

Appraisal of Diversity Efforts
Educational Partnerships and Learning Technologies
University of Washington
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Educational Partnerships and Learning Technologies (EP<) expands the ways in which the University works with diverse communities, and supports the use of technology in teaching and learning. University-community partnerships broaden access to university research and education expertise and create new opportunities for community-based research and learning. Inherent in this work is a commitment to engaging diverse institutions, communities, and individuals in a range of projects. The development of learning technologies encourages innovative uses of the University's infrastructure to support faculty and student research, education, and clinical applications of information technologies. These powerful tools for learning and teaching give students with a wide variety of learning styles the ability to succeed academically.

EP< work in relation to diversity target areas:

1) Student access and opportunities

UW students who participate in community-based projects interact regularly with prospective students from diverse communities. This contact can help prospective students develop a sense that they can attend the University and succeed in higher education. For example, UW students work regularly in Seattle Public Schools supporting technology and working with students to access technology resources. Through a partnership with the Pipeline Project in the Office of Undergraduate Education, UW students teach bookmaking in parts of rural Washington as well as the arts, both visual and performing, in diverse school and community settings.

2) Student development and retention

As a part of their work with the Student Access and Computing Group, over eighty UW undergraduates teach workshops for their peers in addition to designing and managing campus and community technology centers. Like these students, other students who participate in community-based projects take on complex roles and do work that they know has an impact on people's lives. These powerful learning experiences can contribute to retention, as the meaning and value found in the educational experience is enhanced.

3) Engagement with the external community

Much of the work of EP< focuses on this engagement with the external community. The example projects described below engage many diverse communities. In addition, many of the projects have an explicit focus on social justice and emphasize reaching out to underserved populations and equalizing opportunity. Where this is so, we include an explicit statement about the diversity goals of the project.

UW-Rural Community Partnerships

In 2000, Educational Partnerships and Learning Technologies created a formal institution-wide partnership with communities in the Yakima Valley, Northwestern Olympic Peninsula and Okanogan Region. These communities have highly diverse populations including a high number of Latinos and Native Americans. These UW-Rural Community Partnerships work with collaborating local institutions and UW representatives to develop partnerships that match UW and local expertise to identified community needs and aspirations, and create opportunities for community members and UW students, faculty, and staff to learn and work together. Establishing a visible and consistent university presence in each of the partner communities has been the cornerstone of the UW-Rural Community Partnerships program. This presence is evidenced by:

- An affiliation with a primary local partner institution.
- A full-time UW staff member, resident in the community and, in most cases, drawn from the community, strategically engages community partners, builds the local infrastructure, and supports project development.
- The Community Education and Technology Centers developed by the UW and local partner institutions. Some of these centers are managed by the University of Washington and are connected to the University's voice, data, and video networks, and others are managed solely by the community partners. Community partners and the University of Washington undertake development of programs within these centers jointly.
- A Community Advisory Committee comprised of leaders representing diverse sectors of the community who set priorities and guide the development of projects.
- A Campus Advisory Committee brings together people from across disciplines who currently work in these three and/or other rural communities, or who are interested in extending their work to rural communities.

Example Project: UW-Northwestern Olympic Peninsula Community Partnership at Peninsula College, Forks, WA

UW- Northwestern Olympic Peninsula Community Museum Project

Diversity statement: Surfacing, preserving, and sharing cultural materials from diverse groups on the Peninsula, with an emphasis on Native American communities

Olympic Peninsula communities and the University of Washington are creating an on-line museum representing aspects of the culture and history of the region. Each on-line exhibition will have associated physical exhibitions and workshops in the community and each on-line exhibition will be developed in close cooperation with the specific community it represents. A variety of different media formats (text, photographs, video, and audio) will be used as appropriate to the specific exhibition being developed. The museum has many possible areas of focus including the various regional tribal cultures; the Spoelstra collection of Americana; the collection of the Forks Timber Museum; shipwreck materials; and materials from the Clallam County Historical Society used to depict the lives of early pioneers. The first exhibition will be developed with the Hoh Tribe and will serve as a pilot for the project. A community-based approach will be used to collect images and to "curate" them. Local community members will be involved in identifying and photographing images

and developing each on-line exhibition and related community exhibitions and events. The community museum will also be used for on-line marketing of the arts and crafts of the region and to promote tourism to the area. Preston Gates & Ellis has donated \$107,000 in legal services. The Institute of Museum and Library Services awarded a grant of \$450,000 to the project in October, 2003.

