**Question 3 responses**

**Ethnic Student Center President’s Council**

Having a campus that is open to diversity, where groups of students feel welcome

Strongly believe ESC needs a more prominent physical space on campus—don’t see in the students as much diversity as there really is

ESC more to this side of campus than the other side

It takes more than one center to show diversity—if professors are willing to be open-minded, more knowledgeable, more willing to announce events in class

Training for faculty, staff—make mandatory?

Incorporating classes, staff is getting stretched with effort, do reach out to areas that wouldn’t usually work with us

Never heard of ESC throughout freshman year, living in Ridgeway

Freshmen have told me half the time their RA doesn’t know about clubs or even how to pronounce club names, etc.

Today in ESC an incoming student came in, lucky she was able to find it—it would snowball with other students

Important for other students to come to ESC—biggest advisors have been fellow students, not faculty/staff in college/department

Hiring faculty/staff of color, how to attract culturally competent faculty and staff—we see more faculty/staff of color stretched because student numbers increasing, but faculty/staff numbers are not

Advising and counseling staff are important as well

I want to have as a professor someone who I can identify with, who knows my experience—if we can’t find someone, how will an incoming student find someone

Multiple identities, not just people of color—such as queer—these are important too
Recruitment, Admissions, Support Committee

Western has had a decades-long focus on increasing the diversity of its students, faculty and staff. RASC has had the privilege of hearing about the many recruitment strategies initiated by the Admissions Office to build relationships with prospective students from diverse backgrounds. These efforts seem to be yielding success. The documents prepared by the Six Questions Coordinating Committee for question #3, for example, state that WWU has made, “great strides in recent years toward the goal of becoming more ethnically diverse in terms of faculty, staff, and student populations.” These documents cite 12-year figures showing that the percentage of freshmen from communities of color has increased from about 15.9% in 2001 to 25.4% in 2013. Changing demographics, as described in the answer to question 1 above, assure that Western will continue to become more diverse as long as WWU continues to convince students from traditionally underrepresented communities that our university is the best match for their talents and aspirations.

The goal of a university should be to engage students in academics that develop the potential of learners and the well-being of communities. While racial/ethnic diversity is the most widely acknowledged aspect of diversity, RASC believes that other aspects of diversity (e.g. age, income, veteran status, religious affiliation, gender identity, first language, geographic origin) also contribute to this goal. To assure that we continue to diversify, Western should focus on strengthening its programs and admitting the most qualified students, faculty and staff that it can recruit from diverse backgrounds.

Overall Recommendations

1. **Western’s Role:** Recognize Western’s unique role in Washington State’s system of higher education. Western’s enrollment amounts to less than 5% of Washington’s higher education enrollment and historically Western has been Washington’s second most selective University. Demand for high quality university education is booming as evidenced by the increasing completion for seats at UW and top Universities nationally. Washington has an abundance of capacity at less competitive Colleges and Universities and a shortage of capacity at the top. Given Western’s many advantages, this presents an excellent strategic opportunity for Western to recruit top students and strengthen its academic programs.

2. **Admissions Policy:** Reduce the number of poorly prepared freshmen admitted to Western. Admitting poorly prepared students will result in a decline in Western’s academic programs, its reputation, its graduation rates, its College Rankings, and make it more difficult to recruit well prepared students in the future. It is also unfair to admit students who are not adequately prepared for Western’s curriculum since the majority will fail to graduate (Appendix 3). Many of those students would be better served by attending College’s with curriculums better suited to their academic preparation.

3. **Recruitment Process:** During the past few years Western has seen a troubling drop in both the number of freshmen applications and freshman student quality. These changes are not caused by pricing or demographics. During the same period UW, which is operating in the same competitive environment as Western, received record numbers of applications from very well prepared students, including underrepresented minorities. Effective recruiting, admissions, and
leadership are key factors in UW’s current success and to Western’s future success.

4. **Faculty Involvement in Recruitment:** The Office of Admissions and RASC have had repeated conversations over the past year regarding the role that faculty can play in successful recruitment and yield initiatives. Sources cited by the Office indicate that prospective students want to meet the faculty who will be guiding their academic experience. Further, visits to campus and conversations with professors make a significant difference in college choice. Unfortunately, the Office often has difficulty recruiting WWU faculty volunteers for key admissions events. RASC and Office of Admissions are committed to improving the partnership in a myriad of ways. We would like to determine the most efficient, data-driven approaches so that faculty find volunteering to be an effective use of their time.

5. **International Students:** Recruit more International students to Western. International students bring tremendous diversity to campus, are well prepared academically, and pay over 2.4 times more tuition than in-state students ($18,392 vs $7,503). They also infuse cash into the local economy. UW is approximately 18% international students, up from 2% six years ago. Western is currently less than 1% international students.

6. **Enrollment Planning:** Include faculty representation in the Enrollment Advisory Group. The current 5-year Enrollment plan (Appendix D) was created with little or no faculty representation. It calls for Western to “…focus on shaping the enrollment to respond to changing trends and repositioning in the marketplace.” The document does not elaborate on the meaning of “repositioning in the marketplace” but it appears to be a euphemism for admitting less prepared students.

This plan is a major shift from Western’s 2009 enrollment plan (Appendix E) which has as its first goal:

> Primary focus on identifying, attracting, admitting, and enrolling today’s most promising scholars and future leaders from Washington high schools and community colleges in order to build an academically talented, increasingly diverse and dynamic student body.”

A strategic shift of this magnitude should include significant faculty input. The goal of admitting and enrolling today’s “most promising scholars” is one with which nearly all faculty members would concur.

In contrast, the 2013 statement lists 10 admissions goals. None of these 10 refers to student quality. Instead, they speak to “shaping the enrollment to meet changing trends and repositioning in the marketplace”, “reaching new populations through extended education”, and to “focus on underrepresented populations.” While none of these are necessarily bad, RASC

---

1 Foreign enrollment skyrockets for UW
http://seattletimes.com/html/localnews/2016769522_international15m.html
believes that the decision changing the primary focus from quality to anything else should be a campus-wide one, not one made by a small group of administrators.

RASC hopes that this conversation about Western’s future continues and broadens to include all members of the Western Community. Western is in an excellent position to continue and increase its positive contributions to Washington State’s Higher Education System but doing so will require a clear strategy and good execution.

Appendix D: Western’s 2009 Strategic Enrollment Plan

Enrollment Planning and Policy
DRAFT
September 28, 2009

The primary goal of enrollment planning at Western Washington University is to achieve the university’s overall mission and the strategic plans related to institutional enrollment.

Oversight of the plan rests with the vice president for Student Affairs and Academic Support Services who is supported by an executive planning group. The executive enrollment planning team will make recommendations around the future enrollment plans as well as consider priorities for recruitment. The plan itself is reviewed by the President's Cabinet with active involvement of key constituents such as the deans, the vice president's team, and UPRC, with final approval by the president. The plan is periodically brought to the Board of Trustees for review.

The current enrollment plan includes targets within a 2 percent band based on state-funded enrollment. The current goals include the following:

- Primary focus on identifying, attracting, admitting, and enrolling today's most promising scholars and future leaders from Washington high schools and community colleges in order to build an academically talented, increasingly diverse and dynamic student body
- Recruiting, admitting, and enrolling successful out-of-state students with a current targeted enrollment of 9 percent and a particular focus on high achieving students whose enrollment has a coattail effect on other prospective students
- Achieving an enrollment balance of upper-division, lower-division, and graduate students
- A general target of 12,500 state-funded FTE (this may be a discussion item)
- A continued commitment to a balance of freshman and transfer students

Future considerations include the following:

- Active utilization of tuition waivers, financial aid, and scholarships as primary tools in achieving the institutional enrollment goals
Being sensitive to the changing needs in the state by taking initiative in key areas such as health professions

- Where appropriate, being responsive to high-demand enrollment identified by the HEC Board and as state funding levels permit
- Incorporating the college and departmental plans by adjusting to new directions, majors, and competition as they occur
- Coordinating with plans for extended education growth with the overall enrollment plan
- Coordinating with plans for graduate student and international student growth
- Coordinating with plans for Waterfront planning
- Incorporating new directions/exploration of branch campuses
- Exploring innovative partnerships with community colleges and other educational partners toward meeting the institutional mission and strategic plan for enrollment
- Recommendations for bridging with services on campus to ensure student retention particularly for at-risk students who are admitted
- Recommendation on necessary tools for implementation of agreed-upon recommendations
- Coordination with colleges on access to majors with limited enrollment

Outcome measures and dashboard indicators:
- Applicant-to-admit trend data
- Admissions-to-enrollment trend data
- Low income, first generation matriculation trend data
- Progress toward selectivity goals as compared to competitors (GPA, test scores, and non-enrollee survey)
- Progress toward diversity goals based on enrollment data on ethnicity, international, out-of-state, and gender data
- Achieving enrollment balance as measured by upper- and lower-division enrollment and access to classes
- Quality of the incoming class trend data as measured by test scores and high school GPA
- Measuring impact of particular levels of tuition discounting on achieving specific enrollment targets
- Measuring access to majors and courses

The Executive Enrollment Planning committee is co-chaired by an academic dean and the director of Admissions and Enrollment planning. The vice president for Student Affairs and Academic Support Services serves ex-officio and provides leadership for enrollment planning directions.
Appendix E: Western’s 2013 Strategic Enrollment Plan

Overall Strategic Plan for Enrollment for the Next Five Years

DRAFT
February 5, 2013

•!•  Slow growth, based on state need and allocation, on the main campus with a focus on shaping the enrollment to respond to changing trends and repositioning in the marketplace

