To: Gabriel E. Gallardo, Assistant to the Vice President for New Initiatives  
Univ. of Washington, Office of Minority Affairs
From: Steve Kerr, Associate Dean for Academic Programs  
College of Education
Re: UW Diversity Appraisal
Date: 30 January 2004

This memo is in response to Vice-Provost Barcello's and your request for a report on efforts in the College of Education related to diversity. We applaud the University's efforts in this direction, and welcome both the expansive focus and depth of the inquiry. The College of Education is particularly concerned with issues of diversity, and has made these a central focus of our teaching, research, and outreach efforts to the broader community. As the College's Mission Statement notes:

The College of Education at the University of Washington believes that an effective public education system for a diverse citizenry is the cornerstone of a democratic society. To that end, we dedicate our resources to helping to make an excellent education a daily reality for every student in every community across this state and country!.

As is noted further below, addressing diversity is a regular and prominent feature of the work of our faculty and students. For many, their work in the field of Education is powerfully motivated by moral concerns for social justice and equality. Discussions of these questions are staples of our internal intellectual life. These are not peripheral issues for the College of Education; they are at the center of our beliefs, our scholarship, and our practice as educators.

As requested, the remainder of this memo is organized under the rubrics you provided. Programs with separate web sites show the URLs as footnotes.

1) Student Access and Opportunities
   a) We have a recruitment and retention plan; intent to boost numbers of underrepresented students by 5% over next five years (See attached.) To help us in our efforts toward this goal, we have retained the services of an outside consulting firm with special expertise in the areas of university student recruiting, student development and student retention.
   b) Faculty have made financial support for underrepresented students a key priority; as part of a self-initiated effort, faculty collected $15,000 in 2003-04 for diversity scholarships. Over 82% of the faculty participated in this effort.
   c) The College makes a special point of recruiting students from underrepresented groups. Students from such backgrounds are called to the attention of Area Chairs during each admissions cycle.
   d) Several programs within the College feature centrally recruiting and placing students from diverse backgrounds. Among these is the Teaching Learning Partnership (TLP)!, which intentionally included students from varied social and economic backgrounds (at least 4 in the initial cohort of 15 were from working class backgrounds); at least 3 of these students were lesbian/gay/trans; 1 was African, and 1 was African-American.

1 http://www.educ.washington.edu/COEWebSite/about/strategicPlan.html
2 http://www.educ.washington.edu/COEWebSite/programs/tep/TLP/
2) Student Development and Retention

a) We have launched a new student organization this year, and also work collaboratively with Educators Supporting Diversity (EPD), another student group formed several years ago and still active.

b) The College makes a special effort to provide financial support by assigning GSA positions to students of color and from underrepresented groups. For example, three GSAs in the Office of Admissions and Academic Support address issues of recruitment and retention. One is assigned to help with recruiting students from underrepresented groups, and to assist those students; a second GSA works on general issues of student life and climate; and a third GSA provides support with writing. Additionally, two RAs work in the Center for Multicultural Education. Another GSA position is a TAship in the Teacher Education Program related to diversity. This position is typically held by a doctoral student in multicultural education.

c) The Center for Multicultural Education places special emphasis on recruiting and mentoring graduate students. One of the Center’s publications consists of papers presented by Center Faculty and Graduate Students at American Educational Research Association conferences over several years: Multicultural Education, Transformative Knowledge and Action: Historical and Contemporary Perspectives (New York: Teachers College Press, 1996).

d) As part of a major effort during 2002-03 to ascertain where our teacher education graduates go after finishing with us, Prof. Gene Edgar conducted a major survey of recent graduates. While the analysis of those data is not yet complete, we anticipate being able to do an analysis of the extent to which our graduates are teaching in high impact schools, whether they tend to stay in or leave these schools, and generally how they see their work going with kids from different backgrounds. These data will help inform our program. This same study will also help us determine the extent to which our graduates wanted to teach in high impact schools.

e) Although all the academic programs in the College of Education are offered at the graduate level, we realize that our success in expanding a diverse pool of applicants may in the future depend on establishing closer ties with undergraduates at UW considering teaching as a career. Consequently, the College sponsors an undergraduate group, the Future Educators Club (FEDS), encourages involvement by students from all backgrounds. The Zesbaugh scholarship program encourages applications from all undergraduate students and places them in a variety of research settings where they can learn about education and work with College of Education faculty members.

f) Areas of the College make special efforts to attract and work with students from a variety of backgrounds. For example:

- Geneva Gay works with the Behavioral Disorders program to increase the number of culturally and linguistically diverse students. She assists with statewide and regional visits to other colleges (e.g. Heritage College in Yakima, Seattle Community College) to present the program and recruit students from underrepresented groups. Dr. Gay has also led a national recruitment effort using her extensive contacts with Historically Black Universities and Colleges. Professor Gay participates in the student interview process and nominate candidates who demonstrate in their interviews their commitment to working with diverse populations in their teaching.