Example Projects: UW-Yakima Valley Community Partnership, at Heritage College in Toppenish, WA

UW-Rural Community Technology Centers for Latino Migrant Workers

Diversity statement: Latino farmworkers are empowered through access to technology and information resources.

A grant from the US Department of Education in the amount of \$284,990 was received in October, 2002 to create two community technology centers in Granger and Sunnyside. Partners include the UW Information School, the Northwest Communities Action Center and Horizons, Inc. These technology centers assist farmworkers, the majority of whom are Migrant Latinos, and other low-income community members to improve their English literacy, to become fluent in the uses of information technology, and to gain access to a wide array of education resources.

Neighborhood Revitalization

Diversity statement: Improving living conditions in a neighborhood with many Latino residents.

A three-year grant from the US Department of Housing and Urban Development supports UW College of Architecture and Urban Planning and Heritage College faculty and students to work with community members on neighborhood revitalization projects with the City of Toppenish and the Northwest Community Action Center. Residents of these neighborhoods are 95% Latinos.

Yakama Nation Business and Technology Centers

Diversity statement: Helping native American entrepreneurs develop businesses and business expertise

The Yakama Nation, in partnership with UW, has received a grant from the US Department of Health and Human Services Administration for Native Americans. Engaging the expertise of the UW Business School, the Yakama Nation will establish several Small Business Development and Technology Centers on the reservation. The Yakama Nation will subcontract with the UW to provide this expertise and technical assistance.

Example Projects: UW-Okanogan Region Community Partnership, Omak, WA

UW-Okanogan Region Economic Analysis Project

Diversity statement: Working across cultural groups to create a plan to better the economic prospects of the region.

Alliance 2005, a working group made up of regional, governmental, economic, and community leaders, is working to create an economic analysis/profile of the Okanogan region. The profile will assess resources and strengths in order to create a viable economic strategy for the region and will serve as a marketing tool to attract investments and business development. In 2002, a researcher in the Evans School of Public Affairs developed an initial proposal to create this profile. In summer 2003, a team of UW graduate students

worked to collect baseline data on the economy of the region. Fundraising for phase two of the project is underway.

Washington Campaign to Promote Racial Justice

Diversity statement: Activities designed to create dialogue among groups were planned by a UW leader and Colville tribal member, Lynn Holder.

In collaboration with the Omak Mayor's office, the UW-Okanogan Community Partnership is co-sponsoring this project to develop greater understanding of racism, to promote racial justice, and to honor diversity. This initiative is developed in partnership with the Association of Washington Cities, the National Conference for Community and Justice, and the Anti-Defamation League.

Cultural Awareness Training for Healthcare Providers

Diversity statement: Community members and university faculty join together to increase the cultural competency of healthcare providers.

The UW School of Medicine is collaborating with the Okanogan Region Partnership to develop a training session for health providers in the Okanogan region, led by Professors Peter House and Roger Rosenblatt. A related initiative, "Upskilling of Health Care Providers," undertaken by North Central Washington Worksource Council, is also being connected to UW expertise.

Example Projects: Technology Partnerships

Diversity statement: Bridging digital divides; increasing access and opportunity

Internet 2 – K-20 Initiative

The University of Washington is playing a leadership role in developing a national K-20 initiative as a part of Internet 2. This effort grows out of a recognition that the fruits of the "information age" are out of reach for many in our nation. This gap, the "digital divide," threatens to continue to cut off populations from new opportunities – from access to new forms of education, good jobs, health and medical information, and the chance to participate in the affairs of the broader society.

UWired Community Technology Partnership

Students work as technology consultants in Seattle Public Schools and in a network of Community Technology Centers throughout Seattle, helping to make access to technology available to a range of underserved communities.

LawforWA

A joint effort of the Washington State Bar Association's Committee on Public Legal Education and a multi-disciplinary group of UW faculty and staff, seek to create broad access to information about legal services and promote education about the legal system. The first step in this project is the creation of a Web portal to access legal services and legal education, including numerous distributed services and databases. Funding is provided by the Allen Foundation.

