

**Western Michigan University
Kalamazoo, Michigan**



**DIVERSITY AND MULTICULTURALISM
ACTION PLAN (DMAP)**

Revised April 19, 2006

*Diversity and Multiculturalism Action Plan:
Leading, Practicing, and Succeeding by Example in a Changing World*

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STATEMENT FROM THE PRESIDENT

*Excerpted from "Building the Bridges to Our Second Century"
State of the University Address
President Judith I. Bailey, Western Michigan University
Thursday, February 5, 2004*

To continue our move toward these goals, I am announcing three initiatives for the coming year. These initiatives could easily be viewed as separate goals, but I prefer to view them as tools to build our future learning environment.

We will build a diverse and inclusive community.

In facing our future together, I ask each of you to reflect on our institutional culture and environment. The vitality of our campus depends on students from diverse backgrounds and communities across our state, nation, and world. It is clear that the talent, ideas, and contributions of every person are crucial if we are to continue to move forward as a nationally recognized student-centered research university. I am committed to increasing the genuine participation of diverse students, faculty, and staff throughout the University. In doing so, we must improve the civility and respect found in our learning and work environments. As an institution, we reap tangible benefits when each individual is welcomed, respected, and included in classroom discussions, study, and work environments that are civil and respectful.

I know these views are widely shared, but until now, the University has not had one individual charged with the cross-campus responsibility for planning, implementing, advising, and evaluating the effectiveness of policy and practice to advance a more positive and diverse University. Dr. Martha Warfield, assistant vice president for student affairs, has agreed to restructure her responsibilities and lead a Presidential Initiative on Diversity and Multiculturalism. She will coordinate staff and programs of diversity initiatives already on campus, through units such as the Office of Institutional Equity, the Lewis Walker Institute for Study of Race and Ethnic Relations, International Student Services, Disabled Student Services, and the Center for Women's Studies.

In addition, Dr. Warfield will lead the Council on Institutional Diversity, which will provide advice on policy changes necessary to build an environment that will support increased diversity across the campus. The four main charges to this special council are:

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

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After further consultations, I will announce membership on the Council on Institutional Diversity. Your active support and cooperation with this organizational change will help serve and advance the needs of our increasingly diverse community at Western Michigan University.

Introduction

Western Michigan University is proud to be one of the top research universities in the state and included in the top 100 in the nation. Because of its prestigious ranking, WMU draws many students and faculty from around the world. To guide efforts to establish an institutional culture that supports diversity and multiculturalism, WMU's *Presidential Initiative on Diversity and Multiculturalism* resulted in the organization of the Council for Institutional Diversity and Multiculturalism.

Since April 2004, the Council for Institutional Diversity and Multiculturalism has been engaged in developing the *Diversity and Multiculturalism Action Plan (DMAP)* to support WMU's growing diverse community. This plan represents a "living" document that will be updated and revised, based on input from the University community and campus officers involved in implementing the initiatives described in the *Plan*. Progress on this *Plan* is expected to be assessed and that the full document will be reviewed and updated in fall 2010. One expected outcome from Year One of the *Plan* is to identify the end goals, evaluation criteria for assessment, and University officers/offices responsible for implementing these activities. Persons who will be held accountable for the *Plan* will help develop indicators that demonstrate institutional commitment.

The second strategy planned by the Council for Institutional Diversity and Multiculturalism is the development and implementation of a campus climate survey that includes diversity. It is envisioned that The Office of Institutional Effectiveness will oversee the development of qualitative methods of evaluation, and distribute and compile data from these surveys in order to provide information regarding policies and procedures related to diversity and multicultural needs at WMU. This data will be useful in ongoing University-wide planning. University constituents experienced in research in this area will be enlisted to analyze this newly collected data in conjunction with the surveys and self-studies conducted over the past decade. The data will help identify structural obstacles to achieving university-wide diversity and multiculturalism and ways to overcome those obstacles.

It should be noted that this current *Plan* describes diversity planning related to WMU at-large. The Council for Institutional Diversity and Multiculturalism, the offices of the Provost and Vice President for Academic Affairs' Office, and the Vice President for Student Affairs' Office will work with academic and student services units to develop comparable plans for each college, division, and/or office. In similar spirit, University officials at the executive level will be held responsible for diversity and multiculturalism accomplishments, with specific consequences for achievement or nonperformance.¹

¹ This parallel practice is borrowed from the WMU Mission Coordinating Group's Final Report submitted on July 7, 2003, PowerPoint items 5 and 7, slides 39 and 40, respectively.

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Council Participants

The Council for Institutional Diversity and Multiculturalism comprises individuals who are diverse in their personal philosophies and perspectives, their location on the WMU campus and extended university programs, and their position and demographic characteristics. The extent of participants' services varied by individual and across time. Appendix A shows how the plan progressed and a list of council participants.

