UNIVERSITY OF WASHINGTON
SCHOOL OF SOCIAL WORK

REPORT OF DIVERSITY EFFORTS

INTRODUCTION

This report describes the ways in which the School of Social Work makes specific and continuous efforts: 1) to provide a learning context in which respect for all persons and understanding of diversity are practiced; and, 2) to provide a learning context that is nondiscriminatory and reflects our profession’s fundamental tenets. It is our aim that every aspect of the organization and implementation of the BASW, MSW, and PhD programs is conducted with respect for and understanding of all diversity including race, gender, disability, age, class, ethnicity, family structure, gender, marital status, national origin, religion, sexual identity/orientation, indigenous status, and political orientation.

In this report, the School’s policies and procedures to ensure both nondiscrimination and equity are described in detail. Evidence of our efforts is provided in relation to students, faculty, and staff including allocation of resources and efforts to create a learning environment that promotes respect for all persons and understanding of diversity and nondiscrimination. The report consists of eight parts:

Part I: Overview: Mission, Objectives, Policies
Part II: Student Access And Opportunities
Student Development And Retention
Part III: Faculty Diversity
Part IV: Staff And Administrative Diversity
Part V: Curriculum And Research
Part VI: Climate
Part VII: Engagement with the External Community
Part VIII: Summary and Future Directions

PART I:
OVERVIEW

In Part I, we identify the School’s mission, goals, and objectives related to the issue of nondiscrimination and human diversity and document the University – both the Seattle and Tacoma campuses - and School policies regarding the procedures for implementation and monitoring of nondiscrimination policies.

Mission, Goals and Objectives
Our Mission is testimony to our strong commitment to respect for and understanding of human diversity and dedication to nondiscrimination:
The School of Social Work is committed to promoting social and economic justice, particularly in relation to historically disadvantaged populations, and to enhancing the quality of life for all. We strive to maximize human welfare through:

> education of effective social work leaders, practitioners, and educators who will challenge injustice and promote a more humane society, and whose actions will be guided by vision, compassion, knowledge, and deep respect for cultural diversity and human strengths;
> research that engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention; and
> public service that enhances the health, well being, and empowerment of disadvantaged communities and populations at local, national, and international levels.

We embrace our position of leadership in the field of social work and join in partnership with others in society committed to solving human problems in the twenty-first century.

The UW Tacoma social work programs have an additional mission to provide access to social work education for place-bound students in the South Sound region where there is considerable ethnic/racial diversity.

In addition, several School of Social Work goals are related to nondiscrimination. These are:

> To produce graduates who are committed to ethical and culturally competent work.
> To develop an organizational environment that maximizes nondiscrimination, collaboration, and collegiality in all aspects of organizational functioning and decision-making.

Within the context of these goals, the School has formulated objectives related to nondiscrimination as follows:

> To create and encourage a supportive school environment characterized by open communication, collaboration, participation and a sense of community.
> To create an environment which values people of different ethnicity and race, gender, sexual orientation, physical abilities, strengths and potential.

**Anti-Discrimination Statements**

University and School of Social Work policies and procedures provide guidance for ensuring nondiscrimination and equity in relation to all groups included in federal and state policies. The School’s goals and objectives regarding nondiscrimination occur within the context of the University of Washington’s nondiscrimination policy (UW Handbook, Vol. IV), which is adhered to in all aspects of the MSW and BASW programs and policy implementation:
Non-Discrimination Policy
The University of Washington, as an institution established and maintained by the people of the State, is committed as a matter of principle to providing equality of opportunity to all members of the University community. In conformance with Federal and State law, the University shall not discriminate against any person because of race, color, creed, religion, national origin, sex, age, marital status, disability, or status as a disabled or Vietnam era veteran. Discrimination on the basis of sexual orientation is also a violation of this policy.

Affirmative Action Policy
The University is committed to having a diverse faculty, staff, and student body. The University will take affirmative action to: employ qualified American Indians/Alaska natives, Asian/Pacific Islanders, Blacks, Hispanics, women, persons age forty and over, Vietnam era and disabled veterans, and persons with disabilities in University positions where they are underutilized; and in educational programs increase the participation of qualified American Indians/Alaska natives, Asian/Pacific Islanders, Blacks, Hispanics, women, and persons with disabilities, where they are under-represented.

The University’s non-discrimination and affirmative action policies are included in the University Handbook (Vol. IV, Chapter 2), which is available to all faculty, staff and students. The School of Social Work nondiscrimination policies - which apply to faculty, staff and students – also include political orientation as described in the Admissions Bulletin as follows:

The School of Social Work is an academic community dedicated to the ideals of social justice. As part of that commitment, the School is working to ensure that it is an environment in which discriminatory and harassing behavior does not occur to any person or property, based upon race, color, religion, sexual orientation, political orientation, gender, disability or national origin. Procedures exist within the School and the University for preventing and eliminating harassing and discriminatory behavior.

The UW Tacoma branch campus, where we have both BASW and MSW programs, has a mission statement that supports the central importance of diversity:

The University of Washington, Tacoma, envisions itself at the hub of a vibrant community recognized as being among the best educated in the country. As one of three campuses of a world-class university, UW Tacoma is dedicated to interdisciplinary and innovative teaching and scholarship and to engaging in the community in mutually beneficial partnerships. UW Tacoma’s commitment to diversity is central to an environment where students, staff, faculty and South Sound residents find abundant opportunities for intellectual, personal, and professional growth (adopted June 2002).

Moreover, of the nine defining characteristic of UW Tacoma, one is specifically focused upon diversity:

The University of Washington, Tacoma, is dedicated to diversity through nurturing a campus community where similarities and differences are
acknowledged and respected. UW Tacoma welcomes and supports individuals of any age, gender, race, religion, sexual orientation, physical ability, and ethnic, cultural and socioeconomic background (adopted June 2002).

Dissemination and Operation of Nondiscrimination Policies
In addition to the anti-discrimination policies of the School and the University, there is a wide range of procedures by which the School of Social Work programs ensure their implementation:

➢ The University of Washington disciplinary code states that any discriminatory action can be a cause of disciplinary action. This policy applies to all University programs and facilities including but not limited to admissions, educational programs, employment, and patient and hospital services.

➢ Members of the University community who violate the nondiscrimination policy are subject to disciplinary action up to and including termination of employment or termination from educational programs.

➢ The University provides procedures for the investigation and resolution of complaints of discrimination and allegations of violations of this policy.

