To: Gabriel Gallardo  
Assistant to the Vice President  
Office of Minority Affairs  
Box 355845  

From: Johnella E. Butler, Associate Dean and Associate Vice Provost  
The Graduate School  

Cc: Elizabeth Feetham, Interim Dean of The Graduate School and Vice Provost  

Re: Diversity Appraisal 2003-2004 for The Graduate School  

Enclosed, please find diversity appraisals for the following units of The Graduate School. Each unit of The Graduate School was requested to submit an Appraisal, including interdisciplinary programs that are housed in The Graduate School. The following units submitted Diversity Appraisals:

✓ Academic Programs  
✓ Biomolecular Structure & Design Interdisciplinary Graduate Program  
✓ Center for Instructional Development & Research  
✓ Center for Innovation & Research in Graduate Education  
✓ Computing & Information Resources Division  
✓ Fellowship & Assistantship Division and the Student Services Division  
✓ The Graduate Opportunities & Minority Achievement Program  
✓ Global Trade, Transportation & Logistics Studies Interdisciplinary Graduate Program  
✓ Molecular & Cellular Biology Interdisciplinary Graduate Program  
✓ Near & Middle East Studies Interdisciplinary Graduate Program  
✓ Neurobiology & Behavior Interdisciplinary Graduate Program  
✓ Quantitative Ecology & Resource Management Interdisciplinary Graduate Program  
✓ Program on the Environment Interdisciplinary Graduate Program  
✓ The University of Washington Press  

These Graduate School units have not submitted diversity appraisals:

✓ Biology Teaching Interdisciplinary Graduate Program  
✓ Graduate Admissions  
✓ Health Services Administration Interdisciplinary Graduate Program  
✓ Individual Ph.D. Program  
✓ Museology Interdisciplinary Graduate Program  
✓ Urban Design & Planning Interdisciplinary Graduate Program
GRADUATE SCHOOL'S REPORT ON DIVERSITY
OFFICE OF ACADEMIC PROGRAMS

Program Review
February 12, 2004

The Office of Academic Programs contributes to the strength of the University's educational and research missions by conducting peer reviews of new graduate degree and graduate certificate proposals and conducting reviews of existing academic programs at all three University of Washington campuses, as well as research centers and institutes. Reviews of educational programs are mandated by state law and the University at 10-year intervals.

The objective of program reviews is to assess the academic and educational quality of an academic unit. It allows the Department faculty, staff, and students, the university administration, and the review team to consider not only a unit's recent accomplishments and challenges, but also to engage in a forward-looking planning process.

The Office of Academic Programs provides units under review with a set of guidelines for preparing a self-study. The guidelines include components on self-evaluation, teaching, research and productivity, relationships with other academic units, diversity, information on undergraduate and graduate degree programs, graduate students, dissertation committees chaired by faculty, and placement of graduates. In April 2001, the "Self-Study Guidelines for Review of Existing Degree Programs" was revised to include the following section which requires academic units to provide more in depth information on diversity.

Section E: Diversity

The University is committed to providing a supportive environment for all members of its community and ensuring that each is included in the life of the University in ways that benefit professional development and success. Underrepresented groups can vary by field, but are most commonly identified by gender, race, or ethnicity.
1. Describe for your unit the inclusion of underrepresented groups for students (by entering cohort), faculty (by rank) and staff.

2. Please provide data comparing the teaching loads and other duties of any members of underrepresented groups in your unit to others of comparable professorial rank.

3. What steps, including outreach and recruitment, has your unit taken to ensure an environment that values diversity and supports all faculty, students and staff, including members of underrepresented groups? Have you been able to retain students and faculty from these groups once you have recruited them? What factors aid or impede your efforts to recruit and retain members of underrepresented groups? Is there anything the University can do to help you with recruitment and retention?

4. Has the increased diversity of the student body and/or faculty in your department generated any changes in your curriculum? In your unit's academic culture or climate? If so, what are the impacts of these changes? Is there anything the University or College can do to help you with these efforts?

Program Review Committees

Faculty committees are appointed for the review of each academic unit. These committees consist of UW faculty and faculty from other universities. External faculty are selected for their expertise in the field of the academic unit under review. Attention is paid to diversifying the composition of the committee to include gender balance and faculty of color. The Office of Academic Programs also provides guidelines for each program review committee. Along with the guidelines the list "Important Characteristics of Degree Programs" includes consideration of diversity in faculty hiring as an indicator of program quality and diversity in admission policies as an indicator of a program's value to students. Issues to be included on this list in the future are how diversity is integrated within the curriculum and in teaching and student learning.

At key points, the program review process involves discussion of the diversity of faculty, students, and staff in academic units and the strategies that units are employing to address the issue. These discussions involve members of each review
committee, administrative faculty of the Graduate School, the respective school/college, Office of Undergraduate Education, and the Office of the Provost. Each committee’s charge for review of an academic unit requests that committees explore the status of diversity within an academic unit. This charge involves determining how academic units admit, recruit, and retain faculty and students of color and women and whether mentoring occurs that enables students to complete degree programs and faculty to attain tenure.

An assessment of diversity is based on data that respective units provide on racial and gender diversity in academic programs. Programs which have particular interest and sensitivity to other issues of diversity, such as the Department of Rehabilitation Medicine’s awareness of disability, will self-report.

**Graduate School Council**

The Graduate School Council is an elected body of twelve graduate faculty that is advisory to the Dean of the Graduate School. Representation on the Council includes members of the Graduate Faculty from the arts and humanities, social sciences, natural sciences, applied sciences and engineering, and the health sciences, as well as the UW Bothell and Tacoma campuses. One graduate student, who is the current president of the Graduate and Professional Student Senate (GPSS), also serves on the Council.

The Graduate School Council’s primary responsibility is to evaluate reviews of academic programs and reviews of program proposals that occur each year. The Council meets bi-monthly to discuss the findings and recommendations of each completed review with members of the academic unit, dean of the respective school or college, and UW members of the review committee. Based on an evaluation of the identified strengths, the areas that need improvement, and other critical issues
for each program, the Council makes recommendations to the Graduate School Dean. These recommendations are forwarded by the Dean to the Provost for consideration and action.

Johnnella Butler, Associate Dean and Associate Vice Provost, heads the Graduate Opportunities and Minority Achievement Program (GO-MAP) in the Graduate School. Dr. Butler’s participation on the Graduate School Council is instrumental in maintaining awareness of diversity issues in program review. She keeps the Council apprised of current developments in diversity on the national and local levels, while raising awareness of issues close at hand in the program review discussions.

**Future Directions**

Interdisciplinary programs are a vital component in graduate education and the rise in the number of interdisciplinary programs offered allows for an opportunity to bring diversity into the discussion at early stages of their development. The Graduate School is looking at ways to provide data to assist with analyzing a program’s results with its diversity objectives and to re-examine issues of diversity in any future development.

One objective in the program review process is to increase visibility of the Graduate Opportunities and Minority Achievement Program (GOMAP). A need exists for academic programs to develop closer working relationships with GOMAP staff in the areas of recruitment and retention. This connection will enable GOMAP and academic units to collaborate on strategies to increase the diversity of graduate students in their programs. An increased diverse student population will help to create a larger pipeline from which to develop more faculty of color.
Minimal awareness of the need to address gay, lesbian, bisexual, and transgender issues has characterized the academic program review process until now. With guidance from the Office of Minority Affairs, the Academic Programs Office is receptive to widening the definition of diversity. Finally, as the office that manages the process of approving new degree and graduate certificate programs, Academic Programs would welcome a discussion of new academic programs in the areas of gay and lesbian studies, disability studies, and other areas of intellectual inquiry that grow out of a wider definition of diversity.
Thursday, January 29, 2004

Johnnella E. Butler
Associate Dean and Associate Vice Provost
The Graduate School
Box 353770, G-1 Communications
University of Washington
Seattle, WA 98195-3770

RE: BMSD Diversity Appraisal Report

Dear Dean Butler:

The Interdisciplinary Graduate Program in Biomolecular Structure and Design is comprised of 24 research faculty (Biochemistry, Bioengineering, Biological Structure, Biology, Chemistry, Immunology, Medicinal Chemistry, Ophthalmology, Pharmacology, and the Fred Hutchinson Cancer Research Center) and 35 graduate students; is a participant in the Molecular Biophysics Training Grant (administered through the Department of Biochemistry); and is an active participant of the Biomedical Minority Recruitment Task Force created in Spring 2003 to address minority recruitment issues and strategies in the biomedical sciences.

Due to the specificity and highly competitive nature of the BMSD Program, we seek to recruit and accept highly-motivated and intelligent graduate students to enhance the overall nature of the Program. We believe the University of Washington offers an excellent opportunity for interdisciplinary graduate training in the exciting and newly developing fields of structure determination and prediction, ligand and drug design, protein design and engineering, etc. The area of research encompassed by Biomolecular Structure & Design is inherently interdisciplinary in nature: techniques used in this area are derived from chemistry, biochemistry, biophysics, and molecular biology. The program is designed to facilitate cross-training among disciplines with the aim of preparing young scientists to enter this exciting and growing field of research. It is also the primary biophysics program at the University of Washington.

We consistently accept undergraduate and Masters students from a wide range of disciplines: computer science, engineering, biology, physics, chemistry,
biochemistry, and cell biology. We feel that this broad range of academic backgrounds gives our Program an inherent diversity and allows our students access to a number of unique opportunities for advancement, collaboration, and achievement both here at the University of Washington and beyond.

The Biomedical Minority Recruitment Task Force was created to address the lack of diversity in the biomedical sciences. The participating members agree that outreach and education are an important component of any efforts to increase minority student recruitment and retention. One of our current minority students, Naomi Cotton, is also a participant in the Task Force and volunteered to be a part of the visual materials put together that will be used in future outreach programs (see attached flyer).

The BMSD Admissions Committee makes every effort to comprehensively review and choose those candidates best suited to this field taking into account previous academic progress, educational goals, and the personal background of each student. We feel that those candidates chosen for admission to our Program are a future asset to the field and the University.

As an active member of the Biomedical Minority Recruitment Task Force, the BMSD Program will continue to participate in educational outreach through visits to junior high and high schools, and dissemination of visual materials at minority recruitment conferences such as the Society for Advancement of Chicanos and Native Americans (SACNAS), the Annual Biomedical Research Conference for Minority Students (ABMRCs) and the annual American Indian Science and Engineering Society (AISES) conference.

The staffing levels of the BMSD Program consist of one Director in overall charge of the program and one Graduate Program Administrator in charge of day-to-day operations.

The graduate training program consists of three components: formal courses that include both basic science curricula and literature review core courses and electives, a teaching element that consists of two quarters as a teaching assistant in their second year, and research rotations in at least three different laboratories and departments before the student joins a permanent Ph.D. granting lab in either Biochemistry, Biological Structure, Chemistry or Medicinal Chemistry. In light of the interdisciplinary nature of the training, specific requirements are kept to a minimum, to allow for maximal flexibility.

The BMSD Program offers a very friendly academic and social environment to our students and faculty. Collaborations are encouraged between different departments and laboratories throughout the University of Washington to
enhance the educational experience of the student and to further research and knowledge in the field.

The BMSD Program will continue to offer educational opportunities for minority students through outreach and participation in minority recruitment efforts in the Basic Sciences and through annual program recruitment efforts. If you have further questions, please do not hesitate to contact me at your convenience by phone at (206) 543 – 1295 or by e-mail at <dabaker@u.washington.edu>. Or you may contact the BMSD Program Administrator, Joe Cravens, at <bmsd@u.washington.edu>.

Sincerely,

David Baker
Director, Biomolecular Structure & Design Program
Professor, Department of Biochemistry
Johnnella E. Butler  
Associate Dean and Associate Vice Provost  
The Graduate School  
Box 353770, G-1 Communications  
University of Washington  
Seattle, WA 98195-3770  

RE: BMSD Diversity Appraisal Report  

Dear Dean Butler:

The Interdisciplinary Graduate Program in Biomolecular Structure and Design is comprised of 24 research faculty (Biochemistry, Bioengineering, Biological Structure, Biology, Chemistry, Immunology, Medicinal Chemistry, Ophthalmology, Pharmacology, and the Fred Hutchinson Cancer Research Center) and 35 graduate students; is a participant in the Molecular Biophysics Training Grant (administered through the Department of Biochemistry); and is an active participant of the Biomedical Minority Recruitment Task Force created in Spring 2003 to address minority recruitment issues and strategies in the biomedical sciences.

Due to the specificity and highly competitive nature of the BMSD Program, we seek to recruit and accept highly-motivated and intelligent graduate students to enhance the overall nature of the Program. We believe the University of Washington offers an excellent opportunity for interdisciplinary graduate training in the exciting and newly developing fields of structure determination and prediction, ligand and drug design, protein design and engineering, etc. The area of research encompassed by Biomolecular Structure & Design is inherently interdisciplinary in nature: techniques used in this area are derived from chemistry, biochemistry, biophysics, and molecular biology. The program is designed to facilitate cross-training among disciplines with the aim of preparing young scientists to enter this exciting and growing field of research. It is also the primary biophysics program at the University of Washington.

We consistently accept undergraduate and Masters students from a wide range of disciplines: computer science, engineering, biology, physics, chemistry, biochemistry, and cell biology. We feel that this broad range of academic backgrounds gives our Program an inherent diversity and allows our students access to a number of unique opportunities for advancement, collaboration, and achievement both here at the University of Washington and beyond.

The Biomedical Minority Recruitment Task Force was created to address the lack of diversity in the biomedical sciences. The participating members agree that outreach and education are an important
component of any efforts to increase minority student recruitment and retention. One of our current minority students, Naomi Cotton, is also a participant in the Task Force and volunteered to be a part of the visual materials put together that will be used in future outreach programs (see attached flyer).

The BMSD Admissions Committee makes every effort to comprehensively review and choose those candidates best suited to this field taking into account previous academic progress, educational goals, and the personal background of each student. We feel that those candidates chosen for admission to our Program are a future asset to the field and the University.