•!•  Experimentation and innovation in reaching new populations through extended education

•!•  Selected growth in graduate programs with assessment on the overall percentage of graduate students represented

Main campus enrollment
Focus on repositioning in the market for state-supported undergraduate enrollment

  a)  Net tuition revenue model for increasing out-of-state enrollment with a slow target to 12%
  b)  Focus on partnering with community colleges on international student enrollment (also part of the net tuition revenue model)
  c)  Focus on increased use of social media for greater visibility
  d)  Focus on restructure within Admissions to focus the message and plan- complete implementation of Scannell & Kurz recommendations where appropriate
  e)  Focus on underrepresented students and an increase in attracting Hispanic students where Western trails behind state demographics
  f)  Focus on competition with private schools around quality and cost
  g)  Focus on growth in selected academic programs in alignment with our strategic plan h) Greater advising for pre-health majors
  i)  Curricular responses to meet demands and structural issue on sequencing courses.
  j)  Examination of credits per class as it relates to average credit load

Extended Education
Focus on growing extended education in key areas of the state and with specific undergraduate and graduate program exploration

  a)  New instructional sites (e.g. Poulsbo, Summer in Seattle)
  b)  Interagency agreements (e.g. Everett)
  c)  New degree programs (e.g. RN to BSN, cybersecurity)
d) Hybrid delivery expansion (e.g. TESOL, Continuing College Education (CEEL SPAN (with consideration of the purpose this was originally a space available only program for non-matriculating students))

e) Strategy to move international students who finish intensive English to a matriculation status at Western

**Graduate enrollment**

- Focus on assessing graduate enrollment growth with primary growth in Extended Education/self-support programs as well as selected state funded graduate programs that are strategic.
- Exploration of growing existing programs

**Tuition waivers**

1) There are four major purposes of tuition waivers

   a) State supported undergraduate waivers to attract prospective students from the following categories: high AI students, underrepresented need-based aid, out-of-state including international students (these are net tuition revenue discounts with expected return on the investment)

   b) Retain returning students

   c) Graduate tuition waivers are utilized to attract students and to fill an important teaching need through graduate assistantships. The discussion on the size of graduate programs is ongoing.

   d) Athletic waivers which are gender equity waivers intended to ensure equal access to athletics for women

2) In addition, there are a couple of mandated waiver areas that are managed through the Registrar’s office for dependents of veterans, firefighters, etc.

3) The budgetary responsibilities for graduate waivers will be through the Graduate office with accountability to the Budget Office

4) The budgetary responsibility for state-supported undergraduate waivers will be through the Admissions area with accountability to the Budget Office.

5) The University Budget Office will assign a professional to work with the individual areas on projections and reconciliation. This will include agreed-upon projections for the net tuition revenue model for out-of-state students. Waiver allocations will be projected out in a multi-year format to ensure ability to recruit in advance and an ability to make four-year commitments to recipients.

6) An annual report will be provided with narrative written by the areas and accompanying fiscal reports reconciled with the budget office.

**Management of tuition waivers**
1) The use of waivers should include evidence-based allocations that demonstrate that the use of the waivers is contributing to the goals identified. The assumption is that tuition waivers will not be utilized for extended education. For international students, they will be utilized within a net tuition revenue model managed through Admissions/Financial Aid.

2) Waivers without fiscal return are managed as an expenditure, monitored and tracked by the area responsible (Graduate Office, Admissions/Financial Aid).
Response 1

The good thing here, is that it's probably not possible for us to be "as white" in future years "as we are today." At least not for very long... The intentional work happening across the university and within particular colleges (like Woodring) around this issue is resulting in more faculty and staff of color (especially in the last 2 years). The WCE Equity & Diversity Committee crafted specific language intended to recruit for diverse faculty & staff and worked with search committees to help them recruit a diverse pool of candidates. I think there are numerous other examples of powerful work happening in this regard around campus. My sense is that we create better connection among these efforts as well as institutionalizing the work that is happening so it's not lost in the future.
Extended Education off-campus faculty/students

Outreach to more diverse communities and school districts
K-12 outreach
All prospective students should be given equal opportunity to...
The question is offensive/racist
Emphasis on the value of diversity
"Being white" is not negative
Create a welcoming environment
Race/Ethnicity should not be included in admissions criteria
Community outreach
Financial aid/Scholarship opportunities
Create programs that appeal to diverse demographics
Western already has a diverse population
Recruit/Accept more students of color
This will naturally change/adjust
Recruit/Hire more faculty/staff of color
Value the individual
Survey students of color
Address the high cost of higher education
Create more multi-cultural studies programs
Faculty/Staff training and development
Distance learning options
Additional mentoring programs
Make campus safer for students of color
Diversity is not defined by skin color
Affirmative action
Faculty/Staff should speak other languages
Create more opportunities for exchange/international students

Value the individual
President’s Task Force on Diversity

- Foster student activism and empowerment around diversity; provide pathways for feedback, dissent, and engaged conversations
- Form minority student groups within majors or departments to offer support, opportunities for activism, and a sense of connection to the major. Groups could also focus on a topic, but disproportionately serve minority students, e.g., “Sociology students for equity.”
- Building cross-cultural skills and cultural competency/awareness
  - Graduate students seek more training in this area
  - Evidence of cultural competency training or work with underrepresented students required for tenure, promotion, and 5 year reviews. Look to other universities for examples
  - Require professional development for faculty and staff that fosters an inclusive and diverse environment
  - Require training for first year students in power, privilege, diversity, cultural awareness, etc. (Harvard has instituted “check your privilege” conversations
  - All-campus read every fall could focus on an aspect of diversity or cultural awareness
- Change definition of service in the tenure and promotion process to include diversity work
- Increase the number of GURS required that address equity, inclusion, and diversity
- Talk to current students of color about their needs and perceptions (Karen Dade has notes from 3 meetings with students this quarter)
- Have students engage in recruiting students (mixed views on this because it is not compensated and overburdening underrepresented students)
- Create a visible and accessible list of faculty (and staff?) who are willing to be resources, allies, and mentors to students of color and other underrepresented students
- Have an early reception for the Multicultural Achievement Program that includes faculty and staff who can make connections with student scholars
- Hire more faculty of color
  - Make “working with diverse populations” a required qualification rather than preferred qualification in all job postings; require an interview question focused on equity, inclusion, and diversity
  - Create 1 or 2 annual opportunity hires for severely underrepresented faculty, i.e., African American, Native American, Latino that are not bridge funding
  - Conversations about diversity (newspaper articles, social media)
- Hire and retain staff of color
- Commit to creating stronger relationships with area tribes and Native American families
  - Investigate the possibility for faculty exchange with Northwest Indian College
- Create a culture that seeks to connect underrepresented students with faculty and staff
  - Hand deliver students to resources and/or important connections
  - Seek to introduce students to relevant individuals across disciplines and divisions
  - Consider connecting groups of students to faculty to work on projects or study a topic
- Be able to articulate what we do that reflects students identity and culture and supports them when they are away from their community (e.g., ESC, SOS, academic projects, events, faculty specialities) to share with parents and prospective students
E-mail responses

Response 1
Attract and retain diverse faculty and staff, who will in turn create programs, clubs, activities, productions, curriculum, etc. that diverse and minority students will recognize as reflective of their experience and expectations. See the Oregon Shakespeare Festival as a model of structural change that had a tremendous impact on the minority participation in their company, their programs, and their audiences.

Response 2
The first wave of “College Bound Scholarship” (students) should be making its way through high schools. Partner with institutions that track/follow these students (what schools they are at) – focus on attracting those schools/student, and learn what will entice them to be attracted to a particular higher-ed institution.

Partner with schools reflective of the demographics you desire to attract; survey the students, provide financial support/incentives (?) and financial counseling about investing in their future, importance of college, belief they can be successful, and provide support throughout their college years (regular check-ins, support group, etc...)

Ensure hiring practices of faculty reflect the demographics of students you desire to attract

Ensure program/degree offerings reflect the interests of the demographics of students you desire to attract.

Response 3
Why not admit students based on their merit, and their character? Admitting based on race is discriminatory and insulting.

Response 4
I would think starting at the "public" schools K-8 and up where there is a higher diversity pool. Identifying which schools need the resources to provide the best education to the students (qualified teachers and resources). Developing programs that teach critical thinking and conflict resolution at an early age so that students see the big picture and its impact as it relates to a professional career.
Perhaps visiting public schools and mentoring students of color by providing encouragement and resources to assist these students in visualizing the possibilities of career development. Meeting with students' parents would be crucial to educate parents on how to help their students find resources. Mentors should be people of color so that students can identify with them. Also, providing multi-lingual programs for students who come from migrant, immigrant and/or refugee homes. This would require that the teachers be trained on how to teach English and understanding the dynamics of language acquisition.

Response 5
I am shocked at this question...to me this is a pretty racist question and is offensive. I think WWU is pretty integrated. As far as staff, that is an internal problem.

**Response 6**

WOW! I just have to say that as a "White" student, I am truly offended! How could a college seriously ask this question? Why do we have to always concern ourselves with the color of someone's skin? Why can we not just focus on what each individual has to offer based on their qualifications? As a white person I am not offered any types of scholarships or grants based on the color of my skin, but someone who is not white is able to qualify for such, solely based on the color of their skin. Where does this stop? Well, in your case you are trying to push it even further. This is exactly the type of thing that cause division instead of honoring diversity.

**Response 7**

Why is this a situation? If we are suppose to be "color-blind" why is data being gathered based on color? Why is "white" a negative? The question should be how do we make sure that the future years are an improvement on today? Regardless of color, people will go where they believe their strengths will be encouraged and advancements are being made.