➢ The University-wide Vice Provost for Equal Opportunity and the Office of Equal Opportunity coordinate compliance efforts of the University of Washington with respect to all federal law and regulations regarding nondiscrimination. The Dean meets annually with representatives from these offices to review progress and establish goals for each year in terms of faculty and staff hiring.

➢ The University of Washington policy prohibiting sexual harassment and attendant procedures for addressing allegations of sexual harassment are described in the School of Social Work Admissions Bulletin, the MSW and BASW Student Handbooks and the Practicum Manuals.

Discrimination on the basis of "sex" includes sexual harassment, which means:
(1) unwelcome sexual advances or requests for sexual favors by a person who has authority over the recipient when (a) submission to such conduct is made either an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or (b) submission to or rejection of the conduct is used as the basis for a decision that affects tangible aspects of the individual's employment, academic status, or use of University facilities; or (2) unwelcome and unsolicited language or conduct by a member of the University community that is of a sexual nature or is based on the recipient's sex and that is sufficiently offensive or pervasive that it could reasonably be expected to create an intimidating, hostile, or offensive University environment (UW Handbook, Vol. IV-44).

➢ The School of Social Work Ombudsman, nominated by faculty and students and elected by students, is available as a resource and mediator around any concerns related to discriminatory or harassing behavior.

➢ Posters describing University policies and procedures for addressing any violations of human rights or instances of harassing or discriminatory behavior are displayed in
strategic locations in the School. At the Tacoma branch campus, a Statement of Commitment to Diversity is posted in all classrooms, conference rooms, and program office suites that states: *To hold constant a nurturing learning and work environment in the midst of change, each member of our UWT community has the responsibility to build and sustain respectful and supportive relationships, through which intolerance, discrimination and social injustice are confronted and resolved through non-violent behavior (August 2003).*

- The School of Social Work’s Standards for Essential Abilities and Attributes for Admission and Continuance in the School of Social Work state that:

  "The social work student must appreciate the value of human diversity. He/she must serve in an appropriate manner all persons in need of assistance, regardless of the person’s age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation, and/or value system. Social work students must not impose their own personal, religious, sexual and/or cultural values on their clients." These Standards, which apply to all students, are printed in the School of Social Work Admissions Bulletin, the MSW and BASW Student Program Manuals, and the Practicum Manual. The School’s Student Review Committee is charged with the responsibility to investigate and decide on matters related to BASW and MSW students’ academic and practicum performance problems, including the failure to meet the “Standards for Essential Abilities and Attributes for Admission and Continuance in the School of Social Work.”

- Faculty members are informed through written materials (University of Washington Faculty Handbook and School of Social Work faculty orientation materials) about policies and procedures to ensure nondiscrimination, as well as grievance and appeal procedures.

- If issues related to discriminatory or harassing behavior cannot be resolved satisfactorily within the School, they may be taken to the University Ombudsman and then either through the Office of the Vice President for Student Affairs or the university Complaint Investigation & Resolution Office (UCIRO) – depending on whether the complaint is about a student or a university employee. Complaints about students are directed to the Vice President for Student Affairs; complaints about University employees (which includes faculty) are directed to UCIRO.

- The Director of the UW Tacoma social work program is serving a third term as Co-Director for Diversity and Minority Affairs for the Tacoma branch campus, which addresses issues brought by students, faculty and staff related to feeling discriminated against or disrespected.
PART II:
STUDENT ACCESS AND OPPORTUNITIES
STUDENT DEVELOPMENT AND RETENTION

The School seeks to recruit a diverse student body in terms of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and political orientation. In accordance with current University and federal policy, specific recruitment goals by protected category are not set. Rather the overall approach is congruent with the University's affirmative action policy which states that "Affirmative action will be taken in educational programs to increase the participation of qualified American Indians/Alaska natives, Asian/Pacific Islanders, Blacks, Hispanics, women, and persons with disabilities, where they are under-represented. The School is fortunate to have a strong annual pool of well-qualified, talented student applicants who represent the full range of diversity.

Student Recruitment and Retention
The School implements its strong commitment to diversity through recruitment efforts and policies regarding admission and financial assistance available to students. Efforts to ensure equity among students with regard to recruitment, admissions, retention and financial aid polices and procedures include the following:

➢ Anti-discrimination policies of the University and the School are clearly stated in the School's admissions bulletin and the BASW and MSW Program Manuals.

➢ Affirmative action policies, set forth by the School's Admissions Policy Review Committee in 1987, explicitly consider diversity as a factor in the selection of both BASW and MSW students. Despite the strong anti-affirmative action sentiment nationally, the University and the School have not altered their policies and practices to recruit a diverse student body. The position of both the University and the School is to continue our current commitments.

➢ During the 2002-03 academic year, we engaged in several efforts to review our initiatives to increase the diversity of our student body and to meet the challenges of an increasingly diverse classroom environment. While we continued to focus on increasing the number of African American, Native American, and Hispanic applicants for all of our academic programs and recruitment continued to be strategically targeted to increase the applicant pool, an Admissions Task Force simultaneously evaluated and strategically revised our admissions process aimed at maximizing our success in increasing diversity in the MSW program. The Task Force – composed of faculty, staff, and students – was appointed by the Dean with the overall charge to review the entire admissions process from recruitment to final admissions decision and make recommendations for faculty action that would: ensure that the admissions process is aligned with the school's mission; enhance access of historically disadvantaged populations to our educational programs; and promote inclusiveness of diverse perspectives through broad participation of faculty in admissions processes. The task force provided strong leadership through a challenging process that involved addressing the issues of diversity critically and honestly and that resulted in
positive structural changes to the MSW admissions process. The next step will be to
engage in a similar process for the BASW program.

➢ The Admissions Handbook states that “The UW School of Social Work recognizes the
positive contributions to the educational and professional environment made by persons
of color, gay men and lesbians, and persons with disabilities, and promotes diversity
among students, faculty, and staff. The University of Washington is committed to diversity
and welcomes students who have varied cultural experiences or educationally or
economically disadvantaged backgrounds.”

➢ The MSW admission materials specifically state that “The School seeks to enroll well-
qualified applicants with diverse backgrounds. We especially seek applicants who are
committed to work with diverse populations.” As part of the admissions essay, MSW
applicants are expected to address the following: “Write an autobiographical statement
explaining why you would like to be a social worker. Your response should reflect
important family and community influences, as well as a description of characteristics
that distinguish you as a potential candidate for the MSW degree. The admissions
committee is interested in evidence of your commitment to social justice, leadership
abilities, notable achievements, persevering in the face of adversity, preserving in the
face of oppression/discrimination, significant experiences in diverse communities,
bilingual skills (including ASL), disadvantaged background, and international experience
(including First Nations). It is important to show how you have grown from these
experiences – what you have learned – and how these experiences will affect your
approach to your social work education and practice.”