As an active member of the Biomedical Minority Recruitment Task Force, the BMSD Program will continue to participate in educational outreach through visits to junior high and high schools, and dissemination of visual materials at minority recruitment conferences such as the Society for Advancement of Chicanos and Native Americans (SACNAS), the Annual Biomedical Research Conference for Minority Students (ABMRCS) and the annual American Indian Science and Engineering Society (AISES) conference.

The staffing levels of the BMSD Program consist of one Director in overall charge of the program and one Graduate Program Administrator in charge of day-to-day operations.

The graduate training program consists of three components: formal courses that include both basic science curricula and literature review core courses and electives, a teaching element that consists of two quarters as a teaching assistant in their second year, and research rotations in at least three different laboratories and departments before the student joins a permanent Ph.D. granting lab in either Biochemistry, Biological Structure, Chemistry or Medicinal Chemistry. In light of the interdisciplinary nature of the training, specific requirements are kept to a minimum, to allow for maximal flexibility.

The BMSD Program offers a very friendly academic and social environment to our students and faculty. Collaborations are encouraged between different departments and laboratories throughout the University of Washington to enhance the educational experience of the student and to further research and knowledge in the field.

The BMSD Program will continue to offer educational opportunities for minority students through outreach and participation in minority recruitment efforts in the Basic Sciences and through annual program recruitment efforts. If you have further questions, please do not hesitate to contact me at your convenience by phone at (206) 543 – 1295 or by e-mail at <dabaker@u.washington.edu>. Or you may contact the BMSD Program Administrator, Joe Cravens, at <bmsd@u.washington.edu>.

Sincerely,

David Baker
Director, Biomolecular Structure & Design Program
Professor, Department of Biochemistry
CIDR Diversity Appraisal

CIDR works with UW departments and instructors to help assess and improve teaching and learning in their classes. A central strategy for improving teaching is to help instructors understand better who their students are and explore teaching practices that are most effective for supporting student learning. As a result, an understanding of the identities, needs, and challenges of the university's diverse student body is central to our work at CIDR.

By consulting with departments and instructors on teaching effectiveness, inclusive practices, and assessment, CIDR contributes to the university's diversity initiatives that cut across diversity target areas 4-7: (4) staff and administrative understanding of diversity; (5) faculty understanding of diversity; (6) curriculum implementation, assessment, and research; and (7) classroom climate. CIDR's contributions are primarily through individual consulting for faculty and TAs, collaborating with departments and other programs, offering campus-wide programs and opportunities especially for TAs, conducting research related to diversity, periodically assessing our own work, and developing diversity and inclusive teaching resource materials.

Individual Consulting for Faculty and TAs

To support the goal of honoring and advancing the diversity of UW, we believe it is critically important to be at work in UW classrooms. CIDR has worked extensively during the last twenty years to help instructors identify and develop more inclusive teaching practices, which in turn help improve classroom climate and foster better teaching and learning for all students. During that time CIDR staff have worked with a diverse range of individual faculty and teaching assistants, across disciplines and at all course levels, and we have been in classrooms in which the full diversity of the UW student body has been represented.¹

The cornerstone of CIDR's work with diversity has been individual consulting with UW instructors, working with them directly to identify and assess strategies for facilitating student learning. This work with instructors often has direct and immediate impact on students' learning experiences: Do students feel welcome in the classroom? Are learning activities relevant to their interests and appropriate for their ways of learning? Are instructors responsive to the backgrounds, experiences, and needs that students bring to the classroom? Alongside this individual consulting, CIDR's frequently used midterm student feedback process (also known as the SGID, or Small Group Instructional Diagnosis) often gives a voice to students who might otherwise have the perception that instructors are not interested in hearing their perspectives. Disability Studies provides one example of an initiative to which CIDR staff have recently contributed consultation services, consulting on course design, syllabus design, mid-term feedback, and student ratings.

By consulting with instructors and departments for the last twenty years and providing them with practical resources and opportunities to meet the challenges of teaching effectively, CIDR has helped instructors to focus on making UW classrooms welcoming places for all students to learn.

Collaboration with Departments and Other Campus Programs

As part of the Graduate School, CIDR collaborates with a variety of departments and programs working on issues of inclusiveness across campus. An important part of that work is within departments. CIDR has worked confidentially with departments to conduct student and faculty focus groups on diversity and inclusiveness, to gather student perceptions as part of larger program reviews, and to conduct workshops on interacting more effectively with students who have a diverse range of backgrounds and learning styles.

In addition, through his role on the Graduate Schools' Leadership and Professional Development Team, CIDR's director works closely with representative of the Graduate Opportunities and Minority Achievement Program (GO-MAP). These collaborations enhance opportunities for students and faculty to attend events and participate in activities designed to enhance awareness of diversity and inclusiveness in teaching and learning. In that same role, the director and other members of the Graduate School team collaborate with the Center for Workforce Development, a university organization working to increase minorities in the science and engineering workforce.

CIDR staff often work with other UW programs, offices, and committees on specific projects related to diversity. For example, CIDR staff have collaborated with the Center for Curriculum Transformation to develop materials for teaching and learning and to co-sponsor campus-wide events. Other recent examples include CIDR
staff serving on the Advisory Committee on Disability Issues, which advises the University Diversity Council, and also working with a UW Seattle / UW Bothell joint planning committee to create a Working Group on Disability Studies Pedagogy.

**Campus-wide Programs and Opportunities Especially for TAs**

Graduate Teaching Assistants attending the Annual TA Conference on Teaching and Learning have the opportunity to attend workshops on the topics of *Including All Students*, *Dealing with Difficult Classroom Situations* (including responding to conflicts in the classroom), *Understanding Who Your Students Are* (developed in collaboration with Undergraduate Advising, CELT, and UW SOUL), and *Avoiding Cultural Misunderstandings in the Classroom* (developed especially for international TAs). In addition to these breakout sessions, a plenary session featuring Don Wulff, Steve Olswang, Lois Price Spratlen, and Dyane Haynes explored legal and ethical issues of teaching in a diverse classroom. In 2003, nearly 700 TAs attended all or part of the TA Conference.

In addition to the Annual TA Conference, all new international TAs are required to participate in CIDR’s ITA Program during their first year of teaching. This program, which has been in existence since 1984, is designed to assist new international TAs who have already passed English proficiency requirements, but who are new to teaching at UW. The goals of this program are to help these new international TAs understand their students’ prior educational experience, backgrounds, and expectations in the classroom in order to help them teach effectively in U.S. contexts. The ITA Program is also designed to help foster a positive classroom climate for UW undergraduates, many of whom are meeting for the first time a person who is from another country or who speaks with an unfamiliar accent. In recent years the ITA Program has worked individually with 140-180 new international TAs each quarter, visiting the classes of all those who are teaching, and in most cases getting feedback from students to help the new international TAs assess and improve their teaching.

**Research and Self-Assessment**

To further our own understanding of diversity in higher education and to contribute to the larger academic community, CIDR staff regularly engage in research addressing diversity issues, including research of our own practices at UW. Current and previous CIDR staff have been engaged in research on developing models of inclusive teaching for science, technology, engineering, and math courses. Initial stages of this research have been accepted for publication and presented nationally. CIDR staff have also conducted research to support the redesign of standard student evaluation forms to facilitate the process of getting meaningful student feedback in classes of predominantly non-native English speakers.

Recently CIDR staff completed a two-year process of reviewing diversity research in higher education and identifying and assessing our own practices with respect to diversity. The lessons learned through this research and self-assessment have been presented at the Washington Center for Improving the Quality of Undergraduate Education and at national conferences of the Professional and Organizational Development Network in Higher Education (POD) and the American Educational Research Association (AERA). This work has also received recognition at UW and has been published in *To Improve the Academy*, an annual publication of POD.

As another component of CIDR’s ongoing efforts to assess our own practices with respect to diversity and inclusiveness, we routinely ask clients to complete a feedback form on which they are asked to indicate (among other things) how working with CIDR has helped them consider student backgrounds and preparation for learning, and also how working with CIDR has helped them increase their effectiveness at helping students learn. We review this feedback on a regular basis to help us consider how well we are bringing an emphasis on student diversity and learning to the attention of instructors.

**Materials Development for Faculty and TAs**

Drawing on lessons learned through individual consulting, our work with departments and other units, and our own research and self-assessment, CIDR has also produced and disseminated materials on diversity and inclusive teaching to the wider academic community. In the early 1990’s, CIDR produced the award-winning video, “Teaching in the Diverse Classroom,” demonstrating how principles of honoring diversity can be applied through
specific classroom practices. More recently, CIDR developed the **Inclusive Teaching** web site\textsuperscript{14} as a forum for communicating research and best practices related to diversity issues in teaching and learning.

The **Inclusive Teaching** site is based to a great extent on CIDR’s twenty years of experience consulting with instructors and researching teaching effectiveness in UW classrooms. It presents principles of inclusive teaching to UW instructors in ways that are easily accessible and grounded in classroom practice. These pages have become the most frequently accessed portion of the CIDR web site, and numerous other universities have linked to the site or pages within it.

The **Inclusive Teaching** site expresses many of the principles that have long governed our work at CIDR, and like other work done by CIDR, the impact on students is indirect. However, the direct assistance CIDR provides to UW instructors through individual consulting, programs, and resources developed for faculty and TAs can have a profound impact on ways that classes are conducted, which in turn can have considerable influence on students’ perceptions of whether or not they belong at UW.

**Comments on Diversity Issues Not Currently Addressed**

It is interesting that the Diversity Target Areas identified in the letter requesting this Diversity Appraisal do not appear to address instructors’ teaching practices or student learning. Fostering a diverse community and curriculum certainly plays a vital role in campus diversity, but students’ perceptions of whether or not they belong at an institution are influenced greatly by what they experience in classrooms.\textsuperscript{15} It is in this area that most of CIDR’s work is focused, and it may well be the case that in this area UW can document impressive progress toward creating a more inclusive learning community. Yet it is only by extending and re-naming Target Areas (for example, “Faculty understanding of diversity” or “Curriculum implementation and assessment”) that this type of work appears to count in the Diversity Appraisal.

\textsuperscript{1} For a more complete description of the extent of CIDR’s work, see http://depts.washington.edu/cidrweb/CIDRActivities.html
\textsuperscript{2} For example, **Transforming a Course**, http://depts.washington.edu/cidrweb/TLBulletins/2(4)/TransformingACourse.html; **Building Diversity into Your Teaching Portfolio**, http://depts.washington.edu/ctp/TADiversityPortfolio.PDF
\textsuperscript{3} http://depts.washington.edu/cidrweb/TAConference/
\textsuperscript{4} http://depts.washington.edu/cidrweb/ITA.html
\textsuperscript{13} **Teaching in the Diverse Classroom**, distributed by Anker Publishing, Bolton, MA.
\textsuperscript{14} http://depts.washington.edu/cidrweb/Inclusive/
From: Maresi Nerad [mailto:mnrad@u.washington.edu]
Sent: Monday, February 02, 2004 6:10 PM
To: Cherryl Sorensen; Johnnella Butler
Subject: diversity statement

Dear Cherryl and Johnnella,

Attached please find CIRGE diversity statement.

Would you like this on more formal stationary?

Maresi
Diversity Inventory: Center for Innovation and Research in Graduate Education (CIRGE)

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

The Center for Innovation and Research in Graduate Education (CIRGE) receives substantial funding from the Ford Foundation, an organization known for its commitment to diversity. In accordance with the Ford Foundation, CIRGE maintains a Diversity Table, which indicates the gender and racial identity of its staff. In the history of CIRGE (nearly 2 years old) it has employed 11 people: 5 employees have been people of color (2 of which are of non-US origin) and 7 employees have been female.

In addition to having a diverse staff, CIRGE seeks to work with organizations, such as Center for Workforce Development (CWD) and ADVANCE, two organizations that work to increase the representation of gender and race in the sciences.

2) Explain 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.

CIRGE's mission is to carry out research in graduate education so policies affecting graduate education are based on empirical data rather than anecdote and speculation. Of particular interest to CIRGE are policies that target under-represented groups in graduate education. CIRGE is in the process of developing future research projects that will assess and make recommendations on programs that support and promote greater racial diversity in graduate education.

3) Explain the ways in which you have structured your unit so that diversity is institutionalized as part of your criteria for success.

Currently success criteria for CIRGE are measured in more general terms of project achievement and completion. However, the question does prompt us to consider how we can take steps to institutionalize diversity in our success criteria. Certainly, we would not consider CIRGE "successful" if its staff lacked a range of backgrounds (along the lines of race, gender, or sexuality). Moreover, we would not consider CIRGE successful if the outcome of its research benefited only populations already relatively well served by graduate education policies.
Cynthia Morales

From: John P. Drew
Sent: Wednesday, February 11, 2004 2:11 PM
To: Cynthia Morales
Cc: Johnnella Butler
Subject: FW: Diversity Appraisal--Please Respond by December 22nd

Importance: High

cover letter.jpg (496 KB) 12.03.03 Deans Diversity Appra... Cynthia,

Here is the diversity appraisal text for my division:

The Graduate School Computing and Information Resources Division supports and enhances Graduate School diversity efforts in the following ways:

1. Monitor and report ethnic breakouts in graduate statistics to support the Graduate School's and UW strategic planning needs relative to diversity efforts,

2. Support the efforts of the GO-MAP office in hosting the database and technology component of the National and Western Name Exchanges,

3. Create technology tools that assist the GO-MAP office in communicating more effectively with the campus.

4. With regards to staff, GSCLAIR has had a long history of hiring and fostering technology skills in graduate students from diverse backgrounds.

—John D.