**Response 8**

Insist on diversity over excellence and I assure you, that this white man's white children will never attend Western. I will send my kids to an excellent school regardless of how diverse it is.

**Response 9**

Apparently you are trying to get an ethnic mix that reflects the local population. Getting minorities on an equal footing is a laudable goal. Here's the only way to do that:

1. Sponsor programs that encourage child birth into whole, stable families with married parents.
2. Sponsor programs which reduce teen pregnancy.
3. Actively encourage parents to be actively involved in their children's education. Without parent involvement, students falter academically.
4. Discourage a culture where academic excellence is seen as "too white."
5. Fight to shrink gang activity and membership.

If you can achieve the above 5 goals, you will see more and more ethnic balance.

**Response 10**

I think since you are within 3 percentage points you really do not have a diversity problem. Why not focus on appropriate curriculum for future graduates instead? Also, in 20 years, since whites will be the minority they will also use all the affirmative action laws for their equality so be careful what you ask for. Offer good degrees for good value and you will not have a problem. That means more useful degrees in technical, engineering, bio-sciences etc. Which will mean less liberal arts courses like ethnic studies, rap as an art form etc... Not everyone needs a college degree either. We will still need laborers in all races, sizes, shapes and forms.
Response 11

This is a bogus proposition. If WWU is only going to admit people of color then only admit people of color that meet substantial standards. To lower the standards of admission so that more people of color will qualify does a disservice to all who've graduated from WWU before. As a potential employer why would I consider a WWU graduate knowing your standards have been lowered simply to achieve your superficial idea of "diversity"? I would be much better served by hiring a graduate of a university that hasn't lowered their standards for either admissions or graduation.

Response 12

What an ultimately-racist question. A better question should be: why should diversity be endorsed with no empirical backing; with only a track record of Appeal to Emotions and backhanded racism against whites [yes, this will blow your mind: racism against any race is still racism, regardless if they're white or not].

Again, how racist it is to focus on the RACE of future students rather than their MERIT. How racist it is to lambast the RACE of the majority of your students rather than addressing issues such as rising tuition rates and cost of textbooks.

No, no: RACE is obviously more-important than such things -- after all, we gots to get rids of them crackas.

Response 13

Continue asking questions like this and you are bound to be "not as white as [you] are today"

Seriously this is about as offensive of a question as you can ask. I mean, I attended the "Vagina Memoirs" this year, and 3 or 4 of the memoirs were told by women of color who said something about people labeling them as students who got in because they were a minority.

Seriously watch your wording because a) white people have feelings too and b) you are unknowingly offending every student of color who has ever attended WWU.

Response 14

Really? Is there something wrong with being white? or Black for that matter ? I am ashamed to say my father taught at this school and that my daughter attends classes there..

Response 15

What's wrong with being color blind? I thought segregation ended? who cares if someone is white, black, Asian or latino? As long as an individual is willing to work hard, get their degree and become an asset to their community upon graduation then we all win. The way the question is phrased it seems as if you are trying to make people feel guilty for their race. Who cares? Come one come all. We are all equal.
Response 16

Instead of focusing on race, you could focus on poverty and opportunity. What is this 'less white' business?? This is just plain racist. Focus on students coming from economic hardship. Try recruiting students whose parents didn't graduate college. This question is outrageous and this attitude shouldn't be tolerated, especially from Bruce Shepard. For shame!

Response 17

I think focusing on making the school less white is an exercise in massively missing the point. The focus should not be on racial quotas - how many white people or how many people of some certain ethnicity or race - the university has. What happened to looking at people individually? Why is having a large number of white students suddenly considered unfortunate or problematic or in need of changing? The fact that you are asking this question speaks to an incredible narrow-mindedness and lack of appreciation for people as human beings. This is the most cynical and careless way to recruit non-white students. It suggests that people should get into the university based solely or primarily on the color of their skin, and thereby devalues their real accomplishments. It sets up a hostile environment where students of different races feel pitted against one another, and where white students feel they are not welcome. It builds walls where they should be open space for discussion and sharing. A focus on cleansing the school of white people is dangerous, misguided, and incredibly disappointing.

Response 18

Not sure what you mean here. If you inflate enrollment with unqualified students you only hurt those who try the hardest to maintain. Is this the same college that was having a student council party for non-whites? Yes it got cancelled but sounds like you have other issues to deal with on diversity.

Response 19

Bring Football Back.

Response 20

Well I'll have graduated by then so you can tick me off of the list.

Seriously though, this is a stupid question and poorly worded. Exactly what characteristic associated with being 'white' do you perceive as detrimental to the overall health of the University? It's a fair question to ask how the University can involve itself in ensuring equal access to education. You can ask how the University can maintain a student body with a diversity of knowledge and cultural heritage. You can ask how the University can better integrate it's student body so as to encourage student interaction which transcends racial, religious or cultural boundaries. However, to ask how the University can best escape the apparent scourge of 'whiteness' is the ultimate act of institutional myopia. I don't think anyone appreciates reading a question about how they should be made irrelevant in the future.

Response 21

The question is interesting and surely a surprise. In essence, by asking how to not be white you are expressing not racial diversity, but racism. What difference does the color of your students skin
make if the standards of education are low? What matters if the majority of students are white if all are welcome and the doors are open? In this apparent vision for the future, the President of your university simply states that all people are not equal. It is a shame, truly. I would never encourage any child I know to attend a university that so openly does not care about ALL students, but wants to eliminate students of a particular color.

Response 22

Why the hell does it have to be less white? The range of diversity in your campus can come from any number of students of different races. If the university stopped looking at race when considering students, then purely by the merit of the student would the college accept their students. It would be more wise to include a variety of financial statuses, and to provide advantages based on what opportunities have been offered to the applicant than to assume that all people of a different race need more help getting into colleges.

Response 23

As a 1981 BA alumnus & 1984 MA alumnus I am offended by this question. My suggestion would be for President Shepard to set an example and resign and let a person of color take his place.

Response 24

I think you are completely missing the point. It makes no sense to fight historical discrimination (which I assume is your goal), by instituting modern discrimination. Perhaps you should spend less time focusing on the demographics of your students and more time providing a quality education to your students.

Response 25

As a former WWU alumni and football player this question is answer every simply: BRING BACK THE FOOTBALL PROGRAM!!!!

Bruce Shepherd is a disgrace to the WWU name and should be fired immediately. To even pose this question like he did and then to make it public show his lack of intelligence.

The decision to cut football was myopic, out of touch with what the community wanted. Turns out the decision was so short sighted that now you are struggling with being too white... Weird that a university president has to ask that question and can't see the answer in front of his face...

Sincerely,

Ashamed to be a WWU Alum...

Response 26

Restore a program that previously held 100% of the non-white coaches/administrators, of the Athletic Dep't, and about 20% of WWU's colored students.... along with the game that virtually 100% of your colored students were big-time fans of - Football.
Demographically, the inner-city is where most non-white students come from, and WWU has known that for decades now. And those students had a strong tendency to be football players and/or fans. Meanwhile, with better management and marketing of a football program, it can easily pay for itself, and more.

Response 27

This is an offensive question. It is extremely racist to discriminate against whites to achieve some arbitrary "less white" status. Shouldn't hiring practices reflect the best candidate for the job? I would be offended regardless of skin color if I found out a job was given or denied me based on my race. If you insist on making race an issue, we will never get beyond it and recognize that we are all just people.

Response 28

Embracing diversity in a workplace, or in an educational setting is important. However, teaching a token diversity class can sometimes be an ineffective way to meet a standard that appears to be 'dialing it in'. There are many ways to encourage a staff and student population from a variety of ethnic/racial backgrounds. One method might be to introduce more medical training programs with graduate coursework. A dental program or medical school might be two professions that would draw in a larger population of other diverse backgrounds. Another way would be through athletics. Bring back the football program. Enhance the other athletic programs. In addition, what is our study abroad program like? There seems to always be an influx of Japanese AYUAP (? I can't remember the exact acronym) students, but those students are at school for a shorter term than most. However, maybe if Western increases the idea of our students studying abroad, as well as encouraging partnerships with other international universities, there will be more international students influenced to attend WWU. Lastly, what are our recruiting efforts at high schools within Washington state that have a greatly diverse population? Those are just some ideas. :)

Response 29

I think you should embrace academic excellence over any other factor. For example, have a gender/race blind entrance exam and pick the top 10%. Then, if everybody is a black female, great! Or, if it's a 50-50 spread between Asian and Hispanic males, great! Fudging academic requirements for demographic diversity is popular, but it invalidates the value of your credentials because you cannot claim to choose the best. Build a campus culture based on campus traditions, etc. for all your students to embrace as a part of their college experience.

Response 30

Stop asking this RIDICULOUS question! The university should represent the people that apply not try and make itself something different! It's western Washington for goodness sakes which is a rather caucasian part of the country. It's a state run university so stop trying to alter what is actually happening. I'm sad to be an alumni today because of this ridiculous question!!!!

Response 31

A more politically correct way to say that is to be "more racially diverse".
Response 32

WWU President Bruce Shepard sounds like a racist.

It would be refreshing to hear that a university wants the "most qualified" applicants and students -- rather than race based enrollment targets.

No State or Federal funds should support educational institutions that advocate race based enrollment ratios.

Response 33

Question writers at a university ought to know that how one frames a question will influence the feedback received. It appears that the university wishes to increase the ethnic diversity of its faculty, staff, and student population. The obvious way to frame this question, then, is: "How do we increase ethnic diversity in future years?" Instead, you have chosen to single out a single population, "white" for reduction. Further, there is only one group identified by color -- white -- whereas all the other groups mentioned are identified by region of origin and/or language. One of the largest and most successful ethnic minorities in Washington, Asian, is not even mentioned. The question might have the desired result, however. White parents who see it will be less likely to send their children there, not because they oppose ethnic diversity, but because they will not which to subject their children to an anti-white bias.