➢ A Student Information Specialist (MSW Research Assistant) is funded by the School to
assist with the overall recruitment of potential students of color and students with
disabilities. These specialists provide individual support through the application process,
such as being available to talk about the School, the curriculum, the admission process,
and any obstacles to applicant's career advancement.

➢ The Director of Admissions, Minority Information Specialists and members of the faculty
recruit at universities, community colleges, high schools, social service agencies,
conferences and community events for both BASW and MSW applicants.

➢ The School petitions the Graduate School for admission of applicants of color who meet
admission criteria with the exception of the GRE and GPA.

➢ At the undergraduate level, the School participates in the University's “Transfer
Opportunity Program” where students of color from Western Washington community
colleges are brought to campus to meet with department personnel. The school maintains
close ties with the University of Washington's Undergraduate Advising office and the
Office of Minority Affairs and its counselors. This ensures that students receive current
and accurate information about the BASW program and the admissions process.

➢ The School’s faculty of color are routinely included in recruitment activities and
participate on the Admissions Committee for our educational programs. Membership on
the MSW Admissions Committee is strategically selected to ensure diversity, particularly of ethnic minority and women faculty.

- The School provides several tuition scholarships to qualified MSW students who have a combination of academic strength and financial need as assessed by the Office of Financial Aid. Since 1986, the majority of our scholarship and loan funds have been targeted to students of color and students with disabilities, although all students are informed of the existence of scholarship support and the opportunity to apply. The financial aid packages available through the School include a Minority Social Work Student Scholarship for three quarters of resident tuition; approximately seven one-quarter tuition scholarships; three Research Assistantships which are used to support the Minority Information Specialists, and thirty-four quarters of tuition funded by the School’s endowment funds (such as the Social Work Group Fund; the Minority and Disabled Student Fund; and the Edith and Ludwig Lobe Fund for students who have been disadvantaged by race, gender or poverty). Our goal is to increase the number of quarters of tuition for allocation from the current 34 to 100 during the University’s current capital campaign.

- Research grants and stipends at some field placements also provide a limited source of support for qualified BASW and MSW students.

- Incoming PhD students are guaranteed support for the first three years in the program.

- After students are admitted, several mechanisms help to retain minority students in the programs. The Students of Color Network offers social support and serves as a resource for both BASW and MSW students. The School, in concert with the faculty of color, annually sponsors an innovative orientation program (the Bridge of Color Program), designed to assist newly admitted MSW students of color to develop supportive networks and enhance their understanding of the School’s requirements and standards for graduate work. This program was started in 1989 as an initiative to recruit and retain MSW students of color. In addition, several student affinity groups are supported by the School including the Disabilities Committee, Latina/Latino Social Work Students, GLBTQ student group, Social Workers in Native American Communities (SWINAC).

- The School’s Intergroup Dialogue Education and Action Training and Resource Institute (IDEA) aims to build alliances across differences both within the school and across the campus. It advances the principles that: intergroup dialogue is a viable and transformative means of engaging across differences; learning new information and skills, as well as unlearning socialized and prejudiced ways of being in the world, helps expand students’ capacity for critical consciousness; and, deep engagement in the intergroup dialogue and education processes can motivate and build students’ capacity for becoming change agents. IDEA offers intergroup dialogues in the School and trains a cadre of students in intergroup dialogue facilitation.

- During the 2002-03 academic year, 60% of the faculty participated in reading/support groups aimed at increasing their understanding and facilitation of student change in regard to diversity and social justice issues.
In 2003-04, a group of approximately 15 white faculty are engaged in ongoing faculty development discussions, as white allies, about how to improve their effectiveness in helping students constructively deal with and learn from diversity and social justice issues both in and out of the classroom.

In summary, all activities related to admissions, orientation, and advisement are carried out without bias. All students have equal access to information about the available resources or opportunities in the program, including information about financial aid and employment. Ongoing efforts are made to ensure a learning environment that models understanding of and respect for diversity.

**Evidence of Student Recruitment**

The line graph on the following page shows the trend in enrollment of students of color in all of the SSW programs since 1993 (See Appendix B for more specific information). The following highlights those trends:

- The BASW program has been one of the most diverse undergraduate student bodies on the UW campus with a high of 66% students of color in 1993; the 2003 cohort has the lowest percentage of students of color (26%) since 1993. Of the current undergraduate enrollment for the university as a whole, the percentage of minority students is 31.7%, making this the first year that the BASW minority enrollment has been lower than the UW at large.

- Of the 4 MSW programs, the Evening degree program has consistently had the most diversity with an average of 39% students of color from 1993-2003 and a range from a low of 23% in 2000 to a high of 50% (1997 and 2002). This compares with a percentage of minority graduate students of 14.1% for the university at large and 26.1% for all professional graduate schools in 2003.

- The other MSW programs (Day, Outreach/Distance, and Advanced Standing) are comparable in numbers of students of color.

- The percentage of students of color in the three MSW programs that admitted a cohort in 2003 were comparable: Day: 35%, Evening: 36%, Advanced Standing: 40%.

- The PhD program has been consistently strong in diversity with an average of 44.4% students of color from 1994 to 2003 and a range from a low of 29% in 1998 to a high of 67% in 2002. Between 2000 and 2003, the percentage of students of color has been 50% or higher (57%: 2000, 50%: 2001, 67%: 2002, 50%: 2003).
PART III: FACULTY DIVERSITY

The School engages in proactive efforts to ensure equity in the recruitment, retention, promotion, tenure, workload assignment and remuneration of faculty. Our strong efforts to recruit racial or ethnic minority faculty and faculty of other under-represented groups are based on an emphasis in the School’s mission on preparing students for practice with diverse populations and our accomplishments in recruiting students of color and the corresponding need to provide adequate faculty mentors.

Faculty Recruitment
Procedures to ensure equity in the recruitment of faculty include the following:

➢ The School’s procedures to develop recruitment priorities include an annual review of the faculty composition in terms of gender and ethnic diversity.