CALL FOR A DIVERSITY AND MULTICULTURALISM ACTION PLAN AT WESTERN MICHIGAN UNIVERSITY²

There were several factors that highlighted the need for a *DMAP* for the University:

1. The need to initiate the *Presidential Initiative on Diversity and Multiculturalism* is the result of the current climate issues at WMU. Therefore, the creation of a welcoming and inclusive university environment is one of the six broad goals of WMU's *Diversity and Multiculturalism Action Plan* (see Goal 3, page 16).
2. Increasingly, research evidence indicates that students benefit from a diverse campus environment that prepares them for life and work in a global community (see Appendix B for more information and a bibliography listing research evidence and Appendix C for other resources consulted).
3. It is recognized that in addition to the attention to personal relations and the creation of a diversity-friendly campus, there is a need to address institutional designs that contribute to the consistent exclusion of marginalized groups.
4. There is an urgency to create a sustainable region in southwest Michigan that is connected to the world economy, to international intellectual conversations, and to applied research initiatives.
5. Negative trends exist in private sector investors and in the out-migration of youth between the ages of 18 and 25 years.
6. The growth of racial, ethnic, and socioeconomic underrepresented populations in southwest Michigan, the surrounding metropolitan urban centers (Detroit, Chicago, Indianapolis), and an increased global society in the United States creates an opportunity for recruitment of new students, staff members, faculty, and administrators if the University's community is perceived as welcoming of diverse populations and perspectives. (See the Report on the 2000 United States Census, conducted by the U.S. Census Bureau, Department of Commerce [www.census.gov].)
7. Southwest Michigan does not attract, recruit, and retain international migrants with capabilities for investing in the region.
8. The retention rate of students, faculty, and administrators of critically underrepresented communities has dropped considerably.
9. Benchmark institutions have undertaken similar diversity and multicultural-related planning, which has enhanced their ability to create diversity-friendly campus communities (see Virginia Tech University and Portland State University diversity plans for examples).

These factors led the Council for Institutional Diversity to conceptualize WMU's plan for institutional diversity and multiculturalism. As a result of the conceptualization process,

² Terms, such as *diversity* and *multiculturalism*, as used in this document are defined on page 12.

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the Council agreed that the *Diversity and Multiculturalism Action Plan* should include the following components:

- **Definitions** (operational/institutional uses of the terms *diversity* and *multiculturalism*)
- **Vision**
- **Mission**
- **Goals**
- **Actions**
- **Accountability** (implementation and assessment tracking).

Conceptualizing Diversity and Multiculturalism

The terms *diversity* and *multiculturalism* have been defined in various ways by different organizations and institutions. Therefore, it is important to specify how the terms³ are used in this plan. Our focus is on “increasing genuine participation of diverse students, faculty, and staff throughout the university” (Bailey, 2004, p. 4 of this document).⁴ The following definitions are created solely for the *DMAP*. As more progress is made toward implementing and institutionalizing the *DMAP*, definitions for how the terms (diversity, multiculturalism, institutional bias, global, culture, and affirmative action) are used may change.

Diversity—Diversity at WMU encompasses inclusion, acceptance, respect, and empowerment. This means understanding that each individual is unique and that our commonalities and differences make the contributions we have to offer all the more valuable. Diversity includes the dimensions of race, ethnicity, and national and regional origins; sex, gender identity, and sexual orientation; socioeconomic status, age, physical attributes, and abilities; as well as religious, political, cultural, and intellectual ideologies and practices.

Multiculturalism—Multiculturalism at WMU is a belief that speaks to the issues of human diversity, cultural pluralism, and human rights for all people. It encompasses environmental (social climate), curricular/instructional, co-curricular, and administrative initiatives designed to help students, faculty, staff members, and administrators benefit from the many roles and opportunities that

³ The terms defined here are unique and relevant to Western Michigan University. However, there are a number of references that were considered before creating our own operational definitions. For further reading, please consider Goldberg, D. T. (Ed). (1996). *Multiculturalism: A critical reader*. Oxford, England: Blackwell; Gutman, A. (Ed). (1994). *Multiculturalism*. Princeton, NJ: Princeton University Press; Schrag, P. (1999). *Paradise lost: California’s experience, America’s future*. Berkeley: University of California Press; Hu-DeHart, E. (2001). 21st century America: Black and white and beyond. In *Race in 21st century America* (pp. XX-XX). East Lansing, MI: MSU Press.

⁴ Bailey, J. (2004, February). Building the bridges to our second century: State of the University Address. (Excerpt). Kalamazoo, MI: Western Michigan University.

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may originate from the full spectrum of cultures. Multiculturalism goes beyond the recognition of diversity (James, 1993).⁵

In addition, within this report we use the terms *institutional bias*, *global*, *culture*, and *affirmative action* as defined below:

Institutional bias—a dynamic in which institutions serve to maintain power and privilege for those who are presumed to be the norm.

Global⁶—is used to acknowledge that the University’s interests extend beyond the local perspectives to include national and international contexts that comprise various systems of laws, regulations, educational and economic processes, and communities as well as employment and learning opportunities.

Culture⁷—the beliefs, values, characteristics, perspectives, and daily practices through which groups of people acquire a sense of common purpose.

Affirmative action—as defined by Executive Order 11246, “results-oriented actions which a contractor (WMU) by virtue of its contracts takes to ensure equal employment opportunity. Where appropriate, it includes goals to correct underutilization, correction of problem areas, etc. It may also include relief such as back pay, retroactive seniority, make-up goals and timetables, etc.”

These definitions offer operational consistency throughout academic colleges and university-wide departments, offices, and programs. The definitions also provide a broad framework for the institutional *Diversity and Multiculturalism Action Plan Vision and Mission* statements. These definitions should not be confused with the University’s antidiscrimination statement.

