1. Define, for WSU, the terms “diversity” and “multiculturalism.”

The recognition of the existence and presence of people from different backgrounds including (but not limited to): race, ethnicity, gender, religion, nationality, languages, lifestyles, physically challenged, age, and other socio-cultural differences, who co-exist with the ultimate goal of co-creating a community. (WSU Tilford Subgroup 3 draft definition of diversity)

Wichita State University embraces diversity as essential for effective participation in a global community. This involves a collection of individuals and groups who bring varied backgrounds, interests, and points of view to enrich the university community. Achieving diversity requires the active cooperation and participation by all, by embracing race, religion, color, national origin, gender, age, marital status, sexual orientation, socioeconomic status, or disability. (WSU Tilford Subgroup 4--on Faculty--draft definition of diversity)

It is critical to understand that diversity is much more than being different. The real power of diversity is the realization that there are people all over this campus that have unique differences, strengths, and talents that make PSU a much more vibrant, interesting place to live and work. Likewise, multiculturalism is the enrichment of this campus through the vast array of cultures, heritages, and backgrounds of our students, faculty and staff. When we openly share these with others, letting them get a closer glimpse of who we are, what we are, and why we are, we are drawn closer through understanding and insight. (PSU Tilford Group)

“WSU pursues its mission utilizing the human diversity of Wichita, the state’s largest metropolitan community, and its many cultural, economic, and social resources.” WSU mission statement)

“I want to affirm my steadfast commitment to the development of a university culture that embraces diversity throughout its programs and processes. Perhaps more than any other enterprise in America, universities should reflect the great cultural, racial, and intellectual texture of the world in which we and our students and our graduate live and work. Our special opportunity as an urban serving university is to draw from the diversity of our urban community – particularly with respect to student recruitment – and give back to our community programs of learning, research and outreach that are grounded in a deep cultural awareness that comes from living with diversity and not just from the study of it.” (Gary Miller’s memorandum to the Faculty, Reflection on Diversity, December 6, 2006)

“We have an obligation to nurture a passion for diversity. Not only do we need to become as diverse as possible, but we must learn from that diversity as it grows and let it inform our courses, our programs and our approaches to the community.” (Gary Miller’s Inaugural Remarks to the Faculty, September 5, 2006)
2. **Articulate possible administrative structures for WSU diversity efforts.**

   - Establish an administrative structure, out of the President’s Office: Center for Multicultural Affairs
     
     i. Organizing structure for diversity issues involving faculty, staff, and students (some sort of coordinating office)
     
     ii. The center would:
         1. Establish objectives, measure outcomes, disseminate outcomes
         2. Establish marketing plan (e.g., quarterly newsletter, Website)
         3. Offer consultation in areas of need from experts on campus; i.e.,
            curriculum, hiring practices, etc.
         4. Maintain resources for faculty, staff, students
         5. Sponsor annual Tilford meeting and other campus events, workshops
     
     iii. Support/Funding would come from:
         1. President’s Office with administrative structure/support
         2. Student fee (e.g., $.50-1.00/credit hour)
   
   - Office of Multicultural Affairs evolve to become the Office of Institutional Diversity (housed in a division with the specific responsibility for *institutional diversity* efforts)
   
   - Create a permanent Advisory Committee for Institutional Diversity with representatives from each college.
     
     o Representatives would advise university administration about the full range of diversity issues confronted by the colleges (recruitment/retention of a diverse faculty, staff and student population, the quality of the college and university environments for diverse populations, and the appropriateness of the curriculum in providing students with the necessary knowledge, attitudes, and skills to function as global citizens)
     
     o Representatives would make concrete recommendation for change aimed at enhancing diversity on campus

3. **For specific subgroups, establish objectives (with accompanying activities, timeline, and cost) to achieve the goals of the specific subgroup.**

   a. **Subgroup 1:** infuse campus units and personnel with global awareness and an understanding and respect for diverse cultures. **Tasks to be considered:** none were identified at this point in time.