Response 34

I think this is an incredibly racist question. You are making a decision based on the fact that we have a mostly white student population. Why is being white bad or being of another race good. I think the question should not be how do we make sure we are not as white but how do we look beyond race until we don't care. Asking questions like this focuses on other races as other. I will not deny I am as white as the day is long. However that is not who I am. My race does not define me nor should it define western. Race should be an afterthought as unimportant as what shirt i chose to wear today. Asking questions like these will not help to create more diversity on campus rather realizing that we are all individuals and helping to take into acount our diverse culture and background. if you really what western not to be as white as we are forget about race. When you focus on students as individuals and not as solely a number to improve your diversity score you will attract more people of ethnically diverse background. Remember the college is in Bellingham which as a majority of white people. Most students are local which means were are mostly white. However defining us the basis of our skin color is the most racist thing possible.

Response 35

Being that I am a White American and a decorated combat veteran who saw both White and other colored American die to protect the freedoms promised in our Constitution, I disrespect anyone who seeks to divide our country founded on diversity and tolerance. Speaking of white or any other color as a goal for the future is not in that vain.

It is anti American and anyone associated with this kind of thought should be considered a outcast from what is right in America. Shame on divisive thought provokers who seek to find clashes of races.
We are all brothers and sisters and we all deserve respect in a civilized society!

It's not worthy of answering such a misguided question designed to divide our country.

I know of not one Veteran who would accept this kind of thought.

When you have put your life on the line for freedom, then that is what you stand for. Freedom for all without any hatred revealed.

I would never want to ask my grand children a question this stupid!

I can tell anyone at Western who is in authority that once they cross the line on what is appropriate then they place their jobs on the line.

Response 36

AM I A FAILURE? IS IT A FAILURE TO BE WHITE? IS IT A FAILURE TO BE A WHITE SCHOOL? WHAT ABOUT THE WHITE ETHNIC BACKGROUNDS? THERE ARE MANY COUNTRIES IN WHICH WHITE PEOPLE COME FROM. I AM FROM A COUNTRY THAT DOES NOT EVEN EXIST ANYMORE, YUGOSLAVIA. WHITE PEOPLE ARE FROM MANY DIFFERENT BACKGROUNDS, CONTINUING THIS RACE CARD AND LABELING GROUPS OF PEOPLE BASED ON THE COLOR OF THEIR SKIN IS NOT WHAT AMERICA STANDS FOR, THIS IS A FREE COUNTRY, WE ARE ALL EQUALS. THAT MEANS YOU AND ME BRUCE. WE ARE EQUAL. YOU MIGHT HAVE A JOB, AND I MAY BE A STUDENT BUT IN THE END YOU ARE JUST ANOTHER PERSON HERE ON EARTH. LABELING GROUPS IS NOT WHAT OUR UNIVERSITY STANDS FOR, THIS IS AN EQUAL OPPORTUNITY UNIVERSITY, AND THAT MEANS EVERYONE HAS A CHANCE TO GET IN, BASED ON THE GRADES, EXTRACURRICULAR ACTIVITIES, AND DRIVE TO BE A SUCCESSFUL STUDENT. NO ONE SHOULD BE ADMITTED TO A UNIVERSITY IF THEY ARE COMING JUST FOR A DEGREE BECAUSE THEY THINK THEY HAVE TO. THAT IS WHY THIS UNIVERSITY IS SO WHITE. THE REAL STUDENTS ARE GOING FOR SCHOOLS THAT HAVE THE PROGRAMS, TEACHERS, CLASS SIZES, EXTRACURRICULAR ACTIVITIES, SPORTS, CLUBS, CAMPUS, AND SUPPORT PROGRAMS THAT WILL BENEFIT THEM IN THE FUTURE. SO LET ME ASK YOU THIS, THINK LONG AND HARD ABOUT IT. WHAT IS WESTERN KNOWN FOR? WHAT DO WE DO FOR OUR COMMUNITY? WESTERN IS A UNIQUE PLACE, THAT IS FULL OF DOWN TO EARTH PEOPLE, IT IS A PLACE WHERE MANY OF THE MOST ENVIRONMENTALLY FRIENDLY PEOPLE IN WASHINGTON WANT TO GO BECAUSE THAT IS WHAT WESTERN IS KNOWN FOR. THINK ABOUT THAT BRUCE. HAVE YOU EVER BEEN TO RAINER BEACH? HOW ABOUT RENTON? THESE PLACES ARE FULL OF DIVERSE SKIN COLORS. THEY ARE ALSO NOT THE CLEANEST OF PLACES. HOW ABOUT ISSAQUAH? WHITE AND CLEAN. DOES THIS MAKE SENSE TO YOU? YOU CAN NOT ATTRACT DIVERSITY IF YOU ARE KNOWN AS A ENVIRONMENTALLY FRIENDLY SCHOOL, BECAUSE NON-WHITE STUDENTS HAVE SIMPLY BEEN RAISED IN A MUCH DIFFERENT FASHION THAN MANY OF THE WHITE STUDENTS YOU SEE ON CAMPUS. WHY WOULD SOMEONE CHOOSE BELLINGHAM IF ALL THEY KNOW IS THE CITY? WHY WOULD THEY CHOOSE WESTERN? PLEASE TELL THEM AND MAYBE THEY WILL COME.

Response 37

This is absolutely ridiculous. Why would you want to be less white? The administration of WWU has failed if it believes that demographics need to change. The demographics don't matter to students, only
for those who are money hungry and expect governmental compensation. If a certain demographic doesn't want to come to WWU, it's their loss.

Response 38

I don't have a full solution, but here's a suggestion. Send out your senior students to the schools in the area that have a wide diversity of races and cultures, and have them tutor upper elementary and junior high school kids in basic subjects like reading and math. Make it a class. Grade them, not on what they teach, but on what they learn about the cultures they encounter. Go out yourself, and learn all you can. You need to understand that it's not "white" versus "everybody else." They need to see your university doing something positive, and to know that they will be welcome when it comes time to apply. Teachers will welcome you with open arms, even if it's just to sit at a table with six kids and listen to them reading.

Response 39

I understand the idea that this question poses but the wording is fairly offensive. Although I agree that Western has not as much diversity as I would like, it is offensive to 'white students' to say that you do not want Western to be 'as white as it is today'. The concept is understandable since diversity is important to society but instead of discriminating against whites at Western, a better goal would be to bring in more diversity and embrace the diversity that is already on campus. As someone of color, I agree that Western needs more diversity but this is not the right way to go about it.

Response 40

1. Support pro-life organizations and *stop* preaching genocide as a "freedom of choice" issue. Universities are *terrible* about this.

This nation has created a culture of genocide so pervasive to the communities of color (especially our African-Americans) that we now have whole cities (reference NYC abortion stats 2012) where the number of children aborted is *greater* than the number of children born (by over 10,000). If we keep those stats up, there won't be anyone of color left alive to recruit.

2. Recognize mathematical realities.

Right now, African Americans make up 13% of the *national* population. There just aren't enough "black" folk to go around. That 13% includes everyone who has already been to college, and every man, woman, and child who is too young or too old to go now. And let's be honest...NOBODY has a 100% qualified population. If 10% of that 13% is truly college material...how many can you hope to get from that tiny national pool? If your campus was 3% African American last year, you were not only doing fine, you were doing *very* well.

3. Understand that "white" isn't necessarily "White."

I am not white genetically, and I qualify for *several* minority scholarships. But I have brown hair and blue eyes (courtesy of my father's bloodline...which is "White." ) Unless I put on the "ethnic dress" of my mother's people, your marketing department would look at me and go "add her to the list of white people on campus." And you'd be wrong. Chances are your numbers are *already* messed up because
you're making racist assumptions about the makeup of your student body based on looks (and some deliberately cultivate a certain look for various reasons) and not on facts.

4. Recruiting Hispanics, Asian-Americans, Indian-Americans (from India), an Native Americans means recruiting a LOT of minority people who are *going* to look white to you.

This is another fact glossed over or shut down by the vocal minority who happened to have gotten dealt darker skin in the genetic lottery.

5. GROW UP --- The very fact that you are more worried about the color of the students you are recruiting, rather than their caliber as students in the first place, leads me (and everyone else with any sense) to believe you'll employ the same sad standards to your staff...so I'm guaranteed colorful...but not necessarily *qualified*...professors, should I choose to attend your illustrious university. In short, your "let's make a nice varied box of people crayons" policy stands to do the *opposite* of everything you are probably seeking to accomplish by adopting it.

Response 41

I suggest defining your metrics of success based on the quality of work produced opposed to the "color" of your staff. Your HR team should chose applicants based on their skill set; as any person who wants to succeed in a business environment must assimilate to that environment be they of color or not. Race should not measure success. To recruit a more diverse candidate pool, advertise in numerous forums. Don't insult folks by measuring them by the color of their skin.

Response 42

I dream of a university where a thriving student body is based on test results, community involvement, and other ways it prepare our youth for the future. Why any university in the 21st century would seek input on decreasing the enrollment of one ethnic group over another is beyond me.

I hope this survey is circulated to the principal donors of your institution. Maybe they will shed some insight for how to best plan for the future of this school.