Institutional Diversity and Multiculturalism

The Council of Institutional Diversity Vision Statement

WMU will be a leader in the area of diversity and multiculturalism by fostering an environment where diversity in all of its forms is investigated, explained, practiced, celebrated, affirmed, and vigorously pursued. The Council on Institutional Diversity envisions an academic community that affirms the dignity, value, and uniqueness of each person. It is the Council’s intent to aggressively pursue the recruitment, retention, and/or promotion of a more diverse administration, staff, faculty and student body. Moreover, the Council aims to ensure that the campus climate is welcoming and affirming for all persons by addressing the causes and sources of structural inequalities and changing the

⁵ James, J. (1993). Paradigms of exclusion and the 'integration' of multiculturalism. *Black Scholar*, 23(3 & 4).

⁶ Ahmad, A. (2002). *On communalism and globalization*. New Delhi, India: Three Essays Press. Morris, W. (Ed.). (1976). *The American heritage dictionary of the English language*. Boston, MA: Houghton Mifflin Company.

⁷ Gramsci, A. (1985). *Italian national culture*. In D. Forgacs & G. Nowell-Smith (Eds.), *Selections from cultural writings* (p. 253). Cambridge, MA: Harvard University Press.

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decision-making processes that prevent “genuine participation” of all university constituents.

The Council of Institutional Diversity Mission Statement

WMU recognizes that diversity and multiculturalism are essential for university administrators, faculty, staff members, students, alumni, and community partners to reach their unique potential in the areas of intellectual, personal, social, and cultural development in a fully engaged, enlightened community. The University values all forms of learning—curricular, co-curricular, research, service, independent, creative, artistic, and study abroad—as a way to improve its student and academic outcomes. Consequently, the Council’s actions must involve developing an appreciation for people from different backgrounds who recognize a range of basic human values, actively participate in critical thinking and discovery, and respect cultural variance.

The University has a responsibility to encourage the exploration of the cultures and life experiences that are available on campus and in communities near and far, for cultural diversity makes sense only within a framework that enables equitable treatment of all people in a community. Furthermore, the University recognizes the importance of identifying and overcoming historical and institutional barriers. Therefore, WMU will provide equal access to programs, facilities, admission, and employment without regard to personal characteristics unrelated to ability, performance, or qualifications.

**Structure of WMU’s
*Diversity and Multiculturalism Action Plan (DMAP)***

The structure of the *DMAP* includes three levels beyond the definitions, vision, and mission: goals, actions, and accountability. The *goals* represent the end states, which, when accomplished, indicate success in creating a diversity-friendly university environment. The *actions* represent the more specific outcomes that support the broad goals. *Accountability* will be demonstrated by the officers who assess the effectiveness of the plan. **As the *DMAP* grows in content and specificity, additional levels may be added to this structure** (i.e., training and development, assessment, curriculum). The current structure of the *Diversity and Multiculturalism Action Plan* is best illustrated as follows in Figure 1:

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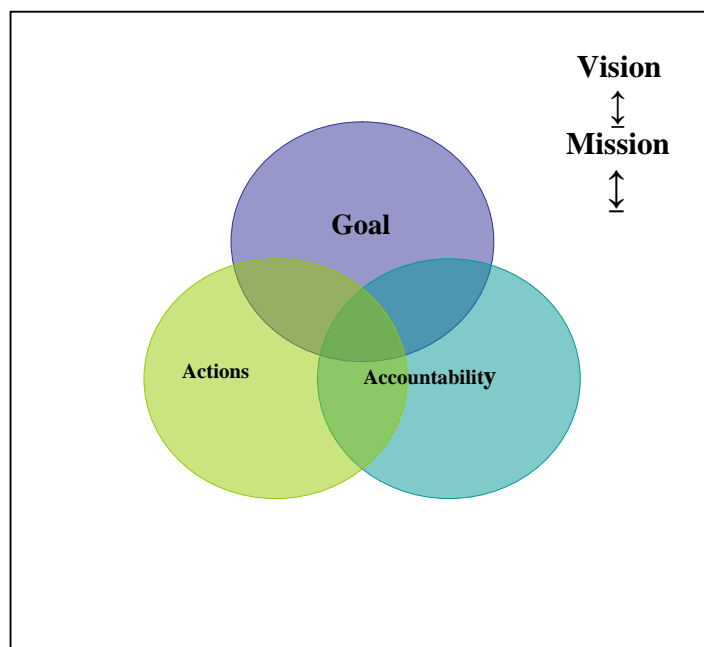


Figure 1
Interactive Structure of DMAP

Preamble

The *DMAP* is a living document. The current economic climate in the State of Michigan influences decisions to make cutbacks in resources by the University since 2004. Demographic shifts across the United States and an increased demand for multicultural competencies in a growing global economy make the need to extend educational opportunities to all students imperative. A college education is the bridge between economic and intellectual prosperity and poverty.

Revisions made to the *DMAP* will contribute an ongoing knowledge of the changing nation and world environment. When in 2010 all input is completed, the *DMAP* will make the Committee's efforts to establish a positive campus environment possible, accessible, and real.

