**Initial Report**

**of the**

**Council on Diversity and Inclusion**

**Western Carolina University**

**Cullowhee, NC**

**April 11, 2012**

**by**

**Henry D. Wong, Chair**

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**Acknowledgments**

It is with deep gratitude that I thank the members of the Council on Diversity and Inclusion for their dedication and efforts to promote diversity and inclusion, and to enhance a welcoming community for all persons at Western Carolina University.

**Council on Diversity and Inclusion**

**Members**

**Erin Adams, Assistant Professor of Interior Design**

Jennifer Brown, Senior Woman Administrator

Cory Causby, Director of Employment & Affirmative Action Programs, Office of Human Resources

Jane Adams-Dunford, Assistant Vice Chancellor for Student Affairs

James Felton, Director of Intercultural Affairs

William Frady, Manager of Instructional and Student Computing, Hunter Library, Chair of Staff Senate 2010

Tara Beth Weekes Gleason, Human Resource Specialist, Office of Human Resources

Katherine R.B. Greysen, Associate Dean of the Graduate School

John Habel, Associate Professor, Dept. of Psychology

Victoria Harlan, Emergency Room Nurse Manager- Cherokee Indian Hospital

Mary Jean Ronan Herzog, Professor, Chair of Faculty Senate 2012-2013

Bethany Ketting, University Library Technician, Hunter Library

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Darlene Lozano, Technology Support Technician for Advancement and External Affairs

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**Executive Summary**

This initial report summarizes the progress of the Council on Diversity and Inclusion (CODI) established by the Western Carolina University (WCU) Strategic Plan (2010) to address the UNC Tomorrow Phase II Report. The purpose of the CODI is to develop a campus-wide diversity plan and suggest recommendations for diversity initiatives congruent with the 2020 Vision: Focusing Our Future.

To ensure campus-wide representation of the five divisions and colleges/school, council members were recommended by their respective Deans and/or Vice Chancellors, and final approval of membership was given by the Provost in February 2011 (See appendix A). The CODI was established in March 2011. The diversity plan includes:

**Vision –** Western Carolina University is committed to being a diverse and inclusive learning environment where students, faculty, and staff aspire to be global citizens, multiculturally competent, and respectful in words and actions of all members of the University community.

**Mission -** Build and maintain a diverse, inclusive, and welcoming university that promotes respect, global citizenship, and access to education and the workplace for students, employees, and members of the global community.

The following goals were established:

**Goal 1:** Prepare students to become globally aware, multiculturally competent, and civic- minded.

**Goal 2:** Foster cultural immersion and learning experiences, including international experiences that challenge students to expand their boundaries and horizons.

**Goal 3:** Recruit, develop, and retain a diverse multiculturally aware work community that promotes inclusion and equal opportunity in a welcoming and supportive work and

 educational environment.

**Goal 4:** Build an open community that is supported by executive leadership and is inclusive, accessible, and that promotes collaboration and engagement among all participants internal and external to Western Carolina University.

**Goal 5:** Establish and maintain a climate that is welcoming, accepting, and respectful of diverse

 groups and opinions, and that provides opportunities and access to obtain an education.

Three recommendations to the University include:

1. Increase faculty, staff, and student minority rates;
2. Improve student retention and graduation rates of underrepresented groups; and
3. Promote diversity education opportunities for faculty, staff, and students.

The CODI plan is congruent with Chancellor Belcher’s vision and principles outlined in his installation address whereby he stated, “our time of stewardship will be worthy of remembrance, not because of the fleeting glory of rankings and statistics, but because of the genuine difference Western will make in the quality of life of the people – the wonderful, resilient, diverse, extraordinary and ordinary people – we serve” (The Reporter, March 30, 2012). The plan supports the core value of cultural diversity and equal opportunity of the WCU 2020 Commission. Under Chancellor David Belcher, the 2020 Commission established in the fall of 2011 was to develop a shared vision and new strategic plan for Western Carolina University within the context of our mission, budget, and commitment to excellence and engagement. Consequently, the University’s diversity initiatives will be aligned accordingly and the CODI plan will be on-going and annually reviewed by the Chief of Staff and Office of Human Resources. The Chancellor, Executive Council, and Board of Trustees have final approval of the diversity plan.

The next steps of the diversity process include: first, submitting the plan to the Chancellor and Executive Council for approval; second, submitting the plan to the divisions and units of the University and using a survey to identify what actions and measures are currently being accomplished to address the above goals; and third, conducting an on-going evaluation that tracks baseline information compared to annual employment demographics and student retention and graduation data.

**Review of the Literature and Historical Background**

Recognizing and valuing diversity has the potential to enhance employee satisfaction, individual productivity, competitive business advantage, climate, innovation, problem-solving, and best practices in the workplace (Page, 2007; Johansson, 2006). Inclusion and diversity efforts by higher education have implications for achieving excellence in learning, teaching, research, student development, community engagement, and workforce development (Ali, 2010; Kalev, Dobbin, and Kelly, 2006; Milem, Chang, & Antonio, 2006; U.S. Dept. of Commerce and Vice President Al Gore’s National Partnership for Reinventing Government, 2000).

The U.S. Supreme Court ascertained that diversity is a compelling governmental interest expanding the mission of higher education by building students’ knowledge to become better citizens and leaders (Grutter v. Bollinger, 2003). Students who appreciate and value diversity are better prepared to collaborate and learn with others from different cultural groups, demonstrate creative problem solving using a variety of perspectives, show good teamwork skills, and are more responsive to the needs of a variety of consumers (King & Magolda, 2005). University campuses that are racially diverse provide opportunities for richer, broader, and varied educational experiences. Institutional commitment to promote diversity may improve race relations and consequently are positively perceived by underrepresented campus groups (Milem, Chang, & Antonio, 2006). Research suggests that students welcome experiences about diversity, that courses on diversity have positive effects on their learning, and that social interactions with others different from themselves contribute to their personal development for understanding issues of civil rights, cultural awareness, and race (Western Michigan University Diversity and Multiculturalism Action Plan (2004).

