Since its inception, the University of Washington, Bothell, has been committed to diversity in all aspects of its operation. Established by founding members of the campus, the language reflected in the Mission and Goals of the University of Washington, Bothell testifies to this commitment as follows:

"Build an inclusive and supportive community of learning and incorporate multicultural content and diverse perspectives on ethnic and racial groups, gender, sexual orientation, social class, and special needs." (Mission and Goals of the University of Washington, Bothell, approved by the faculty 1996, excerpt).

This report details selected diversity accomplishments from our previous academic year as well as initiatives currently under way. It concludes with challenges facing our institution, some of which are being addressed as of the writing of this report.

I. Student profile at the University of Washington, Bothell:

Originally established to serve the needs of the non-traditional, place-bound population within our region, the composition of our student body is a demonstration that this charge is being met. With respect to gender, 59% of our students are female while 41% are male. This figure is typical of most trends reported nationally. With respect to age, however, we are not typical in that 43% of our students are age 18-25, 32% are 26-35, and 25% are 35 and older. During the past two years we have seen a slight growth in the 18-25 year age group, a change related to an increased number of students transferring to our institution from the University of Washington, Seattle campus, while the percentage of our students whose age is 35 and older has remained quite stable.

The racial composition of our students continues to show under-representation for Hispanic, African American, and American Indian populations, with the Asian population continuing to show growth in numbers.

<table>
<thead>
<tr>
<th>Race</th>
<th>Percent of Total Student Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>57%</td>
</tr>
<tr>
<td>Asian</td>
<td>14%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2%</td>
</tr>
<tr>
<td>African American</td>
<td>2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1%</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>24%</td>
</tr>
</tbody>
</table>

The University of Washington, Bothell has a strong international student contingent, with a record number of 46 students representing 20 countries enrolled this year. This group of students has grown at a rate of 10% or greater each year of program operations.

II. Student access and opportunities:

Efforts to recruit a diverse student body have increased during the 2002-2004 time period. Two new advisors, one African American and one Asian, have been added to
the recruiting staff. Targeted outreach to under represented groups was a goal identified through the Student Affairs strategic planning effort, with some examples of specific action steps taken this year including the following:

- Participation in more than 12 community events whose primary audience included diverse populations.
- Attendance and outreach performed at the Community and Technical College Students of Color Conference held in Yakima, Washington.
- Outreach to Northwest Indian College and the Tulalip Tribe through visits, on-site activities, and campus tours.
- Completion of formal working agreements with three community college international programs, thereby assisting international students who seek upper-division access following completion of the community college degree.

III. Student Development and Retention:

Through recent student satisfaction surveys it is clearly noted that the most powerful student development and retention tool available at the University of Washington, Bothell is direct access to faculty and staff. Students note that these personal relationships are essential to their success – an effort that is reflected across all groups of UWB employees.

Specific retention efforts occur at both the organizational and program level. Each student who drops all classes following the start of any given quarter is contacted by Student Affairs staff via telephone or, if not available through that means, by email or letter. They are offered a wide range of assistance that encourages continuation of their studies. This assistance can take the form of 1:1 advising or counseling, assistance with financial aid, academic support in the area of writing or quantitative skills, and assignment of a mentor. Each program area employs a range of student retention services to include targeted advising, tutoring, and referral to academic support services.

Through multiple efforts, student leadership training and opportunities are afforded to all students in our community. This year, four of nine student government officers are people of diversity. Efforts to recruit students of diversity to serve on the Student Technology Fee and Services and Activities Fee Committees (two primary decision making bodies for students) have been successful in all cases this year.

Efforts to coordinate and leverage resources between the co-located campus partners, Cascadia Community College and the UWB have been extremely successful. Speakers, events, and the annual Intercultural Night drew crowds of up to 200 attendees during the academic year.

IV. Engagement with the External Community:

Many efforts to engage the external community in activities aimed at expanding diversity on campus continue. Two specific examples include:

- Engagement of community representatives of color as members of the campus Advisory Board, Publications Board, Career Advisory Board, and as internship sponsors.
• Inclusion of community members on the newly formed Task Force on Inclusiveness, a group charged with reviewing current diversity efforts and developing a plan for expanding and strengthening these efforts over the next five years.

Because civic engagement is a cornerstone of the student experience at UWB, many external requests for participation in projects serve to connect our students with a diverse world. Cancer walks, the Martin Luther King Day of Service project, and a construction project focused on providing access for the handicapped are three recent examples that testify to our engagement with the external community.

V. Staff, administrative, and faculty diversity:

Employee composition at the University of Washington, Bothell, reflects our commitment to providing options for diverse applicants. With respect to gender, our employee population is balanced quite evenly between female and male. At this time, 14% of our employee population is minority, with 9% being Asian, 4% Hispanic, and 2% being African American. During the 2002-2003 time period, UWB saw the addition of one new faculty person as well as 8 staff from underrepresented groups.