The goals and actions listed here are interdependent and must all be given equal concentration. They are intended to be interpreted and effectuated in a manner consistent with applicable law, collective bargaining agreements, and other university policies and requirements.

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Goals

The *DMAP* was developed around six general goals:

1. To develop and maintain a shared and inclusive understanding of diversity, multiculturalism, institutional bias, and affirmative action through training and education at every level of the institution.
2. To recommend 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.
3. To create a welcoming and inclusive university environment (climate) that includes ongoing training, curriculum reform, and research incentives.
4. To recruit, retain, and graduate a diverse student body and promote a diverse workforce at all levels.
5. To enhance curricular, co-curricular, research, service, artistic, and study abroad activities as a means to fully engage the university community in an affirming diverse and multicultural learning environment.
6. To develop and maintain consistent accountability measures in order to accurately assess progress toward institutionalizing diversity and multiculturalism at all levels.

<p>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.</p>
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Action 1: Implement institutional definitions, policies, practices, and processes related to diversity and multiculturalism through training and education throughout the institution.

Action 2: Improve quality of entry experiences for new students, faculty, staff members, and administrators.

Action 3: Encourage and communicate WMU's commitment to maintaining and building a diverse community.

Action 4: Develop competencies⁸ among administrators, faculty, staff, and students with well-defined knowledge and skills that enables individuals to work successfully in a multicultural environment.

Action 5: Assess the campus climate for diversity and share this information with the university publicly.

⁸ Multicultural or cultural competence has been defined in the literature as a set of behaviors, attitudes, and policies that are consistent with and result in the ability to effectively negotiate any social, cultural, political, historical, economic, gender context (Barrera & Kramer, 1997; Cross, Bazron, Dennis, & Issacs, 1989). See Cross, T. L., Bazron, B. J., Dennis, K. W., & Issacs, M. R. (1989). *Toward a culturally competent system of care*. Washington, DC: CASSP Technical Assistance Center, Georgetown University Child Development Center.

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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.

Action 1: Work with university libraries to develop materials related to diversity and multiculturalism - scholarly sources, program descriptions, reports, training materials – and serve as a central resource center for the university community. University Libraries will work in collaboration with the School of Communication, the College of Arts and Sciences, the Lewis Walker Institute for Race and Ethnic Relations, and the Department of Sociology.

Action 2: Institute a university-wide incentive program to help achieve the goals as set forth by the *DMAP*.

Action 3: Assess progress on achieving the *DMAP* with the responsible groups, suggest mid-course corrections or alternative actions and report on the progress of the plan.

GOAL 3—To create a welcoming and inclusive university environment (climate) that includes ongoing training, curriculum renewal, and research incentives.

Action 1: Understand and track perceptions regarding the climate for diversity of WMU community members.

Action 2: Institute systematic climate improvement initiatives; establish procedures for tracking progress and assessment processes.

Action 3a: Institute an ongoing diversity awareness program as part of incoming freshmen, transfer students, new faculty, staff, and other personnel orientation.

Action 3b: Ensure new faculty members receive ongoing mentoring, especially for tenure and promotion activities, within their departments or units.

Action 4: Offer and support events, forums, and programs that highlight diversity and multiculturalism.

Action 5: Increase awareness of services for students with disabilities. Further, work towards a physical, barrier free environment.

GOAL 4—To recruit, retain, and graduate a diverse student body and promote a diverse workforce at all levels.

Action 1a: Broaden and expand the indicators of academic success for incoming students. When possible, establish enrollment goals based on international, national, regional, and state demographics data.

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Action 1b: Revise existing policies, procedures, and practices to reflect and support the university's diversity and multiculturalism goals.

Action 2: Increase the availability of financial assistance for students. Expand the number of merit-based scholarships and fellowships in the university.

Action 3: Facilitate institutional efforts to use a fast-track hiring procedure when faculty members add to the university's diversity portfolio.

Action 4: Develop innovative methods of recruiting and retaining administrators, faculty, staff members, and students from diverse cultural, linguistic, and ethnic backgrounds.

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.

Action 1: Align co-curricular activities with curricular programs that reflect the diversity goals of the university.

Action 2: Enlist senior faculty to collaborate with Student Affairs' staff members to create and implement a diversity program as part of the orientation experience for incoming first-year and transfer students.

Action 3: As part of the ongoing curriculum review, assist the current Curriculum Review Committee in assessing courses and content with respect for multiculturalism.

GOAL 6—To identify and report on accountability measures that fully describe progress toward diversity and multiculturalism throughout the university.

Action 1a: Assess current WMU programs and services targeted at diversity and multiculturalism issues (i.e., financial aid, pre-college programs, recruitment, retention, academic units, student services, affirmative action, etc.).

Action 2: Streamline the assessment of multicultural and programs for underrepresented groups.

Action 3: Increase the participation of faculty, staff, and students from underrepresented groups in university governance.

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Action 4: Develop a separate Assessment Plan⁹ that will allow the collection of sufficient types of data (i.e., quantitative data [campus-based surveys]; qualitative data [focus groups, interviews, observations, document analyses]; and process data [that which helps us to understand and explore where pockets of resistance, inertia, or hope are located]) from the implementation and assessment processes of the Diversity and Multiculturalism Action Plan.