Leaders of higher education contribute significantly to campus climate by promoting policies and practices that address workforce and student diversity, seeking to recruit and diversify student bodies, enriching curricula that explore diversity issues, providing support to retain students and a diverse workforce, and establishing dialogue with underrepresented groups (Astin, et al. 1997; Milem, Chang & Antonio, 2006; Turner, 2011).

The purpose of this report is to summarize the progress and results of the Council on Diversity and Inclusion (CODI) congruent with the WCU 2020 Strategic Plan and UNC Tomorrow Report. Some of the 21st century challenges cited in the UNC Tomorrow Report include:

* Preparing for wide-scale faculty retirement in the next 10 years;
* Increasing efforts to recruit/retain high quality faculty/staff;
* Analyzing internal workforce needs over the next 5 years;
* Analyzing worldwide demographic shifts & impact on campus workforces;
* Developing strategies to recruit/retain high potential talent; and
* Managing a diverse multi-generational workforce.

President Tom Ross of the University of North Carolina stated in his Inaugural Address that, “we must recognize our duty to serve *all* students, not just the traditional 18-year-old recent high school graduate. Today the face of the University is white, black, yellow and brown; it is young and less so; it is rich and poor. It is our soldiers returning from Iraq and Afghanistan—and their families.…. North Carolina’s civic and economic future hinges on our ability to serve and educate *all* of our students—and to do so in ways that enable their success” (Ross, 2011).

Formal diversity planning will address these challenges and facilitate a measurable linkage between campus-wide diversity programs and desirable outcomes. Two initiatives recommended in the WCU strategic plan (2010) included 1) establishing a Chief Diversity Officer/Director to oversee diversity initiatives and 2) developing and implementing a Council on Diversity and Inclusion (CODI) that links student and employment diversity resources, programs, initiatives, and goals.

WCU currently defines “diversity” broadly as encompassing exceptionalities, race, ethnicity, culture, religious background, gender, linguistic differences, socioeconomic level, and any other way our society defines human and group differences, including age, geography, sexual orientation and national origin.

The CODI redefined diversity as including all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. It includes race, ethnicity, gender, gender identity, age, national origin, geography, religion, disability, sexual orientation, socioeconomic status, education, marital status, language and linguistic differences, and physical appearance. It also involves different ideas, perspectives, and values.

**Process**

A backward-mapping process to generate issues, values, goals, mission and vision guided the Council’s discussion (Elmore, 1979). The literature on diversity was reviewed and several diversity plans were analyzed. Recommendations by the WCU Task Force Final Report on Diversity (1995) were used as a historical guide of former diversity efforts. National, state and local demographic data were obtained from the Office of Human Resources, Office of Institutional Planning and Effectiveness, U.S. Dept. of Education, U.S. Dept. of Labor, and UNC Board of Governors. The Council meets every two weeks for continued planning. An initial draft of the diversity plan was distributed to the following groups for discussion and input:

* Faculty Senate
* Staff Senate
* International Programs and Advisory Council
* Deans and Units
* Office of Human Resources
* Legal Counsel
* Student Organizations

 -Student Government Association

 -Cherokee Di Ga Li

 -Latino Appreciation Student Organization

 -Unity

 -Organization of Ebony Students

**University Demographic Data of Employees**

Analysis of employee and student demographic data is necessary to provide a baseline of information that can be compared with future data for diversity planning. For example, 19% of the Faculty currently employed will be eligible to retire in 5 years. The Office of Human Resources (2010) indicated that of 1,434 full-time employees, the following are eligible to retire in the next 5 years:

* 19% (270)
* 29% Senior Administrators (EPA)
* 26% Staff (SPA)
* 19% Faculty
* 19% Non-faculty
* 23% Administrative support
* 16% Professional

WCU had a total employment minority rate of 5.7% in 2010-2011. Faculty minority rates were 6.6%, 5.9%, 6.3%, and 7.77% for years 2010-2011, 2009-2010, 2008-2009, and 2007-2008 respectively. The expected availability for faculty minorities was 19.04% in 2010-2011. The female faculty employment rate was 46.1% with an expected availability of 45.90%. Staff minority rates were 5.2%, 5.4%, 5.12%, and 5.75% for years 2010-2011, 2009-2010, 2008-2009, and 2007-2008 respectively (Affirmative Action/ Equal Employment Opportunity Summary Report 2010-2011). Expected staff availability by averaging labor market availability of minority job groups is 17.38%. The following tables indicate demographic data for total employment, faculty, staff, and students by race and gender over a four year period.

**Demographic profile for total employment by race and gender**

 **2010-2011** **2009-2010 2008-2009 2007-2008**

Black 2.29% 2.31% 2.28% 3.2%

Hispanic 0.93% 1.12% 1.04% 0.73%

Asian 1.71% 1.40% 1.45% 1.89%

Native American 0.79% 0.77% 0.83% 0.87%

Females 51.64% 51.01% 51.59% 51.45%

**Demographic profile for total faculty by race and gender**

 **2010-2011 2009-2010 2008-2009 2007-2008**

Black 1.40% 1.17% 0.98% 1.39%

Hispanic 1.00% 0.97% 1.20% .60%

Asian 3.60% 3.13% 3.50% 4.78%

Native American 0.60% 0.60% 0.6% 1.39%

Females 46.10% 45.7% 47.0% 45.62%

**Demographic profile for total staff by race and gender**

 **2010-2011** **2009-2010 2008-2009 2007-2008**

Black 2.72% 2.80% 2.91% 4.00%

Hispanic 0.95% 1.30% 1.05% .88%

Asian 0.59% .46% .23% .25%

Native American 0.95% .92% .93% .63%

Females 55.84% 55% 56.1% 56.25%

**University Demographic Data of Students**

The total student minority rates for undergraduates and graduates were 9.45%, 9.52%, and 11% for the academic years 2007-2008, 2008-2009, 2010-2011 respectively. Categories of Nonresident, International/Other and Did not disclose were not included in the minority rates.

