: The objective of the Department of Public Safety is to bring the University Police Department to approximately the same race and gender mix as the workforce of the campus community. UPD has been exceptionally successful in its recruiting efforts. We have put together a diverse mix of women and minorities in all the patrol levels to include supervisory positions.

We have adopted the Community Policing philosophy, which we believe promotes community and police partnerships; proactive problem solving; and community interaction to address the causes of crime, fear of crime and quality of life issues.

We are proud to be able to represent the campus community with such a diverse workforce demonstrating that under-represented men and women in non-traditional roles can contribute and be successful in a law enforcement career.

Contact: David J. Garcia, Administrative Sergeant  
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## UNIVERSITY RESIDENCES

(Student Affairs)

Target Group: Students

Program Description: Students in University Residences enhance their Western Experience in diverse and inclusive communities that foster active learning, leadership, social responsibility, civic engagement, and effective citizenship, supported by a high quality, attractive, and sustainable campus environment. University Residences provides many programs that are designed to increase inclusiveness and diversity on WWU's campus. It is part of the University Residences mission to help students grow as individuals and become part of an inclusive community that fosters learning. Toward this end, University Residences provides the following programs:

- **Diversity Poster Contest:** Every year since 1998, University Residences has held a diversity poster contest. The contest garners approximately 10 submissions and the winner of the contest receives a MAP Scholarship.
- **Development of a Collaborative Environment:** Over the past few years University Residences has worked to create connections with other organizations on campus to foster an inclusive and collaborative environment. Specific outreach has been made to Ethnic Student Center clubs, the Ethnic Student Center Steering Committee, and the Ethnic Student Center Coordinator on how University Residences can best reach out to underrepresented populations.
- **Brown Bag Dialogues:** During summer quarter 2006, University Residences held six discussions for WWU faculty and staff on a variety of diversity issues, such as disability services and privilege. These dialogues were designed to raise staff awareness and give WWU employees a chance to talk about how to deal with these issues on campus and in their personal lives.
- **Hall Councils:** Each residence hall has a local governance structure called Hall Council. These groups meet weekly to discuss issues facing their residence hall. University Residences provides training to Hall Council leadership in order to assess the level of diversity that exists in their Hall Council and help them increase that diversity when possible.
- **Inter-Group Dialogues:** University Residences provided the initial leadership to discuss adapting Inter-Group Dialogues, created by the University of Michigan, to WWU's campus. Inter-Group Dialogues is a pedagogical approach to help students learn how to talk more effectively with people who are different from themselves.

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# VIKING UNION STUDENT ACTIVITIES

(Student Affairs)

Target Group: Faculty, Staff, Students and Guests

Program Description: Viking Union Student Activities welcomes and engages students, faculty, staff, and guests in building a diverse community.

The Associated Students (AS) has an ongoing training program that consists of both pre-fall quarter training and in-service training throughout the year. This includes diversity training that is designed to help students develop “cultural competency” skills with the intention to improve communication and interaction in the workplace among student employees and to sensitize employees to the necessity of programming that reflects diverse populations and interests.

In 2006-2007, in addition to the initial diversity training, AS sponsored a six-hour workshop, *Cultural Journeys: A Study of Privilege and Oppression through Personal Exploration*.

**Councils and Committees:** The AS Board of Directors has a Vice President of Diversity position devoted to “...the empowerment, retention, and full inclusion of all populations on campus that are underrepresented or of a marginalized nature in society.” This position manages the AS Diversity Council, whose charge includes acting as an internal AS channel for any concerns or grievances on diversity issues within the AS organization. Recent programming has included presentations on the need for “safe space” on campus and exploring stereotyping in society.

The AS has chartered a wide variety of program offices to provide services and activities to the campus population. Some of these programs have direct relationship to diversity. They include:

**Lesbian Gay Bisexual Transgender Alliance (LGBTA):** The LGBTA provided a safe space for all people, confidential referral services, educational and social programming, and peer education on topics pertinent to sexual orientation and gender identity.

**Veterans Outreach Center:** The purpose of the Veterans Outreach Center is to help veterans and concerned individuals with information about employment, educational opportunities, counseling, disabilities, and benefits information.

**Women’s Center:** The Women’s Center is a safe and confidential place to exchange ideas and become aware of women’s issues through programming, resource referral, and the development of a safe space on campus.

