FAR department reports on DEI

*Criminal Justice*

Developing international exchange course on multiculturism with Berlin School of Economics and Law, with an emphasis on policing.

*Psychology*

* The psych department sponsors 2 diversity scholarships for minorities to become involved in research.
* We have a diversity training on May 12th, which all faculty and staff are required to attend.
* We contacted the McNair offices of regional universities to advertise our graduate programs. This directly led to some applicants applying to our clinical program and possibly others.
* Several members of our faculty emailed diverse undergraduates who are members of professional societies in psychology to promote interest in our program.
* The psych department has a standing diversity committee with members from all three programs.
* The students in the clinical program were required to watch a documentary on conversion therapy.
* We have conducted a climate survey evaluating graduate student opinions regarding the degree to which various components of our department promote diversity, equity, and inclusion.
* We advertised for our faculty job searches on the websites for the Association of Black Psychologists, National Latinx Psychological Association, and every minority American Psychological Association special interest groups’ website that would give us permission.
* I don’t know how many McNair scholars we have this year, but we have historically been very active with the McNair program and I doubt that has changed. We improved our relationship with the business school.

*Biology*

Below is a summary of our responses to the DEI survey:

1. Do your courses include DEI-related material? If so, please describe how this material promotes DEI.

-Eight of the ten responders reported that their courses do include material relevant to DEI.

2. Does your research include DEI-related material or promote DEI? If so, please describe.

-Six of the ten responders reported that their research does involve/promote DEI material and/or that

they recruit/mentor minority undergraduate and graduate students.

3. Is your lab/office engaged in any activities to advise, attract, or retain first-generation or underrepresented

student groups to your research program or to the Biology Department? (e.g., scholarship,

grants, etc). If so, please describe.

-Six of the ten responders reported that they do actively recruit/mentor such students groups.

4. Please describe any DEI-related service that you engage in either inside or outside of WSU.

-Six of eleven responders reported that they provided DEI-related services for high school, undergraduate

and graduate students or for faculty recruitment.

5. Please describe any conferences where you have presented or that you have participated in that

focused upon DEI.

-Three of nine responders reported that they participated in and/or gave presentations at events that

focused on DEI.

6. Do you plan to design course materials and participate in any activities that will help with DEI related

issues?

-Six of ten responders reported thar they plan to or would consider participation in course design and/or

other activities that facilitate DEI issues.

*WEIS*

WEIS holds two activities each year that are open to students, faculty, staff, and the community

that focus on DEI. Global Village, held annually in the fall and the Diverse Women’s Summit

held annually in the spring. Both activities are a way to both advertise what the department is

doing, but also to get input from students and the community as to what we could be doing better

and/or differently.

*Sociology*

Twenty of fifty Sociology courses are listed in the catalog as having diversity content. I

assert that a significant proportion of the remaining 30 courses do in fact contain diversity

content but are not yet listed as such. We will review and update these courses in accordances

with the implementation of new General Education and College Competencies requirements.

Our research areas also focus on diverse populations and/or the experience of diverse

populations in relationship to our topic. For example, Dr. Pearson is exploring the joy of being a

member of the LGBTQ community. New hire, Dr. Lynne Joseph studies gender affirming

healthcare. Dr. Hill examines elderly populations. Dr. Billingham studies how urban policy can

disadvantage homeless and other marginalized populations. I study how changes in work and

workplaces affect workers of different economic, racial, and gender statuses. In short, as our

society has become more diverse, sociology has by necessity focused on diversity in both the

organization of and interaction within society.

Our commitment to diversity is also evident in our service. Dr.s Hertzog and Pearson

are active on the WEIS committee. Dr. Koeber and Dr. Pearson will serve on the Fairmount

College Strategic Plan committee. Dr. Hertzog is an advisor for the student group, Feminist on

Campus. Dr. Pearson is an advisor for SPECTRUM, a student association for our LGBTQ

students. Both of our educators, Shirlene Small and Jodie Simon, have been asked to sit on

committees at least in part because of their knowledge of and about diverse populations. Our

department holds annually a well-attended Gender and Sexuality conference. The Sociology

Department sponsored a Transgender education event this past March, organized by Dr.

Pearson. In sum, the Sociology department strives to be a leader in supporting and advancing

diversity, inclusion and equity within all areas of operation.

*Math and Stats*

**Sonia Kovalevsky Day**: The Sonia Kovalevsky Day is an all day, all female, all math event for middle and high school students! Sonia Kovalevsky Day is designed to empower the next generation of female mathematicians, scientists, engineers, and innovators. Sonia Kovalevsky Day is held in April every year.

**Graduate Program Groups (GPG) in Math Alliance**: A couple of years ago, math department has formed a Math Alliance Departmental Graduate Program Group (GPG). Math Alliance is a national program with the goal to ensure that "every underrepresented or underserved American student with the talent and the ambition has the opportunity to earn a doctoral degree in a mathematical science." A number of the faculty members in the math department have become the Math Alliance Graduate Faculty Mentors who will mentor a number of graduate students from underrepresented groups. In the past, our master student Jackie Chan was an alliance F-GAP scholar. In 2023, we will continue to run GPG.

**Launch Week**: Last summer we helped with Launch Week working with Dr. Shaw that ran the week before the start of classes. That was a weeklong program that targeted incoming first gen and underrepresented students. The materials we developed were designed to help students start well in the semester, and (for us) focused strongly on the mathematics component. In 2023, we will continue to run Launch Week.

**Math Circle**: The math department is offering something called a Math Circle. It's a series of lectures that help kids learn more about different areas of math. In January 2023, our Math Circle hosted a national math competition AMC-8 for middle school students.

**Math Teacher Circle**: The math department plans to start a Math Teacher Circle. This outreach activity will have an impact on student retention. Math Teacher Circle brings middle and high school educators together and introduces them to research style mathematics.

*Hugo Wall School of Public Affairs*

The mission of the Hugo Wall School is to engage a diverse faculty, staff and students in applied learningand applied research. A program that is diverse provides more opportunities to explore policy, practiceand management from different points of view. TheMPA program will focus on diversity with respect to race,ethnicity, gender, socioeconomic background, disability, sexual orientation, and gender identity. Theseare areas where awareness, competence and respect for difference are most common in our program.The MPA DEI plan (see Standard3 attachment to the Self-Study, 8/15/22) is to strengthen DEI with respect to MPA students, facultyand staff.The MPA program beganAcademic Year (AY)2023 with seven full-time equivalent faculty. Four facultyare female (each a person of diversity) and three are male (one a person of diversity). Faculty searcheswill continue to emphasize DEI. Faculty openings will be broadcast widely to under-representedgroups.The MPA website and printed material will be monitored and updated to ensure the School’s commitment to DEIis emphasized. Theadmissions webpage will explain the reasons for and importance of a racially, culturally, socioeconomicallydiverse group of students, faculty and staff. The MPA programwill develop measures of performance associated with these activities in the upcoming reaccreditation period (AY 2023 to AY 2028). Results will be documentedand the diversity planupdated accordingly.Diversity, equity and inclusion(DEI) arethe centerpiece of the mission of the MPA program. What is learned will beused to continuously improve DEI practice in delivery of theMPA degree.