The Office of Institutional Planning and Effectiveness indicated the following student minority rates by academic year:

 **2010-2011 2008-2009 2007-2008**

Black or African American 6% 5.92% 5.63%

Two or more races – Multiracial 1% n/a n/a

Hispanics of any race 2% 1.43% 1.57%

Asian/Pacific Islander 1% 0.84% 0.88%

American Indian/Alaska Native 1% 1.33% 1.37%

Nonresident-International/Other 2% 1.07% 1.40%

Did not disclose 3% 7.05% 6.52%

**Fall 2011 Freshman Class**

The fall 2011 freshman class census indicates a total minority rate of 16.9%.

Black or African American 5.6%

Multiracial 3.2%

American Indian or Alaska Native 0.7%

Asian 1.3%

Hispanics of any race 5.8%

International/Other 0.3%

Did not disclose 1.5%

Total Minority 16.9%

**National and North Carolina Demographics**

Our national population is becoming increasingly diverse due to immigration and differential birth rates among racial groups. By the year 2020, it is estimated that Hispanics will comprise 16 percent of the U.S. population and African Americans 13 percent. Such demographics will have enrollment implications for institutions of higher education (University of North Carolina Board of Governors’ Supplement to Long-Range Planning 2004-2009).

National demographics for higher education at degree-granting institutions indicate overall minority rates of 32.2%, 33.3% and 34.3% for years 2007, 2008, and 2009 respectively (U.S. Department of Education, 2011).

North Carolina has a larger percentage of African American (21.6%) and American Indian

(1.2 %) residents than the national average of 12.3% and 0.9% respectively. It has a lower

proportion of Asian (1.4%), and Hispanic (4.7%) residents than the national average of 3.6% and 12.5% respectively (University of North Carolina Board of Governors’ Supplement).

Based on the national and state demographics, the University of North Carolina (UNC) Board of Governors recognizes the state’s diversity and has recommended the two top strategic priorities of 1) student success: access, retention, graduation, and affordability; and 2) outstanding faculty. Under the priority of student success, the UNC recommends promoting improved access, retention, and graduation levels with emphasis on underrepresented segments of the state’s population. Second, it is imperative to attract and retain exceptional faculty through a nationally competitive compensation system.

**Student Retention and Graduation Rates**

The following table indicates the percentage of all full-time, first-time Bachelor’s cohort retention rates from Fall 2007- Fall 2010 (Office of Institutional Planning and Effectiveness, IPEDS, 2007-2010).

**Fall 2007-Fall 2008 Fall 2008-Fall 2009 Fall 2009-Fall 2010**

 71% 76% 74%

The Bachelor’s degree graduation rates of total completers within 150% (6 year normal time period) for all minorities are 45%, 47%, and 39% for 2008-2009, 2009-2010, and 2010-2011 respectively.

Minority cohort graduation rates in 2004 indicated the following:

**Cohort Year 2004**

Black or African American 42%

Hispanic 42%

Asian/Pacific Islander 22%

American Indian/Alaska Native 31%

White 53%

In summary, the above demographic data indicates Faculty minority rates ranging from 6.6% to 7.77% with an expected availability of 19.04% in 2010-2011. Staff minority rates ranged from 5.2% to 5.75% with an expected average availability of 17.38%. Student minority rates ranged from 9.45% to 11% with a national minority representation rate ranging from 32-34%. This suggests an untapped resource of underrepresented groups.

**Western Carolina University’s Diversity Plan**

WCU’s diversity plan contains a vision, mission, values and goals to promote a welcoming community and address changing state and national demographics. Specific actions for each goal will be obtained from each of the five divisions and 43 units of the university using a baseline diversity plan survey of questions in the summer of 2012 and the responses will be collated (See appendix B). Thereafter, an annual plan survey will be collated and become part of the on-going diversity plan. Additionally, a Climate/Diversity survey of faculty, staff, and students is planned in 2012.

**Council on Diversity & Inclusion**

**Diversity Plan**

**April 11, 2012**

**Vision –** Western Carolina University is committed to being a diverse and inclusive learning environment where students, faculty, and staff aspire to be global citizens, multiculturally competent, and respectful in words and actions of all members of the University community.

**Mission -** Build and maintain a diverse, inclusive, and welcoming university that promotes respect, global citizenship, and access to education and the workplace for students, employees, and members of the global community.

The following values and goals relate to the above vision and mission:

**Student Learning Outcomes**

**We value:**

1. Learning experiences, pedagogy and curricula that lead to the development of globally aware, confident citizens/graduates who possess multicultural competence.
2. Student-centered experiences that lead to greater student retention and success.
3. Transformative learning experiences that inspire and prepare agents of change as global citizens.

**Goal:** Preparestudents to become globally aware, multiculturally competent, and civic-minded.

**Co-curricular Learning Experiences**

**We value:**

1. Connecting curricular, co-curricular, leadership, and culturally diverse experiences to provide accessible opportunities that challenge students to expand their boundaries and horizons.
2. Cultural immersion and field-based experiences that promote understanding of the diverse dynamics in our daily lives.

**Goal:** Foster cultural immersion and learning experiences, including international experiences that challenge students to expand their boundaries and horizons.

**Fostering Diversity in the Workplace and University Community**

**We value:**

1. The recruitment and retention of a culturally diverse and multiculturally competent workforce and student body.
2. Fairness in providing professional development and career progression opportunities for the workforce and university community.
3. A workplace and university community that is inclusive, welcoming and supportive of all individuals and that promotes freedom of expression and ideas.

**Goal:** Recruit, develop, and retain a diverse multiculturally aware community that promotes inclusion and equal opportunity in a welcoming and supportive work and educational environment.

**Relationship Building through Leadership & Communication**

**We value:**

1. Collaboration, engagement, and outreach that foster an open community with shared interests and goals, and that make a positive impact and promote success.
2. Commitment and accountability from executive leadership that promotes open engagement among all participants.

**Goal:** Build an open community that is supported by executive leadership and is inclusive, accessible, and promotes collaboration and engagement among all participants internal and external to Western Carolina University.