➢ All position announcements refer to experience with historically oppressed and disadvantaged groups and include a statement such as the following (or a slight variation thereof) that was used in our last search for an assistant professor: We are strongly invested in recruiting colleagues with a demonstrated commitment to social justice, and experience with, knowledge of, and sensitivity to the needs of culturally diverse and economically disadvantaged populations . . . . The school is building a culturally diverse faculty, and strongly encourages applications from persons of color and members of other underrepresented groups.
The University of Washington statement regarding nondiscrimination is also included on all position announcements: The University of Washington is an affirmative action, equal opportunity employer. The School of Social Work is dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a multicultural environment and strongly encourages applications from women, minorities, individuals with disabilities and covered veterans.

Consistent with University procedures to encourage the hiring of minority and women faculty, the School’s position announcements are submitted to and reviewed by the Equal Opportunity Office which in turn posts the position announcements on the UW website employment page once the announcement meets with EOO’s approval.

Search committees include faculty who are strongly committed to recruiting candidates with multicultural teaching and practice experience and members who are faculty of color. The five member Faculty Recruitment Committee for the last two years has consisted of three faculty of color.

Search committee members and the faculty are encouraged to use informal collegial and professional networks to help identify potential minority applicants. For example, innovative mechanisms, such as listservs, electronic mail, and electronic bulletin boards, are used to announce faculty positions.

When prospective applicants (particularly members of under-represented groups) are identified, faculty and search committee members make personal contacts and urge them to apply. After a person applies, individual faculty members routinely make and maintain contact with the applicant during the selection process to answer questions and help retain his/her interest in the position. Candidates from under-represented groups have an opportunity to meet with faculty members and students from those groups during their visit to campus as well as community leaders. These personalized and intensified efforts recognize the realities of the highly competitive national environment that exists among social work programs to attract excellent faculty members.

The University of Washington provides additional resources for the recruitment of faculty who are members of under-represented groups, including bridge money which is a loaned position against the next opening in the School, new positions, recruitment packages that include salary supplements, teaching or research assistants, computer equipment, and summer salary support. In the past ten years, the School has received new or supplemental funding to hire twelve faculty members of color, including funding for loaned or bridge positions. The Provost’s Office has provided at least one month’s summer salary support for all Assistant Professors of color, and in some instances, other incentives such as TA support. The School of Social Work also provides research assistants to all new faculty for their first two years. We are currently recruiting an assistant professor of color who, if we are successful, would join our faculty in September 2004. In addition, a joint assistant professor appointment (Evans School and SSW) has been offered to an African American man who, if he accepts, would join our faculties in fall 2004 as well. Both appointments are possible through support from the Provost’s office.
In 1993, the faculty supported the recommendation of the Task Force on Gay, Lesbian and Bisexual studies to recruit a scholar specializing in practice with gay, lesbian and bisexual populations. During that search, two outstanding candidates were identified - a Euro-American woman and an African American man - and the School secured a loaned position from the University administration to be able to hire both. The diversity of our faculty in terms of sexual orientation has increased to eight GLBTQ faculty currently.

The University’s policy regarding early retirement/partial reemployment is oriented toward retaining faculty and is equitably applied by the Dean and the Office of the Provost.

Evidence of Faculty Recruitment
We have been quite successful in increasing the diversity of our tenure line faculty. Between January 2001 and January 2004, 9 new faculty have joined the school and 6 of them have been faculty of color: 3 African American, 1 Hispanic, 1 Asian American, and 1 Native American. We are in particular need of more Hispanic and African American faculty and we also only have two Native American faculty.

We have increased the proportion of senior faculty who are women and faculty of color. In 1996, only 33% of full professors and 36% of associate professors were women and only 18% of associate professors were faculty of color. Currently, 57% of full professors and 77% of associate professors are women and 38% of associate professors are faculty of color. Of our total ladder faculty, 25% are faculty of color.

When all ranks are combined (tenure-track faculty, research faculty, and lecturers), the total number of School of Social Work faculty/academic personnel in 2003 is 90, with 64 being women (71%) and 26 being minorities (29%). This is an increase in proportion of both women and faculty of color since 1995 when 62% of all faculty were women and 19% faculty of color.

Each year the Assistant Provost for Equal Opportunity and the Vice Provost for Minority Affairs meet with the Dean and Associate Deans to review the School’s progress in hiring women and minorities, given the availability of women and minorities in the overall pool of social workers with doctorates nationally. In October 2002, we met the goal, according to the availability of the pool, in terms of women, Asian American, and American Indian tenure track faculty. While the School met the overall goal for total minority faculty, we were below the availability rate for Hispanic (by 2) and African American faculty (by 4). Since that time we hired one Latino and two African American tenure track faculty. The recruitment of African American and Hispanic tenure track faculty continues to be a priority in future hiring.

Women and faculty of color are well represented in leadership positions within the School. Of the seven major administrative positions, six are filled by women: Dean, Associate Dean for Academic Affairs, Associate Dean for Research, Director of the BASW Program, Director of the Ph.D. Program, and Director of Practicum. Two of these six positions are filled by faculty of color: our Associate Dean for Academic Affairs is African American and the Director of the PhD Program is American Indian. Of the six members of the Executive Committee, the elected
governance body of the School, three are faculty of color and 4 are women. Of the five members of the Faculty Recruitment Committee, all five are women and three are women of color.

**Faculty Retention Efforts**

Procedures to ensure equity in the retention of faculty specifically through promotion and tenure, workload assignment and remuneration, include the following:

- In 1993, the School revised its Personnel Policies and Procedural Guidelines for Promotion, Tenure, and Continuation of Employment to explicitly recognize the role of faculty of color in mentoring students and providing service in their respective communities. Revisions in promotion and tenure policies also included an expanded definition of scholarship to acknowledge the importance of collaborative scholarship. Such changes reflect the acknowledgment that faculty from under-represented groups are often called upon to provide extraordinary community service and mentoring, which should be recognized in promotion and tenure reviews.

- In 1996, the faculty approved the Executive Committee’s recommendations regarding the need for caution in interpreting the Social Science Citation Index, since a number of newer journals related to race and ethnicity, gender, sexual orientation, and progressive practice are not included in the Index. The Executive Committee currently is reviewing committee assignments and developing recommendations regarding community service to ensure equity across ranks and along other dimensions, such as gender and race, and to allocate workload in ways that maximize opportunities to prepare for tenure and promotion.

- Because of the highly competitive national market, central administration’s recruitment incentives, and limited merit increases for current faculty over the years, new faculty of color often are recruited at salaries higher than prior hires. Because of market conditions, salary inequity is a problem campus wide, with new people of all races entering with salaries close to those of more senior faculty. The University Administration uses a retention fund to address problems of salary compression, which the SSW taps into whenever feasible.

