

Office of Undergraduate Education
Diversity Appraisal Report

“Being exposed to all these different kinds of people will make me really look inside and see what I believe and who I really am. It will help me figure out who I will become. That is another reason why I decided on the UW – because I wanted to be exposed to all those different kinds of people”.

UW SOUL Participant

February 12, 2004

Preface

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OUE Diversity Appraisal Report

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Introduction

The Office of Undergraduate Education (OUE) provides administrative leadership, educational opportunities, academic programs, and instructional support to maintain and strengthen the University of Washington's commitment to excellence in undergraduate learning. OUE provides a vital link between the administration and an increasingly diverse student population in a region defined by its ethnic communities. In our assessment, it is vital for OUE's thirteen units to represent the diversity of our Pacific Northwest community and encourage an academic climate of openness, tolerance and support for difference.¹ As University of Washington undergraduates engage a more competitive and diverse society, the Office of Undergraduate Education (OUE) has a responsibility to prepare students for the complex world they will enter in the future.

Despite increased appreciation of the ways in which diversity adds value to our work, OUE and members of our academic community must continue to work to eliminate discrimination. To respond to this challenge, OUE supports and initiates measures to incorporate diversity into the structure of our work, and the nature of our partnerships, programs and practices. OUE's work incorporates two principles essential to meeting University of Washington diversity criteria:

Equality. All members of our academic community should be treated with dignity and respect. Our differences should not impede access to educational opportunities, experiences, services or support.

Difference. Individual learners are diverse, and require programs, services, and educational opportunities to meet the special needs of our academic community. These differences should be honored, respected and celebrated.

OUE seeks to balance the needs of the many with respect for differences among groups of individual learners. For example, the Gateway Center's Undergraduate Advising Office and First Year Programs assist students in navigating a large institution, with special attention given to the individual student. The Honors Program, the Center for Young Scholars, and the Undergraduate Scholarship Office identify, support and

¹ OUE affiliated units are: the University Honors Program; Classroom Support Services; the Undergraduate Scholarship Office; the Carlson Leadership and Public Service Center; the Pipeline Project; the Gateway Advising Center and First-Year Programs; Undergraduate Development; the Program on the Environment; Curriculum Planning and Special Programs; the Halbert and Nancy Robinson Center for Young Scholars; the Office of Educational Assessment; the Undergraduate Research Program; and the Dean's Office.

celebrate individual learners. The Undergraduate Research Program (URP) invites undergraduates from all disciplines and backgrounds to participate in faculty research projects, and provides opportunities for individual student learners to share this experience in a public forum. The Office of Educational Assessment provides measures to gauge the quality of instruction, and provides feedback to all members of the university community. The Carlson Center, the Program on the Environment (PoE) and the Pipeline Project offer specific programs and learning opportunities intended to increase awareness of the experiences and values of diverse communities for individual student learners. Classroom Support Services (CSS) provides instructional support for all faculty and students, while recognizing the need to maintain a diversity of learning spaces and levels of technological support. The First Year Programs Office invites all incoming students to join a Freshman Interest Group, or FIG. These types of learning communities foster a sense of belonging and improve the climate for groups of individual student learners; while giving them the opportunity to learn from those who are different from them. The Undergraduate Dean's Office provides leadership and administrative support for programs and policies designed to promote equal access, experiences, and educational opportunities for all students; while at the same time, providing support to new initiatives designed to create undergraduate teaching and learning opportunities for individual student learners.

This report is a first step in identifying how OUE supports the diversity goals of the University of Washington. The process of reviewing OUE diversity measures has, in and of itself, been instructive. The OUE Dean's Office conducted a review of how administrators at UW peer institutions implement diversity criteria, with some important findings. For example, OUE lags behind institutions such as Michigan State University, where specific diversity goals for the Dean's Office are identified. However, in other areas, OUE diversity practices, programs and initiatives are consistent with leading research universities, such as Cornell University.² In addition, OUE directors were requested to prepare a diversity report, and to identify strengths and weaknesses in

² See: www.msu.edu/msuinfo/msupromise.htm and http://provost.cornell.edu/acad_init.htm#5.

meeting diversity criteria. Detailed accounts of how individual OUE units engage and integrate diversity are provided in the appendix to this report.

The following discussion outlines how the two core principles essential to diversity (equality and difference) inform OUE's mission, partnerships and practices. The conclusion of the report identifies five areas where further progress to meet university diversity criteria is needed: (1) establishing OUE diversity goals; (2) diversity workshops; (3) climate assessment; (4) minority retention initiatives and (5) hiring practices.

The Structure of Our Work: Core Mission and Values

Diversity is one of the core values outlined in the OUE strategic plan. In the OUE Mission Statement, a commitment to diversity is expressed in the following way:

“We are creating an undergraduate program that is on the cutting edge in classrooms, technology, and instruction; that provides opportunities for all undergraduate students to extend classroom learning through local, regional or international service, research and field experiences; and that offers opportunities for all faculty to learn how to improve their teaching and reflect on their work as educators. To these ends, we build partnerships, integrate undergraduate perspectives in planning and programs, and incorporate ongoing assessment into all our work....with a staff that represents the diversity of interests, backgrounds and paths of all undergraduates at the UW.”

In comparison to past years, OUE has significantly expanded its diversity efforts. In 1997, the OUE reported on the contributions of four major initiatives designed to enhance minority participation: Freshman Programs; Orientation Programs; Service Learning; and Curriculum Development (see Appendix IV). Between 1997 and 2004, OUE extended its commitment to the individual student, relying on partnerships and new forms of collaboration across the campus.

Diversity in Partnerships and Collaboration

The Office of Undergraduate Education is actively engaged with colleagues across the institution in a variety of partnerships designed to enhance diversity. For example, Undergraduate Advising collaborates with the EOP Counseling Center to plan

and offer registration guidance, workshops and information to new and prospective students. Classroom Support Services relies on a diversity of perspectives from faculty, students, and staff prior to adopting its plans for improving classrooms and integrating new technologies. The needs of students with disabilities are considered when facilities are assessed and evaluated. Special programs (Early Fall Start, Summer Bridge, Montlake Bridge, and the Honors Program) target diverse student populations yet rely for their success on collaboration with the College of Arts and Sciences, the Office of Minority Affairs, and academic departments with faculty leaders committed to addressing issues of multiculturalism and diversity. The First Year Programs Office, working with OMA, provides incoming freshman and transfer students with an introduction to the University of Washington designed to provide support and individual attention to these diverse populations.

As students seek opportunities outside the traditional classroom, the Carlson Center and Pipeline Project connect the campus to the diversity of Washington communities—from rural areas to city neighborhood service projects. And the Robinson Center for Young Scholars partners with institutions across Washington State to identify academically gifted students, including those from underrepresented groups.

Collaboration with other universities enables UW undergraduates to learn more about the diversity of cultures, experiences, social and economic conditions of other student populations. OUE's Global Classrooms initiative provides transnational connections through information technology from the UW to universities in Eritrea, China, Argentina, Japan, South Africa and New Zealand. The National Student Exchange Program provides opportunities for UW students to experience diversity within our own (global) society on campuses around the United States.

The Undergraduate Scholarship Office works with faculty, staff and individual students to assess eligibility for recognition and support based on academic achievement and diversity criteria. The University of Washington has expanded its portfolio of scholarship opportunities to include new forms of recognition (such as the Merage Award for students from diverse international backgrounds and experiences), and partners with faculty members to help identify the diversity of applicants eligible to receive the most prestigious national awards (Rhodes, Marshall and Gates/Cambridge).

When new university appointments are considered, the OUE Dean's Office is consulted. Diversity criteria are implicit in recommending colleagues who might be appropriate to serve in leadership roles at the University of Washington.

Teaching Academy Programs support diversity in the selection of outstanding faculty to represent our university community in training and development workshops. The Faculty Fellows Program, Collegium on Large Class Instruction, and Institute for Teaching Excellence rely on faculty leaders who have been recognized by their peers as outstanding teachers and mentors. In recent years, every effort has been made to recruit a diverse group of faculty leaders from across the university to participate in Teaching Academy Programs. A partnership with the President's Office permits OUE to honor a diversity of faculty, staff, and programs that contribute to academic excellence. These are just a few examples of our collaborative diversity efforts.

Practices, Programs and Initiatives

The Office of Undergraduate Education also expresses its commitment to diversity in its practices, programs and initiatives. OUE is accessible to all members of the academic community. Students, parents and university colleagues can reach the Dean or members of the staff by telephone, email or individual appointment. The administrators of OUE are equally accessible and all OUE employees represent a "face" of the university, which increasingly represents the diversity of individuals in the Pacific Northwest region. These practices encourage a climate of openness and willingness to meet the diverse needs of UW undergraduates.

Hundreds of UW students are employed by OUE from a wide range of backgrounds and life experiences. OUE relies on these students to provide administrative support to numerous programs, projects and diversity related initiatives. These students are also visible contributors to our daily work, and to a climate of openness and respect for diversity.