Response 43

I understand diversity is important in the sense of not excluding based on race, however, this statement is flawed. It sounds like a inter-racial breeding ground proposition. Success is based on effort and opportunities available. I, personally, am not from a wealthy family nor a wealthy town. My widowed mother worked full-time and it was expected that I contribute to the household. I hit the pavement hard and found a job the minute I was legal. I have paid for everything since then. How would this be any different if my skin were any other color? No matter what you look like, the opportunities are out there IF you choose to educate yourself. In order to make sure that "we are not as white as we are today", we should put forth the idea that an individual's hard work and perseverance are paramount. Your life is no one's responsibility but your own.

Response 44

The racial makeup of the student body should be irrelevant. What is relevant is:
1. A quality education, which is in large part dependent on developing critical thinking skills.

2. Adherence to common sense principles like Martin L. King's statement that people be judged "by the content of their character" rather than by the color of their skin.

Response 45

This question is disgusting. Our focus on race and identity instead of academic merit is what will turn Western into a third rate university in the coming decades. If you want to build a strong university community, focus your energy on academics and quit trying to pit races against each other. The administration is one of the biggest proponents of racism on campus.

Response 46

Know that it is not as much about the numbers as it is about cultural competency and understanding among staff and faculty on our campus. Make sure you are engaging the community and stand by your word. Always.

Response 47

We don't. We don't worry about such things because it is an artificial complaint. Diversity is only important to people who wish to make excuses for why they may not be doing well with their grades. "White professors don't get me." Yeah? When facts are facts, particularly in engineering courses, should your race matter? If it does, I surely don't want you designing my vehicles, or medical devices.

Response 48

This thinking is completely backward and unbecoming of someone charged with leading an institution of higher education. Your goal should be to produce an institution that attracts students because of the quality of its instruction and access to opportunities that a WWU education affords alumni.

Demographics change but quality institutions will remain sought after by all students, regardless of the color of their skin.

Response 49

Focus on searching for, welcoming, recruiting and retaining a diverse faculty that reflects the growing diversity in our community. A more diverse faculty will also help generate conversations, curriculum, and pedagogy that will allow more students to see themselves as part of the Western community.

Response 50

I don't think that what you should be focusing on is a good ratio of White to Nonwhite students. I think that instead you should be trying to find students who deserve to go here no matter what race they are. I know that in trying to create more campus diversity that is your main goal, but I don't think Western should lower it's standards for those who wish to go here and are of a non-white ethnicity. I'm sure those of non-white ethnicity would feel the same way. Just as I do not want to get a scholarship or a job
just because I am a woman, a black person might not want to be accepted to a college just because they are black. People want to be accepted on merit.

I had an idea though. I understand that Western, like other colleges needs to keep a record of applicants and accepted students’ race, ethnicity, and gender identity. This poses a inherent problem of possible bias in acceptance to college. My idea is this: That we as a university set up an anonymous online system that is mandatory for all applicants. This would be a difficult system to pull off, but you could also very easily assign one group to handle the documentation of applicant demography, and another group to read incoming applications.

If each applicant got a personalized email, they could send their demographic information to a specific address via that email by a certain deadline, separate from their application. If this requires two separate emails, then that’s what it takes.

I think that although this is a new idea, possibly never been done before, it would make a lot of incoming students feel a lot more comfortable, because they would know for certain that their identity has no impact (good or bad) on their application, and that the only thing that matters is their merit.

If you would like to contact me about my idea please do! I would be more than happy to meet in person to discuss it, or via email or phone.

Response 51

We need students of diverse backgrounds going and speaking to students whom are also from diverse backgrounds while they are in Middle school. College is stressed in high school but we need to start in middle school because two years of knowing that college IS an option makes a difference. We need a club for this, with WWU’s financial support. I know we once had the HANDS (Helping Admit New & Diverse Students) and i believe we need to bring it back but this time have them go to Middle schools. They surely helped me a lot as a high school student but as a middle school student it would have been easier. I know we currently have compass to campus but many students don’t have the time to take the class, as we are trying to meet other GUR’s and Major Requirements in order to graduate. I think we can also consider having people learn about other cultures at our school. When we are informed of other cultures it makes our school "not as white" because it helps us have the feel of other cultures. Our school does host Heritage dinners, and has Ethnic clubs, it'll be great to have other students hear about it in classes or in residence halls. So far that is all i have.

Response 52

There was a time that I felt proud to be a western student but this question has changed that. I understand the importance of diversity and change but this question offends me in so many ways. First off why can't you say "how do we increase the diversity of this institution?" By saying "How do we make sure that in future years we are not as white as we are today?" implies that it is bad to be white (which is at the center of what offends me about this question). Second, why does it matter? People are people; color should not be a factor, especially in the 21st century. I think that a person should attend school based on merit not because they are a statistic. President Shepard may think that he is a real go-getter or a modern civil rights leader but the truth is that this kind of thinking has no place in today's society. Washington is not a very diverse state and I feel that we have a wonderfully diverse campus and with time and migration, I am sure it will only g
row in diversity. That being said, when you force change it is not meaningful. Time is the only thing that can cause the change that this institution seeks.

Before I am labeled as a conservative hate monger, I should say that I do not consider myself conservative nor do I think of myself as carrying animosity for diversity. It is not what you say it is how you say it and this question is not the right way. Furthermore, If Shepard thinks that this is the best way to capture attention then he is the wrong man to lead this school. This whole concept is so out dated and it is almost comical that anyone would defend him. I consider myself to be American of Norwegian decent. My girlfriend is Korean American and our daughter is Norwegian Koran American. Now what is wrong with that? If we use Shepards logic, I am white, my girl friend is Asian, our daughter is Asian. If you say this, you imply that she has more in common with her mother and less in common with me. What should I tell her? You are Asian and western would love to have you but they would like to see less people that look like me? Why should I be simplified as white and her as Asian?

I am proud of the professors who have instructed me and my peers who have impressed me with their intelligence but I am utterly disappointed in this institution. I don’t care if someone reads this or not, it had to be said.

Response 53

Promoting diversity in not only majority cultures and ideologies, but in subcultures and ideologies in the Bellingham and Whatcom communities would promote racial and ethnic diversity. As Western is now, it's not only very white in racial demographic, but in cultural demographic. Most people you see on campus are of the same interests and "types" of people, meaning that they hold similar values and world perspectives. Fostering an environment for alternative thinking, even if it is contradictory to the popular consensus, would bring about the social comfortability and opportunity for people of various kinds to come to Western. This is something I've personally felt in my time at Western, that there's too much of the "traditional/mainstream school types" in dress, opinions, and interests, among other things, and this ostracizes many cultures of people who don't immediately assume the much more sanitized "white American" culture.

Response 54

Are we trying to standardize what qualifies as diverse? That seems like an oxymoron.

Response 55

President's Shephard's comments were, in my opinion, short-sighted and self-serving. While his initial assertion is generally correct, he should have phrased it better. There are only two reasons why he would have chosen to speak out in the language in which he did. The first option is that he didn't think that it would bring much attention or he just didn't think it through. I mean, it's just an individual blog... so... I get it. However the second option is that he knew what he was doing and thought that he would intentionally stir the pot. This was unnecessary. I find it hard to believe that someone would be naive enough to think that starting a controversy over diversity, would help to bring diversity into the community and student body.
Regardless of what his intentions were, I'm not mad or disappointed at him for anything. Everyone has an opinion and they are entitled to express it, much as I am doing here. Diversity is this country's history and acceptance of that history is crucial to the preservation of this union.

That being said, the population of Washington State is 72% white. The city of Bellingham itself is 80% white. The Western student body is currently 78% white... The numbers don't seem that far off to me, but perhaps I'm being naive myself.

I think the problem with the lack of diversity lies less with the school and more with the location of the school. I've been on 8 college campuses across Washington State and Western has the most socially diverse programs of any of them... and its fantastic.

It is my request that we as a community and as a university stop focusing on the color of one's skin and start focusing on the content of one's character.

In the case of this specific story, stop feeding this troll of an issue and it will cease to be one. Remember that riot from several months ago? Well most people don't.

Also. Calling the various media outlets that "broke the story" extremist is, in my opinion, distasteful. Don't resort to their level of name-calling. If we do, then we are no better than they are.

I welcome a response to this question if anyone wants to share it. I'm writing this memo on behalf of myself and my roommates who are: 3 current Western students, 1 Alumni, and 1 future student who just got his acceptance letter in the mail.

Response 56

NOTHING. I think this is pretty lame. I am not saying that I am against other ethnicities, I am half Japanese and came from a very diverse high school. I just don't think race should matter at all. College admittance should be based on merit and academic achievements, not to achieve some type of quota on the ratio of ethnic groups we have. I don't see what this shows to the community, "Look at us! We have tons of different races at our school! Yay for us!". How about instead of focusing on something as minuscule as race, let's focus on how well students are doing academically? "Hey look at us! Our students performed this research and found out this groundbreaking discovery!". What is college anyways? A place where you go to learn, a place that you can be proud you got into because you worked hard in high school and it paid off in the form of an acceptance letter. College shouldn't be a place that you get accepted simply because luck had it that your parents were hispanic or any other race. This seems to me like the University would take up students who were ethnic and deprived others of education just because they were white, even if they performed better academically. I believe that true gender equality gives EVERYONE a fair chance, that doesn't mean aiding other races because they are not white. It means everyone is the SAME, no special treatment for being non-white. Give acceptance letters to people who worked hard and put forth effort to get into the school they wanted. I have never met anyone in my 4 years at WWU who said that they came here because they heard it was the 'whitest' school around. So what if our school is mainly white? WHO CARES? We are all STUDENTS, and we are all here to get an EDUCATION. Set race aside and just do what Universities are supposed to do, TEACH STUDENTS.