VI. Curriculum:

The University of Washington, Bothell demonstrates its commitment to "build an inclusive and supportive community of learning and incorporate multicultural content and diverse perspectives on ethnic and racial groups, gender, sexual orientation, social class, and special needs" through a strong curriculum and exemplary teaching practices. Although there are many UWB examples of this work, five specific cases in point include:

• Engagement in a grant and community funded project to bring technology to the Tulalip Tribe. Professor Bill Erdley, along with a team of students and our partner institution Edmonds Community College, is working to provide a technology infrastructure that serves each household in this Native American community as well as businesses associated with the tribe. The project will also increase opportunities for business and industry development for the tribe while affording options for training and skill development to young people seeking new careers.

• Continued teaching and leadership provided by Professor Diane Gillespie to the Critical Moments Project, funded by the Hewlett Foundation and co-sponsored by the Washington Center for Improving the Quality of Undergraduate Education. This project assists participants in recognizing situations that deter students of color from successfully completing their academic experiences. In addition, it engages institutions in strategies that prepare faculty and staff who can provide intervention and guidance to support and encourage those students who are directly impacted or may be of assistance to others in these types of situations. Dr. Gillespie’s training will be offered to a UWB campus team later this month, thereby preparing them for work on the Intercultural Communications Survey project described later in this report.
- Involvement of Business Program students, under the leadership of Professor Karen Brown, in developing a business plan that will result in successful remodeling efforts for a local group home. This project, addressing issues in a setting dedicated to serving severely ill children who must reside in a specialized medical care facility, hones business skills while exposing students to the myriad of challenges faced by the disabled and non-profit community.

- Expansion of the offerings in “Race and Ethnicity Studies” (www.bothell.washington.edu/pathways/race_ethnicities.html) to include a focus on issues of disability, and a continued focus on gender studies in an expanded format (www.bothell.washington.edu/pathways/gender_studies.html).

- Reconstitution of an interdisciplinary arts and sciences course on teambuilding. More than 80 students have participated in this course offering thus far this year. Their participation prepares them for service on campus committees and team project-oriented activities. The class is comprised of students who reflect all aspects of diversity on campus, engaging them in learning that is empowering and connecting.

These teaching and learning efforts are but a sample of those being undertaken by a committed and talented faculty, living out the mission of UWB.

VII. Climate:

While many initiatives are being undertaken to support and expand a climate which welcomes and honors diversity on our campus, two are worthy of special note in this report:

- During the summer of 2003 the Chancellor convened two special meetings of the expanded Chancellor’s Cabinet in order to revisit the workings of the campus Inclusiveness Committee, results since its inception, and the path that should be taken to expand its efforts. As a result, a special Task Force on Inclusiveness was convened during Winter Term 2004, the purpose of which is two fold:
  - Revisit the current charge to the Inclusiveness Committee and amend as appropriate given the size and scope of campus efforts, and
  - Reconstitute the committee to include members of the external community who will serve to guide diversity efforts for the campus and the region it serves.

While this work has just begun, we look forward to additional strengthening of efforts that lead to a campus that is inclusive in its operation and practices and sets an example for the region at large.

- Work is underway to assess the intercultural communication capacity of our campus. Using theory and practices developed by Drs. Milton and Janet Bennett (1999), a group of undergraduate students, mentored by staff and faculty of UWB, will work as a team to learn assessment techniques specific to intercultural communication practices, assess members of our campus community at large (students, faculty, and staff), then use the results of this assessment as the basis of recommendations for consideration by the Task Force on Inclusiveness. It is
anticipated that this work will be completed during Fall Term 2004. The results of this effort will serve to guide the campus with respect to events, activities, curricular decisions, services, and broader initiatives.

VIII. Challenges:

While there is much to celebrate in respect to efforts on campus that are congruent with our mission with respect to inclusiveness and diversity, several challenges still remain:

- Attracting a diverse staff and faculty must be a continued commitment of the organization if we are to offer the best in teaching, learning, and service to a diverse student body. Specific efforts aimed at recruiting people of diversity must serve as foundational human resource practices.

- In order to continue attracting a highly diverse student body, campus recruitment and service staff must represent diversity among their ranks. While some progress has been made in this arena, the addition of positions targeted to this end is a goal for the future. Given the size of the institution, these changes may take a period of time to accomplish – but attendance to this outcome is essential.

- A clear and specific plan that will guide diversity efforts on campus is essential to realizing additional progress. The Task Force on Inclusiveness is a good first step, and will be followed by a strong effort to incorporate the results of their work into the operating practices of the organization.

There is much to celebrate with respect to diversity efforts on the UWB campus. Thoughtful consideration of additional activity will continue this institution’s propensity to welcome and honor all people.

02/05/04th