**Climate**

**We value:**

1. A welcoming and inclusive community in which honesty, mutual respect, and collaborative participation underpin all interactions.

 2) The social and lived experiences of each member of the WCU community with validation and representation.

3) Access and opportunities for diverse groups to obtain an education.

**Goal:** Establish and maintain a climate that is welcoming, accepting, and respectful of diverse groups and opinions, and that provides opportunities and access to obtain an education.

**Next Steps**

If the diversity plan is approved by the Chancellor, Executive Council, and Board of Trustees, it will be forwarded in late spring 2012 to the five divisions and their respective units. Each college/school/unit will be asked to complete the following survey so as to establish baseline information:

1. Which of the University’s diversity goals did your college/school/unit identify as a priority for fiscal year 2012-2013?
2. What college/school/unit goal(s) did you establish for 2012-2013 to address the above goal(s) selected as a priority?
3. What actions will your college/school/unit undertake to achieve the above identified goal(s)?
4. What metrics will you use to assess your college/school/unit’s outcomes of your actions?

Annual evaluation of the diversity plan will include collated information from the colleges/schools/units. Quantifiable equal employment opportunity data from the Office of Human Resources will serve as a baseline and be compared to the frequency and percentage of faculty/staff minority hires. Frequency and percentage of minority students retained and graduated will be obtained from the Office of Instructional Planning and Effectiveness. A Climate and Diversity Survey of faculty, staff, and students by the CODI is planned for fiscal year 2012-2013 and the data will be used to assist in planning diversity initiatives.

**Conclusions**

Recognizing and valuing diversity has the potential to enhance employee satisfaction, competitive business advantage, innovation, problem-solving, and best practices in the workplace. Inclusion and diversity efforts by higher education have implications for achieving excellence in learning, teaching, research, student development, and community engagement.

Diversity is a compelling governmental interest expanding the mission of higher education by building students’ knowledge to become better citizens and leaders preparing them to collaborate with others from different cultural groups and provide opportunities for richer, broader, and varied educational experiences.

**Glossary of terms**

Campus Climate: Campus climate is a measure – real or perceived – of the campus environment as it relates to interpersonal, academic and professional interactions. Climate refers to the experience of individuals and groups on a campus – and the quality and extent of the interaction between those various groups and individuals.

Co-curricular: student activities with student government, clubs, intramurals, and other programs.

Culture: Culture is the set of shared beliefs, attitudes, values, practices, goals, material artifacts and infrastructures common to members of a specific group and passed over time through socialization, education, and media. Culture is fluid and continually undergoing transformation.

Cultural Competency/Multicultural Competency: Cultural competency is a set of academic and interpersonal skills that allow individuals to increase their awareness, knowledge, understanding, appreciation, and responsiveness to cultural differences and the interactions resulting from them. Cultural competence involves an ongoing relational process tending to inclusion and trust-building.

Cultural immersion: Cultural immersion is living, working, observing, interacting, and participating for a period of time within a culture. Individuals get to know the culture from within; have to navigate culture as insiders do; learn new skills; may learn different ways of thinking based on the new culture; gain ability to empathize; may change viewpoints; navigate, negotiate, and adapt within and between cultures.

Diversity: Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. It includes race, ethnicity, gender, gender identity, age, national origin, geography, religion, ability, sexual orientation, socioeconomic status, education, marital status, language and linguistic differences, and physical appearance. It also involves different ideas, perspectives, and values.

Engagement: Commitment to direct, two-way interaction with communities and other external constituencies through the development, exchange, and application of knowledge, information and expertise for mutual benefit.\*\*

Equity: Equity is the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff. The principle of equity acknowledges that there are historically underserved and underrepresented populations and strives to identify and eliminate barriers that have prevented the full participation of some groups.

Global citizen: A person who connects equally with all, not wishing success over any one group, culture, or nation who feels and projects this commonality as their primary identity, all others (nationality, gender, race, etc.) as still important, yet secondary. Furthermore, a global citizen is one who does not close themselves off to the unknown, yet allows this mystery to appear intriguing and fascinating, as a lesson to be learned and as horizons being expanded. [From <http://youngglobalcitizen.com/post/1354898341/global-citizen-a-definition>]

Global citizenship: Global citizenship is both a moral and ethical disposition which might guide an individual or groups' understanding of local and global contexts- and their responsibilities within different communities. A Global Citizen connects equally with all, not wishing success over any one group, culture, or nation. Global Citizenship is motivated through a complex set of commitments to local interests and a sense of universal equality and notions of care for human beings and the 'world/planet' in its entirety. [From <http://rebelmasala.blogspot.com/2008/01/definition-of-global-citizenship.html>]

Inclusion: Inclusion is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.

Outreach: Networking with the community to build relationships and engagement.

\*We wish to thank the University of California – Berkeley for the use of definitions from their Strategic Plan for Equity, Inclusion, and Diversity: Pathway to Excellence (2009).

\*\*American Association of State Colleges and Universities (2002). Stepping forward as stewards of place. New York: Author.

**Appendix A**

**Council Members’ Biographies**

**Erin Adams**

**Erin Adams, assistant professor of interior design at Western Carolina University, has over 15 years of residential and commercial interior design experience. She holds a BS and MS of interior design from Colorado State University and is a certified LEED Accredited Professional. Ms. Adams specializes in historic preservation, adaptive re-use projects, and sustainable architecture and design and has served as lead designer on several construction projects seeking LEED certification. She is an active member of the National Kitchen & Bath Association, Interior Design Educators Council, U.S. Green Building Council and serves on the board of directors for Jackson County Habitat for Humanity.**

**Jennifer Brown**

Dr. Jennifer Brown was appointed to the position as Western Carolina’s fifth Senior Woman Administrator (SWA) on July 1, 2005.

