



WESTERN MICHIGAN UNIVERSITY

Leadership for Diversity, Social Justice and Inclusion



Annual Report, 2008 – 2009
June 30, 2009

The *WMU Committee for Developing Leadership in Diversity, Social Justice, and Inclusion* (LDSI) works within the *Office of Diversity and Inclusion* (ODI) under the direction of the Associate Vice President for Diversity and Inclusion, Dr. Martha Warfield.

Committee History/Background:

In 2004, then WMU president, Dr. Judith Bailey, appointed Dr. Martha Warfield to direct the WMU Council on Institutional Diversity (Council). The purpose of this Council was to advise the president on “policy changes necessary to build an environment that will support increased diversity across the campus.” The primary charges to this Council were to:

1. develop a comprehensive diversity plan
2. review the policies, procedures and limitations for the recruitment, retention, and participation of diverse groups and individuals across campus
3. determine specific strategies and needed resources to improve the campus diversity climate, and
4. to recommend ways to strengthen the use of the limited resources that already exist.

Several committees emerged from the Council. One of those committees was charged with devising the WMU Diversity and Multiculturalism Action Plan (DMAP), which included input from the larger University community, and was approved by the WMU Board of Trustees in April 2006. Another committee was Sub Committee A: Leadership for University Diversity and Inclusion currently renamed the WMU Committee for Developing Leadership in Diversity, Social Justice, and Inclusion (LDSI). LDSI was charged with developing leadership in implementing the DMAP across the University community.

LDSI Mission:

Our mission is to explain the causes and consequences of systemic inequalities that prevent inclusive excellence as represented in decision making, policy implementation, and curriculum content; and to develop educational processes/opportunities for University constituents to learn about and live out the University’s mission regarding diversity and inclusion.

LDSI Vision:

We envision a broadly diverse, inclusive, and democratic University community where all voices and perspectives are valued and represented in decision making, policy planning, recruitment and retention strategies, and curriculum development, content, and implementation.

WMU LDSI Membership:

Over the last few years, the membership of LDSI has included a diverse team of personnel from a range of units and positions within the University (including staff, faculty, students, and administration). For the upcoming year, we hope to increase the membership to include a representative from each University unit, who would serve as the liaison between the work conducted at the University level (through ODI and LDSI), and the work conducted by diversity and inclusion committees at the unit or college level. The following are current members of LDSI:

Name	Role/Working Group	Representing Unit/College
Yvette D. Hyter	Co Chair of LDSI	Speech-Language Pathology; Serves as Chair of Health and Human Services Diversity and Inclusion Committee
Katharine Cummings	Co Chair of LDSI	College of Education (Dean's Office)
Dannie Alexander	Communications and information Student of Color Initiative	Athletics (Director of Facilities)
Andrew Bachmann	2 ½ day Workshops	Public Safety
Dennis Corbin	President's Commission on Gender Equity Student of Color Initiative	Athletics (Assistant Athletic Director for Medical/Support Services)
Lauren Freedman	Communications and information	College of Education (Special Education and Literacy Studies)
Katya Gallegos	Student member	Graduate Student Advisory Committee (GSAC) and Graduate Students of Color (GSOC)
Kevin Hinds	2 ½ day Workshops	Public Safety
Jodie Palmer	Community Outreach	College of Education (COE); Chair of COE's Diversity and Inclusion Committee; Serves as COE's Diversity Officer.
W. F. Santiago-Valles	Research and Education	Arts and Sciences (Africana Studies); Serves on A&S Diversity and Inclusion Committee
Scott Spicer	Caucus	Division of Student Services; Chair of Sindecuse Health Center's Diversity and Cultural Competency Working Group
Martha Warfield	Communications and information Community Outreach	Office of Diversity and Inclusion (Associate Vice President for Diversity and inclusion)
Ineke Way	Caucus	College of Health and Human Services (School of Social Work); Serves on HHS Diversity and Inclusion Committee

LDSI has made significant efforts to collaborate with others in the southwest Michigan region who also are working toward diversity, social justice, inclusion and equity. Members of the community organization, Eliminating Racism/Claiming and Celebrating Equality (ERAC/CE) participate in most LDSI meetings and collaborate with LDSI initiatives: Jo Ann Mundy, Art Hoekstra and Julie Kaufman (ERAC/CE Co-Coordinator, and Board Members). ERAC/CE is instrumental in subsidizing and facilitating planning for the 2 ½ day workshops on Understanding and Analyzing Systemic Racism facilitated by Crossroads Antiracism out of Chicago, Illinois.

Meeting Schedule:

Over the last few years (2003 – fall 2008) LDSI members met twice per month during the fall and spring semesters ending with a day-long planning meeting in May of each year. During spring 2009, the meeting schedule was reduced to once per month.

Finding a time when all committee members are available continues to be a challenge. The institutionalization of this committee and its work into the structure of the University would help minimize these scheduling challenges.