After the *DMAP* goals were finalized, they were found to be consistent with the university's mission statement and the Mission's Coordinating Group report. This documentation can be found in Appendix D.

Assessment Overview

We recognize that assessment of progress related to diversity is challenging because some goals and actions are not easily quantifiable. Therefore, assessment must proceed at several levels and via several approaches. To begin the process of implementing the *DMAP*, all reports from the past five years about the campus climate should be assembled in executive summary form no later than December 2006. It is further requested that additional assessment of the campus climate be determined after that summary reports have been reviewed.

Long-Term Assessment

At an institutional level, the following should assess progress toward the six broad diversity and multiculturalism goals:

1. Positive changes in student, faculty, staff, and administrator perceptions of the WMU climate and their experiences.
2. Increased diversity in the composition of the WMU student, faculty, staff, and administrator populations as well as the multicultural programs, services, policies, practices, and outreach efforts.
3. Measurements of persistence (graduation) among diverse groups of students.
4. Positive institutional changes to the decision-making processes, personnel, budget, and plans put in place to address the needs and interests of all those recruited.

The **first assessment** should be undertaken using student, faculty, and staff surveys that will be developed and distributed by the Office of Institutional Effectiveness. These surveys should be distributed again every three to five years to determine whether and how diversity and multicultural-related perceptions about the climate and curriculum have changed.

⁹ The Evaluation Plan model recommended is authored by the Association of American Colleges and Universities, funded by the James Irvine Foundation. This Evaluation Plan model may be accessed at <http://www.aacu.org/irvine/eval/pdfs/resourcekit.pdf>.

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The **second assessment** should involve a review of descriptive demographic data and related trends in campus populations. Demographic patterns should be reviewed every three to five years in order to assess progress toward creating a University community that includes members of diverse and multicultural groups.

Short-Term Assessment

To ensure accountability, the Office of the President or her representative should review progress being made toward the listed goals and actions. Specifically, each responsible university officer and/or office should be asked to report on the degree of progress related to their assigned actions.

Next Steps

The existing institutional infrastructure that currently supports diversity must remain intact for the near future. This includes the leadership roles of Dr. Martha Warfield, Assistant Vice President for Student Affairs and Director of the Presidential Initiative on Diversity and leading institutional officer with primary responsibility for diversity and multiculturalism at the university. Dr. Martha Warfield, the Provost and all other Vice Presidents are hereby requested to hold quarterly discussions with formal agendas to advance the comprehensive understanding of diversity and what a supportive campus climate means to underrepresented groups. The results of these discussions with action plans should be posted on each Vice Presidents websites. Appendix D displays the three-year plan for implementation of the *DMAP*, aligning the goals with the associated objectives from the University's Mission Implementation document.

Funding the Diversity Initiatives

To date, start up and operation activities have been supported by one-time funds. Programs, which support diversity and multicultural initiatives, should be incorporated in base funding and the next Campaign. The Council recommends that donor funds specifically earmarked to support diversity initiatives at WMU. However, a diversity and multiculturalism plan cannot be limited only to donor support and extramural funding. This fiscal priority means that diversity and multiculturalism are part of the institution's planning and evaluation protocols. To accomplish this initiative, the Council further recommends that in coming years the President begin to build diversity and multiculturalism initiatives in the base budget.

Appendix A

How the Plan Progressed

Genesis

During the period from April 2004 to July 2004, WMU's Council for Institutional Diversity and Multiculturalism met on Tuesdays to begin conversations related to President Judith Bailey's charge in the "State of the University Address." Dr. Martha Warfield and a steering committee organized and identified potential membership for the larger university-wide Council for Institutional Diversity and Multiculturalism in March 2004. Within a month, invitations were extended to several university constituents requesting participation on the Council. Presenters from several diversity-related WMU offices were invited to speak during scheduled meetings. National experts in diversity and multiculturalism were also invited and gave presentations.

After the series of presentations, discussions, and directives, the larger Council was divided into six subcommittees during June 2004. Each subcommittee was charged with producing a general draft report of ideas on what was necessary to include in a diversity plan for WMU. In July 2004, these six subcommittees presented their draft reports to the Council for feedback and discussion. It was at the July 21, 2004 meeting where committee members were asked to sign up for at least one of five subgroups that represented areas of interest for the WMU diversity plan. The following are those areas of interest:

- A. Leadership for University-Wide Diversity Planning and Inclusion (chaired by Dr. Yvette D. Hyter, Dr. Laura Van Zoest, and Dr. Pnina Ari-Gur)
- B. Multicultural Center Programming and Activities (chaired by Halbert Bates)
- C. Documentation/Video Tape Production (chaired by Dr. Von Washington)
- D. Assessment, Accountability, Curriculum Reform, Recruitment, and Retention (chaired by Dr. Eileen Evans, Dr. Mark Orbe, and Dr. Lawrence Potter, Jr.)
- E. Final Draft Report (chaired by Dr. Lawrence Potter, Jr.).

At the end of July 2004, subgroup chairpersons were selected. Each chairperson was charged with organizing meetings with members to address specific items regarding WMU's diversity plan. During August 2004, Subgroup E (Final Draft Report) met three times to synthesize subcommittee reports into a draft document and to develop a time frame for campuswide review.