-----Original Message-----
From: Cheryll Sorensen
Sent: Thursday, February 05, 2004 2:12 PM
To: Johnnella Butler; John P. Drew
Subject: FW: Diversity Appraisal--Please Respond by December 22nd
Importance: High

-----Original Message-----
From: Cheryll Sorensen
Sent: Monday, December 15, 2003 3:57 PM
Subject: FW: Diversity Appraisal--Please Respond by December 22nd
Importance: High

Attention Graduate School Units and Affiliated Interdisciplinary Units,

Dean Landolt has asked me to forward the attached letters from Lee Huntsman and Nancy Barcelo. Dean Landolt requests that you respond to the questions in the letter dated 12.03.03 (attached and also copied for you below) and return your responses to Cynthia Morales (cmorales@u.washington.edu) in Associate Dean Johnnella Butler's office by Monday, December 22nd. Should you have questions, please address them to Cynthia, in Dean Butler's office. Thank you for your cooperation.

Cheryll Sorensen
Assistant to Marsha L. Landolt
Dean and Vice Provost, The Graduate School cheso@u.washington.edu G-1 Communications
The Fellowship and Assistantship Division of the Graduate School is a service unit. Its major functions are as follows: 1) To advise units about administration and implementation of University policy (Executive Order 28 and various Graduate School Memoranda) for graduate student service appointees; 2) To administer fellowship funds designated for particular students who have earned awards through a competitive process (e.g., NSF, Hertz); 3) To administer certain local fellowship funds for which graduate students may apply, be nominated, or be assigned by their departments through the GSFEI Top Scholar program.

The Graduate School is organized in such a way that the primary awards that focus on racial and ethnic diversity in the United States are handled through the GO MAP office. However, a number of awards handled through the Fellowship and Assistantship Division are focused on the diversity that is inherent in international study for US students. These awards include: Chester Fritz Fellowships, Pembroke Fellowship, Fulbright Fellowships, Fulbright-Hays Dissertation Fellowships, and DAAD Fellowships. The Division also administers the Shih Loan Fund for graduate students from Hong Kong, the PRC, and the ROC.

Any qualified graduate student may be nominated or apply for these awards within the acceptable fields of study or other restrictions for each award. In the past eighteen years, students of many different statuses in the broad definition of diversity have applied for, and have been selected as recipients on the basis of academic merit by diverse interdisciplinary faculty committees.

The Student Services Division of the Graduate School is a service unit. Its major functions are as follows: 1) To monitor Graduate School degree policies and requirements for each student and process graduate degrees; 2) To assist students in completing Graduate School degree requirements through advising, processing petitions, problems solving, complaint resolution, and the like.

While diverse students must meet Graduate School requirements in order to receive a graduate degree, the Division makes every effort to be consistent and equitable in interpretation of policy and in handling exceptions to policy, so that no student will consider him or herself to be treated in an arbitrary and capricious fashion. Both informal and formal grievance procedures are available through the Graduate School to handle academic situations in which any student believes the/she has been treated unfairly.
Hi Johnnella,

Here are a couple of paragraphs that describe the Fellowship and Assistantship Division and the Student Services Division. There isn't a whole lot to say, but I hope this will be helpful. I'm sorry it's so late.

See you tomorrow,

Betty
THE GRADUATE SCHOOL DIVERSITY APPRAISAL

- Graduate Opportunities and Minority Achievement Program (pages 1-8)
- The Graduate School Fund for Excellence and Innovation (pages 9-10)
- The Graduate School Leadership and Professional Development Program (pages 11-12)

February 18, 2004

Prepared by:

Johnnella E. Butler, Associate Dean and Associate Vice Provost

The Graduate School

Graduate Opportunities and Minority Achievement Program

Introduction to GO-MAP

The Graduate Opportunities and Minority Achievement Program (GO-MAP), a vital and vibrant program, is housed in the Graduate School. GO-MAP works with the University of Washington to provide an innovative and inclusive graduate student community experience. It takes the leadership role in the recruitment and retention of students from underrepresented communities, builds community on and off campus, improves campus climate, and enhances scholarship and research.

GO-MAP’s predecessors, the Recruitment of Minority Graduate and Professional Students (RMGPS) and the Minority Education Division (MED), the former established in 1970, focussed on the recruitment and retention of students from underrepresented communities and served as an undefined resource for faculty from underrepresented communities. In January, 2000, when appointed as Associate Dean, Johnnella Butler,
with the enthusiastic approval and support of the late Dean Landolt, established GO-MAP. In July 2002, Associate Vice Provost was added to Associate Dean Butler’s title to signal the connection of the position to the recruitment and retention of faculty of color.

In many ways, GO-MAP is a natural successor to the charge of the previous program, the Minority Education Division. As diversity has become a household word, it has simultaneously gained more salience while it has failed to gain clarity. The many valid claims placed on the concept not only compete with one another, but are also more and more visible and felt by students, faculty, staff, and administrators throughout institutions of higher education. While in many instances, we are increasingly able to identify valid claims about diversity, we are often unable to respond to those claims or assess our successes and failures in addressing them. During the past four years, GO-MAP has laid a strong foundation for addressing the claims that diversity places on this institution in regard to graduate students. We view the opportunity to respond to this Diversity Appraisal as the first step in what we plan to be an on-going assessment of our program and its efforts.

GO-MAP focusses its efforts on racialized ethnic groups and women who are underrepresented in graduate study. We address other components of diversity as they intersect with racialized ethnicity. This focus is justified in two predominant ways: 1) Racialized ethnic groups have legal histories of discrimination that buttress the many documented and undocumented experiences of racism and ethnocentrism that occur on campuses in research, teaching, and interpersonal relationships; and 2) Staffing and funding limitations prevent a broader scope that would foreground other components of diversity.
Nonetheless, GO-MAP’s intention as stated in its motto, Graduate Excellence through Diversity, strongly implies that diversity is required for excellence for all graduate programs, graduate students, and graduate faculty. Thus, we are successfully encouraging students and faculty from all backgrounds to engage and “own” diversity.

Description of Programming

Since such engagement does not come easily to individuals or groups in institutions, our programming has at its core the goal of engaging and acting through diversity (see Appendix A). Programming is structured around three stated objectives:

1. Enhancing Scholarship and Research
2. Recruitment and Outreach Initiatives
3. Building Community On and Off Campus

Enhancing Scholarship and Research

Scholarship and research are the measures of graduate student success. Thus GO-MAP partners with other units across campus whose mission is to enhance graduate student scholarship and research by providing opportunities for greater involvement in and understanding of the scholarship and research endeavor. We encourage the development of communities of graduate scholars who engage in research with, as our students insist, an awareness of the applicability of the academic that is abstract, and theoretical, to the practical. Examples of GO-MAP programming that addresses the enhancement of scholarship and research are:
a) Participation in The Graduate School Leadership and Professional Development Initiative (workshops for students that prepare them for faculty and other professional careers);

b) Partnership with ADVANCE (women in science, engineering, and mathematics initiative);

c) Partnership with Genomics Outreach;

d) Provision of student travel funds to support conference presentations, etc.

e) Supporting student scholarship showcases.

2. Recruitment and Outreach Initiatives

a) Prospective Student Days (Provides supplementary programming for students visiting departments, including a welcome breakfast, an information luncheon, campus tours, social activities with current students. All students are invited, with particular focus on underrepresented student attendance and diversity as a value and way of being to be engaged by all as they join us on this campus.)

b) McNair Scholars Program Partnership (Partnering with the McNair Program in the Office of Minority Affairs in recruitment of graduate students and in an annual spring regional conference of McNair Scholars that includes a UW Graduate School Fair.

c) National, State, and Local Community Recruitment (Staff recruiting at national fairs, partnering with the Collaborative Access Network on Diversity Outreach (CANDO), both locally and nationally. CANDO is a campus consortium of department staff recruiters and graduate program assistants.)
f) Administer and coordinate the Western Name Exchange and the National Name Exchange, programs that aim to increase the pool of underrepresented undergraduate applicants by exchanging the names of juniors and seniors. Membership is comprised of nearly 50 institutions nationally who generate the exchange of over 2500 names annually.

g) Partnering with the Provost Office and the Office of Minority Affairs on recruitment of faculty from underrepresented groups, in particular as that intersects with recruitment, retention, and climate issues for graduate students;

h) Participating with the Campus Compact for Diversity (recruitment of students and faculty from underrepresented communities; goal is to support departmental participation).

3. **Building Community On and Off Campus**

   a) Annual “Getting Connected” New Student Orientation and Reception;

   b) GO-MAP Student/Faculty, Staff Advisory Boards

   c) Quarterly Student/Faculty Receptions;

   d) Leadership and Professional Development addressing the synergy between students and faculty from underrepresented communities;

   e) Community Events on Race and Diversity;

   f) Mangels Endowed Lecture on Race and Multicultural Scholarship;

   g) Diversity Book Talks (co-sponsored with local book agents)

   h) Graduate Diversity Fellows Dinner (student recognition and Fellowship fundraiser);
i) Partnering with UWAA Multicultural Alumni Partnership;

j) Various efforts and events with community groups, leaders to enhance understanding of the significance of graduate education, to continue the "pipeline" beyond the baccalaureate degree.

k) Development work with various constituencies to provide a basis for funding for Diversity Fellowships.

**Graduate Diversity Issues and University Infrastructure**

Climate and funding are the two issues that vie for first place institutionally in determining the most significant variables in the recruitment and retention of racialized ethnic minority students and faculty and of underrepresented women students. Recognizing that these issues must be addressed systemically as well as programmatically, we:

a) Collaborate with The Graduate Admissions office to provide an option for applicants to write a Personal Statement that is distinct from a Statement of Purpose. The option gives the student the opportunity to address topics relating their background and experiences to their academic goals.

b) Administer state and donor-funded fellowships based on merit, financial need, and diversity for students whose individual experiences and/or academic interests will bring diversity to scholarly perspectives and endeavors to the academic community. The awards require department nomination. GO-MAP encourages the nomination of students who have achieved academic merit despite significant social, economic, or educational challenges, such as
students who are the first generation to attend college or graduate school, or students whose educational training has not exposed them to a wide array of resources.

c) Identify best practices for the recruitment, admission, and retention of underrepresented students (see website for Best Practices document: www.grad.washington.edu/gomap/bestprac2.pdf);

d) Work with the Vice Provost for Diversity and other administrative offices to address the recruitment and retention of faculty of color through hosting receptions and meetings and providing workshops for students, faculty, and administrators on these topics;

e) Collaborate with other units in The Graduate School to ensure that diversity is an acted upon value.

**Conclusion**

Future goals for GO-MAP include assessment of our success and failures. While we feel that since January, 2000 we have accomplished much in laying the foundation for greater scholarly community among graduate students, identifying and reinforcing best practices in admissions procedures, establishing a supportive and welcoming department climate, and in establishing community on and off campus, we have only begun to address issues of leadership and professional development, and need to find ways to institutionalize student-driven initiatives. We also intend to expand our development initiatives and to utilize even more so our Student and Faculty/Staff Advisory Boards in these efforts. Assessment of programs and of the functions of the GO-MAP staff will
help us determine how best to continue to extend diversity as an acted-upon value in graduate education at the University of Washington and will have national implications.

With the passage of Initiative 200 in 1998, while there was a drop in enrollment numbers of underrepresented minorities, nonetheless our enrollment remained fairly steady (see Appendix B). We attribute this to active recruitment and to the above mentioned innovations implemented in GO-MAP—Prospective Student Days, Getting Connected, Diversity Book Talks, Personal Statement, Best Practices document, etc. All these help make the University of Washington a place attractive to the best graduate students.
The Graduate School Fund for Excellence and Innovation

The Graduate School's Fund for Excellence and Innovation (GSFEI) provides funding assistance to campus units in support of graduate students, graduate faculty, academic and research programs, scholarly activities, and special initiatives that support and enhance graduate and undergraduate studies at the University of Washington. Its primary areas of support are:

- Top Scholar Awards for Recruitment of Outstanding Graduate Students
- Graduate Student Travel Awards
- Honoraria Awards for Departmental Seminar Speakers
- Faculty International Travel Awards
- Interdisciplinary Programs and Initiatives
- Conferences and Seminars
- Scholarly Activities
- Special Programs and Initiatives

Associate Dean and Associate Vice Provost Butler and Budget Director Gary Farris manage the GSFEI. Ways of accessing the funds have been vastly improved through the on-line MyGrad Program (See The Graduate School Computer Services Diversity Appraisal Report), and the awareness of the availability of funds has been enhanced to attract a larger cross-section of faculty and students.

The Top Scholar Awards have been recast from simple recruitment RAs to recognized awards with the purpose of strengthening University of Washington academic programs by partnering with them in putting together competitive financial packages to
attract top students into their programs. All students entering in Fall Quarter with a Graduate School Top Scholar Award will receive a certificate and an invitation to a recognition event held in their honor.

Graduate Student Travel Awards, Honoraria Awards for Departmental Speakers, and Faculty International Travel Awards support the presentation and exchange of research, scholarship, and ideas among students and faculty. The support of interdisciplinary programs and initiatives, conferences and seminars, scholarly activities, and special programs and initiatives is intended to encourage cross-disciplinary and interdisciplinary engagement as well as faculty and student collaboration. We are currently revising these aspects of the GSFEI to indicate through the articulation of the call for application the high value placed on collaborative and interdisciplinary work and on work that contributes to the diversification of the American intellect. This effort is consistent with national directions in graduate education in which the University of Washington Graduate School played a major role in shaping.