Asia Pacific Testbed for Research, Clinical, and Education Applications

This project will use Asia Pacific research and education networks to support disease surveillance in the Pacific Rim, to develop new distance education applications to support Pacific Rim public health research and practice, and to develop new applications in areas such as virtual labs, data-mining, and evidence-based public health medicine.

Example Projects: International Partnerships

Diversity statement: Working across cultures to link universities and their communities to work that is mutually beneficial.

EP< is committed to working with units from across the university to internationalize teaching, research, and service by creating multi-national, multi-institutional projects carried out by faculty, student, and community teams. The Port Elizabeth, South Africa-UW partnership is comprised of project-based activities, which are simultaneously grounded in faculty research interests and embedded in curricular structures in order to affect large numbers of students, both in Seattle and in Port Elizabeth. Vice Provost Louis Fox represented the University of Washington in the Association of Pacific Rim Universities – Global Learning Initiative. The goal of this initiative is to substantially improve the capabilities of leading research universities and their high school partners to successfully utilize the growing stream of advanced information technologies to improve distance learning, both within their own national cultures and with international partners across cultures.

Example Project: Cross-departmental Urban Partnerships

UW-Seattle Center Community Partnership

Diversity statement: Seattle Center is a community meeting place for diverse cultures and communities. UW students and faculty are contributing to the life and operations of the Center through this partnership.

Work is underway to develop a set of initiatives that link the teaching and research interests of the UW to the Seattle Center. For example, College of Education professor Eugene Edgar is working with a graduate student to evaluate the impact of the Seattle Center Academy and to document their special education inclusion methodology. In another example, Hilda Blanco, Chair, Urban Design and Planning Department in the College of Architecture and Urban Planning, is working with a graduate student to document the history of development of the Seattle Center campus. And Raya Fiedel, Professor in the Information School, will base her winter quarter, 2004 archive development class at Seattle Center to lay the groundwork for developing a Seattle Center Archive.

Example Projects: Partnerships between Washington State Tribes and the University of Washington

Diversity statement: Tribal communities have much to teach, but the University does not often develop strategies to enable faculty and students to access this knowledge. These partnerships aspire to do just that.

Colville Nation and Washington State Tribal Education Summits

The UW-Okanogan Region Community Partnership facilitated a Tribal Education Summit in August 2002, attended by more than 300 educators, community leaders, and

representatives from higher education. A number of UW units and departments made presentations at the event, including the Office of Minority Affairs, the College of Education, the College of Engineering, the School of Business, and the Native American Center of Excellence in the College of Medicine. The Okanogan region Workforce Development Council provided \$7,500 in funding for the Summit. This effort served as a model for a state-wide Tribal Education Summit, held in March 2003.

Native American Telecommunications Survey

A background paper, providing an overview of past and current efforts to assess the rate of household teledensity on Indian reservations and the telecommunications infrastructure in reservation communities, was completed in summer, 2003, and is currently being updated and revised. The paper examines the sources used, data collection mechanisms employed, and conclusions drawn in these studies. This research forms the basis for a comprehensive survey of telecommunications capacity as well as current and future applications of telecommunications technologies in tribal communities. This survey is currently being designed collaboratively by the UW Information School and the Affiliated Tribes of the Pacific Northwest Indians. (ATNI). The survey will be piloted on the Colville Reservation in early 2004 under the guidance of Elstun W. Lauesen, Director of Technology (ATNI) and Professor Louis Fox, UW Information School, who are the authors of the background paper and the survey. Based on what is learned during the pilot, the survey will be revised and then administered on other reservations beginning in 2004.

4) EP< staff and administrative diversity

Twenty-five professional staff

- Female 36%
- Minority 20%

Eighty-two student staff

- Female 33%
- Minority 50%

Professional staff members are recruited in conjunction with University Human Relations Employment specialists. We post positions on the UW Employment website, and we often advertise in Seattle newspapers – in print and online – to reach a large and potentially diverse applicant pool. We have an ongoing commitment to hiring partnership staff from communities that are the focus of our partnership efforts.

Graduate staff members are recruited through notices sent to departmental graduate student advisors.