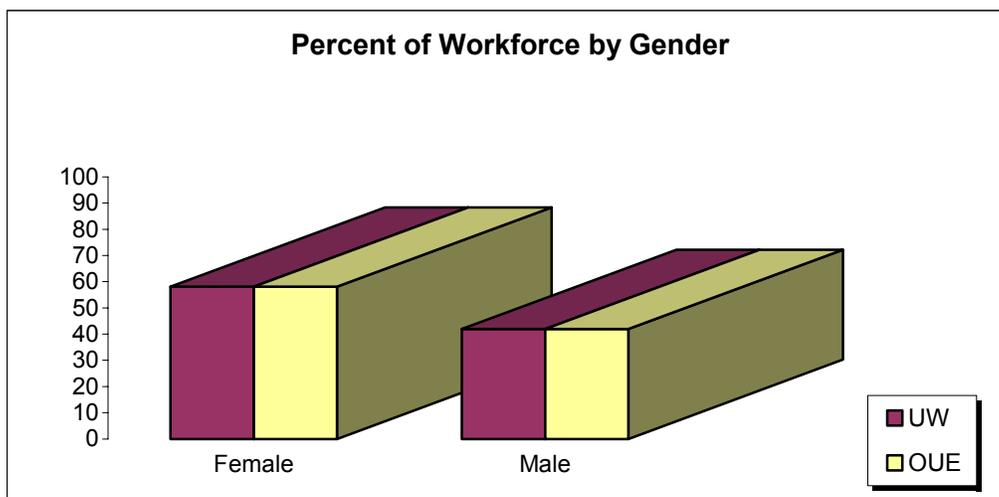
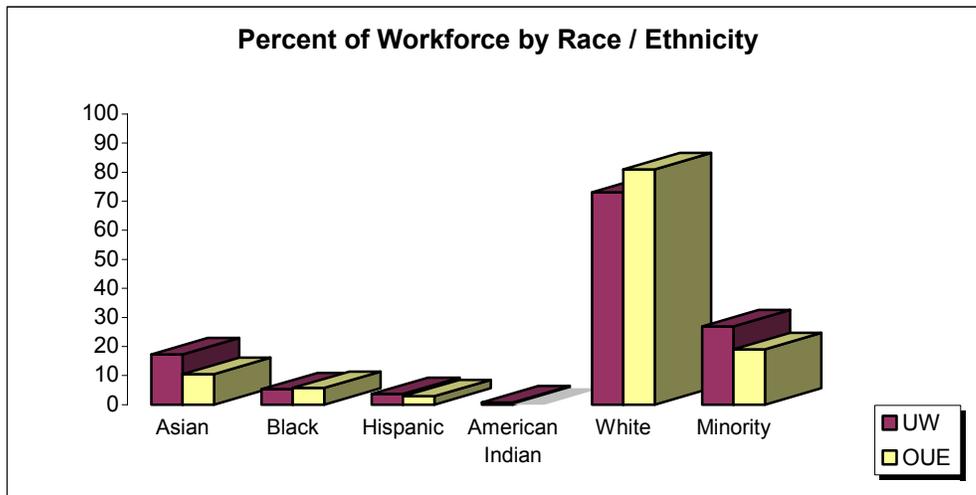
Although further progress is needed, recent hiring decisions reflect the ongoing commitment to improving our diversity efforts. Table 1 illustrates the diversity of the 106 permanent employees in OUE, as compared with the diversity of the UW workforce.

OUE Workforce

Diversity Profile

Table 1: UW & OUE Workforce by Race / Ethnicity and Gender

	Asian	Black	Hispanic	American Indian	White	Minority	Female	Male	Total Employees
UW	4362	1333	918	187	18,499	6800	14,695	10,604	25,299
OUE	11	6	3	0	86	20	62	44	106
UW	17.24%	5.27%	3.63%	0.74%	73.12%	26.88%	58.09%	41.91%	25,299
OUE	10.48%	5.71%	2.86%	0%	80.95%	19.05%	58.1%	41.9%	106



Source: Compiled from the UW Equal Opportunity Office – DiversityReport.mdb.

Undergraduate research and service learning opportunities contribute to expanding the opportunities for students to engage faculty and connect to the broader community---providing access to a variety of mentors and rich experiences. The Mary Gates Endowment for Students (MGE) supported 42 leadership scholars last year, of which 10 (24%) were underrepresented minorities. Several of these projects (such as the establishment of a UW GBLT Resource Center and mentoring and tutoring programs for underserved youth) are highly visible examples how the work of students promotes university diversity efforts.

The Program on the Environment (PoE) offers educational opportunities in diverse regions of the world for students majoring in Environmental Studies. Of the 114 current majors, 43 have completed at least one study abroad program or international fieldwork project. The leading international learning study abroad sites for PoE students include India, Costa Rica, Mexico and Africa. By exploring how other cultures balance economic development and environmental management, our students return to campus more knowledgeable about the limits and possibilities of “sustainable development” in diverse societies.

UW students, faculty and staff are asked to nominate a member of our community who supports the creation of learning communities in their teaching and academic work. For the first time, the James Clowes Award will be presented in the spring of 2004, recognizing the importance of the diversity of learning opportunities for UW undergraduates. This award recognizes a faculty or staff member who has created and sustained new ways of engaging students at the University of Washington, and the process of selection is administered by OUE.

Finally, how OUE assesses its efforts is informed by diversity considerations. The UW SOUL Project (see Appendix III) and the report to the Higher Education Coordinating Board on the “Academic Progress of UW-Seattle Undergraduates,” (January 2004) relied on student data designed to capture measures of equality and difference. As stated by Dean George Bridges, “as the nature of the undergraduate student population changes and becomes increasingly diverse, the University must insure that its policies are sensitive to differences in students’ backgrounds, learning preferences and access to economic resources. These differences may contribute heavily to students’

academic success and their ability to take full advantage of resources available to assist them in completing their degree programs.”³

The Challenges Ahead

In conclusion, the Office of Undergraduate Education supports and extends the University of Washington’s commitment to “promoting respect for the rights and privileges of others, the understanding and appreciation of human differences, and the constructive expression of ideas,” (Office of the Vice President of Student Affairs, “Honoring and Respecting Our Similarities and Differences,” UW, September 2003).

However, there are additional ways OUE can and should expand and improve its diversity efforts to continue to engage federal and state laws and University policies prohibiting discrimination on the basis of race, color, creed, religion, national origin, sex/gender, sexual orientation, age, marital status, disability, or status as a Vietnam era veteran. The following areas require additional attention:

❑ Establishing OUE Diversity Goals.

In evaluating our diversity efforts, OUE has yet to identify specific diversity goals. These goals could be discussed collectively (in a retreat or extended meeting) and included in our strategic plan.

❑ Diversity Workshops for Deans, Faculty, Staff and Students.

OUE could initiate and support diversity training to promote tolerance and respect for difference. The ways we engage each other contribute to a welcoming or hostile climate—yet these are not openly discussed, or shared.

❑ Climate Assessment.

How do undergraduates evaluate OUE—from the corridors of Mary Gates Hall, to specific programs, services, or policies—how is OUE and its affiliated units perceived by UW students?

³ Task Force on the Academic Progress of UW-Seattle Undergraduates, “Academic Progress of UW-Seattle Undergraduates,” OUE, January 2004, p. 15; <http://www.washington.edu/oue/taskforce>.

□ Minority Retention Initiatives.

The University of Washington has difficulty retaining minority students. How can we effectively address this challenge?

□ Hiring Practices.

OUE must continue its efforts to attract and maintain a diverse work force to reflect the diversity of the Pacific Northwest Community.

As Julie Villegas, Assistant Director of the University Honors Program noted:

“We expect that with increased diversity amongst our students, faculty and staff, the system, as we know it will change. We consider this good progress that should be welcomed and valued. Diversity should not merely adapt to our established system and just “fit it”; it should forever change us, and the way in which we live in our communities. A truly diverse Honors Program [and OUE] is a place that will bring unparalleled collaboration and innovation to the UW Community.”

This document provides an overview of how we appraise our efforts. We invite the Office of Minority Affairs to meet with the Executive Staff of OUE to suggest ways in which we can continue to enhance our work in this area.

Our office must engage diversity seriously. OUE shares a responsibility to prepare the present and future students of the University of Washington for responsible citizenship. Thank you in advance for your feedback on our ongoing progress in balancing equality and difference in undergraduate education.

APPENDICES

APPENDIX I

OFFICE OF UNDERGRADUATE EDUCATION

DIVERSITY REPORT BY UNIT

Office of Undergraduate Advising

Mission, Strategies and Goals

Our commitment to diversity begins with our mission and goals. The mission of the Gateway Center includes the sentence, “*Our programs, services and staff reflect a commitment to diversity.*” The following is included as both a long and short term goal: “*Reflect and affirm the diversity of our students and our world in terms of our staff, our programming, and our office culture and climate.*”

Implementation of our commitment is seen in our hiring practices, staff development program, attention to climate in the Gateway Center, and efforts to collaborate in support of campus diversity. Hiring practices for advisors aimed at enhancing diversity include 1) ensuring that the composition of the search committee is diverse and includes representation from the Office of Minority Affairs Counseling Office and 2) setting a high priority on hiring advisers who have significant experience working with diversity issues. In the last five years, of the 9 advisers hired, 6 bring personal diversity to our office in terms of race, sexual identity/orientation, religion, and ethnicity.

The Gateway Center has been characterized as a place that is not welcoming, particularly to students of color. We are working to change this impression. Professional development for advisers includes training on working with diverse student populations. To improve the climate in the front lobby we have added diversity training for student staff and hired a more diverse student staff. Individual advisers have taken the initiative to establish Safe Zones in their offices.

Collaboration between the Office of Minority Affairs Counseling Office and Gateway Center Advising is crucial to providing effective advising services to all students. Individual advisers collaborate on projects, such as co-facilitating workshops for students interested in careers in medicine. Both offices work in the planning and implementation of summer advising programs for new students. At times, the staff from both offices comes together for training and sharing of orientation information.

Though the process is slow, we are seeing an increased emphasis on diversity issues and improved service to all undergraduate students within the Gateway Center. Professional development is key to continuing this process. Current plans are to focus on team building and cultural awareness as a way to ensure that the office climate is welcoming to all students who come for help and support as well as all staff who work here now and those who join us in the future.

Efforts and Initiatives

OUE's Academic Advising has the following efforts / initiatives in place:

GLBT Freshman Interest Group and GLBT Freshman Seminar

A Gateway adviser with expertise in GLBT issues facilitates both a FIG and Freshman seminar each year. The target areas of this program are:

- Student development and retention
- Curriculum and research
- Climate

The courses are open to all students. The content emphasizes diversity in terms of sexual identity/orientation.

Advising for Pre-Health Science Students

Advisers who work with students interested in careers in the health sciences emphasize the importance of cross-cultural competency by discussing the value of volunteer experiences in diverse communities and encouraging students to enroll in ethnic studies courses, including Freshman Interest Groups that combine health science prerequisite courses with ethnic studies courses. The target areas are:

- Student development and retention
- Engagement with the external community

Advisers emphasize diversity in terms of race, class, sexual identity/orientation, religion, ethnicity, culture, and region/geography.