Response 57
Focus on picking the best students, who gives a care about their skins' color?

Response 58

What if we take in the people who deserve it without caring about race, gender, religion? Stop segregating Humans by separating them into color! WE WANT A meritocracy. This question is offensive, it's not a question to be less or more white, it's about having the best students. You obviously have difficulties with Human rights in western washington.

Response 59

First of all, I'd wonder what it means for a university to be 'white'? Do you mean western? Well that's just contradictory since universities are a western idea and you can't eliminate western values and culture but retain university, since that would take away university itself. But if you mean white as in Caucasian, then whoever is responsible for these questions should be thoroughly ashamed of themselves: students should not be judged by the colour of their skin, or their genetic make-up for that matter. Not only does this question imply that white students aren't good enough purely because of the way that they were born, but you're telling ethnic minorities that you'll favour them not because of their skills, but because of the way they look.

If you want to make the university more diverse, you need to remember that university is a place for new ideas and debate - for EVERYONE. No student should feel ashamed for the colour of their skin, regardless of whether or not they're part of the group with the supposed 'hegemony'. Whites do not all think the same, blacks do not think all the same; merely by acknowledging race in this context you reinforce the assumption that people with a common genetic identity MUST all think and behave in a certain way - the very idea that fueled racism in the first place!

As stated before, shame on you. Shame on you for reinforcing racist ideas and for patronizing minorities. Shame on you for publicly expressing such clear bigotry, and shame on you for embarrassing everyone who attends and/or works for your university.

Regards,

A Maori who believes that race has no part in the 21st century.

Response 60

This is a disgusting idea to put into practice. How could you promote what may be described as cultural genocide over the idea of an education system that selects students based on the merit of their academic ability? You suggest this to fulfill a meaningless quota? Surely artificially controlling which student can attend based on their race, rather than ability, will lead to the overall academic standard of your institution being pushed down? Rest assured, my children, and their children, shall never attend your university, but will attend an establishment that is concerned with the only factor that matters in education: their academic ability. Quite frankly, your commitment to ensure you are 'not as white' in future is racist.
In short, you should NOT make any action towards ensuring that in future years “we are not as white as we are today”.

**Response 61**

Increase scholarships for ethnic minorities while keeping quotas on how many people of a specific ethnicity get in.

**Response 62**

Let's take off tuition fees - they're pretty high and not everybody can afford studying. In my country, all public Universities are free and it works fine.

**Response 63**

What is wrong with a university that looks "to white". Is it seen as racism if white people go to universities more often? Is it seen as racism if there are not enough POC?

Not a american citizen myself but i am deeply concerned if this is a serious question.

It seems to me these kind of questions are not actually about having a university with more Poc, but a university with less white people. Its without doubt that is racism its worst.

Good luck to you all having a more "diverse" school. Honestly makes me sick to even dare to ask these kind of questions to your students. Not only is it against normal principles, it racist to ask questions like these about a less white school.

**Response 64**

Why would you want to? Make decisions based on merit and don't worry about being diverse.

**Response 65**

First off what do you mean by "we are not as white as we are today"? It is rather racists to antagonize white people. People cannot choose the race they are born. Stop looking down on us minorities and lowering the standard for education, this is why other countries surpass us. Only those who strive to be the best, bright, and work hard, should stand at the top. This generation has to prove itself to be the leaders this world needs.

**Response 66**

What a racist question. You would never hear about a place aiming to be less black or asian, so why is it okay to do this to white people? You're not being non-racist just because you're focusing on reducing the white population. And it's an insult to students that you should be trying to populate your college based on skin colour rather than academic prowess. If more black people qualify, fine. If more asians, fine. If it's more whites, fine. A race being dominant does not make it racist.

**Response 67**
Recruit staff based on the content of their character and not the color of their skin. This entire drive to seek faculty and staff, based on ethnic and racial characteristic is an expression of closeted, upper-middle class paternalistic racism that is deeply insulting.

Please stop embarrassing WWU. Please hire faculty and staff on a colorblind, merit-based basis.

Response 68

Why do you need to be "less white"? Education should be based on merit, and those deserving should receive education; favors should not be granted based on skin color i.e affirmative action. This is reverse racism, and the practice of this in our institutions of higher education is despicable. In accepting a less qualified student body based on skin color, you're diluting the quality of education and cheating hard working and deserving people out of opportunities.

Response 69

Nothing. People Apply and if they are accepted let them in. dont discriminate based on color. IM hispanic and if i have a lower GPA then a white person i shouldnt be admitted. simple

Response 70

By realizing that being less white is not an accomplishment, stop kowtowing to political correctness, and simply recruiting the best students you can regardless of skin color.

Response 71

We don't, because only a really terrible person would think that we need to reduce the number of people in our society who belong to a certain race. How would you feel if I asked "How do we make sure we're not as black in the future as we are today?"

If this is what passes for higher education today, no wonder our country is increasingly falling behind foreign competitors.

Response 72

The implication that white people are bad and must be reduced in number is obscenely offensive and racist. Allow any student who wishes to pursue a higher education; should they be white or not.

Response 73

You don't, you just let humans be human and if that means the people you accept into your university happen to be white you deal with it like a proper publicly funded institution.

Response 74

The problem isn't that qualified minority students are being declined entry. The problem is that the number of qualified minority student applicants is almost certainly much lower than that of non-
minority students. Want to fix the racial demographic issues at university level? Fix the funding and teaching standards at K-12 level. The university level issues will automatically fix themselves.

Response 75

Perhaps the best approach to recruiting quality students who may benefit from WWU's instruction would be to focus upon the quality of the educators, not the color of an educator's skin. Or do you presume that the non-white students are motivated by racism when selecting a university?

Response 76

I'm shocked and appalled that your university would display such open racism to the racial majority within this state. Has it become acceptable in the USA, and Washington State, to discriminate against White people due to the color of their skin? Just as people of color can not help what race they are born into, neither can White people. Is there a reason that Western countries must have their demographics destroyed to appease some Communist-Marxist ideology? What is wrong with you and this school administration to think that a question like this would ever be acceptable? Or that we, the constituency of this state, must take this kind of open hostility lightly?

You should be fired and all those that created this line of reasoning with you.

From a concerned citizen of Washington State.

Response 77

Offer clubs that help minorities adjust such as Black student union, and asian student union. Also consider minority focused scholarships, especially those that encourage high academic difficulty such as STEM.

Response 78

As of recent there has been a large controversy surrounding this question. While an interesting conversation, I believe both sides to be missing the point. The problem is not one of race, but one of inane useless standardized tests used to get into higher education. Both the ACT and SAT are deeply flawed and tell us little of ones intelligence, knowledge, or capability. We have to move past these systems and design a new format for evaluation. I understand we now consider socioeconomic backgrounds in regards to the ability to take AP classes, or tutoring for the SAT, but these implementations are merely band-aids on a larger problem. The Human Genome Project confirmed what many biologists have speculated about for years now. That being there is little to no difference in intelligence through disposition of internal bio-chemical reactions between different races.

Response 79

Why is "being as White as we are today" a problem? Technology and mass communication have made exposure to diversity unavoidable. So the typical answer of "preparing students to participate in a global society" just doesn't hold up - students have been getting exposed to diversity since grade school. There is no shame in attending a school that is mostly White. Or living in a neighborhood that is mostly White. Or having friends who are mostly White. Or marrying a spouse who is White. Or having children who are
White. Get the picture - where would it stop? The only shame is not having the courage to stop kowtowing to popular culture and its dictates of what opinions and attitudes are acceptable.

Response 80

To meet the needs of international students and/or students whose first language is not English, WWU should continue to support the Bridge Program for international students which will be in its second year of operation in Fall 2014. From its first year of operation, data shows that students who enroll in the Bridge Program their first quarter at Western find that they are better prepared going into their second quarter and generally achieve a higher GPA than students who do not take the Bridge classes. This will help retain international students as they will be more successful.

Here is the Bridge Program website:

http://www.wwu.edu/ee/lcp/bridge/index.shtml

In order to support the Bridge Program, WWU must:

- Continue to provide funding for the Bridge Program courses

- Increase recruiting efforts for international first-year students and international community college transfer students, tell them about Bridge Courses and advise them accordingly

- Increase Bridge Program marketing and advertising

- Continue to provide support for Bridge Program improvements and growth
Extended Education off-campus faculty/student Survey Monkey comments

Promote multi-cultural programs and opportunities. Promote Majors and classes that appeal to a more diverse population.

outreach and opportunities to communities, schools that are diverse, start this process earlier in high school, even middle school

Don't think this is a true statement, I found my time at western to have lots of diversity and a thriving diverse student body (many clubs and other activities that helped that, like the VSA)

Create more opportunities for exchange students outside the "white" demographic.

I don't see a problem with "whiteness," and get tired of the pressure to diversify the student population according to race when, in many areas around the state, the main population IS white, or is multi-racial, and so diverse in other ways. You don't have to be a person of color to be "diverse." I see the challenge being economical, not racial, in other words. If more people had access to a car and enough money to afford higher education -- and if the university offers degrees in areas that are worth wanting -- then people of all stripes and colors can attend. As long as we continue to frame "diversity" as an issue of color or race or whatever, we will continue to have this same old discussion and get nowhere. I don't see anyone being discriminated against on the basis of their race or ethnic background -- the real issue is economic access.

Support the students that are already here, recruit students and faculty and staff of color

If we are white, then we are white. Students that apply should dictate the amount of diversity, not whom we accept. Race/color should have no part in the application decisions

Not sure any actions will have to be taken at all. The demographics of society will change and enrollment will reflect that.