Of concern to the School, however, is the number of faculty of color who are continually sought by peer institutions. In 1993-94, the Executive Committee interviewed all faculty of color (both tenure-track and non-tenure-track) regarding their experiences at the School and the University and developed a series of recommendations, some of which were incorporated into the promotion and tenure policies and procedures specifically related to scholarship and service. The Deans Office strongly supports junior faculty in obtaining career development grants in order to develop and implement a strong research agenda, for example, through K awards. Two of our junior faculty of color were nominated and received Hartford Scholar Awards in the past two years. The Deans Office, specifically through the Associate Dean for Research, is attempting to strengthen senior faculty mentoring of junior faculty through instituting mentor teams and to better integrate new faculty into ongoing research activities. In an effort to improve the organizational environment in terms of support for diverse points of view and experiences, the Deans Office sponsored a day-long Diversity Retreat during Fall 2003, which was facilitated by Dr. Barcelo,
Vice President and Vice Provost for Diversity. This is being followed by a series of dinner dialogues aimed at enhancing communication about diversity issues in the school and the curriculum.

In a highly competitive market, we have been able to hire ten faculty of color since 1999 from high level research universities, several of which were made possible through competitive offers made by the Provost’s Office. One of the positions was for a full professor, one for an associate professor, and the other 7 at the assistant professor or acting assistant professor level. In addition, the Provost’s Office gave the school a new position in 2003 so we could rehire, as Associate Dean for Academic Affairs, a former African American faculty member who went to the University of North Carolina in 1999. Our School has been fortunate to secure strong support from the Provost’s Office in preparing competitive offers.

PART IV:
STAFF AND ADMINISTRATIVE DIVERSITY

Affirmative Action numerical goals for professional and classified staff have been established by the University’s Affirmative Action Office for under-represented groups. These goals are based on the proportion of women, racial and ethnic groups in the University's work force and Seattle’s population. Goals are established for each protected group by work category and salary level. Goals and timetables are reviewed annually by the School's Deans and Administrator.

Staff Recruitment and Retention

Equity among staff is ensured through the following policies and procedures:

➢ The University's Recruiting and Candidate Services Office coordinates recruitment for classified staff. General job specifications are provided by the University's Recruiting and Candidate Services Office for positions which are to be filled by classified staff. Recruiting for professional staff is coordinated by the School of Social Work Director of Human Resources. Specific job descriptions are developed by the respective supervisor or administrator for the position in collaboration with the Director of Human Resources.

➢ Classified staff positions are covered by the Classified Staff Association (CSA) union contract or the Washington Personnel Resources Board as specified in the University Operations Manual, Section D42.1. Recruitment and preliminary screening for classified positions is performed by the University's Recruiting and Candidate Services Office. Individual academic units have limited opportunities for recommending the names of individuals to add to the list of applicants for classified positions. Historically, there has been less turnover among classified staff in the School than among professional staff. This has resulted in fewer opportunities to increase diversity among classified staff. In the last five years, only 17 classified staff positions have opened at the School. Of these 17, 12 have been hired to support research projects and 5 have been hired for general School support.
Classified and professional staff receive information on grievance and appeal procedures either through the union contract, personal contact with their union steward, their individual supervisors or through information provided on the University of Washington Human Resources website. CSA staff are informed of policies on discrimination and sexual harassment through the union contract. Each CSA staff receives a copy of the union contract upon employment. The contract is also available through the union website. Non-union classified staff are informed of policies through the appropriate website. Updated information is also published in the campus wide weekly newsletter, "University Week". All newly hired staff, both classified and professional, are required to attend a University orientation which includes information regarding policies on discrimination and sexual harassment, University resources to address complaints, etc.

The union contract covering classified staff positions also contains specific provisions for promotional procedures and for dispute resolution. The School observes the terms of the union contract with regard to promotion and termination of classified staff. The School maintains a policy that in situations when a position is eliminated, every effort is made to reassign the staff person to another position within the School when feasible.

Professional staff are not covered by union contract nor state civil service regulations. The recruitment, hiring, and promotion of professional staff for research projects and self-sustaining research centers in the School are regulated by broader guidelines contained in the University Operations Manual, Section D42.6. This information is also included on the University of Washington Human Resources website.

An informal network among research projects in the University informs staff of promotional opportunities. In addition, the Professional Staff Organization (PSO), a voluntary organization in the University, offers support, education and networking among professional staff. All position openings are listed on-line through the University of Washington Information Network (UWIN). Equal employment opportunity procedures are the same for all applicants whether from inside or from outside the University.

Each year the Dean meets with the Assistant Provost for Equal Opportunity and the Vice Provost for Minority Affairs to review progress in hiring minority staff. Retention has not been a major issue since there is very little turnover among staff at the School.

Evidence of Staff Recruitment and Retention
Of the School's 116 professional staff, 74 percent are women (n=86) and 19 percent are persons of color (n=22). Among our 35 classified staff, 83 percent are women (n=29) and 26 percent are persons of color (n=9). The School is committed to increasing the diversity of our staff, but must do so within the procedures of the University classified and professional staff systems. The Tacoma branch social work program has a total of 8 staff, including hourly staff and work study students; of these 87% are women (n=7) and 37% are persons of color (n=3).
PART V:
CURRICULUM AND RESEARCH

CURRICULUM
Our curriculum in all three educational programs (BASW, MSW, and PhD) is centered in promoting social and economic justice and revolves around the twin goals of:

➢ producing graduates who are committed to ethical and culturally competent work, and
➢ developing an organizational environment that maximizes nondiscrimination, collaboration, and collegiality in all aspects of organizational functioning and decision-making.

Over the past three years, faculty have worked very hard to transform the MSW curriculum. Under the revised curriculum, the MSW program is grounded in a four-concept overall framework - multiculturalism, social justice, empowerment, social change – which are infused in all courses and concentrations.

The BASW program is undergoing curriculum revisions aimed at alignment with the new MSW curriculum. The PhD program is engaged in a process to review and revise its entire curriculum to enhance its mission to produce social work scholars who are committed to diversity and social justice.

The BASW Program goals are:

▪ To prepare entry-level baccalaureate social workers for generalist practice in a multicultural context.

▪ To prepare generalist social workers who are informed, engaged and responsive practitioners, able to understand and take action in enhancing human welfare and in promoting social and economic justice.