Advising Support for Transfer Thursday and Martin Family Foundation Honors Scholarship Program

Gateway staff conduct advising appointments for prospective transfer students during weekly Transfer Thursday sessions and assist the Scholarship Office in the selection and mentoring of Martin Scholars, community college students transferring to the university.

The target areas are:

- Student access and opportunities
- Student development and retention
- Engagement with the external community

The population served, community college students, is diverse in terms of race, gender, class, sexual identity/orientation, religion, age, ethnicity, culture, and region/geography.

Advising Support for Washington State Achievers Program

The program, funded by the Washington Education Foundation, provides the opportunity for higher education to a diverse group of students who have been selected based on their leadership potential. A Gateway Center adviser assists the director of UW's program with academic advising for the students, including meeting with individual students, conducting academic success workshops and teaching a class for Scholars who are struggling academically. The target areas are:

- Student development and retention
- Engagement with the external community
- Climate

The population served, Washington State Achievers Scholars, is diverse in terms of race, gender, class, sexual identity/orientation, religion, ethnicity, culture, and region/geography.

Montlake Bridge Project

The primary goal of the program is to create a cadre of UW students who have a defined affiliation with the Montlake Bridge Project. The University hosts events to welcome students who have successfully transferred from Seattle Central Community College. SCCC hosts events to connect the UW-SCCC transfers with current SCCC students for recruiting, peer advising, and mentoring.

UW Montlake Bridge students serve as a resource for a variety of transfer related programs, projects and special assignments. Opportunities may include participation in

- ❖ Gateway programs: Gateway Associates; Orientation Leaders, TRIG Leaders; FIG Leaders; program support staff, peer advisers, etc.
- ❖ Transfer admissions outreach activities: Plan-A-Transfer Day
- ❖ Special events on campus: Community College Advising Conference, Transfer Thursday

The target areas of the Montlake Bridge Project and other associated project programs are:

- Student access and opportunities
- Student development and retention
- Engagement with the external community
- Climate

The population served, the Montlake Bridge Project students, is diverse in terms of race, gender, class, age, sexual identity/orientation, religion, ethnicity, culture, and region/geography.

First Year Programs

Mission, Strategies and Goals

The purpose of the First Year Programs unit in the Office of Undergraduate Education is to welcome all new undergraduates and their families to the University of Washington by providing programs and services that help them make their transition into the UW community. First Year Programs incorporates diversity into its work by providing intentional program structures that enable new students and their families to both celebrate and learn from the diversity in the UW community.

Efforts and Initiatives

Fall Orientation

For the first time ever in the fall of '03, First Year Programs developed and implemented a campus-wide orientation program. This program, which happened in the four days prior to the beginning of the quarter, was intended to welcome new students to campus in a celebratory, educational atmosphere. Events and activities captured the breadth of the UW community and enabled students to connect with individuals and groups based upon shared interests and identities. Target areas for Fall Orientation are:

- Student access and opportunities
- Student development and retention
- Engagement with the external community
- Climate

Multicultural Freshman Interest Groups

Multicultural FIGs are learning communities for new freshmen who want to actively engage in diversity-related experiences. These FIGs include courses that address diverse populations (e.g., American Ethnic Studies, American Indian Studies) and are led by FIG Leaders who have demonstrated and expressed a commitment to diversity. Like all FIGs, "The University Community" (GEN ST 199) curriculum is built around upon a foundation of individual exploration and reflection. Target areas are:

- Student access and opportunities
- Student development and retention
- Climate

Bridge Freshman Interest Groups

Bridge FIGs are learning communities designed especially for new freshmen who are participating in the Bridge program. These FIGs are a continuation of Bridge students' experience, which begins with a special program in the summer coordinated by OMA. Like all

FIGs, “The University Community” (GEN ST 199) curriculum is built upon a foundation of individual exploration and reflection. Target areas are:

- Student access and opportunities
- Student development and retention
- Climate

Off-Site Advising, Registration and Orientation Programs

Off-site advising, registration and orientation programs give students and family members an opportunity to learn more about the University and its services from afar. In the summer of '02 and '03, First Year Programs coordinated a program in Hawaii and plans for the summer of '04 include a third trip to Hawaii as well as programs in San Francisco, San Diego and Eastern Washington. Target areas are:

- Student access and opportunities
- Student development and retention
- Engagement with the external community
- Climate

Center for Learning and Undergraduate Enrichment (CLUE)

In its first half year of operations, the Center for Learning and Undergraduate Enrichment (CLUE) has consciously embraced diversity with respect to its staffing and outreach practices. To help ensure that students from all backgrounds view CLUE as a place for them, instructors and tutors from diverse backgrounds have been recruited and hired. Early assessments show that a significant number of students from underrepresented groups have been utilizing CLUE as a resource. Target areas are:

- Student access and opportunities
- Student development and retention
- Climate

Challenges

First Year Programs is presently aware of and developing plans to respond to the following challenges:

- Program evaluation and improvement: Programs and services like the efforts and initiatives noted above are valuable, but we can do more to evaluate these programs with respect to their explicit diversity goals. Bridge FIGs, for example, have been successful with respect to student enrollments, but more work needs to be done in this partnership between FYP and OMA to improve the experience of the students enrolled.
- Ever-changing student demographics: National and local trends indicate that student populations entering higher education will become increasingly diverse. As the bridge between students' admissions experience and the first day of classes, First Year Programs

can do more to consciously incorporate diversity into its programs and services as well as educate the campus community about each year's incoming class.

- Representing the diversity of the UW through staffing: Our orientation and learning community programs rely heavily on undergraduate student leaders – in many respects, First Year Programs' peer advisers, orientation leaders, FIG leaders and TRIG leaders are the “face” of the UW, more can be done to ensure that these student leaders reflect the diversity of the student population.
- Inclusive practices: Successful programs and services for *all* new students and their families require the involvement of *all* from around campus. Efforts have been made over the past couple years to include more staff and faculty from around campus in the development of first year programs and services, but more work needs to be done to create a stronger sense of community among these individuals.

Carlson Leadership & Public Service Center

Mission, Strategies and Goals

The Carlson Center's purpose can be described as developing and sustaining partnerships, particularly partnerships between University of Washington faculty and students and the greater Seattle community. We continually work to extend our partnerships into areas that connect us with diverse populations. These 'areas' are both geographical and conceptual—they might be new neighborhoods, a particular community need or issue, or a curricular theme. In the last several years, courses in globalization, immigration, human rights, women studies, and ethnic studies have prompted us to develop new relationships in the community and to deepen others.

Students working in the community face a variety of new people and ideas. Carlson staff members recognize this and support this diversity in our daily work with each other and with our partners (students, faculty, and the community). We ask questions about what students are going to learn (and from whom) before embarking on new initiatives. We also include a number of members of the University and surrounding community in our planning (Carlson Center Advisory Board, Service Learning Working Group, and Campus Internship Coalition are three examples).

Challenges and Opportunities:

The Carlson Center's staff is not large (three full-time staff members plus a variety of undergraduate and graduate student staff) and we need to continue our efforts at making sure we are a diverse group, particularly in terms of ethnicity. We could also invest more energy in tracking students who participate in community-based learning programs through the Carlson Center in order to ensure we are aiming our outreach efforts appropriately. Finally, in our efforts to build partnerships with the local community, we could focus our attention on city agencies and community-based organizations dedicated to diversity efforts. Collaborating with other educational institutions (community colleges or the Seattle Public Schools, for example) would also deepen our campus-based initiatives.

Efforts and Initiatives

Service Learning Courses

Service learning courses provide a curricular structure for students to learn about, through both classroom texts and community work, different populations, current social issues, and cultural interactions. Very often, students are working in community organizations that challenge their 'knowledge' and assumptions about people and problems. The Carlson Center supports, on average, 70 service-learning courses per year, with an approximate service-learning enrollment of 1200 students. The Target areas of the service learning courses are:

- Student development and retention

- Curriculum

Categories: all, with emphasis on race, class, ethnicity, and culture.

Relationships with Community

Service learning requires strong connections with community-based organizations. Community partners' perceived accessibility of (and climate at) the University of Washington will shape their interactions and the potential we have of working together. The Carlson Center works with about 100 different community-based organizations each quarter. New projects and collaborations continually emerge from this foundation.

One area of concentration for the last two years has been the Carlson Center's deepened connections with University District service providers (most of whom focus on the needs of homeless youth and young adults), University District residents who are *not* UW students, and the District business community, which has been greatly impacted by City of Seattle projects and initiatives. The areas targeted in our relationships with the community are:

- Student access
- Engagement with external community
- Climate

Categories: all, with emphasis on class, ethnicity, culture, and region/geography

GEN ST (fieldwork) Courses

General Studies (GEN ST 350) is an internship course that serves a variety of students, particularly those who do not yet have a major or who are seeking learning experiences both within and outside of their major area of study. Other GEN ST courses have been used to pilot experiential learning seminars that expand access to opportunities for students and fulfill the needs of communities. These courses have included several productive collaborations, including ones with Minority Affairs, Career Services, and the Center for Teaching, Learning and Technology. General Studies fieldwork courses target:

- Student development and retention
- Engagement with external community
- Curriculum

Categories: class, age, ethnicity

Spring Celebration of Service, Learning, and Leadership

For students, learning what happens outside of the classroom is often invisible to others. Significant relationships and insights cannot be articulated on a transcript. The Carlson Center's

annual Spring Celebration gives students the opportunity to celebrate their service and leadership in the community in a public forum. All students are invited to present their work and many are recognized and awarded with scholarships and fellowships. Spring Celebration targets:

- Student development and retention
- Engagement with external community
- Climate

Categories: all

Office of Educational Assessment

Mission, Strategies and Goals

Survey Administration and Reporting

In addition to many other surveys and evaluations, the OEA administers and reports results on surveys of entering students, seniors, and alumni, who are one, five, and 10 years post UW graduation. After graduation these surveys ask students about their expectations, sense of competence, satisfaction, and importance of various aspects of their learning experience (including “understanding and appreciating diversity”). OEA researchers analyze results along gender, racial/ethnic, and point-of-entry to UW (entered as freshmen or transfer students) lines in order to determine whether there are major differences in the UW undergraduate experience among these groups. See *2002 Senior Survey Results* at: <http://www.washington.edu/oea/0210.htm> and *2000 Entering Students’ Educational Desires* (<http://www.washington.edu/oea/0001.htm>.)