As the Senior Woman Administrator, Brown has continued her supervision of AEP, with the addition of sport administration for women’s volleyball, women’s basketball, women’s tennis, men’s and women’s golf, men’s and women’s cross country, men’s and women’s track & field and softball. She coordinates the CHAMPS / Life Skills programs and serves as the athletic department advisor to WCU’s Student-Athlete Advisory Council (SAAC).

Brown earned her Bachelor of Arts degree in psychology from North Carolina State University in 1992, received her Masters of Arts in counselor education in ‘96 from North Carolina Central University, and was awarded her Doctoral degree in counselor education in the spring of 2004 from N.C. State. She began instructing a counseling course in the fall of 2005 in WCU’s college student personnel graduate degree program.

During her tenure in Cullowhee, Brown has garnered numerous accolades. She was named the Most Outstanding Academic Advisor during the 2002-03 academic calendar year, as well as the Last Minute Productions Staff Supporter of the Year. In 2003-04, Brown was awarded the John Fry Advising Award which honors excellence in working and dealing with students.

**Cory Scott Causby**

Cory Causby currently serves as the Director of Employment & Affirmative Action Programs for Western Carolina University and has been with the institution since February 1999. During this period, he has had the opportunity to obtain two degrees from Western (Ed. D., Educational Leadership and M.S., Human Resources). He also holds a B.A. degree in Government & International Studies from the University of South Carolina. In his current role, Cory oversees a variety of Human Resource functions for the institution to include Affirmative Action/Equal Employment Opportunity reporting and monitoring, Employee Relations, Training and Professional Development, Recruitment and Selection, and Classification and Compensation. Cory has worked in the area of Human Resources Administration for 15+ years and has earned his Professional in Human Resources (PHR) certification. Specific areas of research/interest include Title IX/Gender Equity issues in intercollegiate athletics and higher education/public sector policy assessment and interpretation. Cory may be reached by phone at (828) 227-7218 or email at causby@email.wcu.edu.

**Jane Adams-Dunford**

Jane Adams-Dunford is the Assistant Vice Chancellor for Student Affairs at Western Carolina University in Cullowhee, NC.

Prior to coming to Western Carolina University, Jane worked at Cameron University in Lawton, Oklahoma.  Over 20 years of experience in Student Affairs Administration, Jane’s experiences include: implementing organization development, assessment, staff development, strategic planning, student development programming, leadership and student success/retention.  Jane is an active member and served in leadership positions for the Southern Association of College Student Affairs (SACSA), NASPA – Student Affairs Administrators in Higher Education and a member of the American Association of University Women (AAUW). Jane has prepared and presented professional presentations on issues of diversity and inclusion, leadership, ethics and student organizations, social justice issues, creating change from within and women/gender issues. Prior to coming to Western, Jane was an adjunct psychology instructor for Cameron University. She enjoys sports, cultural arts, travelling and working with youth.  Jane is married to Ollin E. Dunford and they have two sons.

**James A. Felton III, M.S.**

James Felton is the Director of Intercultural Affairs at Western Carolina University. Previously, Mr. Felton was the Director of Multicultural Affairs at Lebanon Valley College. He has held administrative and adjunct instructor positions at Elizabethtown College, The Office of the Chancellor for the Pennsylvania State System of Higher Education, Harrisburg Area Community College, and the University of Wisconsin-Green Bay.

Mr. Felton worked on the critically acclaimed University of Wisconsin's *Diversity Plan 2008* (Green Bay campus) as well as provided oversight for the Pennsylvania State System of Higher Education's *Partnership Pre-college Program* for underrepresented middle and high school students. He also managed a Multicultural Fellowship program for 100 students as one of three national scholarship programs offered at Lebanon Valley College. He is also working with a team of multicultural and student affairs professionals to establish a premier national honor society on social justice in higher education.

He completed a Bachelor of Arts in Psychology from McDaniel College in 1995, Masters of Science in Educational Administration in 1998, and Graduate Studies in Administration and Leadership from Indiana University of Pennsylvania in 2000-2006. He is expected to complete

a Ph. D. in Global Leadership from Indiana Technical Institute in 2014.

Mr. Felton serves on the following professional associations:

**-NAME 2012 Philadelphia Conference Planning Committee 2009 – Present**

-Statewide Officer Pennsylvania Association of Multicultural Education 2009-2010

-Board Member- Gateway Medical Health Plan Advisory Board, Harrisburg, PA 2000 -2002

-Leadership Harrisburg-Preview Capital Region, 2000

**-***Who’s Who* in American College and Universities

James’ research interests and areas of expertise include Social Justice Education; Urban Studies, Urban Psychology, and Leadership Development. He would like to complete his Ph.D. and assume either an academic or executive leadership position in student affairs. Away from work, James enjoys working out, spending time with his college buddies as well as his nephew and two nieces. He is an avid fan of tennis, football, basketball, music and traveling abroad.

**William Frady**

William Frady currently works as an IT Manager at Western Carolina University. He manages the Instructional and Student Computing team in IT, which consists of a talented team of 23 individuals and about 30 student workers.

William has a Bachelors of Science and Masters of Education from Western Carolina University. He has presented at many conferences across the United States including UNC Cause, EDUCAUSE, which is a national conference, and the TLT conference.

William was the recipient of the 2011 Paul A. Reid Distinguished Staff Award at Western Carolina University. William was also selected to serve on the 2010 Extron Advisory Council for Education. His contact information is: William Frady, 7 New Hope Drive, Sylva, NC 28779, frady@wcu.edu

**Tara Beth Weekes Gleason**

Tara came to Western Carolina University in the fall of 2004 from Walhalla, SC to begin an undergraduate degree in Psychology with a minor in Sociology. She also began working as a student assistant with Hunter Library during this time. When she graduated in 2008, Tara accepted an assistant supervisor position with the Library and soon completed a Masters degree in Human Resources from WCU as well. Her degree included an internship with the HR department at Mission Hospitals in Asheville where she assisted their diversity officer (among others) with employee training and developed a passion for the topic. She has since moved into a position with the University’s human resources department and spends any free time she can with her first child, Ayla, and her husband that recently returned home from a military tour in Iraq.