Ok so I know what Shepard means by this but the wording has a double meaning, as you probably know already. And it's not about accepting more non-European or less Europeans; as long as you give the opportunity to all people in an affordable and reasonably FOR EVERYONE.

Encourage grade schools to treat students fairly and give everyone equal opportunities so that students of all backgrounds can be adequately prepared for college. Maybe sponsor programs at grade schools and put pressure on them to turn kids into life-long curious learners instead of test-taking machines who feel like failures and have no incentive to attempt higher education.

Isn't that a racist question? I don't think that should be the focus, skin color is not the only indication of diversity. Many people of the same skin color come from vastly different places and experiences that we all can learn from. We can focus on being welcoming and undiscriminating to anyone I think we will be as diverse as we will be.

Create programs and advertisements that appeal to other demographics. I think a decent football team and an interesting science research department could help boost our reputation- then maybe there will be more and diverse applicants to choose from. Then just pick the students whom are the most
exceptional. Don't focus on the "white" thing, focus on opportunity, and diverse and excellent programs. The rest will work itself out.

same response as for question 1. We must reach out and present an environment which minority students can feel comfortable.

It's an odd construct, the "we" not being "as white." I think there needs to be competent staff at all levels who both reflect the diversity of backgrounds that people come from, and also support staff within administration who can speak the dominant languages that Washingtonians speak.

Outreach and more Compass To Campus dialog about inclusion. It seems like the Compass To Campus program could be ratcheted up a notch. Have more discussion with kids about how to get to college, how to pay for college, and benefits of attending college.

I don't understand what is for "making sure" exactly, things will change naturally and I think it's already been changing little by little, step by step.

We don't even ask for race on the application and base entry on academic performance like we have done also maybe to a outreach (first 2 years /GUR) campus in high ethnic areas IE Mt. Vernon and East-side of the state.

I do not think being white as a physical appearance matters. I think Western is very accepting of other cultures, and I think that matters more than how many students of colors study in WWU.

I don't think this is a problem on the school's part. I think it has to do with the demographics of Bellingham. But to make sure that students of color feel welcome, make sure you hire staff that represent all races.

Making Western more welcoming. See previous response for further details. Love Matters! When we create a safe, loving community, people will come from all different backgrounds and feel welcomed!

Does that really matter? If the school attracts a certain group that meets academic requirements for enrollment, what's the problem? I'm not white, but I don't have a problem being in a predominantly white student body. If I wanted to feel more "at home" with other Asians, I would've gone to UW!

While I don't see anything wrong with the current amount of "whiteness" at Western since we are on par with the demographic of the west coast of Washington State, I suppose aiming to diversify the student body is never a bad goal. I think that equal opportunities should be provided to all demographics. In my opinion, it would be most fair to expect that it should be equally as challenging to be admitted to Western and receive financial aid and scholarships etc, regardless of age, gender, sexuality, or nationality.

Accept more diverse students from different backgrounds and ethnicities.

Focus recruitment efforts on diverse schools and districts. Ensure that college is affordable. Ensure that their is an incentive to attending college; that is, that there will be a higher paying job available for Graduates when the complete their studies.
There are bigger concerns out there than worrying about what students look like. Keep the academic rigor up and focus on enrolling the best academically prepared students. Don't spend university money and energy engineering a new politically correct society. Besides, why is it bad to be white?

College access needs to be based on ability. The best way to ensure diversity at WWU, and any college for that matter, is to continue to produce teachers via Woodring that are mindful of diversity and are capable of giving students of every background a fair chance to succeed. Success in elementary and secondary education prepares the way for admittance to college.

Aside from community outreach and compass to campus, working with the surrounding schools to get children of all background interested in college, the university should offer more scholarships for families, as well as hiring a more diverse teaching staff. In all honesty this takes years to accomplish, if we want fast, next year drastic changes president Shepard would have to put a limit to how many white students are accepted into the University, I;m not saying this is the right or best thing to do, but it's one of the few things that would drastically effect the amount of white students at Western.

Find a way to make higher education available and affordable to populations that are not typically targeted for success. These populations often include students or are not "as white" but who are also, of a different financial demographic and age demographic.

I would not classify Western as "white." I see it as a diverse school and to be called "white" is an insult to the university and to "white" individuals. I am amazed every day at the diversity of the school. As, a Linguistics major and a TESOL student, I especially enjoy the linguistic diversity the school has to offer.

I don't think that trying to be "not as white" is a good approach. It's inherently discriminatory. In order to have people from more diverse backgrounds, WWU could have high school class visits and motivate diverse students to be spokespeople for the university so that diverse high school students will see Western as a possibility. We should try to be more, not less.

Perhaps have students visit middle and high schools in this state that are predominantly diverse. They can come to assist teachers or administrators with some volunteer tutoring; act as peer counselors.

Make campus safer and more equitable for students of color.

As you stated above, the demography of Washington high school graduates is changing. It will happen with the proper college - high school communication. What is important to students of color? Ask them...

Western could promote itself as wanting a more diverse student population, and do more outreach to students of color and students from lower SES area.

This question is an insult. I am white, and I am sick of being marginalized for being white, for feeling as if I need some correction for being white. I have been marginalized in ethnic preference according to demographic mania, and this system of discrimination and prejudice is entirely a product of fear and spite. This question should be removed from consideration, as should any question relating to ethnic diversity according to statistical demographics. Demography should never be used as a tool to shape intentions - because that is wielding prejudice, and to me, prejudice against any ethnicity is wrong, always. I don't care if it is passive, or marginal, or responsive, or whatever layer of justification you can give this concern. Simply by using the term "white" in an objective statement, you have targeted a
sector of the population based on skin color, with an intent to act as if correction is needed. So, this survey question is insulting and unintelligent - unless it is being used to measure the resolve of people's perceptions of what is clearly a biased, hateful message. As I expect this question is intended to be genuine, I recommend that the artificer of this question be removed from administrative faculty permanently, and receive less than satisfactory performance review for any future employment reference relating to social sciences.

Have more diversity conferences and encourage diverse members of the faculty go to the high schools to meet with students of color.

Since diversity includes socio-economic diversity, and the non-caucasian population is likely to have a larger composition of lower SES persons, it is incumbent upon Western to reach out to SES-challenged students, and to increase access to non-debt-incurring financial aid. Also, the Universities of Washington state should consider forming a partnership with high schools to ensure that ethnically diverse students are prepared for and interested in college. There needs to be a population base to work with; if the majority of high-qualit students who apply are caucasian, it will be hard to diversify the student population.

Aggressive outreach. Problem is we now have NW Indian College drawing native people, expansion of WCC, and small Afro Am. pop. in Whatcom

Making discussion of multicultural issues a priority is helpful.

That is disgusting and racist to make race based acceptance and pushing whites out as the mission.

I find this question offensive but understand the reason behind why it is being asked. I don't think that any college can control the ethnic demographics of its student population. All you can do is market your offerings to specific groups which takes time and money. College offerings should attract all students regardless of race, ethnicity, or socioeconomic status. The focus should be on students who want to learn and qualify, not what they look like.

Keep doing what you are doing and begin to recruit/canvas in inner Seattle and Everett areas as well as Mount Vernon, Burlington and Snohomish County

Scholarships. Research into what is holding students back from applying to Western and what programs or classes could encourage people of color to apply. Life is diverse, and a well-rounded education needs diversity of opinion and backgrounds.

I think it is important to offer scholarships/grants to students who have at a disadvantage because of generations of racial segregation. I also feel it is important to offer these things to students of generational poverty. I think by reaching out to the high school students in Western Washington and making sure that the students are aware of the services that Western offers would be a good start. However as I am white I'm not sure how much I really know about making sure Western has a multi racial student body.

I don't usually pay attention to how "white" or how "diverse" a school or community is, though I understand it's something that doesn't go unnoticed. I think diversity is important and exciting, but that grades and potential are most important. I think schools should accept students that are qualified, regardless of race.
Market the school so that it shows that WWU is a diverse campus, while supporting and encouraging diverse groups and their involvement into WWU as a whole

You can "choose" to become a diverse unit.

Take the race question off applications. Only accept students who are fully qualified to go here independent of their race. It doesn't do anyone any good to accept students who are not fully qualified just because they are a minority. If that means WWU is mostly white than so be it. Maybe something about Western attracts white kids. Maybe it's something about it being a hippie outdoorsy school. Who knows and who cares? Race shouldn't matter as long as no one is being discriminated against.

As an older student (44) I have to say I was shocked at how white Western was. I had always imagined college campuses to be more diverse, and instead it is full of privileged white kids. It feels like this is what Western is "for." I was also surprised at how large of a Hispanic population we have in this area and yet it looks like they are not going to college, at least not Western. Perhaps there could be more mentoring programs where students receive (and also pay for) credits to mentor sophomore, junior, and senior students?

Promote visual images of education that include other ethnicities. Develop education champions from the community that minority young people can relate to.

I am the only one in 19 post bac students from a minority group (being second language and immigrant) Despite, the hard work, and good academic performance, I was not accepted to the grad program. There were students who got accepted that were not as academically successful or better than myself. There should be a better emphasis on the value of diversity. I was surprised with the lack of diversity when I first came to this campus.