In addition to these regular surveys, the UW has also conducted surveys on campus climate. Most recently, motivated by the inclusion of I-200 on the ballot, a team of researchers at the UW collected data in 1999 on an ethnically diverse sample of UW students to explore the relationships among students’ perceptions of campus climate, and their academic achievement and commitment to higher education. (See *Campus Climate Survey 2000* at <http://www.washington.edu/oea/9919.htm> and *Campus Climate Survey 1999* at <http://www.washington.edu/oea/9919.htm>.) Results of surveys are reported on the OEA website and are provided to interested groups that request them.

UW SOUL Inclusion of Diversity as an Area of Study

The OEA’s UW SOUL focused on diversity in several ways. First, we over-sampled under-represented minority students in order to see if we could identify ways that the experiences of this group of students differed from the experiences of Caucasian and Asian students. The higher attrition rates among under-represented minority students compared with Caucasian and Asian students suggests a difference exists, but we have not yet been able to identify causes. Second, we included “understanding and appreciating diversity” as one of the six areas of learning we investigated, in order to identify changes in students’ attitudes, what students are learning about diversity, and where they are learning it at the UW. To answer these questions, we have surveyed UW SOUL participants three times in four years about diversity, have asked students open-ended email questions about diversity, and have asked students interview questions about what they have learned about diversity each year. We are now analyzing these results. Finally, we analyze much of our qualitative and quantitative results along gender, racial/ethnic, and/or point-of-entry lines, as we do with our regular OEA surveys. Some of the UW SOUL results are reported on the OEA website and we provide results to interested groups through presentations and reports.

Diverse Student Work and Undergraduate Research Population

The OEA includes staff members from a wide range of ethnic backgrounds. Our student workforce, however, as well as the undergraduates who have received credit for doing research in our office, are nearly all students of color and students receiving financial aid. Last year, for example, we had undergraduate researchers who were Chinese, Indonesian, African American, and Cambodian. We are committed to a diverse workforce in both student and professional staff, and we are committed to offering research opportunities to undergraduates of color whenever possible.

Evaluation of Gear Up Projects

The purpose of Gear Up is to improve the educational experience for under-represented minority students in middle school in order to increase the likelihood of academic success for those students, as well as the likelihood that they will pursue post-secondary education. The OEA has evaluated several programs for Gear Up.

Diversity in the OEA Mission and as Part of OEA's Criteria for Success

The reporting of results along gender, racial/ethnic, and point-of-entry lines, OEA's participation in national and local surveys that monitor the experience of diverse populations, the inclusion of diverse students and issues about diversity in OEA generated studies, and an inclusive office staff are part of the history of this office. They have been a visible and active part of the unit since its inception. Furthermore, OEA's mission statement*, which focuses on our role in improving educational practice, calls on us to accurately understand and convey to the University community the educational experiences of all UW students, including the ways those experiences may differ among groups. We will not be successful in our mission, if we are unable to speak to the experience of under-represented minority students as well as to the experience of others on this campus.

* OEA is dedicated to the improvement of educational practice through evaluation and support of educational programs and services, and through the assessment of teaching and learning.

Efforts and Initiatives

The Office of Educational Assessment includes the following in its diversity efforts:

Survey Analysis

Survey analysis of gender, racial/ethnic, and freshman/transfer entry patterns of responses for entering student, senior, and alumni (one, five, and 10-years out) Surveys, as well as administration and analysis of national and UW climate sSurveys. The target areas of survey analysis are:

- Curriculum and research
- Climate

UW SOUL

Inclusion of “understanding and appreciating diversity” as one of the six learning areas studied in the UW Study of Undergraduate Learning (UW SOUL), a four-year study that began in 1999 with 300 undergraduate participants and analysis of other areas along gender, racial/ethnic, and freshman/transfer entry lines. The target areas of UW SOUL are:

- Student development and retention
- Curriculum and research

OEA Offices

A diverse undergraduate student work and research force in the OEA offices. The target areas for the OEA offices are:

- Student access and opportunities
- Staff and administrative diversity

Evaluations

Evaluation of three Gear-Up Projects. The target area of these evaluations is:

- Student access and opportunities.

Classroom Support Services

Mission and Goals

A Classroom Support Services (CSS) goal is to make every person feel welcome and comfortable when dealing with the department and a diverse staff helps accomplish this. Historically, technical and management staff in a “technology” rich department such as CSS was exclusively white and male. However, with changed hiring practices, CSS’s current permanent staff reflect a ratio of 67% men to 33% women; and, 21% of permanent staff (and up to 27% of the student staff) are ethnic minorities. 43% of the professional staff who manage the department are women and/or minority. CSS has an active policy to encourage women and minorities student employees to seek promotions to supervisory positions. By having women and persons of color represented in the general staff and in positions of responsibility, CSS has a diverse public face.

CSS staff work with the entire campus community, and as a department with a service-oriented mission, CSS staff training includes information to help staff understand the cultural differences they will encounter when working with the diverse university community. CSS wants to ensure all instructors have a positive experience when working with CSS, and all instructors feel comfortable and in control when using the educational equipment provided to support their teaching. We know that some instructors may have difficulties in asking for assistance or are uncomfortable in asking questions due to a number of issues including cultural backgrounds, which discourages faculty from appearing to be uncertain. This means that CSS staff needs to be attuned to each instructor, and treat all customers with courtesy and respect. A recent email from an instructor demonstrates the type of interaction the department encourages: “[a CSS staff person] walked me through the [installed classroom equipment], answered my questions, and clarified my ‘home-grown’ knowledge of how the system works. He even showed me the minutiae like how to turn on the note taking lights, as the switch was not obvious. All this without being condescending or insulting my intelligence.”

Work to improve the diversity efforts of Classroom Support Services must continue. Many physical barriers remain in the University’s general use classrooms and in academic buildings. For example, the campus community has embarked on the predesign efforts for the renovation of Guggenheim Hall, with construction scheduled for the 2005-07 biennium. CSS representatives are members of the design committee and are working with the rest of the committee to add an elevator and accessible main entrance to Guggenheim Hall. Accessible seating locations must also be provided in both the front and rear of the Guggenheim lecture room (Room 224). While CSS seeks diversity in its employees, there is a need to document its employment goals and our commitment to hiring and promoting women, minority students and fulltime employees. All CSS staff need to continue to conduct ourselves in such a way that everyone who comes in contact with us, regardless of background, gender, ethnicity, or physical disability, goes away with a feeling that this department is a welcoming and inviting organization.

Efforts and Initiatives

Accessibility Efforts

CSS (working with the Office of Equal Opportunities, the Disabled Student Services Office and the UW Standing Committee on Access) provides reasonable accommodation for disabled students in general use classrooms; provides appropriate classroom furniture and supplies special educational technology equipment that removes physical barriers that prevent UW students from fully engaging in academic life at the University of Washington. The target areas are:

- Student access and opportunities
- Engagement with the external community
- Climate

Category: Disability

Diverse Student Employment Efforts

CSS employs, on average, 75 student employees per pay-period, with an effort to ensure a diverse workforce. Currently, 22-27%* of CSS student employees are persons of color and/or international students. Job notices are listed in standard UW employment locales as well as in offices and departments where persons of color and international students congregate (e.g., the Ethnic Cultural Center). The target areas are:

- Student Access and Opportunities
- Student Development and Retention
- Climate

Category: Race

* Identification of all students by race is not kept in departmental offices and exact data is impossible to gather without polling all student employees.

Nontraditional Student Employment Efforts

CSS employment and promotion efforts are also based upon efforts to provide non-traditional employment opportunities to women and men. Installing, maintaining and operating equipment has traditionally been considered a “male” job and office work a “female” job. CSS has an average gender ratio of 30% women /70% men. The target areas are:

- Student Access and Opportunities
- Student Development and Retention
- Climate

Category: Gender

* Identification of all students by gender is not kept in departmental offices and exact data is impossible to gather without polling all student employees.

Student Laptop/Data Projector Loan Program

In conjunction with the Student Technology Fee Committee, CSS began a free loan program of laptops and data projectors to Seattle campus students. Now expanded to include still-digital cameras and mini DV cameras, the student loan program continues to be very popular among UW students. All students are eligible to use the equipment and with the program economically disadvantaged students now have access to modern educational technology equipment that supports their learning and academic life at the University of Washington. The target areas of this program are:

- Student Access and Opportunities
- Student Development and Retention
- Climate

Category: Economic Disadvantage

University Honors Program

Mission, Strategies and Goals

The Honors Program works to increase diversity within its student, faculty, and staff populations. Our goals must include assessment, gathering statistical information, and student focus groups and seminars that work toward increased understanding of the deep systemic issues affecting diversity efforts. Developing a language and mutual trust to discuss these issues is vital. Looking at both internal and external hindrances to diversity both within our own units and the individual is necessary although challenging. Several courses in Honors address these difficult issues: race, class, gender, culture, region, and religious diversity. Honors faculty who are committed to engaging and staying with this process are some of our most treasured proponents of institutional change when it comes to diversity. Faculty and staff recruitment are related to our commitment to diversity. Development effort outcomes include increased funding for diversity initiatives and scholarships. Other efforts under way such as internationalizing Honors and curriculum revision are profoundly related to our diversity efforts. Honors Program staff and students are involved in a variety of programs committed to increased diversity at the UW. These personal commitments overlap with our work and bring increased value to the work that we do in Honors. Also, very important to, and involved in our diversity efforts, are our Honors student organizations such as the Honors Student Advisory Panel and the Students Serving Humanity.