Dean Landolt strategically chose Associate Dean and Associate Dean Butler to oversee the GSFEI so that the goals of GSFEI to support top students and excellent scholarship of faculty and students would be associated with Dean Butler’s leadership of GO-MAP as well as her faculty status, thereby underscoring the inclusion of diversity.
Leadership and Professional Development Program

The Leadership and Professional Development Program is a collaborative initiative of the associate deans and the assistant dean of The Graduate School. Through identification of the ways in which units within The Graduate School overlap (GO-MAP, Academic Standards, the Center for Instructional Development and Research (CIDR), Preparing Future Faculty, and Center for Innovation and Research in Graduate Education (CIRGE, a center housed in the College of Education and headed by a Graduate School Associate Dean), we are devising a program in Leadership and Professional Development (LPDP) for graduate students. Associate Dean Butler facilitates the Leadership and Professional Development Initiative. As mentioned in the GO-MAP report, some activities of the LPDP address specifically underrepresented graduate students and faculty. Others, as they are developed will include diversity as an articulated and acted upon value throughout. The Leadership and Professional Development Program focuses on the following:

- Mentoring of Graduate Students
- Preparation of graduate students for Careers in Academia and in other Professions
- Leadership and communication skills
- Integrating life and academic skills

The immediate agenda includes:

- the projected Spring 2004 publication of two handbooks: How to Mentor Graduate Students and How to Obtain the Mentoring You Want which will be available to faculty and students and which will form the basis of a series of workshops for new faculty (in the Teaching Fellows Program held in the
fall), for current graduate faculty, and for graduate students. These handbooks, based on the University of Michigan Rackham School of Graduate Studies handbooks, *How to Mentor Graduate Students: A Guide for Faculty at a Diverse University* and *How to Get the Mentoring You Want: A Guide for Graduate Students at a Diverse University*, are specifically revised to address issues of diversity throughout as a part of the whole, rather than as a marginal issue. We intend to use the handbooks with an eye toward revision for even better inclusion of diversity.

- The planning for a workshop to be held fall quarter for new faculty on Mentoring Graduate Students

- Planning of a series of workshops for next year on leadership skills, career preparation of Ph.D. students for careers in academia and other professions; obtaining the mentoring needed; negotiating diversity at a predominantly white institution; interdisciplinarity in the humanities and social sciences; and IGERT (Integrative Graduate Research and Training Programs funded by the National Science Foundation) interdisciplinarity research, teaching, and collaboration topics, etc.
APPENDIX A: GO-MAP Calendar of Events
GO-MAP Events, 2000-2001

Prospective Student Visiting Days

GO-MAP piloted the first interdisciplinary annual spring campus visitations for admitted prospective graduate students. Two “Prospective Student” weekends were held in the month of March, one at the beginning of the month and the second at the end of the month. A total of 38 prospective students participated from 8 departments. Admitted students participated in departmental events while also enjoying GO-MAP sponsored campus and city tours. Students had several opportunities to network with students and faculty from various departments and to learn about funding, housing, campus climate and living in Seattle. The weekends consisted of an informal breakfast where students introduced to GO-MAP, had a chance to meet current students and to learn about the weekends events and sign up for tours. The campus tours were not well attended. The lunch the main event was most successful with a panel of 3 students from diverse backgrounds who discussed a variety of issues, the GPSS president and words from Dean Butler. During the first Prospective student days we held our winter reception, but it seemed to conflict with departmental activities (we only had two departments participating then. We also had a Friday night activities planned for both Friday nights, the EMP- which was poorly attended. During the second PSD, Friday night members of the student advisory board and current students took prospective students to a local bar on the Ave. This appeared to be successful, providing a relaxed and convenient location for students to interact. Of the Saturday tour activities the downtown. During the first PSD it seems that most visiting were from out-of-state and therefore took advantage of the down town Seattle Tours. The tour of Seattle neighborhoods had no participants, but the trip to Snoqualmie falls during the 1st PSD had participants.

Quotes from participating students.

“Your hospitality was a big reason why I chose UW. I like that there is a place that I can go to meet other graduate students of different majors.

“I was highly impressed by the GO-MAP Prospective Student Visit Days event. It was great to have prospective and current students come together beyond departmental lines. I can’t tell you how thrilled I am to see such and appreciation for a and celebration of diversity.”
Dialogue Series on Race, Culture and Education:

*Keeping it Real for People of African Descent*

On March 30 and 31 community members, UW faculty and graduate students gathered for the first annual Dialogue Series on Race, Culture and Education. This year’s dialogue, “Keeping It Real for People of African Descent,” was a successful discussion on current issues and concerns of African American UW graduate students, faculty and community members. The event brought together a dynamic group of faculty, community and student leaders who are committed to unifying the community and the university as well as fostering a sense of “community” on campus. The discussion resulted in several programs that GO-MAP will initiate in the upcoming year:

- **Graduate Student Speakers Bureau**- a database of graduate students from various departments will be available to the community for various speaking engagements and events.
- **Faculty/Student lunches**- faculty volunteers will host brown bag lunches to meet and engage graduate students.

We look forward to hosting future Dialogue Series focusing on issues of other underrepresented groups on campus and in the community. Information will be forthcoming as to how you can be involved in future Dialogue Series.

**Fall Orientation**

Last fall we will had the inaugural GO-MAP Graduate Students of Color “Getting Connected” orientation and “GO-MAP Kickoff” reception which supplemented departmental orientations. Benefits of the “Getting Connected” orientation and the “GO-MAP Kickoff” reception are:

- It is interdepartmental!! – giving students the chance to meet other new graduate students, University-wide, especially current graduate students of color who are eager to connect them.

- Meeting faculty in the student’s field and related fields

- Representatives from UW graduate student professional and cultural organizations is present. Information about greater Seattle cultural and professional community resources is available.

Throughout the year GO-MAP holds quarterly receptions and forums to provide students opportunities to revisit and strengthen their connections with students and faculty in other departments. Look for those dates during the year as well as additional information about the inaugural “Getting Connected” orientation.
GO-MAP 2001-2002 CALENDAR

Fall Quarter 2001

October 13: Mangels Lecture: Manning Marable, "Black Reparations and the Future of Race in America"

October 13: 7th Annual Diversity Summit

October 25: GO-MAP "Getting Connected" New Minority Student Orientation and Reception

November 27: Diversity Fair

November 29: GO-MAP Workshop: Library Search Skills

Winter Quarter 2002

January 17: Mangels Lecture: Alice Petrivelli, "Aleut Relocation & Restoration"

January 28: Community Dinner and Forum on Race with Frank Wu, author of Yellow: Race in America Beyond Black and White

January 29: GO-MAP and Gates Millennium Scholars Award Dinner

February 16: Oscar Micheaux film "Within Our Gates" at the Paramount Theater


February 27: GO-MAP Winter Reception

Spring Quarter 2002

March 15: Prospective Student Days Luncheon

April 4: GO-MAP Spring Reception, 4-6 pm @ the Ethnic Cultural Center

April 4-6: Prospective Student Days 2002

April 11-14: Multi-ethnic Literatures in the US (MELUS) Conference, Best Western University Tower Hotel

April 12: Mangels Lectureship Series: Charles Ogletree, "Slavery Reparations"

April 21: UW Students Day @ First African Methodist Episcopal Church

April 24: ADVANCE/GO-MAP reception

April 25: Danz Lecture Series: Ron Takaki, "Why Multiculturalism Matters in America"

May 1: Office of Minority Affairs presents "Celebration 2002," The Annual Educational Opportunity Program (EOP) Scholarship Banquet

May 3: Rodolfo Acuña, "May Day, Cinco de Mayo and the Struggle for Workers Rights"
May 4: Showcase of Native American/Alaska Native Scholars

May 5: UW Days at Mt. Zion Baptist Church

May 8: Henry Louis Gates, Jr. book talk

May 9: McNair Conference


May 23: Graduate School Fair with the Undergraduate Research Society

May 29: Minority Faculty Reception

May 31: GO-MAP End-of-Year Reception
GO-MAP EVENTS
(INCL. CO-SPONSORED EVENTS)
2002-2003

Summer Quarter, 2002
July 19-21, 2002: CAN-DO table @ Seafair Indian Days Powwow

Autumn Quarter 2002
October 17, 2002: Diversity Book Talk Series Fall 2002
Deborah Meier, author of "The Power of Their Ideas: Lessons for America from a Small School in Harlem"

October 18, 2002: College of Education & GO-MAP Continental Breakfast and Conversation with Deborah Meier

October 22, 2002: "Getting Connected" New Minority Student Orientation and Fall Reception

October 30, 2002: Financial Management Brownbag Workshop for Graduate Students, co-sponsored and presented by the Student Fiscal Services Office

November 15, 2002: Diversity Book Talk Series
Maxine Hong Kingston, author of The Woman Warrior: Memoirs of a Girlhood Among Ghosts, China Men, and Tripmaster Monkey: His Fake Book

November 16, 2002: Northwest Association of Pacific Americans (NAPA) Forum with Nainoa Thompson, Master Navigator of the Pacific Voyaging Society, with sponsorship from GO-MAP.

November 18, 2002: Diversity Book Talk Series
Derrick Bell, renowned scholar, lawyer, professor, and civil rights activist, considered by many to be the founder of critical race theory, and author of seven books, including the seminal Faces From the Bottom of the Well: The Permanence of Racism.

Winter Quarter 2003
January 28, 2003: 2003 GO-MAP and Gates Graduate Scholars Recognition Dinner

February 13, 2003: GO-MAP's Winter Quarter Reception


February 18, 2003: President's Advisory Committee on Women (PACW) Winter Forum: "Women in Graduate School: Strategies for Successful Mentoring", with sponsorship from GO-MAP.

February 26, 2003: "Partners of the Heart" showing benefiting the GO-MAP Vivien Thomas Fellowship Fund; Pacific Place Theaters


February 27, 2003: "Partners of the Heart" dinner at Yaffa & Paul Maritz residence benefiting the GO-MAP Vivien Thomas Fellowship Fund
Spring Quarter 2003

March 31, 2003: "A Lesson for America in Restorative Justice"
with Linda Biehl, Amy Biehl Foundation, Director and Co-founder and Professor James Clowes, UW CHD
Director and Professor. Co-sponsored by GO-MAP and UW Comparative History of Ideas (CHID)

April 3 - 5, 2003: "Prospective Student Days 2003"

April 3, 2003: GO-MAP's Spring Quarter Reception

April 4, 2003: GO-MAP and the Urban Enterprise Center present "A Frank Discussion of Race in Higher Education", Sheraton Hotel (part of the Mary Ann & John Mangels Lectureship Series on Race & Multicultural Education)

April 11-20, 2003: Indigenous Students of the University of Washington present gwudaq hydagwel week, with sponsorship from GO-MAP

April 14, 2003: Mentoring: A Novel Method for Knocking Down Brick Walls
Isiah M. Warner, Ph.D., Vice Chancellor, Office of Strategic Initiatives, Boyd Professor and Philip W. West Professor of Analytical and Environmental Chemistry, Louisiana State University. Co-sponsored by the Office of Minority Affairs and GO-MAP.

April 18, 2003: Native American Students in Advanced Academia present The 2nd Annual Symposium. Part of the Indigenous Students of the UW's gwudaq hydagwel week, with sponsorship from GO-MAP.

Part of the American Studies Colloquium Conference, this roundtable asked participants to discuss the challenges of teaching and addressing issues of the UW nation in an institutional moment which places increased emphasis on global studies and transnationalism. Presented in affiliation with the Transnational Studies Projects Transnational Literacies Lecture Series, with additional financial support from GO-MAP.

How Can We Address the Impact of Privilege and Racism In Public Policy? Student workshop organized by the Daniel J. Evans School of Public Affairs’ Partnership for Cultural Diversity (PCD), with financial support from GO-MAP.

May 8, 2003: UW Graduate School Fair

May 9-10, 2003: EIP/McNair/GO-MAP Conference

May 9-10, 2003: UW Diversity Forum

May 12, 2003: Diversity Book Talk
"The Pact: Three Young Men Make a Promise and Fulfill a Dream," co-sponsored by the University Book Store and GO-MAP.

May 27, 2003: PACW/ADVANCE Spring Forum
"Women in Graduate School: Building Effective Models for Mentoring", with partial funding from GO-MAP

May 28, 2003: Diversity Book Talk
Suzanne Lebsock, Professor of History, University of Washington: "A Murder in Virginia: Southern Justice on Trial" Co-sponsored by the University Book Store and GO-MAP.
May 30, 2003: GO-MAP’s End-of-year Reception

**Miscellaneous**

Thinking Sex in Transnational Times research project & lecture series
Collaborative research project focused on the study and production of "sex" across different spaces, regions, epochs, epistemologies, and disciplines. The goal of this project is to chart new ground in Lesbian and Gay Studies, Area Studies (including American Studies), and Ethnic and Gender Studies. Sponsored by the Simpson Center for the Humanities, the Departments of English and Women Studies, the Hilen Endowment in American Literature and Culture, and GO-MAP.

Spring Quarter 2003: *Yankee Dawg You Die*
contributed financially to "Yankee Dawg You Die", which was produced by graduate students of color in the School of Drama
GO-MAP EVENTS
(INCL. CO-SPONSORED EVENTS)
2003 - 2004

Autumn Quarter 2003

October 12: Dr. Joycelyn Elders reception for GO-MAP students
Dr. Elders who is well remembered for her outspoken views on sexual behavior and sex education, is also the author of Joycelyn Elders, MD: From Sharecropper's Daughter to Surgeon General of the United States. Dr. Elders is currently a Distinguished Professor of Public Health at the University of Arkansas. Dr. Elders will be the keynote speaker at the Costco Scholarship Breakfast; however, she has taken time out of her busy schedule to meet with GO-MAP students. Please join us for this wonderful opportunity.

October 24: Dr. Michael Omi, "Prop. 54, Where Are You?: Contesting Racial Classification in the Post Civil Rights Era"
Dr. Michael Omi discusses the consequences of California's Proposition 54 (Classification of Race, Ethnicity, Color, or National Origin) and the broader issues of racial classifications. How do we define ethnic and racial groups? What are the consequences and impacts of such definitions? Dr. Omi is Professor & Chair of Ethnic Studies at the University of California at Berkeley. Dr. Omi authored the ground-breaking book, Racial Formation in the United States, with Howard Winant. Co-sponsored by The Graduate Opportunities & Minority Achievement Program (GO-MAP) and the Graduate School Fund for Excellence & Innovation (GSFEI) of the UW Graduate School, Social Work, Ethnic Studies, Sociology

October 29: John Trudell, former co-chairman and national spokesman of the American Indian Movement
Highly controversial John Trudell, the former co-chairman and national spokesman of the American Indian Movement, will join the University of Washington's Office of Minority Affairs and the Ethnic Cultural Center/Theatre, to address the current state of American Indian Activism and Spirituality. Tragic events in 1979 changed Trudell's life forever. His wife, three children, and mother-in-law were killed in a house fire in Duck Valley, Nevada. Some believe the incident was a direct retribution for John's involvement of burning the American flag on the steps of the FBI headquarters just 24 hours earlier. Twenty-four years later, John continues to hearten the American Indian Movement and inspire others through political activism, music, and spirituality. The evening will be of inspiration and edification of American Indians. Co-sponsored by The Graduate Opportunities & Minority Achievement Program (GO-MAP) and the Graduate School Fund for Excellence & Innovation (GSFEI) of the UW Graduate School.