This is a very difficult question to answer. I am originally from south Texas where the norm was you were either of Hispanic or Caucasian background. I don't even recall knowing any other ethnic group such as African or Asian until I attended the University of Texas at San Antonio. So I can appreciate the question as to how not be "as white". I honestly believe a University should be responsible to cater to the demographics of its local area/state. Perhaps WWU is not as diverse because unlike other "popular" Big Size universities (UW, Norte Dame, UTexas etc.). their sports programs tend to lend to recruitment of talent from around the world. When I moved to Seattle in 1999 I had my eyes opened that Hispanic and Caucasian was not the norm. I felt out of place as the Asian population had replaced "me" as the other norm. Perhaps one way WWU can try to ensure diversity in the future, is to start at the High Schools. Let me give you an example. In south Texas schools as I can imagine in many high schools there is an ROTC unit. Call it a High School recruitment for the Military Branches while providing a community service via students. Now take WWU. I may be stepping out of place, but is WWU directly involved in a similar program with high schools? You hear it all the time: Latinos are the fastest growing ethnic group in the United States, but what is WWU doing to ensure they attract future Latino or other ethnic group leaders? I know from experience that the concept of attending a University is exciting, but for many families it can be a sense of anxiety. There has to be out reach programs to make people feel comfortable. People are just not numbers or dare I say dollars. There has to be a sense of community and belonging in order for someone to want to attend a "University". Is my example the answer? I am not sure. All I can do is share who I am and what my experiences have been. Maybe it's time to take a look at what is happening on a local level.
Perhaps the master's in SLP students should be selected based on the merit of the applicant and not based on whether the candidate is pretty, young, and blonde.

Encourage students of color and students with low SES background to apply and treat them well when they attend.

I would rather see the question re-phrased as: How do we make sure we can become a more diverse University in the future? Just because that is really what the point is, it is not about white, blue, yellow, purple, it is about again, reaching out and going into different ethnic communities who may believe that college for their kids is out of the question because of cost or not knowing the availability of distance learning.

Stop asking the question—it just continues to reveal the existing biases built into the system.

By valuing uniqueness and individualism as desirable strengths in potential students

Make sure that your campus is perceived to be—and actually is—genuinely inviting to students from a variety of backgrounds and ethnic groups. Though Whatcom County is lovely, it’s not exactly a bastion of ethnic diversity, so the university needs to establish itself as a place where cultural diversity is truly valued and highlighted. What does WWU offer in terms of clubs or festivals or cluster groups for different ethnic populations? Are they promoted or merely tolerated?

This statement is racist to me in itself. I am not concerned with the color or ethnic background of my colleagues or fellow students. What I am concerned with is changing standards to meet quotas. I want to win because of my talents, education, communication methods and so on, not because I’m a middle aged woman. And I don’t want to lose because my ethnic background is from Ireland and Switzerland and my skin color is white.

Supporting young readers of all "races" / ethnicities will help. I am a supporter of Page Ahead.

Affirmative action, we aren’t Michigan

We need to focus on character, competence, and qualifications, not color. I do not care if my students are purple, green, or orange. I just want them to be people of integrity, character, and competence. We need to give minority people a sense of accomplishment for all they have become.

I don’t think any particular measures need to be taken to address this. Admission to the school needs to be based on academic history, extracurriculars, etc. Race and ethnicity should never be a deciding factor. If it just so happens that most of the students who get into the school because of their academic history are white, then it shouldn’t be a serious problem. If race and ethnicity become deciding factors for admission then that will be a big problem. If a white student applies with perfect grades and extracurriculars, but doesn’t get accepted because it was decided the school needs more diversity and a student who is a different race with lower grades and lower extracurriculars is chosen, then how is that fair to the white student? This tells the student the only reason they didn’t get accepted is because they’re white, that’s discrimination.

An absolutely irrelevant consideration. We are all just trying to obtain knowledge and education. Does not matter what the color of the skin is for the majority of the campus. As long as the culture of the
school is open to accepting anyone then there should be no issues. Frankly, Mr. Shepard is a moron for stating this and such sentiment is an embarrassment to the student population.

Reach out to diverse populations to find out what their barriers to higher education are for them.

Advertise for more diversity. I am a 63 year old student who attends the Human Service program off-campus at Everett CC. Although I am white, at 63 years young, I am definitely in the minority. Most people my age don’t even have the concept that they are still eligible to attend college. I spoke with someone recently who was in her late 30’s and she said she had always wanted to become a teacher but she was too old to attend college now. Huh? If more advertising was done to show and explain that we are a college open to people of every persuasion, except violence, we could attract more diversity.

The state is White. The reality is that students of color must have the basic education to be able to succeed at college and our primary and secondary schools are not doing a good job at that. Waiting until recruitment time is too late as many do not even think they are college material. Recent studies show that girls only enter into the science, math, tech, etc fields if they see women in their community also doing that. I have a feeling the same goes for students of color, especially blacks and Hispanics. Working on creative funding is also an avenue. I was shocked to hear about top level college sports players having to put an inordinate amount of time into their practices to have very basic scholarships that do not even pay for food. I also believe we need to look more closely at educating our young people into the trades and that a 4 year college degree may not be the right answer for everyone.

Provide extra needed recruitment efforts to all who are interested in college ... perhaps create a section within admissions to work with students who need extra support ... or at least provide additional training to staff/faculty who work with recruitment in how to assist these applicants better. Perhaps set up more hands-on assistance for those who could be first generation college students or are not receiving support from family to enter college (etc).
Student Voices

There were several student meetings regarding the racist incidents on campus in response to Bruce’s blog. I edited the notes taken to report anything I thought might be useful to the 6 questions conversation. - Raine

- Students support President and diversity...work to build coalitions across groups that support the institutional message around diversity across groups
- Need to have conversations regarding diversity and race. If we don’t have this conversation with everyone, some may be uninformed and choose the side of white supremacist and neo-nazi’s on campus.
- More spaces (like CEED, Ethnic Student Center, an Education and Social Justice space...) that are open to everyone
- Maybe we should have a day to have courageous conversations around these issues
  - Have multiple spaces (like this one) with students, staff, administrators, and faculty
  - A teach-in; have classes canceled and have campus dialogue
- Have a summit – include panelists with diverse perspectives, incorporate education and courageous conversations.
- Ongoing courageous conversations throughout campus.... “dialogue on Diversity”
  - every month around the issues of racism (and ism)
  - Western READS! focused on race or diversity e.g., Everyday Anti-Racism.
  - Faculty Reading Group. – Beyond Inclusion
- World Issues Forum (WIF) began after 9/11...start something like that related to diversity or racism (other isms)
- Equality Vs. Equity: Can we be one of the first universities based on Equity
- GUR reform to include pre-requisite of diversity conversations and cultivate critical consciousness
  - 3 mandatory GUR courses
  - Many trainings and dialogue spaces
  - All classes made it a priority to bring issues of diversity within all courses
  - Critical consciousness takes a long time
- The Share mandatory tutorial (a mandatory diversity training)
  - Summerstart had mandatory sexual harassment training
- Identify folks who are working toward allyship (ribbons/t-shirts)
  - Must come with education
- Active allyship of White students who walked along side of their student of color colleagues
- Ally training for students, staff, and faculty
- Have signs up. Visible stance against racism...Report Racism
- Rapid response by leaders against racism on campus
- We need to have Both And: Folks of color meet together as a group, Also have White Allies and Privilege, and still work together in solidarity
• If the institution brings racism and other “isms” to the public eye, they need to anticipate backlash. Be ready to provide extra support. The counseling center needs additional staff and staff of color...is busy and may not represent the communities of colors
• Be prepared to protect students of color emotionally and physically if we take public stands:
  Understand the real issue of safety.
  o Have a way to be accompanied to feel safe; Green Coats for safety?
  o How do we develop our critical consciousness so that the impacts of our mistakes don’t hurt the students?
• Create a list of definitions about terminology so we are all on the same page
• Majority culture has to address issues of race or other minority statuses
• Immediate Actions:
  o Presidents’ counsel and steering (AS groups) have space for building unity (weekly?)
  o Identify safe and accessible spaces/people to talk about issues related to race and diversity (CEED, Dean Rios’ office)

• The system is created for a particular kind of person. This system is built for a size 10 shoe thus many students are uncomfortable. A difference between equality and equity.
• Need to have a signal for allies; especially when discriminatory incidents happen. Foster solidarity- ribbons for diversity; create a visual presence for allies
• Not a suggestion, but for marginalized people “the work can be too hard. Always an open wound. Create intentional, safe spaces. Anxiety is high. Ongoing project of addressing diversity is challenging.
• Tell the story about a campus response.
• Mandatory diversity courses, dialogues on diversity.
• GUR- take a class, but also in all the other classes made a point to talk about diversity.
• Rebuild ally group (students). Train the allies to speak up and step up in support. So the person of color doesn’t have to do all the work.
• How do we really do ally training on this campus? Has to be intentional and planned.
• Working on the cultural shift. This is our community. All of us. What do we want to create together?
• Ethnic Student Center can’t all come together because the space is too small. Need a bigger space
• Need documentation and transparency. No accountability, so students feel, “What’s the point?”
• To have successful collective action we have to let the campus know that this affects us all. How do we make this everyone’s issue? How do we engage the majority students so they take this on as their own issue?
Responses from Fairhaven College

Response 1

There are very specific Dept of Education grants relating to advising and retention of students of color. I once had an administrator from the WWU main Advising office in my grant writing course complete and submit such a grant. The grants mechanism could help in hiring temporary recruiters and advisors to attract and retain students of color.

Response 2

Make the State hospitable for people of different races and persuasion. There is little diversity of thought and opinion within the State, it discourages people of other persuasion from even attempting to show up here and there is hostility to people who think differently and do not accept majoritarian views which are most times quite oppressive. Even for those who show up here, they do not find acceptance. There is need to change the culture of oppressive thought, discrimination against people of different political, religious, cultural, and other persuasion that pervades this campus. Even if the white population were whittled down to the barest minimum, nothing would come of it so long as the oppressive environment remains as pervasive as it is.