Among the many AS programs that have addressed diversity this year are:

- *Raising up the Struggle: The Legacy of Post-Levee Break New Orleans; Diversity and Ecology: Environmental Justice from a Native Perspective; Investigating the Invisible; Undoing Racism*

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Phone: (360) 650-6123 Email: Lisa.Rosenberg@wwu.edu

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## WWU ALUMNI BOARD OF DIRECTORS DIVERSITY COMMITTEE

*(University Advancement; WWU Alumni)*

- Target Group:** WWU Alumni and Students
- Program Description:** The WWU Alumni Association Board of Directors has a standing committee on diversity that does outreach to Alumni and students.
- Contact:** Deborah DeWees, Alumni Director  
Phone: (360) 650-3622 Email: Deborah.DeWees@wwu.edu

## WWU LIBRARIES DIVERSITY SERIES DISPLAYS (EDUCATION FEATURED TOPICS)

- Target Group:** Library Users, (especially teacher education students and faculty members of Woodring College of Education)
- Program Description:** Diversity Series Displays are designed to showcase books from Western Libraries Children's and Curriculum Collections on diversity topics such as African Americans, Asian Americans, Hispanic Americans, Native Americans and Disability Awareness, and Women. Books on a specific diversity topic are displayed in the Education Display area located on the 4<sup>th</sup> floor east side of Wilson. The goals of the displays are: (1) increase the awareness of the diversity of our collection; (2) encourage pre-service and in-service teachers to make use of these resources in planning their curricula and supplement their textbooks and (3) provide diverse perspectives to library users.
- Past displays included: Celebrating Asian Pacific Americans, Celebrating Black History, Celebrating Hispanic Americans, Celebrating Native Americans and Disability Awareness. An upcoming display will focus on women's studies. Each display is accompanied by a resource guide that includes a list of materials on display, selected reference and web resources on the topic. The guides are available online through the library web site under Multicultural Resources for Education, [http://www.library.wwu.edu/lmt/page.phtml?page\\_id=601](http://www.library.wwu.edu/lmt/page.phtml?page_id=601)
- Contact:** Cecilia Poon or Martha Mautino  
Phone: (360) 650-3079 or (360) 650-7208  
Email: Cecilia.Poon@wwu.edu or Martha.Mautino@wwu.edu

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# WWU LIBRARIES DIVERSITY COLLECTION

(University Library)

Target Group: Entire Campus Community

Program Description: The university affirms and supports diversity both in the composition of the campus community and in the curriculum through examination of diversity and cross-cultural issues. These kinds of educational experiences help prepare our students to work in the kinds of local, national, and international environments they will encounter after graduation and to be better citizens in their communities.

The collections of the University Libraries support the curriculum and scholarly activities of the university. Inherently, they represent a great deal of diversity--both current and historical--in subjects, ideas, cultures and languages. For example, the entire anthropology collection could be regarded as a body of multi-cultural materials.

Additionally, in order to support the university's strategic goal for diversity, the library has created a special section of the *New Books Collection* called the **Diversity Collection**. As newer materials are routinely added to the *Diversity Collection*, older materials are moved to the general circulating collection.

The university is committed to providing an educational experience that reflects the realities of diversity. The curriculum includes programs and courses that examine issues related, for example to age, race, gender, ethnicity, nationality, religious and ethical beliefs, sexual orientation, socio-economic background, and the differently abled. Studies in international programs are encouraged.

Materials selected for the Diversity Collection typically have the following characteristics:

- a. a recent acquisition date
- b. contain information about topics listed in the diversity goal
- c. provide an experience of diverse perspectives
- d. focus on an aspect of pluralism in North American society
- e. have a global or multi-national perspective
- f. are intentionally written to encourage discussion of diversity issues

Contact: Donna Packer, Coordinator for Collection Development  
Phone: (360) 650-3335 Email: Donna.Packer@wwu.edu

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## WWU LIBRARIES RESEARCH & COURSE GUIDES ON DIVERSITY TOPICS

*(University Library)*

**Target Group:** Faculty, Staff, Students & Community Users Researching Diversity-Related Topics and Issues

**Program Description:** Western Libraries provides a wealth of online subject research guides and course guides to resources on diversity-related issues and topics. Subjects covered include American and international cultural studies, disability, diversity in education, gender and women studies, gerontology, law and politics, religion, sciences and sociology. For a list of guides, go to Diversity Resources at Western Libraries at:

[http://www.library.wvu.edu/lmt/page.phtml?page\\_id=821](http://www.library.wvu.edu/lmt/page.phtml?page_id=821)

The subject research guides, created by Western librarians and specialists, function as tools to begin further inquiry and research. The focus is on reference sources, seminal works, recently published materials, and evaluated web resources. To aid in further research, the guides also provide sections on how to search the library catalog and how to locate journal articles. Annotated citations are often provided for selected reference sources, audio/visual materials and web resources. Many course guides developed for specific diversity-related classes are also available.

