DIVERSITY REPORT
JACKSON SCHOOL OF INTERNATIONAL STUDIES

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Since assuming the directorship of the Henry M. Jackson School of International Studies in July 2002, I have committed my unit to pursuing half a dozen major scholarly, pedagogical, and programmatic objectives, one of which centers on enhancing diversity in the School. For us, this essentially means diversifying our faculty and student body, and less so our research and curricular priorities because international studies is a field that largely concentrates on regions of the world beyond the United States. Which is not to say, however, that diversity is not a major scholarly and pedagogical concern because it is; it just figures differently in our intellectual agenda. In fact, international studies inherently deals with diversity issues broadly defined. Certainly, our regional studies programs are magnets for many ‘heritage’ students—many of them students of color—who wish to learn more about their diasporic backgrounds.

In faculty recruiting, diversity is a major priority. Every hire we have had to date has consistently featured diversity candidates in the final pool. In fact, both new hires last year were of women faculty. Of the four new positions this year, we have made offers in three searches, and are in the midst of finishing up the fourth and final slot. One of the three offers is to a female of South Asian descent.

According to the Faculty Roster of “Ladder Faculty” in October 2003, 10 of our 26 faculty members or about 38 percent are female, and 6 of the 26 or about 23 percent are faculty of color (4 Asian and 2 Hispanic). Both of these tallies, I expect, will continue to increase as we make new appointments. I look forward as well to the possibility of recruiting underrepresented minorities, difficult though that is given the minuscule size of this pool in the field of international studies.

Diversity is also a significant component of our overall mission for the School at the graduate and undergraduate level. As in the case of faculty recruitment, we have had to contend with the problem of a limited pool of prospects—locally and nationally. Nevertheless, we have, at our expense, actively sought to increase our number of underrepresented minorities by sending the Director of our Office of Student Services, James Donnen, to the appropriate recruiting fairs for graduate students of color. For instance, he visited the PPIA (Public Policy
and International Affairs) Public Service Fair in Los Angeles in Fall 2003. He also joined the consortium of international studies schools (APSIA) that visited Spelman and Morehouse College in conjunction with a graduate forum held in Atlanta. Indeed, because of these efforts we have had more underrepresented minorities express interest in our program and a few of them—still too few, I think—enroll in the School. We have generally been successful in retaining our graduate students of color.

Enhancing our pool of graduate students of color remains a major goal of the Jackson School, and one that I hope we can better realize with the assistance and cooperation of the relevant diversity and student services offices at UW. One small step in this direction is our participation in GO-MAP activities, including in the Prospective Student Days, and Office of Minority Affairs' on campus graduate fairs. And thanks to better information on our applicants, we are in a better position to key on underrepresented minority students.

At the undergraduate level, our student body is much more diverse. Of the 483 majors counted by the Registrars' Office for Winter Quarter 2004, 284 or 58.7 percent are females. Over one-fourth or 26.2 percent of our 483 majors can be identified as falling into the following ethnic categories: 95 Asians (19.6%), 24 Chicanos/Mexican-Americans (4.9%), 5 American Indians (1%), 3 Blacks/Afro-Americans (0.6%), and 1 Hawaiian/Pacific Islander (0.2%). The rest of our undergraduates consist of 283 Caucasians (58.5%), 61 "Others" (12.6%), and 11 foreigners (2.2%).

While these figures reveal some minority representation in our student ranks, they also show our obvious lack in number of underrepresented minority students. We know we have to do a lot better, and we intend to by working with supporting units on campus. We have already made some headway, involved as we are in such UW efforts as the Undergrad Participation in Achievers' Invitational Keys to Success Fair (targeting first-generation and low-income scholarship students) and other on-campus events sponsored by OMA and other units. We also routinely take into account diversity factors in admission policy in the School's highly competitive undergraduate major, International Studies. Our programs on different regions of the world, for instance, Latin America and Asia, have also had some success in attracting students of color. We expect our fledging African Studies program to yield similar results as it blossoms into a full-blown undergraduate major.
I have articulated diversity as a major goal of our unit but we are just beginning to take the first steps to being more proactive about this mission. We have been most successful in achieving initial results at the level of faculty, largely accomplished through new recruitments. We are also working on this objective at the graduate student level, in large measure done through recruitment as well. Minority student recruitment, in fact, is a regular part of the job description of our Director of Student Services. At the undergraduate level, we have not been overly proactive, relying on our inherently compelling area studies programs on attracting students of color to learn about their diasporic worlds.

Diversity is a visible and active part of our unit, and will become even more so as we diversify our faculty, student, and staff pool, and as we continue to develop intellectual programs of wider interest to a broader range of students.