Introduction.

Although the department does not believe in numerical quotas, we have consistently met or exceeded the University's goals for diversity, with only one exception. In the Annual Affirmative Action Update report prepared by the Assistant Provost for Equal Opportunity, the distribution of academic personnel has met the goals for Total Minority in general, and in Hispanic and Asian in particular as affected classes. There are no goals set by the University for the department for Black or American Indian faculty hires, because of too low availability of the pool of affected class in our field and the small size of the department (10.5 FTE). We are still short of one female faculty, despite heightened efforts during the last faculty hiring searches, due to problems with spousal accommodation at the University. We will continue our recruitment efforts for female faculty in our future searches.

Our department does not have undergraduate student majors. Our graduate student body consists of mostly US citizens. The student body is almost evenly divided between females and males (with ratios fluctuating between 40-50% females). Diversity in our student body not only is beneficial in introducing an awareness of diversity in our students' education and in preparing them for the real world, it is also motivated by some key parts of our mission. Many of our graduate students become educators themselves, and their experiences with diversity propagate into the next academic or educational environment. Furthermore, while as graduate students here, some are involved in Outreach projects in local K-12 schools through the GK-12 program headed by Professor Loyce Adams. A current project is to help two predominantly black schools (Thurgood Marshall Elementary and Leschi Elementary) in the Seattle School District to implement standards-based mathematics curricula that meet the State of Washington standards. One of the existing problems in elementary schools for black children is a lack of good role models in mathematics and science. Our black male and female graduate Masters and PhD students have provided such role models. These successful minority students were mainly US citizens (one was from Zimbabwe).

The following are responses to questions on diversity efforts in our department:

What activities or efforts does your unit undertake to encourage diversity in the following areas?:

1. student access
   We have open access for all of our students in our program. Our department's size and the openness of the faculty gives all graduate students access to faculty time (if that is what the question is about?) Minority students and female students certainly have the same access to faculty as white male students.

   Our admission policy provides access for traditional as well as
non-traditional students, and our televised instruction program provides access for military personnel, full-time workers at Boeing and other high tech companies. Our one-year Professional Masters program satisfies a local need for access to a job-enhancing and re-education program.

In evaluating graduate student applicants, we consciously seek to diversify our student body. We are most successful in adding females and they have become some of our most successful graduates. We also regularly seek support for minority applicants and encourage them to do so as well.

2. relationships with external communities
Through Loyce Adams, Applied Mathematics has taken a leading role in the College and the University to reach out to minority (more that 75% African American) K-5 schools in the Seattle area. Presently, the GK-12 Program in Mathematics places 8 Fellows at Thurgood Marshall and 7 at Leschi Elementary to work in every classroom in those schools. The Fellows help the teachers implement a mathematics curriculum that meets State of Washington and NCTM Standards.

The Chair, Ka-Kit Tung, serves on the University of Washington Diversity Council.

3. staff and faculty
See above in the Introduction.
Loyce Adams, our only female faculty, is currently an Associate Professor and recipient of an ADVANCE grant to help with transitions. She is receiving mentoring toward advancing in rank within the department.

4. curriculum and research
We have revised our curriculum and degree requirements for M.Sc. and PhD degrees repeatedly to accommodate a variety of career paths. In the past we only admitted PhD students. Those PhD students who failed their Qualifying Exams then got a Masters degree and left our program after two or three years of study. Now we admit both Professional Masters degree students and Ph.D students. We streamlined the terminal Masters degree to one year. We have instituted a Preliminary Exam after the first quarter of study, so that the students that failed could still pursue a terminal Masters degree with only one year of study with no loss of time and do not appear as failures on their transcript.

In applied mathematics there is a diversity of research subjects for both faculty and students. Many of our admitted PhD students do not know which field of research they intend to pursue. We allow them to spend the first two years exploring. Our admitted PhD students are not exclusively assigned to a faculty member or committed to a research area. We attempt not to assign them a Research Assistantship to a particular project during their first year.

5. climate
Our department has been working with ADVANCE to seek ways to ensure the climate in Amath is the best possible for female students, postdocs, and faculty. We will join ADVANCE's interdepartmental efforts to educate faculty about departmental culture change.