**Contact:** Cecilia Poon or Martha Mautino  
Phone: (360) 650-3079 or (360) 650-7208  
Email: [Cecilia.Poon@wwu.edu](mailto:Cecilia.Poon@wwu.edu) or [Martha.Mautino@wwu.edu](mailto:Martha.Mautino@wwu.edu)

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## WWU LIBRARIES, SERVICES FOR USERS WITH SPECIAL NEEDS

*(WWU Libraries)*

**Target Group:** Library Patrons, Including Faculty, Staff, and Students as well as Community Users, with Temporary or Permanent Disabilities

**Program Description:** It is the goal of Western Libraries to provide users with temporary or permanent disabilities efficient access to research materials and services. Physical access to library space focuses on entrances and exits, elevators, restrooms, study rooms and use of service animals. Library services include special assistance with researching, retrieving and borrowing materials. Adaptive equipment is available, including accessible work stations, limited vision assistance and a videophone. Library personnel may also provide referrals to other campus and community services.

For a web page detailing our access, services and equipment, go to <http://www.library.wvu.edu>  
[Services for Library Users with Special Needs.](#)

**Contact:** Rick Osen, Assistant to the University Librarian  
Phone: (360) 650-7710 Email: Rick.Osen@wvu.edu

## WOMEN AND INVESTING SEMINAR

*(Business and Financial Affairs; Human Resources Department)*

**Target Group:** Women

**Program Description:** The Human Resources - Benefits sponsors training specifically targeted to Women Investors. Basics of saving for retirement and investing for the future are covered with a special emphasis on women and their needs. These seminars are put on by local financial planners.

**Contact:** Stacey Carroll, Benefits Manager  
Phone: (360) 650-7314 Email: Stacey.Carroll@wvu.edu

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# WOODRING COLLEGE OF EDUCATION'S DIVERSITY COMMITTEE

(Woodring College of Education)

Target Group: Faculty, Staff and Students of Woodring College of Education

Program Description: The Woodring College of Education Diversity Committee consists of faculty, staff and student members from all College departments; it meets on the first Friday of every month. the committee's charge is three-fold:

- 1) to integrate diversity throughout all curricula and field experiences for every Woodring student;*
- 2) to attract and retain an increasingly diverse faculty, staff and student population; and*
- 3) to enhance the knowledge, skills, and attitudes of college personnel about diversity, equity, and social justice issues.*

The Diversity Committee acts in an advisory capacity to the Woodring Administrative Council in supporting institutional implementation of the College's diversity related goals. During the 2006-07 academic year the committee is focused on six specific goals.

- First, it is exploring methodologies for conducting a “diversity climate assessment” in Woodring College of Education and drafting a summary report that recommends specific procedural and process guidelines for the “diversity climate assessment”.
- Second, it is actively participating in developing and writing a Strategic Plan for the college's Center for Educational Pluralism (CEP).
- Third, it continues to provide representation on all faculty search committees in the college.
- Fourth, it is actively participating in the search for the college's newly designated “diversity learning coordinator” faculty position. Its involvement in this search includes making decisions regarding the nature of the position, articulating the scope and responsibilities of the position, establishing required and preferred candidate qualifications, and participating in the actual search process.
- Fifth, the committee is revising application procedures related to the Diversity Committee Professional Development Travel monies, and to equitably administer the dispersal of those funds.
- And sixth, it continues to cultivate donors for the college's yearly Diversity Scholarship.