**Katherine R. B. Greysen**

Dr. Katherine R.B. Greysen, Ph.D. is the Associate Dean of the Graduate School. Dr. Greysen has a Ph.D. in Organizational Learning and Instructional Technology, and certification in Adult Learning and Training from the College of Education at the University of New Mexico. She received her Master of Arts in Intercultural Communication from New Mexico in 1997. She has served in administrative roles as the Director of Graduate Research and the Dean of Academic Support Services at Sierra Nevada College and has taught research, thesis writing courses, as well as undergraduate coursework in Communication and Education. As a successful director in higher education, and in non-profit organizations, Dr. Greysen has valuable experience in recruitment, strategic planning, assessment, evaluation, fiscal management and budget preparation.

**John Habel, Ph.D.**

Dr. John Habel has been a member of the faculty in WCU’s Department of Psychology since 1993. In 1988 he was awarded a Ph.D. in educational psychology from the University of Tennessee, Knoxville. From 2002 to 2009 he held a joint position in the Department of Psychology and in WCU’s Coulter Faculty Commons for Excellence in Teaching and Learning, where he served as the Faculty Fellow for the Scholarship of Teaching and Learning. From January 2001 through August 2010 he co-directed a dropout prevention program that was designed to reduce teachers’ unintentional racism and the presence of stereotype threat. His involvement in diversity initiatives in WCU’s College of Education and Allied Professions includes his leadership of the Rural-Urban Exchange (<http://www.wcu.edu/3082.asp>) and his position as the chair of the College’s Diversity Committee.

**Victoria Harlan**

Victoria Harlan is a member of the Eastern Band of Cherokee Indians, a Registered Nurse and currently serves as the Emergency Room Nurse Manager at the Cherokee Indian Hospital.

She graduated from Western Carolina University with a Bachelor of Science in Nursing and holds an Associate Degree in Nursing from Penn Valley Community College, Kansas City, MO.

 Harlan has worked in nursing for almost twenty years at the Lawton Indian Hospital in Lawton, Oklahoma and in Cherokee.

 She is a veteran of the United States Marine Corp, currently attends graduate school at Western Carolina University, and is a member of Sigma Theta Tau international nursing sorority.

 She holds certifications in sexual assault nurse examiner, trauma nurse core course, advanced cardiac life support, pediatric advanced life support, burn trauma life support and basic life support.

**Mary Jean Ronan Herzog**

Mary Jean R. Herzog is Professor of Education and currently serves as the Chair of the Faculty. Dr. Herzog joined Western Carolina University in 1989 after teaching at Warren Wilson College for 11 years. She earned a doctorate in Educational Curriculum & Instruction at the University of Tennessee in 1988. She is the Program Director for the Master of Arts in Teaching (MAT) for the secondary and special subject teaching areas. She teaches graduate courses in teaching methods and foundations as well as qualitative research methods. She is actively involved in the Qualitative Research Group, an interdisciplinary, scholarly group of faculty and students. Dr. Herzog’s research is on gender issues, teacher leadership and scholarly personal narrative. She is actively involved in service within the university and community.

**Robin Hitch**

Robin Hitch came to WCU’s Hunter Library as a Computer Consultant in 1998 after working two years as Asheville-Buncombe Technical Community College Birch buildings’ Lab Coordinator. Originally from South Florida, she attended Palm Beach Junior College. Robin moved to the mountains of WNC in 1984 to take advantage of the outdoor activities of whitewater kayaking, backpacking and hiking.  She had worked in industry, for Phillips Corporation, as a Quality Inspector for twelve years prior to returning to college to obtain Associate degrees in Computer Programming and Information Systems from ABTCC. She is currently working on a Bachelor’s of Science degree in Engineering Technology and is the current Chair of the Staff Senate at Western Carolina University.

**Bethany Ketting**

Bethany Ketting is a 2010 graduate of Western Carolina University. She graduated with a degree in Philosophy and one in English with a Professional Writing concentration.  Bethany works in the Interlibrary Loan department at Hunter Library.

Bethany has lived in Jackson County off and on for about twenty years.  She was born in Kenya and has lived in Georgia, Rhode Island, and Minnesota in addition to North Carolina.  She currently resides in Cullowhee with her husband, Neil, and their two dogs.

**Jason Lavigne**

Jason Lavigne came to WCU in July of 1999 as a Computer Support Tech II working at the Help Desk. In August of 1999, he graduated from WCU with a Bachelor’s of Science in Business Administration. Since then he has earned several promotions to different areas of IT from that Help Desk position to student network support position, upper level faculty/staff support position, and now a position as Microsoft SQL Database Administrator. He represents the Staff Senate.

**Darlene Lozano**

Darlene Lozano, a Technology Support Technician for Advancement and External Affairs, has been with Western Carolina University 2 ½ years. She provides support to Alumni Affairs and ad hoc reporting on alumni data for various departments. She currently represents her department with Data Standards and Banner User Groups (BUGs).

Lozano has held various positions within the private and public sectors within Information Technology. Her past experience includes a Data Support Coordinator for Mecklenburg County schools in state testing, Buncombe County schools as Technical Assistant, and Game Development Programmer with a lottery vendor has made her skill set very marketable. She has a bachelor’s degree in Computer Science from South Carolina State University.

**Erin McNelis**

Erin McNelis is an Associate Professor of Mathematics and currently serves as the Chair of the Faculty. Dr. McNelis joined Western Carolina University in 2002 after finishing her Ph.D. in Mathematical Sciences at Clemson University. She teaches a wide variety of courses in mathematics, from introductory through the graduate level, and serves as advisor to both undergraduate and graduate students. Dr. McNelis’ research is typically in the areas of mathematical biology, numerical analysis, scientific computing, and mathematical modeling, though she enjoys working with students and peers on many different topics, both pure and applied. Dr. McNelis is actively involved in service at all levels within the university.