Strategic plan:

The WMU Diversity and Multiculturalism Action Plan (DMAP) (<http://www.wmich.edu/diversityandinclusion/LDSI.html>) – the University’s strategic plan for diversity, social justice, and inclusion – is aligned with the WMU mission and vision statements. The chart below shows the goals of the DMAP, the LDSI initiatives that were planned for academic year 2008 – 2009, the outcome of those initiatives, and next steps planned for the 2009 – 2010 academic year. It is important to note that the passage of Proposal 2 (Article I, Section 26 of the Michigan Constitution) in 2006 has affected WMU’s ability to implement affirmative action initiatives that would contribute to a growth in diversity of all kinds throughout the university community. Additionally, multiple changes occurring in the University’s senior administration from 1998 – 2007 reduced consistency in addressing diversity and inclusion at all levels. Measures for building accountability into this strategic plan are outlined on page 7 of this current annual report.

DMAP Goal 1: To develop and maintain a shared understanding of diversity, multiculturalism, institutional bias, and affirmative action through training and education at every level of the institution.		
2008 – 2009 LDSI Initiative	Outcome	Next Steps: Initiatives for 2009 – 2010 (in bold) and next steps
Strategic recruiting for workshops	Organized (in collaboration with ERAC/CE) 2 ½ day workshop on Understanding and Analyzing Systemic Racism for University personnel and students. Currently a total of 125 personnel and students have participated in the 2 ½ day workshop. Nineteen additional persons are signed up to participate in June 2009, totaling 143 WMU participants. Organized three ½ day introductory sessions on Understanding and Analyzing Systemic Racism for WMU Business and Finance. Of the approximately 280 participants in these three ½ day sessions, 32% (n = 89) indicated interest in receiving more information about the university initiatives in diversity and inclusion. Of these 89, three (3) signed up to participate in a 2 ½ day workshop scheduled in June 2009.	Clarify the meaning of diversity and inclusion <ul style="list-style-type: none"> • Clarify concepts (diversity, inclusion, social justice, and multiculturalism) • Explain clear links to concerns about recruitment and retention to university community • Explain connections of this work with the economic context of the state, decision making, and policies and practices, ideologies, methodologies, and curriculum content. • Collaborate with college, University diversity and inclusion committees, and units such as international committees, Division of Multicultural Affairs, CECIS, LGBT, etc.)
Implemented University wide racial-identity caucusing of those	Held three caucus meetings during the 2008-2009 academic years. These meetings were well attended; feedback indicated a desire for more caucuses on WMU’s campus.	Involve more people in discussions about diversity and inclusion <ul style="list-style-type: none"> • Schedule at least three caucus meetings per semester.

<p>who have been through the 2 ½-day workshops</p>		
<p>DMAP Goal 2: To investigate and put into place an institutional infrastructure that dismantles institutional bias, and recognizes, supports, and sustains the efforts of this diversity and multiculturalism initiative at all levels of the institution.</p>		
<p>2008 – 2009 LDSI Initiative</p>	<p>Outcome</p>	<p>Next Steps: Initiatives for 2009 – 2010 (in bold) and next steps</p>
<p>Sponsored a discussion session on structural racism during fall 2008</p>	<p>The discussion was well attended and well received by participants based on evaluative feedback. Participants indicated a strong interest in future discussion sessions.</p>	<p>Implement an Annual Conference on Diversity and Inclusion</p> <ul style="list-style-type: none"> • Develop and implement a conference on issues of diversity, social justice, and inclusion related to academic excellence once per academic year. <p>Collaborate with Institutionalized University Bodies on Issues Pertaining to Diversity and Inclusion</p> <ul style="list-style-type: none"> • Work with the <i>Faculty Development Office</i> in devising and putting into place a process that facilitates faculty involvement in supporting the University’s diversity and inclusion goals. • Initiate discussions with <i>Faculty Senate</i> to develop a sub committee or faculty senate working group on diversity and inclusion • Develop stronger connection with <i>Kalamazoo Public Schools</i> (KPS) and others on campus who work in the area of diversity, multiculturalism, and inclusion <p>Develop new procedures for gathering information on diversity and inclusion at the University</p> <ul style="list-style-type: none"> • <i>Conduct a climate study</i> (internal) and <i>needs assessment</i> (external) to assist with the focus on the diversity and inclusion work on campus • Meet with <i>college level committees</i> on diversity and inclusion to link work on diversity and inclusion across the campus • Learn from others’ successes and challenges in connecting this work to the interests of the University such as: City University of New York; Penn State; Auburn University; Arizona State • Seek information from other