November 19: Dr. Valerie Young, "OVERCOMING THE IMPOSTOR SYNDROME"
Dr. Valerie Young, internationally recognized scholar and author, presents "How to Feel as Bright and Capable as Everyone Seems to Think You Are: What Everyone Needs to Know about Competence, the Imposter Syndrome, and the Art of Winging It." Co-sponsored by the UW Center for Workforce Development & the Graduate Opportunities & Minority Achievement Program.

December 3: Dr. Maulana Karenga, creator of Kwanzaa
Kwanzaa, a celebration of family, community, and culture. The 2003 Kwanzaa Celebration will be an exciting evening in honor of Dr. Maulana Karenga, the creator of Kwanzaa. Attendee's will have the unique opportunity to embrace one of the nation's great educator and leader in Black Studies. The evening will provide an experience that is inspirational and educational for all, including a performance of African cultural expression, spoken word, in addition to a speaking engagement by Dr. Karenga. Afterwards, enjoy a symbolic Kwanzaa candle lighting ceremony performed by UW students. Co-
sponsored by The Graduate Opportunities & Minority Achievement Program (GO-MAP) and the Graduate School Fund for Excellence & Innovation (GSFEI) of the UW Graduate School

Winter Quarter 2004

January 18: The Walker-Ames Lecture Series, in conjunction with ADVANCE, WiSE, and GO-MAP, present Evelyne Hammonds, Professor of the History of Science and Afro-American Studies, Harvard University: “The Marginalization of Experience: Women Scientists of Color in the United States”. This lecture explores the ways in which the voices of women scientists of color have been marginalized in current efforts to improve the status of women and minorities in science. Professor Hammonds’ research areas include topics in the histories of science, medicine and public health in the US; race and gender in science studies; and feminist theory in the US.


“What are we teaching our students when we require people of color to leave significant parts of themselves outside the gates of the University?”

Professor Matsuda has been breaking new ground in everything that she has done. As the first tenured female Asian American law professor in the United States, Matsuda is, in her own words, an “activist scholar.” A powerful practitioner of critical race theory, she can also be credited as one of its developers. Matsuda is a nationally recognized expert on legal history, civil rights, feminist theory, affirmative action, and hate speech, and is the author of numerous articles and books.

February 9: The Urban Enterprise Center & the University of Washington present Lani Guinier: "Race & Gender, Lift Every Voice!"

It’s Time to Talk — Forum on Race XVII with Lani Guinier, Tenured Professor at Harvard Law School, who will address Race & Gender, Lift Every Voice!

In 1998, Lani Guinier became the first black woman to be appointed to a tenured professorship at Harvard Law School. During the 1980s she was head of the voting rights project at the NAACP Legal Defense Fund and had served in the Civil Rights Division during the Carter Administration as special assistant to then Assistant Attorney General Drew S. Days. Guinier came to public attention when she was nominated by President Bill Clinton in 1993 to head the Civil Rights Division of the Department of Justice, only to have her name withdrawn without a confirmation hearing. Guinier turned that incident into a powerful personal and political memoir, Lift Every Voice: Turning a Civil Rights Setback into a New Vision of Social Justice. Dean of Yale Law School Anthony Kronman calls Lift Every Voice a "moving personal testimony, a story of dignity and principle and hope, from which every reader can take heart."

Guinier has written The Tyranny of the Majority (Free Press 1994) (about issues of political representation); Who's Qualified? (Beacon Press 2001) written with Susan Sturm (about moving beyond affirmative action to reconsider the ways in which colleges admit all students); and The Miner’s Canary (Harvard Press 2002), written with Gerald Torres (about the experience of people of color as a warning or "canary" signaling larger institutional inequities). In a recent piece in the Chronicle of Higher Education, Guinier argues that colleges should practice "confirmative action," meaning that all students should be evaluated and educated to confirm the sacred, democratic mission of higher learning. A graduate of Radcliffe College of Harvard University and Yale Law School, Guinier has received
numerous awards, including the 1995 Margaret Brent Women Lawyers of Achievement Award from the American Bar Association's Commission on Women in the Profession, the Champion of Democracy Award from the National Women's Political Caucus, and the 2002 Sacks-Freund Teaching Award from Harvard Law School. She is the recipient of eight honorary degrees, including from Smith College, Spelman College, Swarthmore College, and University of the District of Columbia.

February 10: The Walker-Ames Lecture Series of The Graduate School present Linda Tuhiwai Smith, Director, National Institute of Research Excellence for Maori Development & Advancement, University of Auckland, NZ.

Dr. Smith is Director of the Institute with research interests which span research methodologies, health, justice, gender, truancy and policy issues. Her primary interests are in the development of indigenous research models and in the training of indigenous researchers. She has been invited to present workshops and keynote addresses to indigenous researchers in Hawai'i, Canada and Australia. Linda was a member of the New Zealand Planning Council, the National Advisory Committee for the Employment of Women and has served on other community and Government advisory committees. Dr. Smith is working on a book titled Decolonising Methodologies; Research and Indigenous Peoples, Zed Books, London.

February 12: GO-MAP's Winter Quarter Reception feat. Linda Tuhiwai Smith, Director, National Institute of Research Excellence for Maori Development & Advancement, Univ. Auckland (NZ)

March 4–5: Paula Moya lecture, part of The Practical Pedagogy Colloquium Lecture Series: "Engaging the Culture of Power In and Out of the Classroom"

- Lecture (followed by reception): March 4, 5:30 pm, CMU 226: "What's Identity Got to Do with It? Interrogating the Politics of Knowledge in the Multicultural Classroom"
- Workshop: March 5, 1 pm, CMU 206

The Practical Pedagogy Colloquium is pleased to announce our first annual lecture series, "Engaging the Culture of Power in and out of the Classroom."

In her talk, Prof. Moya will argue that, for educators, a serious consideration of the epistemic status of identity (both their own and that of their students) is crucial to their abilities to effectively integrate marginalized views into classroom discussion. She will engage with the various difficulties that arise when educators attempt this integration, not only with mistaking others' identities, but with educators' resistance to seeing their own blindesses. Additionally, she will discuss ways for educators to incorporate into their pedagogical strategies an awareness of the power dynamics in the classroom, and how those dynamics reflect or refract the relations of inequality in the larger society.

The Practical Pedagogy Colloquium's speaker series seeks to address the challenge posed by Lisa Delpit in Educating Other People's Children: to make visible the "culture of power" operating in our classrooms. This series is sponsored by the Simpson Center for Humanities; the Graduate School Fund for Excellence & Innovation; and the Departments of English, Comparative Literature, and Women Studies. To join the Practical Pedagogy listserve, prac_ped@u.washington.edu, visit http://mailman.u.washington.edu/mailman/listinfo/prac_ped
Spring Quarter 2004
April 21-22: Disability Studies presents “disAbility as Identity”, with Dr. Lennard Davis. Dr. Davis will begin with a public lecture on campus and conclude with a pedagogy workshop for faculty and graduate students.

The UW Graduate Opportunities & Minority Achievement Program (GO-MAP) invites you to our Diversity Book Talk Series, which brings authors of color, as well as White authors who write on race, diversity, and multicultural issues, to the University of Washington campus to read and discuss their work.

The Devil's Highway: A True Story
by Luis Alberto Urrea

Urrea, winner of the American Book Award and member of the Latino Literature Hall of Fame, will read from, discuss, and sign his new book.

May 5, 2004 7:00 PM
UW Kane Hall, Room 130
University of Washington

The true story of a dangerous place, those willing to risk everything to cross, and those determined to rescue the living and the dead at all costs.

In May 2001, a group of 26 men attempted to cross the Mexican border into the desert of southern Arizona, through the deadliest region of the continent, the Devil's Highway. These men -- fathers and sons, brothers and strangers -- entered a desert so harsh and desolate that even the Border Patrol is afraid to travel through it. Nights are frigid and days are so hot that dead bodies naturally mummify within minutes. Only 12 men came back out. Now Luis Urrea, who has won multiple awards for his writing about the border, tells the story of this modern, real-life adventure through a hellish no-man's-land where desperate dreams clash with the nearly invincible odds against survival. The Devil's Highway is spectacularly written and as blazingly brilliant as the desert sun, with the bite of a chupacabra.

Ongoing
GO-MAP, UWAA MAP, and OMA are contributing organizations to the WLAM exhibit, Beyond Talk: Redrawing Race, along with several other UW groups, such as Center for Curriculum Transformation, Educators Promoting Diversity (COE), Minority Think Tank, and Cultural Diversity Partnership (PA), as endorsing organizations.
Project: *Beyond Talk: Redrawing Race*
An art EXHIBIT on RACE RELATIONS Installation scheduled for April 2004.

The Wing Luke Asian Museum is honored and excited to facilitate this groundbreaking multi-neighborhood exhibition, *Beyond Talk*, which represents the first exhibition by stakeholders at the Museum and community partner venues that embraces the Asian American, African American, Arab American, Hispanic and Latino American, Native American and European American communities and sub-communities. The project is dedicated to making tangible the issue of race in Seattle, and to providing participants tools to proactively begin to change racist attitudes and institutions through cooperation, advocacy and action.

The project is motivated by: 1) the recognition that racism continues to adversely affect our communities; 2) that the arts offer a powerful mechanism to effect real change by providing meaningful avenues for self-expression, cultural exploration, and personal empowerment; and 3) that the intimate process that engages people from different perspectives to share their own experiences on race issues can result in renewed understandings at the most basic, interpersonal level.

**Process**

- Two RACE TALKS/potluck dinners have been held to identify historic and current issues surrounding race in Seattle. These conversations have generated themes and criteria that will form the basis for a CALL FOR ARTISTS to be issued in Fall 2003.
- In September 2003 a Steering Committee will be convened comprised of Race Talk participants and representatives of additional community groups. The Steering Committee will meet through March 2004 and select a jury and plan public programs in connection with the exhibition.
- In January and February 2004, the jury will choose from submissions artwork that meets the criteria of artistic merit, thematic clarity, ethnic diversity, and neighborhood representation.
- The exhibition will open in April 2004 at the Wing Luke Asian Museum and tour to other venues.
APPENDIX B: Graduate Student Enrollment statistics
Autumn Quarter Graduate Student Enrollment by Ethnicity - Twenty Year History

<table>
<thead>
<tr>
<th>Year</th>
<th>African American</th>
<th>American Indian</th>
<th>Asian American</th>
<th>Hispanic American</th>
<th>Total Minority</th>
<th>Total Other</th>
<th>Total Grad Enrollment</th>
<th>% Minority of Total Enr</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983</td>
<td>96</td>
<td>31</td>
<td>297</td>
<td>90</td>
<td>514</td>
<td>6,597</td>
<td>7,111</td>
<td>7.2%</td>
</tr>
<tr>
<td>1984</td>
<td>91</td>
<td>36</td>
<td>312</td>
<td>85</td>
<td>524</td>
<td>6,683</td>
<td>7,150</td>
<td>7.3%</td>
</tr>
<tr>
<td>1985</td>
<td>80</td>
<td>34</td>
<td>319</td>
<td>94</td>
<td>527</td>
<td>6,760</td>
<td>7,287</td>
<td>7.2%</td>
</tr>
<tr>
<td>1986</td>
<td>78</td>
<td>35</td>
<td>307</td>
<td>88</td>
<td>508</td>
<td>6,740</td>
<td>7,248</td>
<td>7.0%</td>
</tr>
<tr>
<td>1987</td>
<td>85</td>
<td>44</td>
<td>297</td>
<td>81</td>
<td>507</td>
<td>6,783</td>
<td>7,260</td>
<td>7.0%</td>
</tr>
<tr>
<td>1988</td>
<td>82</td>
<td>41</td>
<td>325</td>
<td>82</td>
<td>530</td>
<td>7,045</td>
<td>7,559</td>
<td>7.0%</td>
</tr>
<tr>
<td>1989</td>
<td>78</td>
<td>52</td>
<td>310</td>
<td>91</td>
<td>531</td>
<td>6,950</td>
<td>7,468</td>
<td>7.1%</td>
</tr>
<tr>
<td>1990</td>
<td>93</td>
<td>49</td>
<td>331</td>
<td>116</td>
<td>589</td>
<td>7,067</td>
<td>7,656</td>
<td>7.7%</td>
</tr>
<tr>
<td>1991</td>
<td>119</td>
<td>56</td>
<td>388</td>
<td>162</td>
<td>725</td>
<td>7,142</td>
<td>7,866</td>
<td>9.2%</td>
</tr>
<tr>
<td>1992</td>
<td>134</td>
<td>60</td>
<td>437</td>
<td>155</td>
<td>786</td>
<td>7,035</td>
<td>7,820</td>
<td>10.1%</td>
</tr>
<tr>
<td>1993</td>
<td>178</td>
<td>68</td>
<td>467</td>
<td>180</td>
<td>893</td>
<td>6,889</td>
<td>7,782</td>
<td>11.5%</td>
</tr>
<tr>
<td>1994</td>
<td>192</td>
<td>73</td>
<td>557</td>
<td>202</td>
<td>1,024</td>
<td>6,791</td>
<td>7,815</td>
<td>13.1%</td>
</tr>
<tr>
<td>1995</td>
<td>184</td>
<td>77</td>
<td>584</td>
<td>207</td>
<td>1,052</td>
<td>6,720</td>
<td>7,772</td>
<td>13.5%</td>
</tr>
<tr>
<td>1996</td>
<td>175</td>
<td>85</td>
<td>598</td>
<td>206</td>
<td>1,064</td>
<td>6,597</td>
<td>7,661</td>
<td>13.9%</td>
</tr>
<tr>
<td>1997</td>
<td>177</td>
<td>76</td>
<td>630</td>
<td>216</td>
<td>1,099</td>
<td>6,655</td>
<td>7,964</td>
<td>13.8%</td>
</tr>
<tr>
<td>1998</td>
<td>184</td>
<td>71</td>
<td>642</td>
<td>234</td>
<td>1,131</td>
<td>6,982</td>
<td>8,113</td>
<td>13.9%</td>
</tr>
<tr>
<td>1999</td>
<td>169</td>
<td>63</td>
<td>677</td>
<td>202</td>
<td>1,111</td>
<td>7,094</td>
<td>8,205</td>
<td>13.5%</td>
</tr>
<tr>
<td>2000</td>
<td>160</td>
<td>74</td>
<td>709</td>
<td>185</td>
<td>1,128</td>
<td>7,288</td>
<td>8,426</td>
<td>13.4%</td>
</tr>
<tr>
<td>2001</td>
<td>155</td>
<td>69</td>
<td>745</td>
<td>212</td>
<td>1,181</td>
<td>7,659</td>
<td>8,840</td>
<td>13.4%</td>
</tr>
<tr>
<td>2002</td>
<td>189</td>
<td>61</td>
<td>795</td>
<td>239</td>
<td>1,284</td>
<td>7,844</td>
<td>9,128</td>
<td>14.1%</td>
</tr>
<tr>
<td>2003</td>
<td>168</td>
<td>64</td>
<td>798</td>
<td>261</td>
<td>1,311</td>
<td>8,053</td>
<td>9,364</td>
<td>14.0%</td>
</tr>
</tbody>
</table>