Listed below are examples of recent courses showing our commitment to increased and sustainable diversity in Honors:

- *H A&S 350D Seminar: "Street Newspapers, Poverty and Homelessness"* Offered jointly with CHID 496. This ongoing focus group lead by Tim Harris, Director of *REAL CHANGE*, and Honors and CHID student, Erin Anderson, considers the role of street newspapers in addressing poverty and developing political organization around issues of poverty and homelessness. Also, the group worked to build the foundation for a sustained focus / research group exploring this topic in an effort to assist street newspapers around the world by gathering and exploring case studies. Internships links with street newspapers in many sites, notably, Glasgow Scotland, London England as well as Cape Town will continue to develop from this class.
- The service learning course, *"Measuring Success"* continues this year fall and spring quarter. This class introduces students to the theory behind standardized testing and discussion of contemporary issues about our testing culture. Through a partnership with OMA's SESO Gear-Up Program, the service component places paired students into local public schools that have high concentrations of underrepresented minority students. We provided no-cost SAT test preparation to about 50 low-income college-bound students. This course will continue to be offered through Honors.
- Honors and the Undergraduate Scholarship Office offer *"Making the Most Out of Your UW Experience."* This seminar provides a venue for students to explore opportunities and resources available at the University of Washington. Students actively engage in the development of a personal vision for their future and interact with faculty, staff and students from across campus. This seminar population includes freshman and sophomores in the following programs: Honors, Gates Millennium Scholars, Washington

Achievers, and Diversity Scholars who have received merit based admissions scholarships.

- *H A&S 397C Special Topics: “Sustainable Social and Economic Development: Knowing Ourselves, Knowing Our World, and Making Our Mark.”* This course was team-taught by community scholars from Microsoft, UnityWorks, and SPS. This course provide a venue to explore international service learning options while learning about the principles of sustainable social and economic development. Students applied their learnings and their research findings to a community service project. International service learning opportunities are a component of this seminar.
- Honors participated in an increased number of unique study abroad opportunities, including service learning and research abroad. In addition to offering our Rome program Honors will offer a program in London: “*Pasts and Futures of Multicultural Britain*” spring 06. The course will craft a framework for understanding the social dynamics and cultural formations of multicultural Britain from the Victorian era to the present.
- A sampling of other recent courses with strong diversity content include: *Coporealities: Racial, Sexual, and Gendered Practices of the Body; Gender Concepts in Western Thought; Social History of African Americans; Human Rights in Modern Latin America; Cultural Processes in Africa: Colonial Specializations in Sierra Leone; Race and Education, Late Victorian Culture, Imperialism, and Empire; Introduction to Islamic Civilization: Origins and Consequences; Blurred Genres in the Making of Western and World Civilization: Of Ethnographers and Ethnographies; Philosophical Reflections on Religion; Modern Literature of Bengal (Bangladesh and West Bengal, India) in Translation; The Idea of Africa and African in Mission Encounters.*

In conclusion, the collaboration between the Honors Program and OMA High School illustrates the deeper values of our diversity efforts in Honors. We will offer a spring focus group bringing together Honors students and OMA High School students for a shared learning experience. Teaming with OMA High School and the School of Education, the Honors Program acknowledges the necessity of creating a link between students, parents, and local communities early in the educational process. We must begin early and go deeply into the community to create a forum for discussion and investigation where questions will be answered and a common language of education reform will be uncovered.

Challenges and Future Commitments

The Honors Program faces many challenges as we work to increase all forms of diversity amongst our students, faculty, and staff. UW Honors is committed to public accountability through interaction with the UW community as well as the community at large. This ensures that our push toward academic excellence and the culture of opportunity remains on course and on target without being elitist. Excellence does not equal insularity – ever. We must go deeper into the community to inform middle and high school counselors, potential students and parents alike that the excellence of Honors exists because of the diverse backgrounds and interests of its students and faculty. We must encourage diversity from the beginning of a student’s college search, and welcome their contributions to the Honors Program. This is a complex process that begins with improving our recruitment efforts of both students and faculty.

Over the past several years, we have significantly increased the diversity of our faculty in Honors. We have added seven new faculty of color to our program despite the fact that these faculty members are scarce and in high demand at the UW. Our diversity recruitment in our student population, however, still lags behind our hopes and expectations. The roots of the problem are deep and extensive, and not easily solved.

Without a doubt, the most effective and genuine recruitment tool that we have is the many faces that make up our program. Both our student advisory panel and honors faculty have expressed interest in talking to students at high schools that we may not have targeted in the past. During our next recruiting season, students will brainstorm with Honors advisor, Aley Mills, and decide which high schools are the most important in our diversity efforts. They will join her on these visits in order to present potential students with a more realistic and comprehensive look into the honors program. Students respond to other students, particularly to those that may share elements of a similar background.

In addition, Honors Director, Shawn Wong, and Associate Director, Julie Villegas, are committed to engaging with students in a variety of venues. It is the belief of this program, that when Honors is effectively comprised of diverse staff, faculty and students who can willingly and enthusiastically share their stories of success and challenge, we will have as our core an interdependent learning community devoted to excellence and innovation.

Our current and future diversity efforts are a combination of one-on-one recruitment, collaboration with other UW and community programs, revision of our curriculum and continued faculty recruitment. We are increasing our development activities for scholarship funds, boosting the strength of our peer and faculty advising to contend with attrition, and implementing realistic tracking of diversity statistics.

Through this multifaceted approach, we hope to continue to create a welcoming learning community where students, faculty, and staff are invested in, and feel a sense of ownership over their places in higher education – where they not only have an obvious place at the table, but that they are also all leaders at the same table.

The challenges facing the University Honors Program are to work toward the creation of an open highway of educational opportunity beginning with the surrounding community, continuing into the schools and then on into higher education and beyond. The highway should not be a one-way road, but rather will include several back and forth trips, and many lane changes to encourage, lead, and educate its members. We expect that with increased diversity amongst our students, faculty, and staff, the system, as we know it will change. We consider this good progress that should be welcomed and valued. Diversity should not merely adapt to our established system and just “fit it”; it should forever change us, and the way in which we live in our communities. A truly diverse Honors Program is a place that will bring unparalleled collaboration and innovation to the UW community.

Efforts and Initiatives

Collaboration with the Early Identification Program and the McNair Scholarship Program

Qualified EIP students are personally invited to apply to the Honors Program. Also, each autumn, Honors staff presents to the EIP Sophomore Seminar. In addition, McNair Scholars are invited to enroll in an Honors course as part of their scholarship benefits. More and enhanced efforts are being discussed with the recent hire of EIP and McNair Program assistant director, Steve Woodard. The target areas are:

- Student access
- Opportunities and climate

Categories: race, class, ethnicity, culture, region/geography, indigenous status, religion

Diversity Scholar Recruitment in collaboration with UW Admissions

Recruitment through continued collaboration with the Diversity Scholars Program. Our goal for admissions 2004 is to double the percentage of underrepresented students in our incoming class. In order to do this we are prioritizing diversity recruitment in our admissions process. Action includes inclusion of Honors information in the Diversity Scholars invitation sent out by UW Admissions encouraging them to participate in UW Admissions

Diversity Scholars Day on Feb. 20. Also, for those scholars who do not enter Honors in the autumn, personally recruit (3.5 GPA and above) for Honors admission through our late admissions process. Also, Honors and the UW admission director are discussing initiatives to increase the diversity at the UW and Honors including efforts such as site visits to Eastern Washington. With all of these recruitment efforts it is critical to involve current Honors students and faculty in diversity recruitment through phone contact, e-mail, and follow-up meetings. The target areas are:

- Student access and opportunities
- Student development and retention
- Climate

Categories: race, class, ethnicity, culture, region/geography, indigenous status

Increase Faculty Diversity

Honors continues to work to attract a diverse group of faculty to teach and mentor our students. Increasing diversity among our faculty who can deliver innovative curricula provides students with a more broadly challenging and uniquely different academic experience. All students, not only underrepresented, benefit from an increased level of visible curricular diversity. In addition, the increased diversity of our faculty enhances recruitment efforts. The target areas for increasing faculty diversity are:

- Student access and opportunities
- Student development and retention
- Faculty diversity
- Curriculum and research
- Climate

Categories: Race, gender, disability, class, sexual identity/orientation, religion, age ethnicity, culture and indigenous status

Community College Honors Recruitment

Highline Community College Honors Program and the UW Honors Program recruitment collaborate to provide Highline Community College Honors students the option of directly transferring to the University of Washington Honors Program after completion of their HCC AA degree. Recruitment has included UW Honors/HCC Honors, direct transfer agreement students, talks at HCC Honors seminars, student visits. Several transfer students from HCC have visited Honors and established relationships with our advisors and some have entered Honors. The target areas of recruitment are:

- Student access and opportunities
- Student development and retention
- Engagement with the external community
- Curriculum and research; climate

Categories: race, class, ethnicity, culture, region/geography and indigenous status

Campus and community visibility for enhanced outreach

Honors participated in a variety of diversity venues including: Gear-Up College Career Fair; OMA Gallery of Excellence; McNair EIP Annual Spring Conference; Minority Scholars Invitational; Middle School Commitment Day; and Enhancing Diversity Through Advising. We continue to welcome and solicit opportunities to participate in diversity events. The target areas for enhanced outreach are:

- Student access and opportunities
- Student development and retention
- Engagement with the external community
- Staff and administrative diversity
- Faculty Diversity
- Curriculum and research
- Climate

Categories: Race, gender, disability, class, sexual identity/orientation, religion, age ethnicity, culture and indigenous status

Mary Gates Endowment, University Scholarship Office Undergraduate Research Program

Mission, Strategies and Goals

As programs that seek to engage all UW students in scholarship, research, and leadership activities, we recognize that it is important that the diversity of the student body, indeed of our world, is reflected in all of our work.

We recognize that diverse communities are essential to providing the best possible educational environment for students, faculty and staff. It is impossible to have excellent academic programs or excellent universities if they do not mirror the diversity in our society. Therefore, we are committed to the engagement of all UW students in scholarship, research and leadership activities and have developed specific initiatives into our programs to ensure that diversity is integral to our efforts. This is reflected in our missions/values/goals statements, which seek to bring all members of this learning community (students, faculty and staff) into our work.