Using the framework proposed by Subcommittee 5, Subgroup E proceeded to conceptualize the WMU **draft action plan** for institutional diversity and multiculturalism (described in detail in the section, "Structure of the WMU Diversity and Multiculturalism Action Plan"). Participants in Subgroup E agreed that the *Diversity and Multiculturalism Action Plan* should include the following:

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- **Definitions** (operational/institutional uses of the terms *diversity* and *multiculturalism*)
- **Vision**
- **Mission**
- **Goals**
- **Actions**
- **Accountability** (implementation and assessment tracking).

Goals and Actions: Building Blocks

Members of Subgroup E (Final Draft Report) combined a large pool of possible goals and actions to identify six specific goals and multiple interrelated actions that follow from each goal. The participants recommended that goals not be organized in any order as they are interdependent and must operate as such for the plan to be successful university-wide (see “Preamble” within). After several open discussions about the current Proposal among the various Subgroups and the larger Council, the Council for Institutional Diversity and Multiculturalism unanimously voted to accept the Proposal on October 19, 2004. Multiple University constituents throughout 2004-05 then reviewed the Proposal. Included in this review were: The Deans Council, Senior Leadership Team, Informal Meeting with the President and Provost and interested faculty, Academic Forum, Student Leaders, Faculty Senate Executive Board, APA Executive Committee, PSSO Executive Committee, AFSCME Executive Board, and the AAUP Executive Committee. The *DMAP* steering committee reviewed and suggested editorial revisions before presenting the final draft copy to the President for acceptance.

Each section of this Proposal reflects the hard work, deliberations, and collaborations among the Council and Subgroup members. With the reviewed document presented to the president for acceptance, the ultimate goal and action of the *DMAP* is for President Bailey to require her senior staff members to develop an implementation plan and accountability plan for each goal and action included in the *Diversity and Multiculturalism Action Plan (DMAP)*.

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Council Participants

Name	Department/Organization	Position/Title
Abe, Jin	International Student Services	Admissions/Program Coordinator
Ari-Gur, Pnina	Material Science & Engineering	Professor
Barnes, Deborah	Lewis Walker Institute for the Study of Race and Ethnic Relations	Director
Bates, Halbert	Haworth College of Business	Director, Academic Advising
Berquist, Brett	Office of Study Abroad	Director
Bruss, Mozhdeh	Family & Consumer Science	Professor
Corbin, Dennis	Intercollegiate Athletics	Assistant Director, Med Services
Daniel, Griselda	The Graduate College	Assistant to Director
Davis, Ronald	Office of the Provost	Associate Vice Provost
DenHartigh, Beth	Disabled Student Services	Director
Dennis, Tony	College of Aviation	Student Recruiter/Outreach Officer
Devries, Ken	Development	Associate VP for Development
Di Pierro, Marianne	The Graduate College	Director, Center for Writing and Proposal Development
Dooley, Howard	International Affairs	Executive Director
Duhamel, Michael	Sindecuse Health Center—Health Promotions	Coordinator
Escobedo, Mary	Sindecuse Health Center	Medical Office Assistant
Figueroa, Hardy	Alumni Relations	Assistant Director
Ford, Wendy	College of Arts & Sciences	Associate Dean
Fraire, John	Office of Admissions	Dean
Gillikin, Jason	<i>Western Herald</i>	Student
Hinds, Kevin	Department of Public Safety	Police Officer
Huffman, Amy	Human Resources	Assistant Director
Hustoles, Carol	Legal Affairs & General Counsel	VP for Legal Affairs & General Counsel
Hyter, Yvette D.	Speech Pathology & Audiology	Associate Professor
Lando, Ben	Progressive Student Alliance (PSA)	Student Organization
Latulippe, Laura	Career English Language...CELCIS)	Director
Lockett, Melinda	College of Health & Human Services	Academic Advisor
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Appendix B

Research Evidence Regarding the Benefits of Educational Diversity

During the 1990s, research that examined the effects of a diverse college environment on student-related outcomes began to accumulate. Most of these studies involved self-reports by students or alumni about the effects of diversity (e.g., the existence of a diverse student body, intergroup interactions, a diverse curriculum) on beliefs and attitudes regarding their college experiences (e.g., satisfaction with the university, intellectual experiences, cultural awareness, support for diversity initiatives, learning outcomes). Some of this research involved students in a single college and some assessed these issues across a large group of universities and students. Some of the research was longitudinal (tracking students throughout their college years), and some involved cross-sectional studies of existing students or alumni. Reviews of this research may be found in the following sources:

- Gurin, P., Dey, E. L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72, 330-366.
- Bowen, W. G., & Bok, D. (1998). *The shape of the river: Long-term consequences of considering race in college and university admissions*. Princeton, NJ: Princeton University Press.
- Smith, D. G., Gerbick, G. L., et al. (1997). *Diversity works: The emerging picture of how students benefit*. Washington, DC: Association of American Colleges and Universities.
- Appel, M., Cartwright, D., Smith, D. G., & Wolf, L. E. (1996). *The impact of diversity on students: A preliminary review of the research literature*. Washington, DC: Association of American Colleges and Universities.