Source: Student Database. Headcount by graduate majors. Does not include branch campus enrollment.
I Identify how diversity is a visible and active part of you unit:

1) Student access and opportunities

GTTL Studies actively seeks to provide access to our graduate certificate program, our extension certificate program and GTTL related internship and scholarship opportunities to all interested students. Our director and assistant director work to promote our program by speaking at GTTL related UW graduate student orientation meetings, and by networking at global trade and transportation related conferences and seminars. Of the 25 students currently enrolled in our courses, 16 are members of a minority group.

2) Student development and retention

Prospective students and students already in our program are encouraged to meet with our instructors to discuss their career goals and interests, course work, and other academically related issues. Additional effort is made to work with students whose primary language is other than English.

3) Engagement with the external community

Approximately 20% of our assistant director’s time is spent on outreach to the community. Mr. Shelton works to find and/or generate internship and scholarship opportunities for all interested GTTL Studies students with various global transportation related organizations. Mr. Shelton is the Student Liaison for the local chapter of the Women’s Transportation Seminar (an organization dedicated to advancing the professional development of women and DBE/MBE’s, and providing access to a diverse national network of transportation professionals), he is also involved with the Foundation For Russian American Economic Cooperation (a non profit organization founded to foster expanded economic ties between Russia and the United States). In addition to these organizations GTTL Studies is involved with numerous other organizations; Washington Council on International Trade, World Affairs Council, Canada-America Society, Japanese Consulate, Taipei Economic and Cultural Center, Trade Development Alliance, and the Washington State China Relations Council.

4) Staff and administrative diversity

GTTL Studies has one full-time professional staff position, one half-time staff position, and two part-time work study positions. The program encourages applicants from diverse racial, ethnic, religious and cultural backgrounds to apply for all positions (when vacant). Currently the program employs three women, one of whom is also Asian-American.

5) Faculty diversity curriculum and research

GTTL Studies has only one part-time instructor.
Global Trade, Transportation, and Logistics Studies  
Diversity Appraisal Preliminary Summary Report

6) Climate

It is the goal of GTTL Studies to provide a positive, supportive and diverse environment for all students, faculty, and staff.

II Identify the specific ways that diversity is integrated into you academic mission in regard to your curricula, your undergraduate and graduate students, you faculty, and staff:

GTTL Studies Core I (Global Logistics Management) and Core II (Seminar in Global Trade, Transportation, and Logistics) courses both incorporate cultural sensitivity issues into the curricula. History, cultural attitudes and socioeconomic perspectives related to global trade and transportation are topics discussed in both courses and addressed in course readings.

III Identify the ways in which you have structured your unit so that diversity is institutionalized as part of you criteria for success.

- Outreach to a diverse population of prospective students.
- Seek out information, internships, scholarships and employment opportunities to support GTTL Studies students with their career goals.
- Providing a supportive, diverse and positive environment for students, faculty, and staff to work.
GTTL Studies
Diversity Appraisals...
Hello Cynthia,

Attached is the Diversity Appraisal Summary Report for Global Trade, Transportation, and Logistics Studies. We are an interdisciplinary graduate certificate program under the Graduate School. Please let me know if you have questions or need additional information.

Thank you.

Nicole Feodorov
GTTL Studies
University of Washington
Box 352193
Seattle, WA 98195-2193
Ph: 206-616-5778
Fax: 206-616-5736

-----Original Message-----
From: Cheryll Sorensen [mailto:cheso@grad.WASHINGTON.edu]
Sent: Tuesday, December 16, 2003 10:28 AM
Subject: FW: Diversity Appraisal---Correction, Please Respond by January 15
Importance: High

With regard to the message I sent yesterday, please be advised that a change has been made in the date that your response is requested. Please respond to Cynthia Morales by January 15th.

Cheryll Sorensen
Assistant to Marsha L. Landolt
Dean and Vice Provost, The Graduate School cheso@u.washington.edu G-1 Communications Building, Box 353770 206-543-7468 (Fax: 206-685-3234)

-----Original Message-----
From: Cheryll Sorensen
Sent: Monday, December 15, 2003 3:57 PM
Subject: FW: Diversity Appraisal--Please Respond by December 22nd
Importance: High

Attention Graduate School Units and Affiliated Interdisciplinary Units,

Dean Landolt has asked me to forward the attached letters from Lee Huntsman and Nancy Barcelo. Dean Landolt requests that you respond to the questions in the letter dated 12.03.03 (attached and also copied for you below) and return your responses to Cynthia Morales (cmorales@u.washington.edu) in Associate Dean Johnnella Butler's office by Monday, December 22nd. Should you have questions, please address them to Cynthia, in Dean Butler's office. Thank you for your cooperation.

Cheryll Sorensen
Assistant to Marsha L. Landolt
December 3, 2003

Dear Colleagues:

President Lee Huntsman has convened a steering committee to undertake a university-wide appraisal of our diversity efforts. The steering committee consists of faculty, staff, students, and administrators who are charged with evaluating the university's diversity efforts and developing recommendations to strengthen diversity in our institution in the coming years. The work of the steering committee seems especially relevant in light of the recommendations provided by the 2003 Decennial Accreditation Committee that "the UW undertake additional efforts to increase the number of faculty and students from underrepresented groups." In a similar vein, the implementation of an appraisal resonates strongly with the Regents' expectations of a comprehensive review of existing efforts that support diversity at the University of Washington.

The diversity self-study will be carried out in three stages: 1) inventory of efforts and information gathering (December to January), 2) assessment and evaluation of diversity efforts (February to May), and 3) development of recommendations for university-wide policies on diversity (June to September). We have been instructed to complete the appraisal by September 15, 2004. Given this compressed timeframe, we would like to begin work on the appraisal immediately. One of the initial tasks of the committee is to develop an inventory of current university programs, scholarships, and outreach initiatives that focus on diversity at the pre-college, undergraduate and graduate levels. The inventory will also include programs or initiatives that promote diversity in our staff and faculty ranks. Another important element of the appraisal will be to identify gaps in our existing efforts in order to develop more comprehensive policies related to diversity in the future. Given this focus, we would like this project to go beyond a simple enumeration of programmatic efforts, but something more in-depth that stimulates deeper thinking about diversity and its connection to our academic mission. We believe that we have a unique opportunity to take a major step forward in the way we think about diversity and how we implement work to support diversity as an institutional priority.

Because we would like to canvass the entire campus community, we would like to request that your college or school provide the committee with a preliminary summary report highlighting current efforts or initiatives in your college's or school's academic departments. Our definition of diversity encompasses the following: race, gender, disability, class, sexual identity/orientation, religion, age, ethnicity, culture, region/geography, and indigenous status. Many of you have provided this type of information in previous years in response to the Higher Education Coordinating Board's request for "minority participation and diversity efforts" at the University of Washington. This current Diversity Appraisal is intended to provide us with a bit more extensive information. In addition to listing specific projects, efforts, and strategies that address diversity, we ask you to identify:

1) How diversity is a visible and active part of your unit:
2) 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; and
3) The ways in which you have structured your unit so that diversity is institutionalized as part of your criteria for success.

Please structure your report around the following diversity target areas: 1) student access and opportunities; 2) student development and retention; 3) engagement with the external community; 4) staff and administrative diversity; 5) faculty diversity; 6) curriculum and research; and 7) climate. Because we would like to have input on this process from across the campus, we also would welcome your comments and suggestions regarding diversity issues that are not currently addressed. The deadline for submission of this report is Monday, January 5, 2004. (Please provide the committee with both a hardcopy and electronic version of the report.)
In the coming months, we will have additional opportunities for students, staff, and faculty to discuss diversity and contribute to the appraisal process through campus-wide meetings and other events. The times and dates of these events will be announced at a later time.

If you have any questions, please direct those inquiries to Dr. Gabriel Galarredo at gabegms@u.washington.edu or Dr. Gail Dubrow at dubrow@u.washington.edu.

We would like to thank you in advance for your collaboration on this important university-wide review of diversity efforts.

Sincerely,

Dr. Nancy "Rusty" Barceló
Vice President and Vice Provost for Diversity
Chair, Diversity Appraisal Steering Committee
The Graduate School -
Interdisciplinary Graduate
Program
Molecular & Cellular
Biology (MCB)

MOLECULAR AND CELLULAR BIOLOGY

DIVERSITY APPRAISAL REPORT

The Molecular and Cellular Biology Program constitutes an interdisciplinary program embracing approximately 240 research faculty and 150 doctoral students; further, it provides the administrative home for the Cell and Molecular Biology Training Grant, a large predoctoral training effort that supports 33 trainees and has been in existence for almost 30 years. The doctoral program is split between the FHCRC and the UW, recently adding new institutional partners such as SBRI and ISB. We anticipate more new connections in the future. As an interdisciplinary program we are supported by the Graduate School, guided in part by the School of Medicine, and acknowledged as a participating program by Arts and Sciences.

Because of the interdisciplinarity of the MCB Program, it has connections to biomedical research departments and other interdisciplinary programs throughout the UW. This unique position has provided us with the opportunity to draw together representatives from these units into the Biomedical Minority Recruitment Task Force. Representatives from 15 departments/programs across campus began meeting last Spring (2002) to articulate our shared minority recruitment problems, to discuss how best to redress these problems, and to design a tool for each of us to use, singly and collectively. Each participating program is a graduate degree offering unit, most have access to one or more training grants, while all are focused on some aspect of biomedical research.

Two problems were identified by the Task Force. First, many undergraduate advisors, including those here at the UW, are unaware of the diversity of PhD programs at the UW, and are often unable to give good general advice on how to apply to graduate school. The Task Force needs to showcase the full panoply of biomedical graduate programs available to minority applicants. This needs to be done with visual appeal, a text that stresses the commonalities shared by the programs, and introductory material on the process of applying to graduate school.

The second problem revolves around the emphasis placed on a professional career, notably the M.D., by both the community and educational advisors of minority students. This narrow view often relegates the pursuit of a PhD to the rank of a less worthy career track, one that does not benefit the minority community. This tracking of talented minority students into professional careers starts at an early age, in junior and senior high schools, and can proceed on through their undergraduate years. Naturally, the appeal of the professional schools has been their prestige and exclusivity. The Task Force needs to reach out to minority student advisors at all levels, from grade school through college, challenging them to reevaluate the option of graduate education for their aspiring minority students.

The Task Force has tackled the first problem—"invisibility"—by collaboratively creating a package, professionally designed and produced, that included information on all the
graduate programs in the biomedical sciences. This package provides general 
information on applying to graduate school, specific information on each program, and 
visual/textual appeal for undergraduates. Flyers were drafted, showcasing extreme 
sports, appealing to junior and senior high students, suggesting graduate education as an 
exciting career path, participation in the new biotechnology age.

The Task Force’s next step will be to disseminate these materials as widely as possible, 
using them to solicit a minority student’s interest in an individual department, distributing 
to junior and senior high school advisors as well as undergraduate biology advisors 
across the country, displaying them at minority recruitment conferences (SACNAS, 
ABRCMS, AISES, etc.) and University of Washington minority recruitment events. At 
the same time we must demonstrate that a career in biomedical research is not inferior to 
a medical degree, but a parallel career track, one that might appeal to students whose 
strengths are more research oriented than clinical, more cognitive than intuitive.

The Task Force will continue to meet over the next couple of years to develop and 
coordinate our recruitment efforts as a whole, to reach out locally to the junior and senior 
highs, to establish a list of national college-level advisors. The MCB Program will 
provide administrative and fiscal support, drawing on staff members and tapping the 
financial resources of the CMB Training Grant, to assist in storage and dissemination of 
materials, mailing costs, scheduling and coordination of meetings. Task Force efforts 
have brought minority recruitment issues to the consciousness of the School of Medicine, 
home to the majority of the biomedical research programs. Aware of the issues around 
creating more student interest in graduate education (rather than medical education), the 
SOM Office of Multicultural Affairs has reached out in the person of its new assistant 
dean, David Acosta, to include Task Force representatives in its outreach efforts to 
minority undergraduate students across the region. Dean Acosta has added one of his 
staff members to our Task Force and will include Task Force representation in a 
symposium he is planning for Costco Minority Scholars, in the coming year.