Each time we make a new hire, create a new committee, organize a workshop, prepare informational or promotional materials, or design a new event, we have intentionally attended to how we are able to incorporate or represent diversity in that effort. We count as successful those efforts that attract not only a large number of students and faculty, but a diverse group of students and faculty; we continually seek to broaden the base of people who partner with and benefit from our programs. We maintain working relationships with staff in the Office of Minority Affairs, the Minority Science and Engineering Program, and the Howard Hughes Undergraduate Research Program in Biology, as well as other academic programs, units and student groups on campus, as together we can more effectively reach all UW students.

Our efforts have been successful in creating the following results:

- 1) We have staff that reflects the diversity of the student body. Two directors and two professionals are a part of our permanent staff; all four are women with one a woman of African descent. Over the past two years, we have collectively hired seven student staff, four of whom are students of color. Our student staff plays a critical role in the dissemination of information about programs and procedures for future involvement to students. As students, they also provide a necessary perspective about the efficacy of our services.
- 2) We have been intentional in the development of informational and promotional publications, events and other materials to make sure that the diversity presented in our programs is represented. We highlight a wide variety of students and student projects in our materials, and we support all of these students materially and personally to help them achieve their goals.

Efforts and Initiatives

HA&S 350c “Making the Most of Your UW Experience”

This seminar is designed to introduce students early in their university experience to the variety of opportunities available to them outside the classroom. Program representatives are invited to speak on mentoring, getting involved in research, taking advantage of leadership opportunities, scholarship preparedness, and much more. Information is provided in conjunction with students’ developing a mission statement and/or plan of action which encourages self-reflection and intentional thinking about how to best use their time while at the UW. This is a collaborative effort between the UW Honors program and the Undergraduate Scholarship Office that has historically targeted Gates Millennium Scholars, Washington State Achievers, and new Honors students. The target areas of this seminar are:

- Student access and opportunities
- Student development and retention
- Engagement in the external community
- Curriculum

While advertisement for this seminar has been targeted to the previously mentioned groups, it is open to all students.

Gates Millennium and Washington State Achiever Annual Events

The Undergraduate Scholarship Office organizes annual welcome receptions for the Gates Millennium and Washington State Achiever Scholars. These events are designed to give new students the chance to meet other scholars. Additionally, at each reception a variety of faculty and staff speak to the students about different programs and opportunities for involvement, as well as highlighting the importance of making connections early on in their academic career. The target areas for these events are:

- Student access and opportunities
- Student development and retention

Gates Millennium and Washington State Achiever Scholars and a variety of university faculty, staff, and previous scholars are invited to these events.

Martin Family Foundation Scholarship Programs: The Martin Achievement Scholarship and the Martin Family Honors Scholars; Merage Institute Fellows Program; Paul & Daisy Soros Fellowship for New Americans

The Undergraduate Scholarship Office supports the Martin Family Scholarships programs, which are designed specifically for Seattle District community college transfer students, many of whom are first generation college students, often from underrepresented and lower socioeconomic groups. The Merage and Soros Fellowships provide opportunities for Immigrants in various stages of becoming a new American citizen. The support of these programs includes coordination of campus screening committees and the facilitation of the campus nomination and scholar selection process. Significant time is devoted to assisting students to prepare for local and national opportunities, which involves preparation of application materials, and for national

interviews. Special events are held annually for the Martin Family Scholars designed to encourage the development of a community of scholars. The target areas for these scholarship and fellowship programs are:

- Student access and opportunities
- Student development

Outreach is geared toward transfer students from the Seattle District Community Colleges and UW students who are in various stages of becoming a new American

The Undergraduate Research Program Website

The Undergraduate Research Program provides an extensive database of opportunities for minority students including research opportunities on campus and beyond at a variety of institutions across the United States. A listing can be found at <http://www.washington.edu/research/urp/opp/summer.html>.

The target areas for the website are:

- Student access and opportunities
- Student development
- Curriculum

The website provides information about research opportunities for all UW undergraduates who meet the eligibility requirements for minority research opportunities.

Outreach

Outreach efforts include quarterly presentations to student groups like the National Society of Black Engineers, Women in Science and Engineering, EIP seminars, the Society of Hispanic Professional Engineers Conference, Minority Science and Engineering Program, Gear Up, UW Plan-A-Transfer Day, and other ethnic student clubs. Program staff from the Mary Gates Endowment, Undergraduate Scholarship Office, and Undergraduate Research Program present on the opportunities available through each program. The intent is also to provide populations represented in each group with information about prestigious national scholarships and grant opportunities. The target areas for our outreach efforts are:

- Student access and opportunities
- Student development
- Curriculum

The population served includes minority, under-represented, gender-specific, and first generation university students.

Review and Selection Committees for the National Scholarship Competitions

Mary Gates Endowment grants, and the Undergraduate Research Symposium are comprised of diverse faculty and staff. Likewise, faculty moderators for the Undergraduate Research Symposium, presenters in the quarterly seminar “Research Exposed,” and the faculty selected for

the Annual Summer Institute in the Arts and Humanities are representative of the diversity of university faculty. The target area is:

- Curriculum and faculty development

UW faculty and staff committee reviewers and moderators are representative of the diversity of university faculty.

Partnerships

The Mary Gates Endowment, Undergraduate Scholarship Office, and Undergraduate Research Program continue in their efforts to develop partnerships with other university programs that target under-represented, minority, transfer, and gender-specific populations. This includes meeting with advisors, program directors and staff. The target areas are:

- Student access and opportunities
- Climate

Staff from OMA, EIP, the Minority Science and Engineering Program, Gear-Up, community colleges, and Women in Science and Engineering provide insights and recommendations that help to inform us as we develop new initiatives to meet the needs of under-represented, minority, transfer and gender specific populations.

The Pipeline Project

Mission, Strategies and Goals

Diversity as a value and practice is reflected in the mission, staff, participants, curriculum and service work of the Pipeline project. By connecting UW undergraduates with educational, service, and research opportunities in local and regional K-12 schools, Pipeline provides students with the opportunity to interact with a larger community, both teaching and learning from the children, youth and adults they tutor. Engagement with and learning about diversity is visible in the tutor/tutee relationships that form through the project, and the reflections that come out of it in the form of seminar papers, lesson plans, service learning projects and talking among students. The number of students from different backgrounds who come to our program referred by friends with positive experiences in Pipeline indicates our visibility on campus in diverse communities. Pipeline staff has been approximately 50% ethnic minorities over the past two years, and staff have expressed their comfort and enthusiasm in working in an environment that supports their cultural heritage, as well as promoting it on the UW campus and in our work with local schools and community centers.

Various educational seminars offered through the Inner Pipeline program target work with diverse populations and accompanying curricula in learning about and serving those populations. The following four seminars, for example, encourage students to perceive the world around them with new eyes, through relationships that cut across lines of cultural difference, and insights into history, social institutions and media representations.

Literacy in the Criminal Justice System

In this seminar UW students work with the Education Department at the King County Correctional Facility tutoring inmates General Educational Development, Adult Basic Education, and/or English as a Second Language curriculum.

Inner Refugee Women and Children – New Voices

This seminar provides UW students the opportunity to gain both a greater awareness of the issues affecting refugee populations, as well as a hands-on experience by tutoring/mentoring a refugee woman or child in the Seattle area.

Write Around the World

This seminar encourages global awareness and literacy by facilitating an international pen pal project with K-12 students. UW students facilitate weekly writing projects, helping their students to gain both a deeper understanding of an international culture, as well as a greater understanding of their own culture.

Media Literacy

In a sense, media serves as a (flashier, trendier) school for children and teenagers. This seminar explores the prevalence of media exposure in relation to children. Through readings and discussion, UW students explore media literacy--looking with a critically informed eye at media representations.

Efforts and Initiatives

Volunteer Recruitment, Placement and Training

Pipeline seeks student participants through the advising system, sending information out to particular departments and student groups, and visible recruitment efforts around campus. Approximately 45% * of Pipeline participants are ethnic minorities from a variety of cultural backgrounds. The volunteers are placed in Seattle Public Schools that serve approximately 68-73% * minority students. Our training materials include information on working with the diverse student body in the schools. The target areas are:

- Student access and opportunities
- Engagement with external community
- Climate

Education 401B: Inner Pipeline Seminars

Pipeline offers seminars in which students can receive academic credit for tutoring, while learning about various educational issues and creative teaching strategies with particular groups. Seminars target diverse populations, including immigrants and refugees—including women, children, and incarcerated adults. The target areas for these seminars are:

- Student access and opportunities
- Student development and retention
- Engagement with external community
- Faculty diversity
- Curriculum and research

Alternative Spring Break Project

Pipeline brings students to communities in eastern and western Washington with large populations of Hispanic and Native American students for a literacy project. The target areas for Alternative Spring Break are:

- Student access and opportunities
- Student development and retention
- Engagement with external community
- Curriculum and research
- Climate

The efforts above encompass race, gender, disability and class.

*In keeping with university policy, we make ethnicity an optional category on our registration forms. This number reflects the percentage of reported responses.

Program on the Environment

Mission, Strategies and Goals

The Program on the Environment (PoE) incorporates a commitment to diversity in its 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. A multicultural approach was designed into the PoE curriculum from the beginning. Germane 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 have 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 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 majority of our student staff have been female. Just this past autumn, PoE cooperated with the UW Rehab Center in offering a temporary work environment for one of their recovering disability patients.

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 the opportunity to collaborate with these programs to do an even better job in the future. For example, PoE's active involvement in the Urban Ecology Integrated Graduate Education Research and Training 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 for research opportunities for underrepresented 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 Program⁴, the Minority Science and Engineering Program, American Indians in Science and Engineering, the Multicultural Alumni Partnership, UW Science, Technology, Engineering and

⁴ Bridges 4 – Biomedical Research Identification of Graduate Education Successful Support Services – a series of innovative services and support mechanisms designed to increase the ability of our biomedical graduate programs to attract, retain, and promote the success of underrepresented minority students.
<http://depts.washington.edu/bridges4/Programs/html>

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.