In general, this research suggests that students benefit from an educational experience that is diverse in its people, its programs and activities, and its curriculum. For example, this research suggests that:

- **Many students welcome more diversity-related experiences.** One study of White and Black students at a predominately White southern university indicated that 60% of White students and 67% of Black students expressed a desire for greater cross-race interactions and activities (Fischer & Hartmann, 1995). Similarly, a large study of more than 60,000 matriculants from nearly 30 colleges and universities (including public, private, coeducational liberal arts colleges, women's colleges) indicated that a large percentage of these alumni (both racial minority and majority) support an enhanced emphasis at their institutions on a racially and ethnically diverse student body (Bowen & Bok, 1998).
- **Diversity-related programs and courses can have positive effects on students' learning and development.** For example, a federally funded study of more than 3,800 students at 18 four-year and 5 two-year colleges indicated that racial and cultural awareness workshops were associated with enhanced student openness to diversity (cultural, racial, and value diversity; Pascarella, Whitt, Nora, Edison, Hagedorn, & Terenzini, 1996). Similarly, studies of the effects of required diversity courses demonstrate that students who experience these courses report enhanced awareness of

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racial stereotypes and greater confidence in interacting with others who are racially different (Kiang & Emura, 1997), reduced racial prejudice (Chang, 2000), and a greater motivation to use multiple perspectives in examining issues in other courses (Palmer, 2000). This latter study, which was conducted at Pennsylvania State University, further indicated that only a small percentage of students were strongly opposed to the diversity course requirement. In other research involving a national sample of more than 11,000 college students from 184 institutions, classroom diversity (i.e., learning about diverse people and interacting with diverse peers in the classroom) was positively associated with student learning outcomes (enhanced intellectual engagement, academic skills, citizenship engagement, and racial/cultural engagement; Gurin, Dey, Hurtado, & Gurin, 2002). A similar study of 1,500 students at the University of Michigan replicated these results, showing significant positive effects of classroom diversity on students' learning.

- **Studies indicate that students who interact during college with others who are different from themselves report positive effects on personal development.** For example, a study of 1,820 law students at Harvard University and the University of Michigan found that there are substantial positive effects of diversity on the educational experiences of these students. A majority of students indicated that their views regarding issues such as civil rights and conditions in social and economic institutions were significantly changed as a result of interaction with students from different racial and ethnic backgrounds (Orfield & Whitley, 1999). Similarly, a 1997 study concluded that students who attend racially diverse colleges or universities, and who are engaged in cross-race activities, are more likely to develop strong cultural awareness and an interest in enhancing racial understanding (Sax & Astin, 1997). Furthermore, a study of more than 600 students on one university campus indicated that students who develop cross-race friendship circles are more likely to be committed to racial understanding (Antonio, 1999). Interestingly, another study involving a national sample demonstrated that cross-race interaction experiences had even more profound effects on student learning than did classroom diversity (Gurin et al., 2002).
- **The positive effects of diversity on student learning may be especially profound for racial majority students.** Although the research evidence on this point is less definitive, one of the most comprehensive studies of diversity and student learning to date (Gurin et al., 2002) shows that although cross-race interactions benefit the learning of both racial minority and majority students, the learning of majority students also was significantly and positively affected by classroom diversity (i.e., learning about diverse people and interacting with diverse peers in the classroom).

Collectively, these studies (and others not mentioned here, but reported in the review articles cited earlier) indicate that the existence of educational diversity (a diverse student body, exposure to diverse programs and courses on campus, and opportunities to interact with individuals who are different) provides positive educational opportunities and benefits to university students.

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Appendix C

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Appendix D

Three Year Analysis of DMAP Implementation Plan

<p>DMAP's 3-Year Implementation Plan Aligned with WMU's Mission Components</p>

WMU Mission Component 3: Incorporate participation from diverse individuals in decision making.

WMU Strategic Direction	DMAP Goal #2	DMAP Goal #2 Actions	AY 06/07	AY 07/08	AY 08/09
Design and implement a long-term diversity plan.	Investigate and put into place an infrastructure that dismantles institutional bias and recognizes, supports, and sustains the efforts of this diversity and multiculturalism initiative at all levels of the institution.	1. Work with university libraries to develop materials related to diversity... (p. 13)	X	X	X
		2. Institute a university-wide incentive program to help achieve the goals as set forth by the DMAP.		X	X
		3. Assess progress on achieving the DMAP with the responsible groups, suggest mid-course corrections or alternative actions, and report on the progress of the plan	X	X	X

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WMU Strategic Direction	DMAP Goal #4	DMAP Goal #4 Actions	AY 05/06	AY 06/07	AY 07/08
1. Remove barriers against a more diverse student, faculty, and staff populations. 2. Centralize diversity related recruitment and retention measures.	To recruit, retrain, and graduate a diverse student body and promote a diverse workforce at all levels.	1.a Broaden and expand the indicators of academic success for incoming students.... (p. 14).	X	X	X
		1.b Revise existing policies, procedures, and practices to reflect and support the university's diversity and multiculturalism goals.	X	X	X
		2. Increase the availability of financial assistance for students. Expand the number of merit-based scholarships and fellowships in the university.	X	X	X
		3. Facilitate institutional efforts to use a fast-track hiring procedure when faculty members add to the university's diversity portfolio.	X	X	X
		4. Develop innovative methods of recruiting and retaining administrators, faculty, staff members, and students from diverse cultural, linguistic and ethnic backgrounds.	X	X	X