Undergraduate staff members are recruited through referrals from existing student staff, and at New Student Orientation sessions, in *The Daily*, through the Center for Career Services, Office of Minority Affairs, Work Study Office, CS Introductory Programming classes, and Women in Engineering Program. Student Computer Lab staff attend annual (and in some

cases quarterly) client service workshops which focus on respectfully serving a diverse range of our faculty, staff, student and teaching assistant clients.

5) Curriculum and research

EP< supports curriculum and research in academic units through technology development.

Diversity Statement: One strategy for creating curriculum to engage a diverse student population is to provide many options for learning. The right technology tools can broaden the ways in which students can engage materials and the strategy faculty can use to teach.

EP< provides centrally-supported learning technology resources that are designed and built to help faculty, researchers, clinicians, and students attain their pedagogical and research goals. We accomplish this by synthesizing input from across campus to build resources that are shared by the entire UW community. The knowledge and experience gained from using these resources over different courses and learning experiences are used to fashion successive generations of resources to meet the specific needs of UW faculty and students.

We provide a suite of Web-based tools (the Catalyst Tools) that helps instructors quickly post course materials online, increasing student access to these important resources. The Catalyst Initiative makes it easy to integrate Web-based activities such as online discussions or case studies that allow students and faculty to interact and collaborate. We also offer general-access computing labs and computer-equipped classrooms, a rich knowledge base of methods for using technology to achieve specific pedagogical and research goals, technology workshops for students and faculty, and individual consulting on the use of technology in education and research.

EP< supports curriculum and research in academic units through facilitating community university partnerships (see above example projects).

Diversity Statement: By creating new sites for learning and engaging community members in curriculum and research, the diversity of settings for learning is broadened as is the diversity of those who teach.

EP< conducts institutional research to establish the context for programmatic efforts, including diversity efforts.

This research is available at <http://www.washington.edu/EP</research/reports.shtml>. Some research pertains specifically to diversity promoting efforts. For example, the 2000 “UW Diversity K-12 Outreach Programs: Planning Guide: An inventory of programs and partner schools” is an inventory of programs and partner schools, documenting the range and complexity of the University of Washington’s current K-12 outreach efforts to underrepresented students as well as the professional development opportunities for K-12 educators who serve these students. It was created as a tool to help determine possible opportunities for enhancing and expanding already existing initiatives and to understand needs that are not currently being met. The inventory includes fifty entries for colleges and departments on campus.

6) Climate

The diversity of the university community is broadened through EP<'s efforts to refer community members and organizations seeking a partnership with the university to appropriate faculty/departmental contacts and connect university faculty with community members or organizations that may assist in furthering their research, teaching or clinical practice. Initial meetings to explore potential university-community connections were carried out with over one hundred representatives of community organizations and UW units in 2002-2003.

The EP< office is also dedicated to building awareness and understanding of the benefits the University Washington brings to communities and the ways in which work in these communities contributes to research and education at the university.

University of Washington Community Partnerships: Case Studies of Departmental Efforts
Detailed case studies of Pediatric Dentistry and Landscape Architecture are in publication. These case studies trace the motivations, history of development, and impact of partnerships with communities and contain descriptions of specific projects; photographs; quotes from faculty, staff, students, and community members; and a bibliography of publications, videos, and reports that document the partnership. Several other case studies are planned on Computer Science & Engineering, Scandinavian Studies, the relationship between the UW and the Seattle Art Museum, and the UW-Yakima Valley Community Partnership.

Video Production - Growing Partnerships: Rural Communities & the University of Washington

In 2003, a fifteen-minute video was produced with UWTV, profiling work carried out by twelve UW units with fourteen community organizations in rural communities in Washington state. This is one in a series of videos on how the University of Washington benefits the broader society

Faculty Tour to the Yakima Valley

A group of seventy-five faculty and staff from over 30 UW departments and units traveled to the Yakima Valley for a day in April, 2003 to participate in presentations on current partnership projects and discussions of possible new collaborations. They were joined by sixty Yakima Valley community members and Heritage College faculty. This event was created in collaboration with the Office of Minority Affairs.

Inventory of UW-community Partnerships in Tribal Communities

An inventory of current collaborations between the University of Washington and Washington State tribal communities will be developed as background for the formation of new projects.

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