Efforts and Initiatives

Encourage Diversity in Faculty Hires

PoE has no faculty of its own. It has, however, participated actively in the President's Diversity Initiative for Social Science Faculty by playing a major role in the recruitment of faculty in the Departments of Anthropology and American Ethnic Studies and contributing 25 – 50% of the salaries for three years. Those recruited bring a significant element of diversity and a culturally comparative perspective to their departments which is reflected in their teaching and their research. The target area is:

- Faculty diversity

Diversity of PoE Undergraduate Majors

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.

The target areas are:

- Student development and retention
- Climate

Recruitment

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. Recruitment activities include

- 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 Students 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 Collaborative Access Network on Diversity Outreach and hosting tables 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 the PoE undergraduate degree that includes a study abroad requirement
- 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

The target areas of our recruitment efforts are:

- Student access and diversity
- Engagement with external community

Robinson Center for Young Scholars

Mission, Strategies and Goals

The cultivation of promising young minds and talents is one of the best investments any society can make. The Robinson Center for Young Scholars focuses on the vital questions about how to optimize young people's development and inspire them to achieve personal and professional excellence, as well as to contribute to their communities. A strong appreciation for the value of diversity is central to this mission. For example, the admissions criteria for our academic programs - Transition School/Early Entrance, UW Academy for Young Scholars, and Summer Challenge/Summer Stretch - actively encourage all eligible students to apply, and the faculty is committed to ensuring that each entering class is as diverse and as welcoming of diversity as possible. Our policies and procedures for Transition School support this by clearly stating that "an attitude that is harmful to the classroom community, the safety of students, or the academic and/or emotional growth of peers" are grounds for dismissal. A harmful attitude includes racism, sexism, and homophobia. We offer generous financial aid and payment options for our Summer Programs and for Transition School so that no student has been or will be excluded for lack of money. We include service learning as part of the third quarter Transition School English course so that students will experience first-hand the importance of community engagement. Our newest program, the Washington Search for Young Scholars, is a statewide effort to identify and reach out to all academically gifted students in grades 5-8, and to collaborate with other colleges and universities in the State to provide challenging academic opportunities for young scholars. To this end, we are currently exploring a partnership with Heritage College and Yakima Valley Gear-Up to create early entrance options for gifted students from underrepresented groups in the Yakima Valley. Our future efforts will focus on raising a substantial scholarship endowment so that we can recruit and retain more students from underrepresented groups, particularly in the Early Entrance Program and the UW Academy for Young Scholars.

Efforts and Initiatives

OUE's Robinson Center for Young Scholars has the following efforts / initiatives in place:

Transition School English, History, and Ethics Curricula

All offer multicultural explorations of issues central to those disciplinary areas.

Exploring a Partnership with Heritage College and Yakima Valley Gear-Up

To create early entrance options in the Yakima Valley for underrepresented students.

Diagnostic and Counseling Clinic and Transition School

Our Diagnostic and Counseling Clinic has a sliding scale, and our Transition School offers generous financial aid so that no student is ever turned away for lack of money.

Outreach

In all our programs -Transition School/Early Entrance Program, UW Academy for Young Scholars, Summer Stretch/Summer Challenge, and Washington Search for Young Scholars - we make every effort to reach out to all students who could benefit from our programs, regardless of gender, race, disability, or class.

The target areas for each of the programs listed above are:

- Student access and opportunities
- Student development and retention
- Engagement with the external community
- Curriculum and research
- Climate.

All of our programs encompass race, gender, disability, and class.

Dean's Office

Mission, Strategies and Goals

The Office of Undergraduate Education focuses and upholds the University's commitment to excellence in undergraduate learning.

We lead, support, and advocate for the work of Office of Undergraduate Education units. We support institutional transformation in undergraduate education through programs for both faculty and students. In concert with other University units and external groups, we identify emerging undergraduate needs and new opportunities for educational enrichment, facilitate the administration of inter-unit projects, and gather and share information about the undergraduate experience.

Efforts and Initiatives

Access and Success

With Minority Affairs, Student Affairs, the College of Arts & Sciences, and Intercollegiate Athletics, we operate a range of programs that serve the diverse needs of students, helping integrate them into the University and encouraging their success. These programs include:

Summer Bridge

A 5-week intensive curriculum to help students admitted with lower test scores and high school GPAs than their peers adjust to college and succeed. Of 83 students who enrolled in Summer 2002, 74 are currently enrolled for Winter 2004, with a cumulative GPA of 2.8. 29 of these students have a GPA of 3.0 or better. 76 students completed Summer Bridge 2003. As the program is young, we need to continue assessing and revising the curriculum to ensure its effectiveness in helping these students succeed. A holistic review of participants also will help us better understand their needs. Target areas:

- Student access and opportunities
- Student development and retention
- Curriculum and research
- Climate

Early Fall Start

A partnership with the College of Arts and Sciences that creates additional course offerings for students to ease demand for courses and provides an option for students to begin fall quarter by participating in one small intensive class during summer C-term. A higher proportion of international students than in the general student body participates and in 2003 17 Diversity scholars participated with added support from the Office of Financial Aid. While courses address a range of topics, there is room to increase content related to diversity. Target:

- Student access and opportunities

Innovation in Approaches to Teaching and Learning

We provide resources to support teaching excellence and curricular innovation. Examples include:

Cultural and Ethnic Diversity Fund

A fund administered by OUE to support curriculum development and transformation. Support is provided to individual students and learning programs, such as the Pipeline Project, to increase awareness of diversity on and off campus. The target areas are:

- Curriculum and research
- Climate
- Engagement with the external community

Teaching Academy

Teaching Academy is a forum for Distinguished Teaching Award recipients to share their insights and instructional expertise with colleagues. Programs help new faculty begin their careers, provide more experienced faculty opportunities to experiment and deepen their craft, and honor the University's most distinguished teachers. Since 1998 more than 600 faculty have taken part in Teaching Academy programs. The target areas are:

- Faculty diversity
- Curriculum and research
- Climate

Intergroup Dialogues In The Curriculum

This pilot project provides funding to link sections using curriculum developed by Ratnesh Nagda in the School of Social Work to large lecture courses to increase opportunities for students to address issues of diversity. Students develop skills in listening, reflection, analysis, and interaction to help them engage and learn about difference. For Winter 2004, 14 students are enrolled in the linked section to PSYCH 101. Links to PSYCH 101 and SIS 202, Cultural Interactions are planned for Spring 2004. The project will be evaluated following spring quarter.

The few students who have participated in these groups have said that their understanding and appreciation of different peoples and cultures has improved. We can increase enrollment with earlier planning and increased publicity. The target areas are:

- Student development and retention
- Curriculum and research
- Climate

We serve as an incubator for new interdisciplinary academic programs. Earlier efforts include the Comparative History of Ideas and Community and Environmental Planning programs. Both

promote learning communities and encourage student participation in learning outside the classroom in diverse communities. Examples of current efforts include:

Program On The Environment

Jointly administered with the Graduate School, this interdisciplinary program organizes its undergraduate curriculum around knowledge in these basic areas: natural science; social science; law, policy and management; and ethics, values, and culture. Students may pursue tracks in: conservation and ecology, population and health, resources, or international perspectives. In addition, students participate in internships or service learning and a significant number have international experiences. The target areas are:

- Student access and opportunities
- Engagement with external community
- Faculty diversity
- Curriculum and research

Global Classrooms

This pilot project supports faculty efforts to internationalize undergraduate learning through the integration of information and communication technologies into courses that enable students and faculty in a variety of disciplines at UW to interact with students and faculty in parallel courses at universities in other countries. Students gain intercultural communication skills, learn about other cultures and appreciate perspectives that differ from their own, develop more interconnected views of human experience, and bring insight to prior learning. The target areas are:

- Student access and opportunities
- Engagement with the external community
- Curriculum and research

Assessment and Accountability

With the Provost we manage enrollment to ensure all students benefit from the University's distinctive strengths as they make reasonable progress in their degree programs and the University educates the greatest number of citizens possible.

Provost's Task Force On The Academic Progress of Undergraduates

The taskforce reported on student progress at key benchmarks, examined the impact of the University's academic progress policies on different groups of students, and identified strategies for helping students succeed. See <http://www.washington.edu/oue/taskforce/>. The target area is:

- Student access and opportunities

We work with state-level organizations, including the Higher Education Coordinating Board and staff, State Board for Community and Technical Colleges, Legislature, and others, to address issues of access, affordability, funding, and quality in undergraduate education, make policy recommendations, and increase collaboration between institutions.

Development

Our Campaign efforts aim primarily at increasing scholarship support for students, with particular emphasis on scholarships that increase access and support for diverse students and remove barriers to student participation in undergraduate research, service learning, and international experiences. The target area are:

- Student access and opportunity
- Engagement with the external community

Future Challenges

Vision and Goals

While the dean's office has committed effort and resources to developing and supporting programs that increase diversity among students, staff, and faculty and which increase opportunities to learn about diversity, we have not identified diversity goals or a diversity vision that would help us integrate these efforts into a more focused and effective effort. Nor have we provided leadership for pursuing diversity goals and values to the units that comprise the Office of Undergraduate Education.

QUE Dean's Office Partnerships

The dean's office, as well as a number of our units, has entered into partnerships with units across campus for the express purpose of developing programs and resources to help students with diverse needs succeed. However, we recognize that we have work to do to build the trust necessary to nurture these partnerships into true collegueship and community.

Because it helps us clarify these challenges this report is a first step in addressing them. Our next step will be:

- Developing a vision and goals
- Diversity training
- Assessing our climate
- Reviewing our program assumptions and practices

We understand that each of these steps requires a serious commitment of time and effort on our part. To pursue each of these steps in the context of the University community we are intended to serve, we will seek the insight and perspective of experienced and knowledgeable colleagues across campus.

APPENDIX II

OFFICE OF UNDERGRADUATE EDUCATION

MISSION

OUE and OUE Units' Missions

The Office of Undergraduate Education focuses and upholds the University's commitment to excellence in undergraduate learning by developing transformative educational experiences for all undergraduate students within and beyond the classroom.