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WMU Strategic Direction	DMAP Goal # 1	DMAP Goal #1 Actions	AY 05/06	AY 06/07	AY 07/08
Adopt a flexible diversity plan suitable to various programs at the university.	Develop and maintain a shared inclusive understanding of diversity multiculturalism, institutional bias, and affirmative action through training and programs	1. Implement institutional definitions, policies, practices, and process related to diversity and multiculturalism through training and education throughout the institution.	X	X	X
		2. Improve quality of entry experiences for new students, faculty, staff members, and administrators.	X	X	X
		3. Encourage and communicate WMU's commitment to maintaining and building a diverse community.	X	X	X
		4. Develop competencies among administrators, faculty, staff, and students with well-defined knowledge and skills that enables individuals to work successfully in a multicultural environment.	X	X	X
		5. Assess the campus climate for diversity and share this information with the university publicly.	X	X	X

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WMU Strategic Direction	DMAP Goal #5	DMAP Goal #5 Actions	AY 05/06	AY 06/07	AY 07/08
Recognize diversity related efforts through programs and publicity.	To renew curricular, co-curricular, research, creative, and study abroad activities to engage the university community in a diverse learning environment	1. Align co-curricular activities with curricular program that reflect the diversity goals of the university.		X	X
		2. Enlist senior faculty to collaborate with Student Affairs' staff members to create and implement a diversity program as part of the orientation experience for incoming first-year and transfer students.		X	X
		3. As part of the ongoing curriculum review, assist the current Curriculum Review Committee in assessing courses and content with respect for multiculturalism		X	X

WMU Mission Implementation Goal 4: To increase diversity within the student body, faculty, staff through institutional practices and programs.

WMU Strategic Direction	DMAP Goal # 3	DMAP Goal #3 Actions	AY 05/06	AY 06/07	AY 07/08
1. Develop organizations and related activities that support diverse interests among faculty, students, and staff. 2. Improve the diversity climate in the greater Kalamazoo community 3. Promote diversity	To create a welcoming and inclusive university environment (climate) that included ongoing training, curriculum renewal and research initiatives.			X	X
		4. Offer and support events, forums, and programs that highlight diversity and multiculturalism.	X	X	X
		3.a Institute an ongoing diversity awareness program as part of freshman, transfer students, new faculty, staff, and other personnel orientation.		X	X

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WMU Strategic Direction	DMAP Goal # 2	DMAP Goal #2 Action	AY 05/06	AY 06/07	AY 07/08
1. Promote diversity 2. Support diversity	Investigate and put into place an infrastructure that dismantles institutional bias and recognizes, supports, and sustains the efforts of this diversity and multiculturalism initiative at all levels of the institution.	2. Institute a university wide incentive program to help achieve the goals as set forth by the DMAP.		X	X

WMU Strategic Direction	DMAP Goal # 2	DMAP Goal # 2 Action	AY 05/06	AY 06/07	AY 07/08
Support diversity	Investigate and put into place an infrastructure that dismantles institutional bias and recognizes, supports, and sustains the efforts of this diversity and multiculturalism initiative at all levels of the institution.	1. Work with university libraries and develop materials related to diversity ... (p. 13)	X	X	X
	DMAP Goal # 5	DMAP Goal # 5 Actions			
	To review and recommend curricular, co-curricular, research, creative, and study abroad activities to engage the university community in a diverse learning environment.			X	X

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WMU Strategic Direction	DMAP Goal # 4	DMAP Goal # 4 Actions	AY 05/06	AY 06/07	AY 07/08
Reward Diversity	To recruit, retrain, and graduate a diverse student body and promote a diverse workforce at all levels.	6. Actively recruit, retain, and reward faculty, staff in a manner that is consistent with our multicultural objectives.		X	X

WMU Strategic Direction	DMAP Goal # 6	DMA Goal # 6 Actions	AY 05/06	AY 06/07	AY 07/08
1. Assessment of Diversity 2. Identify areas of deficiencies related to diversity with the university and implement corrective actions.	To identify and report on accountability measures that fully describes progress toward diversity and multiculturalism throughout the university.	1.a Assess current WMU programs and services targeted at diversity and multiculturalism issues... (p. 14)	X	X	X
		2. Streamline the assessment of multicultural and programs for underrepresented groups.	X	X	X
		3. Increase the participation of faculty, staff, and students from underrepresented groups in university governance.	X	X	X
		4. Develop a separate Assessment Plan that will allow the collection of sufficient types of data ... (p. 15)	X	X	X

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WMU Strategic Direction	DMAP Goal # 5	DMAP Goal # 5 Actions	AY 05/06	AY 06/07	AY 07/08
1. Foster inclusiveness in the curriculum	To renew curricular, co-curricular, research, creative, and study abroad activities that engage the university community in a diverse learning environment	1. Align co-curricular activities with curricular programs that reflect the diversity goals of the university.		X	X
		2. Enlist senior faculty to collaborate with Student Affairs' staff members to create and implement a diversity program as part of the orientation experience for incoming first-year and transfer students.		X	X
		3. As part of the ongoing curriculum review, assist the current Curriculum Review Committee in assessing courses and content with respect for multiculturalism		X	X