▪ With the context of an interdisciplinary liberal arts education, to foster a comparative and critical examination of social welfare and social work through the study of its history, policies, research, and practice interventions.

▪ To prepare for graduate education.

The BASW Program objectives are that graduates of the BASW program are expected to:

▪ Apply entry level social work practice skills to individuals, families, groups, communities, tribes, and organizations.

▪ Demonstrate an ethical and just professional use of self and the ability to use supervision and consultation

▪ Practice effectively within agencies and delivery systems and identify, plan and pursue needed agency and system changes aimed at promoting social and economic justice.
- Demonstrate knowledge of and commitment to social work values and ethics through effective social work practice.
- Demonstrate understanding and appreciation for differences based on gender, ethnicity, race, religious creed, sexual orientation, class, and physical and developmental disabilities.
- Identify the ways in which oppression, colonization, privilege, discrimination, and social and economic disadvantage contribute to complex human welfare problems.
- Understand the strengths and empowerment perspectives in social work practice, policy and research in order to promote social and economic justice.
- Understand and describe the comparative history of social welfare and social work systems in the United States as well as the emergence of social work as a profession.
- Understand the growing prevalence of economic inequality, the distribution of poverty and the societal remedies to resolve these problems.
- Analyze the impact of social policies on people (both clients and workers), agencies, communities, service systems, and nations including American Indian and Alaska Tribal Nations.
- Understand and critically apply theoretical frameworks to understand individual development and behavior across the lifespan and the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, tribes and communities).
- Demonstrate knowledge and skills in social work research methods used to develop and evaluate interventions and social service delivery systems.
- Understand, use and promote evidence-based methods in generalist social work practice.
- Use effective oral and written communication skills with a range of client populations, colleagues and members of the community.

**MSW Curriculum Goals**
The MSW curriculum has been substantially revised to enhance both breadth and depth in professional education and to respond to changing social work practice needs. The new curriculum reflects the faculty’s commitment to a set of core MSW Curriculum values and principles. The primary curricular goal is to provide social work students with the critical skills, value base and knowledge to advance social justice, multiculturalism, social change, collaboration, and empowerment in their professional roles. We are committed to a curriculum that:

- enhances students’ capacity for critical analyses of social and cultural structures, critical self-reflection, dialogue and collaboration with diverse individuals and groups, and effective interventions in culturally diverse settings;
• provides students with the skills and capacity to create effective social change within and across various social systems, including at the individual, interpersonal, group, community, and institutional levels;

• educates students to be effective change agents in today’s diverse and global society, by using state-of-the-art forms of collaboration such as inter-disciplinary service planning, cross-cultural community coalition building, partnerships with clients and community groups, and intergroup dialogue and action;

• produces social workers who can critically analyze, test, and contribute to the knowledge bases of the profession and who can make well-reasoned theory- and evidence-informed judgments in their day-to-day social work practice;

• allows for active student participation in the planning, organization, and direction of learning opportunities.

MSW Foundation Objectives

• Understand the values and ethics of the social work profession and practice accordingly, including mindful use of self and ongoing development of professional skills and knowledge.

• Understand the forms and mechanisms of discrimination, and apply strategies of advocacy and social change that advance social and economic justice and are non-discriminatory and respectful of client and community diversity.

• Understand and interpret the history of social welfare and its contemporary structures and issues.

• Apply the knowledge and skills of a generalist perspective to practice with systems of all sizes.

• Acquire and critically apply theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and (or) the interactions among individuals and between individuals, and families, groups, organizations, and communities.

• Articulate the role of policy in framing social work practice, understand the impact of major social welfare policies on those who are served by social workers, workers themselves, agencies, and welfare systems, and be able to advocate for just, effective, and humane policies and policy implementation processes.

• Understand and critically analyze current systems of social service organization and delivery and be able both to practice within them and to seek necessary organizational change.
• Engender the empowerment of diverse and disadvantaged individuals, groups, and communities through effective, culturally and linguistically appropriate assessment, treatment/intervention and outcomes evaluation

• Make well-reasoned and well-informed judgments based on professional values and ethics, critical self-reflection, evidence, and the appropriate use of supervision and consultation

• Apply critical thinking skills within the context of professional social work practice, including the ability to critically evaluate major practice frameworks, research evidence, and their own practice.

• Contribute to the profession’s knowledge base and practice through disciplined inquiry, dissemination, and institutionalization of evidence-based practice and policy models.

**MSW Program: Concentration Objectives**

Through advanced preparation in an area of concentration that builds on and broadens a generalist foundation, graduates will:

• Demonstrate a commitment to the promotion of social justice, through their own work and that of the larger social work profession, and apply principles of multiculturalism and empowerment to social change efforts in their practice.

• Demonstrate the knowledge and skills required to assess the differential needs of diverse constituents, plan and implement evidence-based interventions in collaboration with constituents, and critically evaluate, monitor, and continuously refine their practice using appropriate research and evaluation methods.

• Articulate the theories, knowledge of human behavior, and research evidence that inform their practice, apply these mindfully in their work with diverse constituents, and be committed to maintaining the currency of their practice knowledge through life-long learning.

• Demonstrate knowledge and skills in critical analysis of the sociopolitical factors that shape policy and services formation in their area of practice or setting, in analyzing and influencing existing policies and services and in advocating for change in policies, services, and practices locally, nationally, and globally.

• Demonstrate professional values, skills, and behavior through a self-reflective understanding of and adherence to the NASW Code of Ethics and other relevant professional standards.
• Achieve a level of competency such that, with self-monitoring and use of informed consultation, they can practice autonomously in their area of concentration.

Ph.D. Program Objectives
The principal goal of the PhD program is to prepare students to promote social justice by contributing to the advancement of knowledge and practice in the field of social welfare and the profession of social work. Our graduates assume leadership positions in such areas as teaching, research, administration, and policy analysis, and in varying capacities, use their scholarly abilities to improve the quality of policies, programs, and services in the field.

More specifically, the program objectives are for students to acquire:

• Broad understanding of the major policy and practice trends and issues in the field of social welfare and the profession of social work;

• Substantive knowledge of a field of social welfare, e.g., child welfare, HIV/AIDS, violence, and mental health, with particular emphasis on the issues and questions in that field that require scholarly attention;

• Competence to conduct rigorous research that informs and advances policy and practice in an area of social welfare; and

• Balanced preparation for the professoriate including preparation for teaching and related scholarship and faculty roles.