**Lois Petrovich-Mwaniki**

Lois Petrovich-Mwaniki – is the current Director of International Programs and Services at Western Carolina University (WCU), NC, which handles study abroad opportunities for WCU students and international opportunities for faculty; welcomes international students; manages the intensive language program; assists international visitors and faculty; and assists with student and visitor visas. For eleven years she taught art to grades 1-12 in German Gymnasien in North and South Germany and at the Laboratory School at Indiana University of Pennsylvania (IUP), Indiana, PA. For fifteen years, Dr. Petrovich-Mwaniki taught art education theory and practice to pre-service teachers at IUP, Purdue University, the Ohio State University, and WCU; held international or state positions in the National Art Education Association, the United States Society for Education through Art, and the Phi Beta Delta Honor Society for International Scholars. Her research interests include German art education trends, multicultural education, and teacher education theory and practice. Dr. Petrovich-Mwaniki is the current chair of the NC University Council of International Programs (UCIP), a council comprised of the Chief International Officers of the sixteen NC state universities, which collaborates on issues concerning study abroad, international student, faculty mobility, and the state’s UNC Exchange Program. She also chairs the UCIP Committee on Internationalizing Teacher Education, which is collaborating on joint efforts with the UNC Colleges of Education to internationalize teacher education programs.

**Judy Neubrander**

Dr. Judy Neubrander received her Master’s of Science in Nursing, with a focus in adult health and nursing education from the University of Kansas in 1994. In 2002 she received her doctorate in Adult and Community College Education from North Carolina State University. She is a certified Hospice and Palliative Care Nurse and a Palliative Care Fellow from Harvard School of Medicine. She became an ELNEC trainer in 2001. She became a certified nurse educator in 2006. She completed her certification as a Family Nurse Practitioner in May of 2009. She currently teaches courses in nursing theory, roles and issues, ethics, nursing education, tests and measurement and dying and palliative care. She serves as the interim Associate Dean for the College of Health and Human Sciences and has a strong track record of grant implementation including a 2008 HRSA Advance Nurse Education grant for $820,000. Her areas of interest and research include end-of-life care, gerontology, international missionary/volunteer services and adult education. One of her goals is to help the neediest of the world both at home and abroad.

**Lori Oxford**

Lori Oxford is an Assistant Professor of Spanish in the Department of Modern Foreign Languages at Western Carolina University. In 2007, she completed her doctorate in Spanish with a minor in Latin American Studies at the University of Georgia. Although her research interests include culture and literature from various parts of the Spanish-speaking world, her area of specialization is contemporary Cuban narrative and film. Immediately after graduation, she accepted an Assistant Professor position at Lebanon Valley College in Annville, Pennsylvania. In 2008, however, she returned to the southern U.S. and became a part of Western Carolina University, where she is happy to have found her niche. She is fortunate to be able to frequently teach courses on special topics, which allows her to keep students abreast of rapidly changing cultural environments in the Spanish-speaking world. Every summer, she takes a small group of WCU students to Valencia, Spain, where she and another instructor provide classes in advanced language practice as well as history and culture of the region. She also serves as faculty advisor for the newly formed student organization, *Comunidad y conciencia*, whose members engage in letter-writing campaigns to raise awareness and make their voices heard regarding issues of immigrant rights in their own communities.

**Sanjay Rajagopal**

Dr. Rajagopal is anAssociate Professor of Finance in the College of Business. He was born

in India and is a naturalized citizen of the United States. He holds a Master of Arts degree in Economics from India, and a Doctor of Business Administration degree in Finance from Mississippi State University. His areas of interest include teaching Corporate Finance and Financial Valuations, and his current research focuses on corporate finance in emerging economies, and market efficiency. Prior to joining the faculty at WCU, Dr. Rajagopal taught at Castleton State College, VT, and Montreat College, NC.

**Henry D. Wong**

Henry Wong is the Director for the Office of Equal Opportunity and Diversity Programs at Western Carolina University serving as the campus coordinator for the Americans with Disabilities Act and Title IX coordinator for gender equity. He is chair for the Council on Diversity and Inclusion and co-chair for the Eastern Band of the Cherokee Indian/WCU Advisory Council. A graduate of Southern Illinois University-Carbondale, he holds a doctorate in Rehabilitation and is a nationally certified rehabilitation counselor. Some of his roles prior to coming to Western Carolina University include: Correctional Officer and Program Assistant with the NC Dept. of Corrections, Rehabilitation Counselor with the NC Div. of Vocational Rehabilitation, and Program Manager with the Region V Rehabilitation Continuing Education Program. He is a former Assistant Professor in the Division of Rehabilitation Counseling from UNC-Chapel Hill and Fellow from the NC Center for the Advancement of Teaching. He continues to teach via distance learning courses for East Carolina University and Southern University at Baton Rouge in the Departments of Rehabilitation.

**Appendix B**

**Diversity plan survey templates**

**Diversity Plan Baseline Report Template 2012-2013 (first year)**

Name of College/School/Unit:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person submitting report: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail of person submitting report:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Outcomes of College/School/Unit Report

If you need a copy of the WCU Diversity Plan or have questions, please contact Dr. Henry Wong at wongh@wcu.edu, 828-227-2501.

1. Which of the University’s diversity goals did your college/school/unit identify as a priority for fiscal year 2012-2013? Please check all that apply.

\_\_\_Goal 1: Prepare students to become globally aware, multiculturally competent, and civic- minded.

\_\_\_Goal 2: Foster cultural immersion and learning experiences, including international experiences that challenge students to expand their horizons and boundaries.

\_\_\_Goal 3: Recruit, develop, and retain a diverse multiculturally aware work community that promote inclusion and equal opportunity in a welcoming and supportive work and

 educational environment.

\_\_\_Goal 4: Build an open community that is supported by executive leadership and is inclusive, accessible, and promotes collaboration and engagement among all participants internal and external to Western Carolina University.

\_\_\_Goal 5: Establish and maintain a climate that is welcoming, accepting, and respectful of diverse groups and opinions, and provides opportunities and access to obtain an education.