- The College and its faculty make special efforts to place our doctoral graduates of color in competitive, nationally recognized institutions. For example, over the last 2-3 years, the College has placed such graduates in positions at: Indiana University (tenure line faculty); UCLA (tenure line faculty); University of Illinois (tenure line faculty); UW (Assistant Director of McNair Program); University of Hawaii (tenure line faculty); State University of New York at Buffalo; and University of North Carolina, Chapel Hill.

3 http://www.educ.washington.edu/COEWebSite/students/prospective/minority.html
4 http://www.educ.washington.edu/COEWebSite/Undergrad/index.html
5 http://www.educ.washington.edu/COEWebSite/Undergrad/scholarships.html
3) Engagement with the External Community
   a) Many of our faculty collaborate directly with diverse communities around the state and nation. Examples:
      - Prof. Bill McDiarmid (Curriculum & Instruction; Teacher Education) has worked with administration & faculty on the Pascal Sherman Indian School outside of Omak, and with Lynn Holder, UW liaison with the Colville Tribes Reservation (CTR). Since 1999, he has co-facilitated a 10-day, summer social studies institute for Alaskan teachers in the village of Chevak in western Alaska on the social, economic, political, and spiritual dimensions of Alaska Native subsistence. He is also involved with the Alaskool.org project, the largest and most frequently visited Alaska Native education Web site on the Internet. The site includes over 5000 artifacts -- curricula, Native language resources, photos, literature in Alaska Native languages, historical documents, academic studies and reports, student-produced materials, and maps.
      - College of Education faculty Kathy Kimball (Leadership and Policy Studies), John Morefield (Leadership and Policy Studies), and Gene Edgar (Special Education) have formed a partnership with local businessmen and a local elementary school where the student body is 80% students of color and largely free and reduced lunch. The aim is to improve learning and access for high poverty, ethnic minority children.
      - Prof. Ed Taylor (Leadership and Policy Studies) is a founding member of the Rainier Scholars program, an academic enrichment program for high achieving ethnic minority children in South Seattle that will follow kids from 5th grade through college placement.
      - Prof. Sheila Valencia (Curriculum & Instruction; Language, Literacy, and Culture) works intensively with three low-performing Seattle middle schools around literacy instruction.
      - Prof. Geneva Gay (Curriculum & Instruction; Curriculum and Multicultural Education) focuses her scholarship and professional service (in the form of consultations with school districts, professional associations, and colleges and universities) on Multicultural Education and Culturally Responsive Teaching.
      - Prof. Tom Stritikus (Curriculum & Instruction; Language, Literacy, and Culture) has played an active role in the Latino Educational Achievement Project. The statewide organization is a lobby and educational group seeking to improve the quality of Latino Students in Washington State. Stritikus has been a keynote speaker at their annual conference, published articles and research briefs in LEAP publications, and been an active member of the LEAP Advisory Board.
      - In September, 2003, the College held its opening Faculty Retreat at Garfield High School, an event that led to further collaborative efforts between UW faculty and faculty at GHS.

4) Staff and Administrative Diversity
   a) At the present time, the College of Education has 99 staff members. The breakdown of this group according to diversity categories used by UWEOO shows the College's staff to be
      75% female, 25% male
      81% non-minority, 18% minority
      2% Black, 7% Asian, 8% Hispanic, 1% American Indian
      5% disabled
      0% Vietnam/disabled vets
      57% age 40 and over

   b) Staff and administrative search processes include diversity as an important consideration when deciding which candidates to interview.

   http://www.alaskool.org/
5) Faculty Diversity
   a) At the present time, the College of Education has 109 academic personnel. The breakdown of this
group according to diversity categories used by UWEEO shows the College's staff to be
   58% female, 42% male
   87% non-minority, 13% minority
   5% Black, 5% Asian, 3% Hispanic, 1% American Indian
   2% disabled
   2% Vietnam vets, 0% disabled vets
   80% age 40 and over

   In addition to regular faculty, the College employs a large number of adjunct and part-time
instructors. Of these, a number are minorities: In Educational Psychology this year, such faculty include two African-American and one Asian women.

   b) Every faculty search committee is specifically charged to include diversity as a key criterion when
deciding which candidates to bring to campus for interviews. Each search committee is given
an initial packet of materials to orient their search processes and activities; the Dean's letter
typically includes the following paragraph:

   It is the formal and daily mission of the College to promote equity and diversity in our college
community. Consistent with this mission and our continuing commitment to diversity, the
search process requires recruiting and interviewing a diverse pool of applicants. The
University tool kit expands on ways to reach a diverse pool of candidates and provides
excellent guidance on how to do this.