RESEARCH
The School houses several research centers/groups, each of which conducts a varied array of research projects directed toward understanding underserved and historically disadvantaged populations.

➢ The Native Wellness Center is a practice and policy research center with a focus on indigenous health (mental/physical/spiritual) and family/child welfare. Some projects include: perceptions of child neglect among indigenous people study, urban Indian identity and wellness study, American Indian Vietnam veterans life events study, Turtle Island Native wellness project, a Native two-spirit study, and a generations project regarding boarding school involvement.

➢ The Innovative Programs Research Group is an interdisciplinary applied research entity that conducts studies designed to achieve a greater knowledge of the characteristics and needs of underserved populations and assess the effectiveness of innovative means for reducing barriers to the delivery of effective social and mental health services.

➢ The Inter group Dialogue, Education and Action Training and Resource Institute conducts ongoing curriculum development, research and evaluation on the inter group dialogue approach to engaging students across differences.

➢ The Social Development Research Group is an interdisciplinary team of researchers whose efforts are directed toward understanding and promoting
healthy behaviors and positive social development among children, adolescents, and young adults by conducting research on factors that influence development.

Of the over 90 current research projects conducted in the school, a preponderance of them are related to ultimately making a difference in the lives of people from historically disadvantaged populations and reflect the School’s commitment to diversity as broadly defined. The following examples are not all inclusive of the projects in the school but are intended to be illustrative of diversity-related research:

- Aging with Down Syndrome
- Several projects addressing issues related to people with HIV/AIDS
- Church-based Assistance and Older Blacks
- Co-Parenting Among Heterosexual Women and Gay Men: The Hetero-Gay Family Alternative
- Cross Cultural Families – Examining Adjustment of Immigrant Children and Families
- Empowering Students through Inter group Dialogue
- Health Survey of Two-Spirited Native Americans
- The Impact of Neglect on Adolescent Development Minority Supplement
- In-Shelter Family Therapy for Battered Women and their Children
- Inequality in Early Childhood Education and Care
- Integrating Spirituality into Social Work Practice
- Low-Income Working Families and Policy Supports
- National Latino and Asian American Study
- Perceptions of and Attitudes toward Child Neglect among Urban American Indian Parents
- Policy Models for Supporting Maternal Employment
- Promoting Assets Across Cultures
- Protection of Women: Health and Justice Outcomes Study
- Punished by Progressivity: Do High Effective Marginal Tax Rates Trap Low-Income Workers
- Race Differences in Social Relations and Depression Among Older Adults
- Race, social Class, Community Context and Birth weight
- Replicating a Peer Intervention in a Multi-Cultural City
- Response to Sexual Aggression in Dating and Courtship
- Substance Abuse and Transition to Adult Roles
- The Self-Sufficiency Standard (poverty and cost of living standards)
- Social Interaction Across the Life Course (African American and white elderly)
- Sound Families Evaluation Initiative (homelessness and transitional housing)
- Welfare Reform Research Project
- Why Don’t They Marry? Never-Married Women in Thailand
- Undergraduate Research Opportunity Program (impact of student-faculty intervention on minority college student retention and success)
PART VI: CLIMATE

Considerable ongoing investment is made by the School to provide a learning context that is nondiscriminatory and climate in which respect for all persons and understanding of diversity are practiced. Our goal is to institutionalize our mission in the life and work of the school on a daily basis. This section highlights some of the ways that the school engages in activities, events, and initiatives aimed at “living and breathing” this commitment in regard to student learning and support, faculty and staff development, leadership, and research.

Student Learning and Support
Resources of a variety of kinds are allocated for several initiatives that promote respect for and support of diversity for students, including:

- The Students of Color Network that offers social support and serves as a resource for both undergraduate and graduate students that annually sponsors an innovative orientation program (the Bridge of Color Program), designed to assist newly admitted MSW students of color to develop supportive networks and enhance their understanding of the School's requirements and standards for graduate work.

- Several student affinity groups such as the Disabilities Committee, Latina/Latino Social Work Students, GLBTQ student group, Social Workers in Native American Communities (SWINAC).

- The School’s Intergroup Dialogue Education and Action Training and Resource Institute (IDEA) that aims to build alliances across differences both within the school and across the campus.

- The Native Wellness Center, a practice and policy research center, which has a strong commitment to the retention and recruitment of Native students and faculty.

- Diversity education programs, in addition to regular coursework, have been provided for students; e.g., the School sponsored Prejudice Reduction Training for all BASW students through the National Coalition Building Institute (NCBI) in Spring 2003.

Faculty and Staff Development Activities
Resources and support are provided for a variety of faculty and staff development activities around promoting and institutionalizing our diversity and social justice mission as illustrated by the following:

- Over the past two years, the School has been engaged in a process of creating five faculty-led Institutes of Excellence organized around themes that embody our social justice mission. The Institutes - conceived as collective sites of excellence that generate new research, teaching, and service agendas - involve important changes in the institutional culture of the school by creating new organizational spaces that foster new and cross-
cutting collaborations within and beyond the university and harness our collective potential for social change. They will help us to respond effectively to the needs and challenges of a global society and bring our diversity and social justice mission to new levels and populations. The five Institutes of Excellence, comprised of strong and diverse faculty who are deeply committed to promoting social justice for historically disadvantaged populations, include: the Institute on Inequality and Social Structures, the Multigenerational Institute on Health, Development and Equality, the Global-Local Community Action Institute, the International Indigenous Populations Institute, and the Institute on Violence-Related Trauma.

- Faculty reading groups met in the Spring 2003 around diversity and social justice curriculum content and issues.
- A faculty and staff development group of white allies began meeting in Fall 2003 with the goal of improving their effectiveness in helping students constructively deal with and learn from diversity and social justice issues both in and out of the classroom.
- A Faculty and Staff day-long retreat in September 2003 focused on diversity issues in the school in the past and the present with goal setting for the future. The facilitator of the retreat was Dr. Rusty Barcelo, UW Vice Provost for Minority Affairs.
- A series of Faculty Dialogue Dinners were held in Winter-Spring 2004 aimed at facilitating discussion of the school’s conceptualization and implementation of its diversity and social justice curriculum framework.
- An annual series of Lunch Forums for faculty, staff and students - monthly sessions that feature our faculty’s research as well as outside speakers - began during the 2002 academic year and continue through 2003-04. Several sessions addressed issues of diversity; for example: Research on Social Inequality and Health Disparities, topics related to refugees and immigrants, affirmative action and diversity on campus research. Three nationally prominent researchers made presentations on health disparities: Dr. Michael Omi (UC Berkeley), Dr. Norman Anderson (Harvard), and Dr. Robert Taylor (U of Mich).