		<p>diversity scholars such as Manning Marable, Leith Mullins, George Lipsitz, David Roediger</p> <p>Reframe workshops to connect with University culture/issues/needs</p> <ul style="list-style-type: none"> • Tailor the content of the 2.5 day workshops to specifically address University issues/needs • Be strategic about who participates in the 2 ½ day workshops (e.g., New Faculty and Administrative Hires; new student orientation staff)
<p>DMAP Goal 3: To create a welcoming and inclusive university environment (climate) that includes ongoing training, curriculum renewal, and research incentives.</p>		
2008 – 2009 LDSI Initiative	Outcome	Next Steps: Initiatives for 2009 – 2010 (in bold) and next steps
<p>Communications Committee formed Increasing awareness of the ongoing work on diversity and inclusion on campus.</p>	<p>Advertising Marketing and community Focus on the work not on us Include recruitment, retention and inclusion Planning ways to increase awareness of LDSI and the work of the Office of Diversity and Inclusion Advertising Marketing and community Include recruitment, retention and inclusion Held a beginning of the year organizing meeting where past participants of the 2 ½ day workshops received LDSI pins, door decals, and business cards to facilitate information sharing among constituents about the University’s work in diversity and inclusion.</p>	<p>Increase visibility of Diversity and Inclusion on Campus</p> <ul style="list-style-type: none"> • LDSI members introduce selves as part of LDSI in other meetings in the University and the community; explain the relationship between the University mission statement, ODI, LDSI, and DMAP • Participate in Bronco Bash • Participate in Faculty Orientations • Develop leadership seminar to help educate leadership staff at University – develop tool kit • Develop mural or some visual art that calls attention to this work, its relationship to the University, and is visible for the whole University community. • Demonstration workshop – related to curriculum, teaching methods, course content
<p>DMAP Goal 4: To recruit, retain, and graduate a diverse student body and promote a diverse workforce at all levels.</p>		
2008 – 2009 LDSI Initiative	Outcome	Next Steps: Initiatives for 2009 – 2010 (in bold) and next steps
		<p>Collaborate with the office of Admissions about ways to illustrate inclusive diversity through admissions</p>
<p>DMAP Goal 5: To review and recommend curricular, co-curricular, research, creative, and study abroad activities to engage the university community in a diverse learning environment.</p>		
2008 – 2009 LDSI Initiative	Outcome	Next Steps: Initiatives for 2009 – 2010 (in bold) and next steps
<p>Make recommendations about syllabus statement addressing</p>	<p>Presented syllabus statement to the curriculum college in CHHS. The CHHS curriculum committee suggested that this statement be presented to each</p>	<p>Develop educational seminars and workshops for personnel involved in curriculum, research, and international initiatives</p>

<p>diversity and inclusion to college level curriculum committees.</p>	<p>department individually, so that each department could decide whether they wanted to utilize the statement.</p>	<ul style="list-style-type: none"> • Develop leadership seminar to help educate leadership staff at University about the relationship between diversity, inclusion, recruitment, retention, hiring, admissions, and curricula – develop tool kit • Demonstration workshop – related to curriculum, teaching methods, course content
<p>DMAP Goal 6: To identify and report on accountability measures that fully describes progress toward diversity and multiculturalism throughout the university.</p>		
<p>2008 – 2009 LDSI Initiative</p>	<p>Outcome</p>	<p>Next Steps: Initiatives for 2009 – 2010 (in bold) and next steps</p>
<p>Advocated for Unit and college positions</p>	<p>5 year commitment \$\$ commitment from units and colleges Higher education review for accreditation Support deans/unit heads in selecting appropriate representations Templates for proposals/position descriptions</p>	<p>Develop Accountability measures</p> <ul style="list-style-type: none"> • Invite decision makers to LDSI meetings fall 2009 and spring 2010 to share goals, identify ways to work together • Invite College committees and other departments/units to LDSI meetings to share their goals/activities with respect to diversity and inclusion • Report out annually for Senior Leaders Team regarding goals, activities, and outcomes with respect to Diversity and Inclusion • Work toward establishing faculty senate committee on recruitment, retention, and diversity • Join a national network of Institutions and Organizations focusing on Diversity and Inclusion • Attend conferences that will support the development of skills and strategies for developing a diverse and inclusive campus (i.e., National Conference on Race and Ethnicity [NCORE]; American Association of Colleges and Universities [AACU]) • Get work of LDSI built into job descriptions and award systems (see IEC as example)
<p>Team development</p>	<p>A lot of this information is already available from Crossroads We need to identify when will be the best time to really put the strategies in place to have our own team</p>	<p>Build Capacity Among Current Participants</p> <ul style="list-style-type: none"> • Currently we have decided to focus on building capacity among the people who have already participated in a 2 ½ day workshop in incorporating the information

		<p>learned from the workshop into their respective units.</p> <ul style="list-style-type: none">• Funding some personnel (who express interest and apply) to participate in some 2 ½ day workshops.
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Submitted in June 2009 by Yvette D. Hyter (Health and Human Services) & Katharine Cummings (College of Education), Co-Chairs of LDSI