Contact: William Harrison Lay, Trula Morehead Nicholas, Dina Benedetti  
Phone: (360) 650-3319  
Email: Bill.Lay@wwu.edu; or Trula.Nicholas@wwu.edu; or Dina.Benedetti@wwu.edu

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# WOODRING COLLEGE OF EDUCATION'S TWO YEAR DIVERSITY PLAN

*(Woodring College of Education)*

- Target Group: Faculty, Staff, Students the Program Curriculum of Woodring College of Education
- Program Description: The Woodring Diversity Committee initiates the college's Two Year Diversity Plan, which articulates quantifiable objectives in six target areas, establishes a timeline, and assigns responsibility to meet each objective to specific entities within the college. After being drafted by the Diversity Committee, the two year plan is submitted to the college's Administrative Council for revision and final approval, upon which it becomes official college policy. The targeted goal areas addressed by the objectives are:
- 1. Assisting all Woodring students to develop an understanding of and appreciation for diverse perspectives.*
  - 2. Ensuring that all graduates of WCE have a comprehensive understanding and experience with diverse perspectives.*
  - 3. Supporting recruitment/retention activities that enhance diversity within WWU and WCE.*
  - 4. Encouraging and promoting a wider distribution of knowledge about diversity.*
  - 5. Cultivating relationships with diverse university and community groups.*
  - 6. Assuring that the Diversity Committee functions effectively within WCE.*
- Contact: William Harrison Lay, Lecturer, Special Education  
Phone: (360) 650-3875 Email: William.Lay@wwu.edu

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## WOODRING COLLEGE OF EDUCATION SEARCH COMMITTEE – DIVERSITY REPRESENTATIVE

*(Woodring College of Education)*

Target Group: Search Committees in the Woodring College of Education

Program Description: The Woodring College of Education's Diversity Committee provides representation on all education faculty searches in an effort to meet the college's goal of attracting and retaining an increasingly diverse faculty.

The following questions were developed to guide DC search committee representatives during candidate interview process.

1. Describe what diversity means within the context of (whatever the job is--- teacher education, special education, human resources, adult ed, instructional technology, etc.). What is your personal perspective on institutionalizing diversity concepts within the curriculum?
2. A disproportionate number of students of color are presently enrolled in our programs. Please discuss ideas for diversifying the teacher education student body, and explain your perspective on suitable approaches for preparing our students to teach in a diverse society?
3. How, and in what classes, would you address multicultural issues as they relate to preparation of professional educators?
4. Identify an issue or trend that you think will be "center stage" in the field of multicultural or diversity education during the next 5 years, and discuss the impact of this issue or trend the preparation of professional educators.
5. What experiences have you had teaching children who come from different backgrounds (e.g. familial, cultural, socio-economic, etc.)? What did those experiences tell you about the unique needs of such children?

Contact: Dr. Trula Morehead Nicholas  
Phone: (360) 650-6872 Email: [Trula.Nicholas@wwu.edu](mailto:Trula.Nicholas@wwu.edu)

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# WOODRING DIVERSITY COMMITTEE PROFESSIONAL DEVELOPMENT WORKSHOPS

*(Woodring College of Education)*

Target Group: Faculty and Staff of Woodring College of Education

Program Description: During the 2005-06 academic year, the Woodring Diversity Committee designed and delivered a three-part series of professional development workshops that taught college faculty and staff effective strategies and skills for handling difficult conversations related to issues of diversity. The goal of the workshops was to teach and practice interpersonal skills upon which faculty and staff could draw in their efforts to more effectively respond to prejudicial, discriminatory, insensitive, disrespectful, or hurtful comments, actions, and events in their offices and classrooms. The first workshop utilized small group processes to develop an understanding of the complexity of difficult conversations and to establish a sense of empathy for all parties involved. The second workshop used dramatizations and directed role play to teach and practice the skills necessary for individuals to transform difficult conversations into constructive opportunities for influencing others. The third workshop used a diversity awards luncheon to celebrate the faculty and staff's commitment as a community of learners to transform difficult conversations into positive educative moments.

Contact: William Harrison Lay, Lecturer, Special Education  
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## WRITING CENTER

*(Academic Affairs; Office of Undergraduate Education)*

Target Group: Students

Program Description: College Hall 9, 360.650.3219  
[www.acadweb.wvu.edu/writepro](http://www.acadweb.wvu.edu/writepro)

A free resource for students, the Writing Center is a valuable and free resource for all students engaged in the writing process. In various stages from brainstorming topics to polishing final drafts, students may conference with qualified writing assistants, first to clarify ideas (thesis and organization) and then to identify patterns of error (grammar and punctuation). Services also include:

- Face-to-face response on course papers, essay exams and applications/resumes.
- Written response to drafts submitted online.
- Software for brainstorming, organizing, citing sources or practicing grammar.
- Specialized assistance for writers with learning differences or multiple languages.
- A variety of books and handouts.
- Computer workstations.

To provide these services, the Writing Center actively recruits writing assistants from among these categories.

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