PART VII:
ENGAGEMENT WITH THE EXTERNAL COMMUNITY

External Agencies as Field Education Settings
As of the 2003-04 academic year, the School has 252 affiliate and clinical practicum instructors who work in settings in the community. Practicum instructors are selected by their respective agencies and by the School. Practicum instructors and sites are selected with special attention to:

- recruiting agencies for practicum sites that serve client populations of color and have minority staff who may serve as practicum instructors. While very few practicum agencies focus on particular populations to the exclusion of others, some local population-specific agencies are currently under contract as field sites, such as the African American Resource center serving African American foster families, the Vet Center serving Vietnam veterans, and Tacoma Community House serving recent immigrants.
The Practicum office in both Seattle and Tacoma engage in ongoing efforts to increase the number of diversity-related field placements.

- Prior to the School’s approval of an agency as a practicum site, the agency must have developed affirmative action policies prohibiting discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, political orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-Era veteran among faculty, staff, student interns, and clients.

A Practicum Advisory Council provides advice regarding the School’s practicum programs. The Practicum Advisory Council provides consultation to the School faculty and Practicum Coordinating Committee regarding practicum curriculum policies and procedures as well as coordination between classroom and field learning experiences. Members of the Council are appointed based on special efforts to ensure diversity of representation from the community.

Other Forms of Engagement with the Community

Faculty and staff are engaged with the external community in a variety of other ways:

- The Director of the Tacoma program served three terms as Co-Director for Diversity and Minority Affairs, which addresses issues of discrimination on the Tacoma branch campus and which was also instrumental in forming the South Puget Sound Higher Education Diversity partnership – a consortium of 13 educational institutions aimed at nurturing respect for its diverse communities.

- The School’s Northwest Indian Child Welfare Social Work Partnerships: Building on Strengths project, funded by the DHHS Administration for Children and Families, supports training and research around the recruitment and retention of Native social work students interested in Indian child welfare.

- Our School houses the Hartford Geriatric Enrichment in Social Work Education Project with the Principal Investigator being the School’s Dean Emeritus. The project provides funding to 67 social work programs to support curricular and organizational changes that will ensure that the gerontological content is embedded within the required foundation courses and is sustainable over time. One of the 67 GeroRich programs is in our school as well.

- Through a HECB grant funded project, students engage in learning projects in the community that connect the local with the global. Students work with an Native American Project of the American Friends Service Committee and with a Maryknoll project that provides support to people with HIV/AIDS in Cambodia.

- The Global-Local Community Action Institute (GLOCAL) is developing partnerships with refugee and immigrant communities.
PART VIII: SUMMARY AND FUTURE DIRECTIONS

The School of Social Work is strongly committed to providing a learning context that is non-discriminatory and that is one in which all persons are respected and there is an understanding of diversity reflecting the profession's fundamental tenants. The School continues to make consistent efforts and continues to seek innovative ways to achieve its goals related to nondiscrimination and open communication and collaboration and to "live and breath" our diversity and social justice mission. Admissions policies and procedures have been developed to ensure the matriculation of well-qualified candidates from diverse backgrounds and with varying points of view. Support for students aims to ensure retention and successful completion of the program. We will continue our efforts to increase diversity and to build community within diversity in the school's climate. We join with the University-wide commitment to the value of diversity as central to academic excellence.

While we have engaged in extensive efforts and have made progress in the areas of recruitment, hiring, and retention of faculty, staff and students of color, there are some areas that require increased attention and resources in the coming year.

- We will continue to engage in efforts to increase the diversity of our student body and to meet the challenges of an increasingly diverse classroom environment. We need to continue to focus on increasing the number of African American, Native American, and Hispanic applicants for all of our academic programs. While recruitment is being strategically targeted to increase the applicant pool and we simultaneously evaluated and revised our MSW admissions process with success, we now need to focus similar efforts on our BASW program.

- Staff hiring practices within the School of Social Work need continual attention. Practices should be reviewed to ensure that the recruitment process is as open as possible, within the constraints of the University classified and professional staff systems.

- Although the School has been extremely successful at recruiting faculty of color, we are still in particular need of more Hispanic and African American faculty and we also only have two Native American faculty. Recruitment of faculty of color is highly competitive and large start up packages are being offered by our peer institutions to attract from a limited pool. Our successful bid for faculty of color since 2001 has required considerable financial investment. In order to retain faculty of color, mentorship is critical. While we have several senior faculty members who are Asian American, we only have one Native American associate professor and no African American or Hispanic senior faculty. We are particularly challenged to recruit senior faculty who are African American or Hispanic and to obtain adequate funds to attract them to our school.

- The School also faces challenges in the retention of faculty of color and, in addition to providing support that is competitive with our peer institutions, additional attention is needed to promote an organizational environment to ensure achievement of our goals: to create a supportive school environment characterized by open communication, collaboration, participation and a sense of community and which values people of
different ethnicity, race, gender, sexual orientation, political orientation, physical abilities, strengths and potential. The retention of faculty of color is a campus wide issue as well and we need to continue to be involved on that level as well.

➢ We will continue to work to bring the salaries of women and minorities, when below the median for their rank, and deal with salary compression issues. We will also provide the supports needed for women and minorities who are assistant and associate professors to achieve promotion to the next rank.

➢ We will continue to address the issues that are inherent in an increasingly diverse learning environment and workplace. Faculty development is needed to address the educational challenges and to help faculty maximize learning opportunities that are present in a diverse classroom. Since our school is a microcosm of society, living with and learning from difference means engaging in strategies to enhance positive workplace relationships and maximize the potential of learning from our differences. Our challenge is to develop strategies that create more open learning spaces that build on the diversity in all segments of our community—students, faculty, and staff. The Executive Committee is charged with assessing the school’s climate and making recommendations for strengthening it where needed.

➢ Of additional concern is the relationship that exists between the School’s efforts to realize its mission to eliminate inequities and promote social justice for traditionally under-represented groups and current social attitudes opposing such efforts. Despite these obstacles, the School is committed to continuing to provide leadership in promoting non-discriminatory practices and policies and ensuring equity. With the UW President’s appointment of a steering committee to evaluate and make recommendations to strengthen diversity in our institution, the University remains publicly and strongly dedicated to affirmative action in admission and hiring as a way to improve academic excellence and efforts to enhance respect for and understanding of diversity.