Enrichment of student learning is the core of the innovative educational opportunities, programs, and services we provide.

Through our opportunities and services for students, UW undergraduates deepen and contextualize their academic learning; challenge their assumptions about the world; increase their awareness of the value of diverse communities; develop self-confidence; learn to value intellectual risk-taking; and better understand themselves as learners.

Through our faculty programs, instructors reflect on their pedagogical practice, consult with experts in teaching strategies, learn from colleagues across the curriculum, and identify new strategies for their role as teachers.

Through our classroom services, current and emerging technologies are used to create and manage the connections between teaching and learning.

Through research support and the assessment of teaching, learning, and programs, we provide information that informs and improves the experience of undergraduates.

The individual student learner is primary in our work. Our purpose is to expand and deepen each student's undergraduate experience.

The University of Washington's Honors Program provides an academically challenging teaching and learning experience for advanced students.

The mission of Classroom Support Services is to create and manage the links between teaching and learning through our professional support of individuals using current and emerging technologies and facilities.

The Undergraduate Scholarship Office (USO) works with faculty and staff to assist UW students in developing the tools and personal insights necessary to compete for local and prestigious national scholarships.

The Carlson Leadership & Public Service Center develops and sustains partnerships that enable students to connect community-based learning to their academic experience as a way to broaden and deepen their education.

The Pipeline Project's mission is to connect UW undergraduates with educational, service, and research opportunities in local and regional K-12 schools and in schools outside the U.S.

Gateway Center Advising and First-Year Programs assist students in creating and implementing their own educational plans. We are committed to fostering the development of the whole student by supporting a broad range of learning opportunities and experiences.

The mission of the Development Office is to build and maintain relationships with donors in order to generate support for OUE programs.

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.

The mission of Curriculum Planning and Special Programs is to use collaboration and familiarity with UW procedures, faculty, and staff in helping students move smoothly through the requirements for a degree and in facilitating the development and administration of programs and services that advance OUE's commitment to undergraduates and their learning.

The OUE Dean's Office focuses and upholds the University's commitment to all undergraduate students and their learning. We lead, support, and advocate for the work of Office of Undergraduate Education units. We support institutional transformation in undergraduate education through programs for both faculty and students.

The Halbert and Nancy Robinson Center for Young Scholars' mission is to be a leader in the state, the nation, and the international community in investigating, recognizing, and serving the needs of gifted students (pre-K through college), and to prepare our students to be distinguished scholars and citizens.

The Office of Educational Assessment is dedicated to the improvement of educational practice through assessment of teaching and learning and through evaluation and support of educational programs.

The Undergraduate Research Program (URP) promotes and facilitates opportunities for undergraduates to participate in research with faculty by creating initiatives that expand research opportunities, providing a public forum for students to present their work, and offering advising and other resources.

APPENDIX III

UW SOUL

UW SOUL

The University of Washington Study of Undergraduate Learning (UW SOUL) is a longitudinal study of undergraduates, beginning with their enrollment at UW and ending with their graduation. The purpose of UW SOUL is to describe their learning experience in order to understand and improve teaching and learning at the UW. By tracking a sample of about 250 undergraduates for two to four years, we hope to discover what undergraduates learn here and how they learn it in six areas that have been identified in surveys of undergraduates and graduates as key to their success in college and in the working world. These areas are:

- Writing
- Problem solving/critical thinking
- Quantitative reasoning
- Understanding and appreciating diversity
- Information literacy
- General growth as learners

We are interested in knowing what helps students learn, as well as the obstacles or challenges to learning that they face. Also, we want to know how students assess their own learning. A secondary purpose is to keep together a group of students whose opinions on UW initiatives or current issues can be polled.

The UW SOUL uses a variety of methods to explore the research questions. The student population is divided into two groups. The first group, initially consisting of 143 students, complete the following tasks:

Interviews

We conducted 60-minute interviews autumn quarter of the first year of the study (1999) and then spring quarters after that. Interviews focus on the six areas of student learning identified in the research questions.

Focus Groups

Focus groups are conducted on specific issues during winter quarters.

Portfolios

At the end of each spring quarter, students in the first group turn in portfolios that include some of the work that they did for their courses during the year, as well as a 3-5 page reflective essay. Students are asked to include their best and worst pieces of writing, the work that represents their most complex thinking, or work that demonstrates that they can find and use information--to name a few examples. Reflective essays ask students to discuss why they chose the work they included in their portfolios and to point to aspects in that work as examples.

Surveys

All students are asked to fill out web-based surveys each quarter. The focus of these surveys is to track what students do in their courses and in course-related learning experiences. Additional surveys will be conducted occasionally, such as one dealing with diversity, which will be conducted at the beginning and end of the study.

E-mail Questions

Each quarter, students are asked to respond to one or more open-ended questions via e-mail. Questions cover a range of topics. For example, students are asked to discuss if they have or have not changed as a result of their experience at the UW, what faculty and staff people, if any, have helped them feel connected to the UW, and what they think of the level of academic expectations at the UW.

Academic Records

We access transcripts to determine course-taking patterns and academic success.

In addition to this first group of students, a second group, initially consisting of 164 students, complete the surveys and answer open-ended e-mail questions. This group's academic records are also accessed.

Sample Selection and Population

With the goal of attracting about 160 students, we sent a letter of invitation to 1,660 students randomly selected from those who had completed the Entering Student Survey prior to the first week of fall quarter 1999. Most students complete this survey during summer orientation sessions; a few complete it during advising appointments in September. The selection had the following restrictions:

- To match the graduation percentages, approximately 60% of the students invited were freshmen; the remainder were transfer students.
- Students who were under 18 years old were eliminated, because of human subjects regulations that require parental permission for students 17 years old and younger.
- All underrepresented minorities (African-Americans, Native Americans, and Hispanic-Americans) were invited to participate. We over sampled this group because past research has indicated lower volunteer rates and higher attrition rates.

In our letters, we offered students \$300 per year to fill out three to five web-based surveys, engage in fall and spring quarter interviews, participate in winter quarter focus groups, and provide us with a portfolio of their coursework and a reflective essay spring quarter. Based on previous studies of this type, we anticipated a 10 percent volunteer rate or about 160 students.

To our surprise, our volunteer rate was close to 50 percent. This meant that we then had to put those volunteers into a second pool. We pulled all the URM volunteers from that pool and added them to our study population, and then we randomly selected freshmen and transfer students. After consent forms were received, we had a total of 143 students in the study population.

Funding from the Office of Undergraduate Education allowed us to add a second group the following month. We invited those who were not accepted into the Study 1 population to

participate in a second study and offered them \$100 per year to complete the same three to five web-based surveys that our first group would complete. We ended up with a total of 164 students in this group--or 53 percent of our total study population.

UW SOUL web site: <http://www.washington.edu/oea/soul.htm>

Source: UW Soul web site

APPENDIX IV

OFFICE OF UNDERGRADUATE EDUCATION

1997 MINORITY PARTICIPATION REPORT

Office of Undergraduate Education

One of the most important goals of the Office of Undergraduate Education is to bring diversity issues into the center of the University's educational mission, and especially to incorporate the study of diversity into the general education curriculum. Undergraduate Education has made significant progress towards this goal.

Freshman Programs

Undergraduate Education works with Educational Opportunity Program (EOP) advisors from the office of Minority Affairs (OMA) to make certain that EOP students are able to take full advantage of the best freshman programs, including the Freshman Interest Group (FIG) program and the Freshman Seminar program. OMA and Undergraduate Education have developed FIG groups especially for EOP students, and they encourage EOP students to join other FIG groups as well. Furthermore, close attention has been given to assure that some of the Freshman Seminars concentrate on a specific culture or ethnic group.

Peer advisors are essential to the FIG experience, and a concerted effort has been made to recruit students of color. To enhance recruitment, Undergraduate Education staff make visits to targeted student groups and send out special mailings.

Orientation

The Orientation program now reaches more than 85% of each year's incoming freshman class and a significant number of their parents via Parent Orientation. Undergraduate Education has made a clear and concerted effort to ensure that minority students feel encouraged to participate in Orientation. Towards this end, a special letter of invitation was sent this year to all students of color. In addition, Orientation leaders are selected (in part) to ensure a diversity of backgrounds, and Orientation workshops have been added that are of particular interest of minority students.

Additionally, a fee-waiver system for Orientation fees has been instituted based on financial need for both students and parents.

Service Learning

Service Learning is an initiative that has had important consequences for bringing diversity into the educational experience of UW students. In service learning, students are asked to make the exceptionally important link between their classroom learning and hands-on experience, and faculty are asked to structure this experience so that students achieve a high-level synthesis in learning. The majority of service learning placements are in community organizations that provide services for underserved and marginalized (class, race, and gender) populations. Placements have also been made with ethnic and cultural community centers where students are immersed in the values and goals of distinct communities. The contact between UW students and community members has proven to be an exceptionally powerful experience in which the students can expand their perceptions of diversity and its complex challenges.

Budget Reductions

Budget reductions affected diversity efforts in Undergraduate Education most directly by making it impossible to secure permanent funding for the Office of Curriculum Transformation. Through a combination of grant and other temporary funding, Undergraduate Education was able to keep the Office of Curriculum Transformation in operation through December 1997. Some of Curriculum Transformation's functions have been transferred to the College of Arts & Sciences.

New Initiatives

Faculty Senate Resolution on Cultural and Ethnic Diversity

The Dean of Undergraduate Education, in conjunction with the Provost, has taken the lead on implementing the Faculty Senate Resolution on Cultural and Ethnic Diversity (passed by the Senate in Spring Quarter 1996). This resolution 1) calls for each department, school and college to review its curriculum to insure that there is a broad spectrum of courses available to students that include material on diversity and then do develop plans to enhance or revise the curriculum as needed; 2) calls for deans to support such curriculum reviews and then to report needs to the Provost; and 3) instructs the administration to provide funds to support new curricular initiatives in departments and colleges. Implementation started during the 1996-97 academic year and will continue through 1997-98. The Office of Undergraduate Education is currently in the second year of allocating funding from the Provost.