In addition to the BMR Task Force, MCB also sent representatives to the following 
conferences over the past year:

On May 27-31, 2003, Terry Duffey, program manager, and MaryEllin Robinson, 
program coordinator, attended NCORE (National Conference on Race and Ethnicity in 

MaryEllin Robinson, Marcella Cervantes (a graduate student), and Mario Pineda 
(graduate student) attended SACNAS (Society for the Advancement of Chicanos and 
Cervantes presented a research talk at this meeting.

MaryEllin Robinson and P.J. Thomas (a graduate student) attended the ABRCMS 
(Annual Biomedical Research Conference for Minority Students) from Oct. 15-18, 2003, 
in San Diego, CA.
1/9/2004

Late in November 2003, Michele Karantsavelos (staff member in the FHCRC branch of
the MCB Program) and Joe Ross (a graduate student) attended the annual AISES
meetings (American Indian Science and Engineering Society) in Albuquerque, NM. Joe
won an award for the best poster presentation at the AISES meeting.

MCB makes a concerted effort to include minority students when sending representatives
to the various minority recruitment events. Also, in generating minority recruitment
materials for MCB or for the BMR Task Force materials, we solicit photographs, quotes
and input from diverse student representatives. We plan on improving the appearance of
our MCB Web page soon by adding these students’ images. A couple of years ago, when
MCB created graphic materials for the display units we take to the minority conferences,
we solicited the assessment, participation and physical representation of our diverse
students. All in all, these activities have engaged this group of students in issues of
minority student recruitment.

MCB as well as the BMR Task Force hope to reinforce the need for more biomedical
researchers from diverse background. In the future, at meetings and conferences, we will
articulate the need for minority PhDs in biomedical research who influence the issues
important in this field. Such influence will positively impact the various minority
communities, contributing in ways different from but equal in important to the M.D.

Submitted by

Henk Roelink
Co-Director
Molecular and Cellular Biology
Diversity Report on the Interdisciplinary Program in Near and Middle East Studies

The Interdisciplinary Program in Near and Middle East Studies has eighteen students: 10 women and 8 men which means that 56% of our students are women 44% are men. Of these six were born in the US (33%) and five are international students (28%) while the remaining seven are foreign-born immigrants (39%).

The Interdisciplinary Program in Near and Middle East Studies is a program run on an almost entirely voluntary basis by faculty members of the University of Washington. It has no associated faculty lines; it has a miniscule annual budget; and it is able to award the equivalent of one full-time r.a.’ship to the 18 students in the program every year and one full-year fellowship every three years. This program has therefore no budget for advertising, student support or community outreach and the budget was cut by about 10% this past year as independent program access to travel funds for graduate students in the program was eliminated.

While the program and its members fully support University policies in regard to diversity, IPNMES has no direct way to influence the inclusion of underrepresented groups in the faculty or staff because it makes no hiring decision on its own nor is it consulted when the Graduate School or various departments make hiring decisions. We have retained approximately 95% of students who entered the program and retention is thus not now a concern for the program. IPNMES does have a significant number of Muslims, women and non-citizens among its students. IPNMES fosters a sense among students that they can discuss and debate freely important scholarly and non-academic issues in the context of the program and its faculty. By their own diversity IPNMES students provide the university community with a sense of the diversity of Middle Eastern and especially Muslim societies.

Please feel free to contact me if I can be of additional assistance.

Yours truly,

Ellis Goldberg
Professor of Political Science
Director, Middle East Center
Director, Interdisciplinary Program in Near and Middle East Studies
Dear Ms. Morales,

Attached is the diversity report for the Interdisciplinary Program in Near and Middle East Studies.

Ellis Goldberg  
Professor, Department of Political Science  
Director, Middle East Center  
Director, Ph.D. program in Near and Middle East Studies  
University of Washington  
(206-543-7197)

----- Original Message -----  
From: Cynthia Morales  
To: Cynthia Morales  
Cc: Johnnella Butler ; Cheryl Sorensen  
Sent: Thursday, January 29, 2004 10:10 AM  
Subject: Diversity Appraisal Reports Due Jan 30, 2004

This message is being sent on behalf of Associate Dean Johnnella Butler. Please refer to email sent 12/16/03 from Cheryl Sorensen for complete details.

***************

Attention Graduate School Units and Affiliated Interdisciplinary Units:

This is a reminder that your Diversity Appraisal Reports are due this Friday, January 30th. Each unit (including interdisciplinary academic units) of The Graduate School is to submit its Diversity Appraisal Report to Cynthia Morales <cmorales@u.washington.edu>. The following units have submitted reports thus far:

1. Program on the Environment (Craig ZumBrunnen)

2. Quantitative Ecology and Resource Management (J. Besch)

3. UW Press (Pat Soden)

4. CIDR (Don Wulff)

5. Neurobiology and Behavior (M. Shadlen & T. Reh)

6. Molecular and Cellular Biology (H. Roelink)

7. GTTL (Nicole Feodorov)

If, for some reason you need an extension, please contact Cynthia Morales.

Thanks very much.

1/29/2004
Johnella E. Butler

Associate Dean and Associate Vice Provost

The Graduate School

University of Washington

G-1 Communications

Box 353770

Seattle, WA 98195-3770

206-543-9016

206-685-3234

Cynthia A. Morales
Assistant to the Dean
The Graduate School
University of Washington
206-543-9016
GRADUATE PROGRAM IN NEUROBIOLOGY AND BEHAVIOR

DIVERSITY RESPONSE - 2004
Directors: Michael Shadlen, M.D., Ph.D, and Thomas Reh, Ph.D

The graduate program in neurobiology and behavior recognizes the need for a more diversified scientific community. We are devoted to the advancement of neuroscience through teaching and basic research. These aims will be fostered by inclusion of minority students and ultimately minority representation in NIH advisory roles, college teaching and public outreach. A more diverse community of investigators, educators and policy makers will emerge if we can train more PhD students coming from diverse backgrounds, particularly underrepresented minorities.

Current Efforts:

✧ Outreach
  ◆ Participate annually in Western and National Names Exchange mailings when information received.
  ◆ Maintain membership in SACNAS (The Society for Advancement of Chicanos and Native Americans in Sciences).
  ◆ Coordinate with UW Medical School & Health Sciences minority outreach programs as appropriate.
  ◆ For 2004 recruiting year and in the future, member of the Biomedical Minority Research Outreach Task Force with the goal of increasing diversity in Ph.D. biomedical programs; in coordination with task force, completed a multidisciplinary brochure targeted to minority and underrepresented student populations.

✧ Admission/Recruiting Process
  ◆ During the application review process, our admission committee attempts to identify qualified applicants who are part of an underrepresented minority population group. This is not a guarantee of admission, but it is weighted strongly during consideration of our applicant pool.
  ◆ Admission committee members (often the program directors) attempt to make personal contact with applicants from minority backgrounds.
  ◆ With Graduate School funding, we interview our top applicants (providing travel expenses and hotel accommodations)
  ◆ We are presently unable to participate in GO-MAP activities because interview schedule (mid-Feb; late Feb) is not flexible enough (we need to coordinate with other institutions).
Specific Diversity Issues:

◊ How diversity is a visible and active part of Neurobiology and Behavior.
  ♦ We do not have special events to promote diversity. We have several venues for interacting with visiting faculty. Our seminar series is student run. We make an effort to achieve diversity in our visiting faculty. But this is not a strong point. Our visiting lecturers tend to reflect the demographics of the field.

◊ Specific ways that diversity is integrated into N&B's academic mission in regard to curricula, graduate students, faculty & staff.
  ♦ As an interdisciplinary program, inclusion of many points of view is an integral component of our mission.

◊ The ways that diversity is institutionalized within N&B as a part of our criteria for success.
  ♦ Our self-appraisal and self-study as a graduate program includes an evaluation of the kind of students we are training and their career paths. Diversity is among the criteria we consider.

Diversity Target Areas:

◊ Student access and opportunities
  ♦ Our current student population is approximately 40% female/60% male. We have a 17% minority student representation (10 students) out of a total of 59 students. We have two (2) students who are classified as members of an underrepresented minority population.
  ♦ Our admission committee includes qualitative as well as quantitative indicators of achievement and potential in admissions applications.

◊ Student development and retention
  ♦ The N&B Program strives to ensure that all N&B students are successful in their progress towards a Ph.D. degree. During the past year, a Graduate Training Committee (GTC) was created. This committee oversees student progress and helps identify any students who may be at-risk in our program.

◊ Engagement with the external community
  ♦ Both N&B faculty and students have participated in outreach activities in the public schools and in the general community.
  ♦ We have re-activated the local chapter of the largest national organization for neuroscience research, the Society for Neuroscience.
✧ Staff and administrative diversity
  ✦ The current staffing of the N&B Program is limited to two (2) administrative positions who have a wide experience in UW policies and procedures, and with the aspects of diversity.

✧ Faculty diversity
  ✦ As an interdisciplinary program, the N&B Program does not directly participate in the recruitment or retention of faculty.

✧ Curriculum and research
  ✦ The required courses in neuroscience do not contain a component that deals with minority issues. We would be interested in suggestions for how to achieve this. We are in the process of adding electives to enhance our curriculum. It is conceivable that some of these could incorporate components on diseases affecting minorities, or ethics of research practices.

✧ Climate
  ✦ As an interdisciplinary program, the N&B Program embraces diversity in all its aspects.
DIVERSITY APPRAISAL

Quantitative Ecology and Resource Management
Interdisciplinary Graduate Program
University of Washington

The Quantitative Ecology and Resource Management (QERM) Interdisciplinary Graduate Program offers a unique opportunity for students to study the application of statistical, mathematical and decision sciences to a broad array of terrestrial and marine ecology, natural resource management, biometrics and mathematical biology problems. The program is structured to attract mathematically trained students interested in working on these problems, and biologically or environmentally trained students wishing to develop or enhance quantitative skills.

STUDENT ACCESS AND OPPORTUNITIES:

Because of our program’s specialized focus, most applicants learn of our program after conducting an intensive internet search for programs where they can combine their quantitative skills with their interests in ecological, environmental, or natural resource management issues. Applicants are typically self-selecting in that their background and interests are often well suited to the interdisciplinary nature of our program. Prior to applying, the majority of applicants are involved in environmental or resource management experiences (either through employment or volunteer work) following their undergraduate training. It is usually after pursuing this type of work that applicants begin their search for a program such as QERM.

The Graduate School provides QERM with funding for three first-year graduate student appointments annually. Due to the rigorous nature of the first year of study, QERM admits only the number of students for which we are able to provide unrestricted first-year funding (i.e., funding that does not require teaching assistant or research assistant duties). Our limited funding (2-3 students per year) does not allow for a great deal of flexibility with our admissions process. The number of admissions to our program could easily be increased with additional first-year support.

Applicants to our program are asked to consider completing the optional Personal Statement form. This form provides information on each applicant’s personal history, family background, and other influences on the applicants’ intellectual development. This information also allows us identify students from minority backgrounds, enabling us to successfully apply, and receive, funding from the GO-MAP program for first-year students.

Our program is proud of the diversity already existing within our program. In reviewing the students we have accepted over the last decade, it is apparent that proportionally we have accepted a large percentage of minority and underrepresented graduate students (Hispanic, Native
American, African-American, Asian, and international students). This is particularly evident in the number of women that have successfully completed our program — a field that has traditionally been male dominated.

The QERM program is currently reviewing its strategy for expanding its overall recruitment efforts. As part of this process we are identifying methods to increase the recruitment efforts to specifically target minority and underrepresented groups. Since our program is quite unique, it appeals to a small percentage of potential graduate school applicants. Once applicants learn of our program they typically self-select, knowing that their interests and goals align with the goals of our program.

STUDENT DEVELOPMENT AND RETENTION:

One hindrance our program has identified in recruiting students is the need for some applicants to increase their quantitative skills prior to starting the first year of required quantitative coursework. We encourage these to pursue background coursework, if needed, upon entering the program and prior to undertaking the rigorous required quantitative first-year coursework. Obviously, funding this type of background quantitative training, or "year zero", is difficult with limited funding. Additional funding from GO-MAP allows us to provide additional assistance for students who need to strengthen their quantitative skills.

Students currently enrolled in our program always participate in the recruitment process, either at the inquiry level or when applicants visit the program. Applicants who visit the program usually stay at the home of a current student in order to obtain a better understanding of the program, the University and Seattle. If applicants have a particular area of research interests, we arrange for them to meet students with similar interests.

To learn more about our applicants (particularly information regarding diverse backgrounds and cultures), we ask each applicant to complete the optional Personal Statement form. This form provides information on each applicant’s personal history, family background, and other influences on the applicants’ intellectual development.

All QERM students (with faculty assistance) are responsible for identifying and obtaining funding following their first year of study. Our students are highly sought after by a variety of programs, and funding is widely available to all of our students as research assistants and teaching assistants. Departments seeking our students include the Center for Quantitative Science, Statistics, Aquatic and Fishery Sciences, and Forest Resources.

ENGAGEMENT WITH THE EXTERNAL COMMUNITY;

Graduates of our program are engaged with a variety of government organizations and private industry. Graduates have also been involved with local tribal concerns in the area of natural resource issues. In addition, the program has graduated several international students who have returned to their country to work in the area of natural resource management.
FACULTY, STAFF AND ADMINISTRATIVE DIVERSITY:

As an interdisciplinary program, QERM has no primary faculty appointments and draws its participating faculty from several UW academic units. The director of the QERM program, Professor Loveday Conquest, is also associate director in the School of Aquatic and Fishery Sciences (SAFS). Professor Conquest has taken an active role in supporting various diversity initiatives on-campus, including counseling minority students in SAFS and QERM. She is a member of the Association of Women in Science and Association of Women in Mathematics. Professor Conquest is of Pacific Islander/Asian descent, and a woman in a field dominated by men.

CURRICULUM AND RESEARCH

Since ongoing funding is an issue for all QERM students, we orient new students on the process of seeking faculty research funding or teaching assistant opportunities following their first year of study. We also mentor our students continually regarding funding stability and academic progress. Our Graduate Program Coordinator meets with students annually, and more often as needed, to review their progress in the program.