   b. **Subgroup 2:** further curriculum efforts that include diversity and multiculturalism as a course or program objective. **Tasks to be considered:**
      
      i. The University General Education (GE) Committee requires that GE Introductory courses meet at least two of the following five current goals in order to be approved as a GE Introductory course. The goals are:
         1. The study and application of mathematical principles.
         2. The study and application of written and oral communication
         3. The study and application of basic library skills (information literacy).
4. The study of natural sciences, social or behavioral sciences, the humanities and the fine arts to understand how scholars in those fields work (critical thinking).
5. The study of human diversity on a global basis and its implications for society.
   ii. The last goal above, “the study of human diversity on a global basis and its implications for society,” could be proposed to the GE Committee as a mandatory goal.
   iii. More courses could be cross-listed with ethnic studies courses.
   iv. The Faculty Senate could craft a statement encouraging faculty members to address D/M issues in their courses.
   v. Our subgroup, or another entity, could sponsor workshops to provide ideas for incorporating D/M in courses and programs.
   vi. Department, college, and university curriculum committees could be encouraged to emphasize D/M as they review course or program proposals.
   vii. A faculty survey could be conducted to assess coverage of D/M in programs and courses.
   viii. A student survey could be conducted to assess their views/experiences in regard to D/M.
   ix. A line item could be added to the Student Perceptions of Teaching Effectiveness form related to D/M.
   x. An effort to increase the number of GE Issues and Perspectives courses incorporating D/M emphases could be undertaken.
   xi. The Graduate Council could be encouraged to emphasize the importance of including D/M issues in graduate courses.
   xii. The Graduate School could be encouraged to include D/M issues during the August workshop/orientation for all new GTA’s.
   xiii. Organizers of the New Faculty Orientation could be encouraged to include D/M concepts/issues in their presentations.

c. Subgroup 3: develop a draft strategic diversity plan for WSU that focuses on multifaceted efforts (across campus units) to build a multicultural campus climate. Tasks to be considered:
   i. Define Institutional Diversity for WSU
   ii. Clearly define the scope of Institutional Diversity for WSU
   iii. Identify specific Institutional Diversity goals for the following key areas: Establishing an all-inclusive, conducive multicultural campus climate; recruitment and retention of students, faculty, staff and administrators of color; university-wide intercultural competence through sustained diversity education; incorporating diversity into every fabric of WSU academic and co-curriculums; diversity community outreach; and institutional diversity assessment.
   iv. Identify specific action goals and measurable outcomes for above key areas
v. Identify clear *lines of accountability* for the successful accomplishment of goals in key areas

vi. Establish realistic *time-line* for achieving goals

vii. Identify needed *resources*

viii. Establish a mechanism for periodic *assessment*

ix. Identify institutional *leadership structure* for managing institutional diversity at WSU

d. Subgroup 4 (students): increase the understanding and implementation at WSU of current best practices and policies now being used in the academy, government agencies, and businesses that relate to student admission, retention, and satisfaction. Tasks to be considered: The group is meeting this summer to finish their work.

e. Subgroup 4 (faculty and staff): increase the understanding and implementation at WSU of current best practices and policies now being used in the academy, government agencies, and businesses that relate to faculty and staff hiring, retention, and satisfaction. Tasks to be considered:
   i. Provide diversity training for all faculty/staff/administrators, e.g., focusing on hiring, developing, and retaining a diverse faculty/staff and how this (diversity training) is ultimately needed to enrich students for them to be able to work and live in an inclusive society.
   ii. Require diversity related goals for annual evaluation for every administrator, chair, faculty and staff.
   iii. Provide incentives (salary, travel funds for the dept., resources, etc.) to improve diversity in the curriculum, faculty/staff, etc.
   iv. Develop a system that identifies diverse students, desiring to become faculty members (“grow your own” or “pipeline” concept), e.g., develop a Tilford dissertation and/or post-doctoral fellowship program.
   v. Provide designated funding for hiring/start-up costs (often good minority candidates are highly sought after and additional funds are needed for negotiation purposes)
   vi. Expand already established support groups for faculty (e.g., African American Faculty/Staff Assoc) to assist new minority faculty with networking, community resources, etc.
   vii. Develop formalized mentorship programs that assist new faculty in learning the culture of the institution, T&P issues, dept. politics, publication writing, etc.