1. What college/school/unit goal(s) did you establish for 2012-2013 to address the above goal(s) selected as a priority?
2. What actions will your college/school/unit undertake to achieve the above identified goal(s)?
3. What metrics will you use to assess your college/school/unit’s outcomes of your actions?

Impact of Budget Cuts on Diversity in Faculty. Staff, and/or Programs

1. If you have eliminated filled positions in your unit due to budget cuts within the past year, please describe the impact on the racial, ethnic and gender diversity of your faculty and staff in your unit.
2. Has your unit reduced or eliminated funding support for diversity programs/initiatives in the past year? If so, please describe the likely impact on the program and/or your unit’s overall diversity goals.

**Diversity Plan Report Template 2013-2014 (second year)**

Name of College/School/Unit:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person submitting report: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail of person submitting report:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Part I. Outcomes of College/School/Unit Report

If you need a copy of the WCU Diversity Plan or have questions, please contact Dr. Henry Wong at wongh@wcu.edu, 828-227-2501.

Please respond to the following questions in reference to your college/school/unit’s diversity priorities for the past twelve months 2013-2014.

1. Which of the University’s diversity goals did for your college/school/unit address in fiscal year 2013-2014? Please check all that apply.

\_\_\_Goal 1: Prepare students to become globally aware, multiculturally competent, and civic- minded.

\_\_\_Goal 2: Foster cultural immersion and learning experiences, including international experiences that challenge students to expand their horizons and boundaries.

\_\_\_Goal 3: Recruit, develop, and retain a diverse multiculturally aware work community that promote inclusion and equal opportunity in a welcoming and supportive work and

 educational environment.

\_\_\_Goal 4: Build an open community that is supported by executive leadership and is inclusive, accessible, and promotes collaboration and engagement among all participants internal and external to Western Carolina University.

\_\_\_Goal 5: Establish and maintain a climate that is welcoming, accepting, and respectful of diverse groups and opinions, and provides opportunities and access to obtain an education.

1. What college/school/unit goal(s) did you establish in 2013-2014 to address the above goals selected as a priority?
2. What actions did your college/school/unit undertake to achieve the above identified goal(s)?
3. What were the results of your college/school/unit’s actions?
4. What metrics did you use to assess your college/school/unit’s outcome of your actions?

Impact of Budget Cuts on Diversity in Faculty. Staff, and/or Programs

1. If you have eliminated filled positions in your unit due to budget cuts within the past year, please describe the impact on the racial, ethnic and gender diversity of your faculty and staff in your unit.
2. Has your unit reduced or eliminated funding support for diversity programs/initiatives in the past year? If so, please describe the likely impact on the program and/or your unit’s overall diversity goals.

**Appendix C**

**Council on Diversity and Inclusion**

**Diversity Plan**

**Issues by Category**

**Student Learning Outcomes**

**Issues**

7. Ignorance

9. Prejudice

10. Recruiting students, faculty, staff

11. Curriculum

14. Making decisions based on data

17. Service learning by students

18. Study abroad opportunities with faculty and students

20. Research

22. Developing relationships by faculty, staff & students with other US & international

 universities

23. Globalization

24. Acknowledging diversity – Alterity (Otherness)

26. Developing increased concentration of student minorities

29. Student retention

33. Unintentional racism

34. Stereotype threats

35. Microaggressions

1. Infusing diversity with curricula

**Co-curricular Learning Experiences**

 **Issues**

15. Extracurricular activities

 17. Service learning by students

 20. Research

1. Exchange experiences
2. Develop urban preparation and immersion experiences for students
3. Semester study abroad opportunities for faculty, staff and students
4. Develop more QEP initiatives on diversity
5. Develop/implement national student recruitment programs such as POSSE and A Better Way
6. Tuition increases and impact on student socio-economic diversity
7. Extracurricular activities that address diversity

**Fostering Diversity in the Workplace**

**Issues**

 1. All my professors have been white (student comment re chalking on the sidewalk)

 2. Gender equity for professors, staff and administration

 5. Cultural balance-Underrepresented minorities, race, cultures, religions

16. Professional development for faculty, staff and students

20. Research

30. Faculty/staff retention

32. Mentoring of faculty, staff & students

1. “Group Think” during hiring/decision-making processes
2. Recruiting underrepresented groups re race, ethnicity, gender, etc. for faculty, staff & students
3. Equity of pay for all university workers
4. Staff incentives for professional development, retention, begin breaking EPA/SPA silo
5. Staff inclusion – silo, stereotypes, bias campus-wide
6. Staff inclusion with diversity initiatives – admin. assistants, library, housekeeping, IT, all interact with students
7. Faculty & Staff of color representation for every college of the university
8. One year pre or post ABD visiting scholars program for aspiring faculty of color
9. Leadership commitment

**Relationship Building through Leadership and Communication**

**Issues**

12. Town gown relationship of faculty, staff and students with the community

20. Research

25. Being urgent/aggressive to align with other groups and others seeking us out

1. Communication
2. Collaboration
3. Networking-internal/external to university
4. Marketing / publicizing the CODI on campus
5. Intergroup Dialogues
6. Meaningful dialogue and exchange among faculty/staff
7. Promote open engagement among all players
8. Co-leadership engagement
9. Educating customers/stakeholders, resistance, CODI importance, data
10. Outreach & engagement opportunities

**Climate**

**Issues**

3. Resources, funding

13. Assessing climate, opinions, and data that is evidenced-based

20. Research

31. A welcoming community

36. White privilege

37. Historical trauma

1. Leadership commitment
2. Global awareness
3. How we see ourselves as a community that embraces diversity
4. Developing multicultural competency for faculty, staff, & students
5. Honoring local culture & customs while acknowledging & being open to all
6. Relationship with Cherokee
7. Non-western religions
8. Prejudice (Intentional & Unintentional)
9. Honesty about feelings toward diverse issues
10. Openness to change
11. Cultural balance
12. Tolerance
13. Celebration and recognition of our differences
14. Social class differences
15. Differing values
16. Get out of comfort zone
17. Resistance – Institution, faculty, students
18. Anxiety about differences – the unknown
19. Apathy

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