6) Curriculum and Research
   a) The College includes the nationally and internationally recognized Center for Multicultural
   Education(CME), winner of the 2003 UW Brotman Award. The Center also received the
   Program Award for the best multicultural education program in the US from the National
   Association for Multicultural Education in 2003.

   One of the Center's major and most influential publications is the Handbook of Research on
   Multicultural Education, edited by James A. Banks and Cherry A. McGee Banks (Macmillan,
   1995, recipient of the Book Award from the National Association for Multicultural Education

   Several faculty members connected with this Center have national and international reputations in
   bringing lenses of diversity to bear on questions such as curriculum, instruction, assessment,
   and educational policy. Prof. James Banks directs the Center and is the force behind many of
   its projects, including the Diversity within Unity project, a consensus-panel approach to
   teaching and learning in a multicultural society. Banks also directed the 2002 Bellagio
   conference that produced Diversity and Citizenship Education (Jossey-Bass). Also affiliated
   with the Center are Prof. Geneva Gay, whose book Culturally Responsive Teaching: Theory,
   Research, and Practice (Teachers College Press), 2001 winner of the Outstanding Writing
   Award from the American Association of Colleges for Teacher Education.

   b) One of the College's four Areas, Special Education, focuses explicitly on the education of special
   needs children, including those with a variety of physical and psychological conditions that
   must be addressed if they are to learn and participate more fully in society. Affiliated with the
   Area and the College is the Experimental Education Unit(EEU), a comprehensive early
   childhood center providing inclusive educational services for children with and without
   disabilities. The EEU offers educational programs and services to support children with
disabilities and their families.

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7 http://depts.washington.edu/centerme/home.htm
8 http://depts.washington.edu/eeuweb/index.htm
c) Many of the research programs undertaken in the College specifically address issues of diversity in education. For example:

- The Area of Special Education's Behavior Disorders program utilizes the expertise and services of Dr. Steve Nourse, formerly with the Office of Civil Rights in Seattle, and a former classroom teacher, in planning, implementing, and evaluating the project. The Behavior Disorders grant addresses pressing issues such as: (a) the overrepresentation of African American boys with EBD in special education classrooms, (b) improving program outcomes for students with EBD, (c) integration of services across families and agencies, and (d) integration of current research knowledge into practice.

- Prof. Tom Stritikus is currently working on "The School Lives of Recent Immigrants," funded by the Institute for American Ethnic Studies. The general aim of this qualitative study is to examine the implications for students of the policy currently used by the Seattle Public Schools of sending recent immigrants to newcomer orientation centers for a period of six months to a year before they matriculate to their regularly zoned high school. Specifically, this project seeks to examine the interaction between the program configuration and students' development of English language and literacy. The project will document the experiences of 20 immigrant students through interviews and observations.

- Prof. Donna Kerr (Leadership and Policy Studies; Philosophy) addresses issues of "otherness" through her research and teaching, including the moral and social implications of these notions for educational and other institutions. Written by a culturally and disciplinarily diverse set of authors, the analytic and literary texts on which Kerr draws focus on "the other" in human formation.

- Prof. Ed Taylor, along with principals in Seattle Public Schools, have formed partnerships with elementary and secondary schools in Port Elizabeth, South Africa. They have created opportunities for graduate student exchanges, faculty exchanges and school to school partnership exchanges.

- Of the 96 grant applications submitted by College of Education faculty between July 2002 and December 2003, approximately half had a clearly identifiable emphasis on some aspect of diversity. We have not yet heard whether all of those submissions will be funded, but in that time period we have received approval for over $5 million to support projects with diversity components. In addition, the college of education currently has approximately 70 active grants awarded by federal and state government agencies, foundations, industry, and associations. Of these, at least half have a diversity component.

d) Diversity figures in some faculty sabbatical requests. During the period from 1997-98 through 2003-04, two faculty specifically noted that they intended their work while on sabbatical to touch on issues of diversity and multicultural education.

e) Many courses in the College address issues of diversity. For example, in the Area of Special Education, most courses are concerned in some way with educating special needs children:

- Collaboration: Working with Parents and Professionals
- Curriculum Development of Students with Moderate to Severe Disabilities
- Instructional Methods for Students with Moderate to Severe Disabilities
- Fundamentals of Reading for Children with Disabilities
- Communication and Language in Young Exceptional Children
- Seminar on the Education of Students with Severe Disabilities
- Specific Numeracy Techniques for Elementary Students with Mild Disabilities
- Educating Students with Autism or Severe Behavior Disorders
- Techniques for Instructing Social Behaviors for Elementary Students with Mild Disabilities
Education of Children with Behavior Disorders
Instructional Modifications for the Education of Children with Mild Disabilities
Seminar in Educating Children with Behavior Disorders
Special Topics in the Education of the Learning Disabled
Educational Assessment of Young Children with Special Needs
Curricula for Preschool Children with Disabilities
Issues in Working with Families of Young Children with Special Needs
Seminar: Early Childhood Education for Children with Disabilities

In Educational Psychology, the School Psychology program intentionally places interns in schools with low-SES children, and features a required course on Multicultural Issues in Counseling Students.

The Area of Curriculum and Instruction offers a wide range of courses related to diversity. Those listed below are only some examples of the large number of such courses:

- Teaching the Bilingual-Bicultural Student
- Multiethnic Curriculum and Instruction
- Instructional Strategies for Minority Students
- Second Language Acquisition
- Content Area Instruction for Second Language Learners
- Gender and Education
- Methods of Teaching ESL
- Educating Native American Youth
- Educating Minority Youth
- Teaching African-American Students and Culture
- School Reform and Multicultural Education
- Race, Gender, and Knowledge Construction: Curriculum Considerations
- and several additional seminars in diversity, ESL, and culture.

The Area also offers distinctive degree programs in Multicultural Education: an M.Ed. study option, an Ed.D. program, as well as a Ph.D. specialization.

- Prof. Ed Taylor (Leadership & Policy Studies) teaches a course on Race and Ethnicity in Higher Education that deals with race and equity in higher education. Another course, Education as a Moral Endeavor, has at its core the idea of “Truth and Reconciliation,” drawn from recent South African experience in addressing the aftermath of the apartheid era.

- Prof. Geneva Gay (Curriculum & Instruction; Curriculum and Multicultural Education) devotes about two-thirds of her yearly teaching assignments to courses that deal explicitly with issues of diversity. She focuses primarily on race, ethnicity, and culture.

- The Area of Curriculum and Instruction (Profs. Stritikus and Varghese) recently launched a new ESL endorsement program with Bellevue (approx. 25 teachers in a self-sustaining program).

(Although not an explicit part of your inquiry, linguistic diversity is an increasingly important issue for the region's public schools.)

7) Climate

a) The College continues to address issues of diversity annually through faculty brown-bag seminars and special events – for example, the College currently has plans to hold the following events during Winter and Spring, 2004:
   - Brown bag discussion of recruitment for diversity among recent faculty search chairs
   - Brown bag discussion of "teaching moments" involving diversity issues and how to use these productively in a classroom context
b) Special meeting with students of color and international students (to continue discussion of issues raised during Spring, 2003)
c) Special reception (planned for Autumn, 2004) for students of color and underrepresented groups to meet with the Dean
d) The College co-sponsors the Policymakers Exchange, a semi-monthly series of discussions among Washington and Oregon education, business, and government policymakers (school district staff, legislators, non-profit directors, etc.). Central in those discussions is the topic of closing the achievement gap.

Supplementary Questions:

8) How diversity is a visible and active part of your unit

The College as a whole is strongly committed to increasing its own diversity, and to finding ways to support the efforts of educational institutions to do likewise. In the College's Strategic Plan, the second major goal is "Prepare and Support Educators and Educational Leaders throughout Their Careers." This is further specified: "A major goal of the College is to recruit and prepare significantly more educators from diverse groups and create programs and partnerships designed to reduce the current high rate of attrition." Accordingly, the College's draft Recruitment and Retention Policy calls for the numbers of students from underrepresented groups to be increased by 5% each year during the period 2003-2008.

9) The specific ways that diversity is integrated into your academic mission in regard to your curricula, your undergraduate and graduate students, your faculty, and staff

Efforts on this score in relation to curricula and students are well documented above. Efforts to further diversify faculty and staff are under way at the present time, especially with regard to new faculty hires.

10) The ways in which you have structured your unit so that diversity is institutionalized as part of your criteria for success

The faculty and staff of the College take very seriously the goals noted above and outlined in our Strategic Plan. Ability to meet the goals noted above, and ability to relate effectively to students from diverse backgrounds, are essential components of faculty and staff reviews. These elements of our activities are not superficial; rather, they are parts of our mission and our commitment to our community and ourselves.