CLIMATE:

As an interdisciplinary program, with faculty based out of several departments campus-wide, we continually face the issue of maintaining a cohesive, interactive atmosphere among students and faculty. One way in which we address this issue is by sponsoring a weekly “Tuesday Soup at the QERM Café”, rotating the responsibility for cooking among students and faculty. We have found this activity to be very helpful in promoting a collegial atmosphere. We also hold a variety of social events throughout the year (picnics, potlucks, hikes, etc.). We have found that providing this sort of “social glue” to be essential in promoting a feeling of inclusiveness.
Cynthia Morales

From: Joanne Besch [besch@u.washington.edu]
Sent: Tuesday, January 27, 2004 1:11 PM
to: cmorales@u.washington.edu
Subject: QERM Diversity Appraisal

qermdiversity.doc
(37 KB)

Dear Ms. Morales,

Attached is the electronic copy of the Quantitative Ecology and Resource Management diversity appraisal. A hard copy of this document will be forwarded to your office.

Thank you.

*******************************************************************************
Joanne Besch Phöne: (206) 616-9571
Graduate Program Assistant Fax: (206) 616-9443
Interdisciplinary Graduate Program, Quantitative Ecology and Resource Management University of Washington
Box: 352182, Loew Hall 304
Seattle, WA 98195-3682
*******************************************************************************
DIVERSITY APPRAISAL

Quantitative Ecology and Resource Management
Interdisciplinary Graduate Program
University of Washington

The Quantitative Ecology and Resource Management (QERM) Interdisciplinary Graduate Program offers a unique opportunity for students to study the application of statistical, mathematical and decision sciences to a broad array of terrestrial and marine ecology, natural resource management, biometrics and mathematical biology problems. The program is structured to attract mathematically trained students interested in working on these problems, and biologically or environmentally trained students wishing to develop or enhance quantitative skills.

STUDENT ACCESS AND OPPORTUNITIES:

Because of our program’s specialized focus, most applicants learn of our program after conducting an intensive internet search for programs where they can combine their quantitative skills with their interests in ecological, environmental, or natural resource management issues. Applicants are typically self-selecting in that their background and interests are often well suited to the interdisciplinary nature of our program. Prior to applying, the majority of applicants are involved in environmental or resource management experiences (either through employment or volunteer work) following their undergraduate training. It is usually after pursuing this type of work that applicants begin their search for a program such as QERM.

The Graduate School provides QERM with funding for three first-year graduate student appointments annually. Due to the rigorous nature of the first year of study, QERM admits only the number of students for which we are able to provide unrestricted first-year funding (i.e., funding that does not require teaching assistant or research assistant duties). Our limited funding (2-3 students per year) does not allow for a great deal of flexibility with our admissions process. The number of admissions to our program could easily be increased with additional first-year support.

Applicants to our program are asked to consider completing the optional Personal Statement form. This form provides information on each applicant’s personal history, family background, and other influences on the applicants’ intellectual development. This information also allows us identify students from minority backgrounds, enabling us to successfully apply, and receive, funding from the GO-MAP program for first-year students.
Our program is proud of the diversity already existing within our program. In reviewing the students we have accepted over the last decade, it is apparent that proportionally we have accepted a large percentage of minority and underrepresented graduate students (Hispanic, Native American, African-American, Asian, and international students). This is particularly evident in the number of women that have successfully completed our program — a field that has traditionally been male dominated.

The QERM program is currently reviewing its strategy for expanding its overall recruitment efforts. As part of this process we are identifying methods to increase the recruitment efforts to specifically target minority and underrepresented groups. Since our program is quite unique, it appeals to a small percentage of potential graduate school applicants. Once applicants learn of our program they typically self-select, knowing that their interests and goals align with the goals of our program.

STUDENT DEVELOPMENT AND RETENTION:

One hindrance our program has identified in recruiting students is the need for some applicants to increase their quantitative skills prior to starting the first year of required quantitative coursework. We encourage these to pursue background coursework, if needed, upon entering the program and prior to undertaking the rigorous required quantitative first-year coursework. Obviously, funding this type of background quantitative training, or "year zero", is difficult with limited funding. Additional funding from GO-MAP allows us to provide additional assistance for students who need to strengthen their quantitative skills.

Students currently enrolled in our program always participate in the recruitment process, either at the inquiry level or when applicants visit the program. Applicants who visit the program usually stay at the home of a current student in order to obtain a better understanding of the program, the University and Seattle. If applicants have a particular area of research interests, we arrange for them to meet students with similar interests.

To learn more about our applicants (particularly information regarding diverse backgrounds and cultures), we ask each applicant to complete the optional Personal Statement form. This form provides information on each applicant’s personal history, family background, and other influences on the applicants’ intellectual development.

All QERM students (with faculty assistance) are responsible for identifying and obtaining funding following their first year of study. Our students are highly sought after by a variety of programs, and funding is widely available to all of our students as research assistants and teaching assistants. Departments seeking our students include the Center for Quantitative Science, Statistics, Aquatic and Fishery Sciences, and Forest Resources.

ENGAGEMENT WITH THE EXTERNAL COMMUNITY;
Graduates of our program are engaged with a variety of government organizations and private industry. Graduates have also been involved with local tribal concerns in the area of natural resource issues. In addition, the program has graduated several international students who have returned to their country to work in the area of natural resource management.

FACULTY, STAFF AND ADMINISTRATIVE DIVERSITY;

As an interdisciplinary program, QERM has no primary faculty appointments and draws its participating faculty from several UW academic units. The director of the QERM program, Professor Loveday Conquest, is also associate director in the School of Aquatic and Fishery Sciences (SAFS). Professor Conquest has taken an active role in supporting various diversity initiatives on-campus, including counseling minority students in SAFS and QERM. She is a member of the Association of Women in Science and Association of Women in Mathematics. Professor Conquest is of Pacific Islander/Asian descent, and a woman in a field dominated by men.

CURRICULUM AND RESEARCH

Since ongoing funding is an issue for all QERM students, we orient new students on the process of seeking faculty research funding or teaching assistant opportunities following their first year of study. We also mentor our students continually regarding funding stability and academic progress. Our Graduate Program Coordinator meets with students annually, and more often as needed, to review their progress in the program.

CLIMATE:

As an interdisciplinary program, with faculty based out of several departments campus-wide, we continually face the issue of maintaining a cohesive, interactive atmosphere among students and faculty. One way in which we address this issue is by sponsoring a weekly “Tuesday Soup at the QERM Café”, rotating the responsibility for cooking among students and faculty. We have found this activity to be very helpful in promoting a collegial atmosphere. We also hold a variety of social events throughout the year (picnics, potlucks, hikes, etc.). We have found that providing this sort of “social glue” to be essential in promoting a feeling of inclusiveness.
Dear Cynthia,

This email represents the promised follow-up to my phone message this morning. Attached is the "final" revision of the Diversity document which has references to individuals removed (sorry for not realizing this requirement beforehand) and a bit more reference specifically to PoE and the Graduate School.

Thanks,

Craig ZB
Program on the Environment

PART I. Examples of Diversity Efforts and Initiatives

Example: PoE has participated in bridging faculty hires that have increased diversity and broadened interdisciplinary cooperation between academic units concerned with environmental justice issues.

Target area (5) faculty diversity

PoE has no faculty of its own. However, it participated actively in the President’s Diversity Initiative for Social Science Faculty by playing a major role in the recruitment of a faculty member to the Departments of Anthropology and American Ethnic Studies and contributing 25% of the salary for three years. PoE’s assistance here has enhanced the U.W.’s academic focus is on environmental justice, particularly though not exclusively within the United States.

In addition, through a two-year 50% salary bridge-funding commitment PoE helped the Anthropology Department recruit another faculty member whose teaching and research brings a significant element of diversity, culturally comparative perspectives, and environmental justice perspectives both to the Anthropology department and to PoE.

Example: Diversity of PoE undergraduate majors

Target area (2) student development and retention, (2) climate

Environmental Studies is widely regarded as a field that attracts predominantly white, middle class students and professionals. We can only speculate as to why the situation is so different in PoE. We offer as a possible explanation the unusually welcoming atmosphere provided by our advising staff who have all been personally committed to diversity, enhanced by the relatively small size of the program that allows a great deal of personal interaction between students and advisers. The emphasis on case studies and experiential learning, and the declared focus on Ethics, Values & Culture as one of the four required domains of inquiry, may also favor the understanding that PoE is committed to an inclusive curriculum and the recognition of multiple perspectives on serious problems.

The diversity among PoE majors is substantial; nearly half of our students belong to underrepresented groups. According to University statistics, for officially registered majors the figures for Autumn Quarter, 2001, were: Caucasian - 55%, African-American 15%, Asian 4%, American Indian 4%, foreign 4%, and other - 18%. Approximately 60% were women.

Example: PoE is committed to reaching underrepresented student populations as part of its recruiting efforts. Numerous efforts have been made by PoE undergraduate advisors
to reach out to campus and community resources in order to connect with students from a diverse range of backgrounds.

**Target area (1) student access and diversity, (3) engagement with external community.**

*Yearly meetings with OMA general advisors, McNair graduate student advisors, student ambassadors, etc.*

*Promoting Information Sessions with select diverse groups such as the Bridges 4 Program*

*Attending Student of Color Conference*

*Participation of the Academic Services Coordinator in the 12th Annual Student of Color Career Fair in Olympia in August 2002*

*Hosting tables at events reaching diverse high school students such as at the Essence of Success Conference and the Native American Conference*

*Active member of CANDO (Collaborative Access Network on Diversity Outreach) and tabled at ethnic community festivals*

*Visiting top local feeder community college on a quarterly basis*

*Organizing Environmental Advising Group for such activities as Gear-Up College Fair (encouraging middle school aged potential first generation students to consider going to college) and Scholarship Achievers College Fair (current UW first generation students)*

*Attending professional development workshop on Being a Successful Mentor. Currently mentor a Gates Scholarship Achiever for the second year running*

*Creating the new’ International Perspectives’ option within PoE undergraduate degree.*

*Participation of the Graduate Program Coordinator in the National Conference of the Association for Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS) in Portland in April 2002.*

**Part II. Diversity Narrative**

This short narrative highlights ways in which Program on the Environment (PoE) incorporates a commitment to diversity in his work and mission. The Mission of the Program on the Environment is to foster, promote and catalyze interdisciplinary environmental education and research at the University of Washington in the context of service to the wider community. While a commitment to diversity is implicit in our mission with a history of only about 5 years of having students in our program, it is
premature to try to identify changes attributable to increasing diversity. The teaching faculty recruited for PoE courses, the PoE staff, and the PoE Board of Governors; however, value diversity and a multicultural approach and always include it in their teaching. As pointed out in the selected examples listed in Part I, a multicultural approach was designed into the PoE curriculum from the beginning. Germene examples include a number of PoE student capstone research projects and experiences that have focused on environmental education of K-12 age students from schools having significant underrepresented minority student populations, projects focused on questions of environmental justice, and international projects in which the international experiences time and time again has validated the educational enrichment that flows from diversity.

PoE is committed to reaching underrepresented student populations as part of its recruiting efforts. Numerous efforts have been made to reach out to campus and community resources to connect with students from a diverse range of backgrounds. Approximately one-third of all of the faculty and professional staff who have ever served on PoE’s Board of Governors have been women. While there currently are no underrepresented minorities among our small professional staff of four, three of PoE’s four professional staff are women. The overwhelming major of PoE’s student staff have been female. Just this past autumn PoE cooperated with the UW Rehab C enter in offering a temporary work environment for one of their recovering disability patients.

Part III. The Future and Long-Term Strategy

We will continue to improve our recruitment and retention of members of underrepresented groups. The existence of a large number of University-based programs dedicated to the recruitment and retention of minority students will allow us to do an even better job in the future. For example, PoE’s active involvement in the Urban Ecology IGERT program has helped fund students from Hispanic, African-American, and American Indian ethnic and racial backgrounds. We plan to seek funding collaboratively with OUE’s undergraduate research program and with the Graduate School’s development efforts for research opportunities for underrepresented undergraduate and graduate student populations. Our long-term strategy includes both continuing and expanding our engagement with a number of UW programs that are already active in minority recruitment and expanding our engagement with other organizations and programs off campus. Included among these on and off campus units, programs, and organizations are the Office of Minority Affairs, McNair program, the Bridges 4 Program, the Minority Science and Engineering Program, American Indians in Science and Engineering, the Multicultural Alumni Partnership, UWSTEM (Science, Technology, Engineering and Mathematics) Outreach Program, UW Educational Outreach, Student of Color Conference, Essence of Success Conference, Native American Conference, FIUTS, and various other multicultural student clubs and organizations.
To: Cynthia A. Morales, Manager
Graduate School, GO-MAP
Box 353770

From: Pat Soden, Director
University Press

Re: Diversity Initiatives at the University of Washington Press

I am pleased to respond to President Huntsman’s request for an appraisal of our diversity efforts. I am particularly pleased to respond because issues of multicultural diversity are central to our program.

The University of Washington Press publishes 60-70 titles annually and currently has about 1,300 titles in print. Half of our annual title output is directly related to issues of diversity. Our areas of concentration include:

African American Studies

We have just established the V Ella White Endowed Book Fund to support the publication of books by African American writers and/or books on African American history and culture. In addition, through the Jacob Lawrence Endowment established at the Press by Jacob and Gwendolyn Lawrence, we are publishing a series of books focused on artists of color. We also have established a new series edited by Johnnella Butler and John Walter of our faculty titled American Ethnic and Cultural Studies.

Asian American Studies

The University of Washington Press is the leading scholarly publisher in the world documenting Asian American history and culture. Through The Scott and Laurie Oki Endowed Book Series we are publishing the best scholarship in the field.

Native American Studies

Since the publication of the classic book NORTHWEST COAST INDIAN ART by Bill Holm in 1963 provided the key to interpreting Northwest Coast motifs, the Press has built a list of books on Native American material art and culture that has no peer from either scholarly or commercial publishers.