

University of Washington
DIVERSITY APPRAISAL REPORT

Prepared for President Mark Emmert

Submitted December 20, 2004
By Nancy “Rusty” Barceló
Vice President and Vice Provost for Diversity

On behalf of the
Diversity Appraisal Steering Committee

University of Washington Diversity Appraisal Report

| | |
|---|-----------|
| Preface: Why Diversity Matters | i |
| Diversity Appraisal Steering Committee Members | ii |
| I. Steering Committee Observations, Challenges, and Priority Recommendations | 1 |
| II. Overview: Appraising Diversity | 3 |
| Scope and Process of the Diversity Appraisal—Phase I | 3 |
| Limitations of this Report | 4 |
| Next Steps in the Diversity Appraisal Process—Phase II | 4 |
| III. Leadership for Diversity | 6 |
| Historical Context | 6 |
| Diversity as a University Value | 7 |
| Diversity and Organizational Structure | 8 |
| Examples of Good Practice | 9 |
| Challenges and Recommendations | 10 |
| Ten Principles to Guide Diversity Planning | 12 |
| IV. Diversity in Student Access and Opportunities | 13 |
| The University’s Commitment to Access | 13 |
| Pre-College Outreach | 13 |
| Undergraduate Admissions | 14 |
| Graduate Recruitment and Admissions | 15 |
| Examples of Good Practice | 16 |
| Challenges and Recommendations | 17 |
| V. Diversity in Student Development and Retention | 19 |
| Institutional Support for Student Development and Retention | 19 |
| Student Retention | 20 |
| Examples of Good Practice | 21 |
| Challenges and Recommendations | 23 |
| VI. Diversity in Engagement with External Communities | 24 |
| Fostering University-Community Partnerships for Diversity | 24 |
| Institutional Level Programs | 24 |
| Examples of Good Practice | 26 |

| | |
|--|------------------|
| Challenges and Recommendations | 27 |
| <u>VII. Staff Diversity</u> | <u>28</u> |
| Recruitment of Diverse Staff Members | 28 |
| Continued Support of University Employees | 28 |
| Invisibility of Staff Needs and Contributions | 29 |
| Staff-Driven Efforts to Support Diversity | 29 |
| Examples of Good Practice | 29 |
| Challenges and Recommendations | 30 |
| <u>VIII. Faculty Diversity</u> | <u>31</u> |
| Hiring and Retaining a Diverse Faculty | 31 |
| Administrative Support and Oversight | 31 |
| Examples of Good Practice | 32 |
| Challenges and Recommendations | 33 |
| <u>IX. Diversity in Curriculum</u> | <u>35</u> |
| Approaches to Diversity in the Curriculum | 35 |
| Institutional Level Programs | 35 |
| Areas of Curriculum | 36 |
| Examples of Good Practices | 39 |
| Challenges and Recommendations | 40 |
| <u>X. Diversity and Research</u> | <u>42</u> |
| Highlighting Diversity in Research | 42 |
| Interdisciplinary Research Centers with Emphases on Diversity | 42 |
| Faculty Research on Diversity | 43 |
| Examples of Good Practice | 43 |
| Challenges and Recommendations | 44 |
| <u>XI. Diversity and Climate</u> | <u>46</u> |
| Conceptualizing Climate | 46 |
| Examples of Good Practice | 47 |
| Challenges and Recommendations | 48 |
| <u>XII. Call for Proposals: President’s Diversity Appraisal Implementation Fund</u> | <u>50</u> |
| <u>Appendix: External Review</u> | <u>52</u> |
| <u>Diversity Appraisal Report References</u> | <u>60</u> |

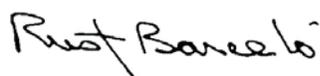
Preface: Why Diversity Matters

Bridging our nation’s political and social divides is a challenge of understanding diversity. The University of Washington’s history, commitment, administrative guidance, faculty and staff expertise, dedicated student involvement, and the support and engagement of the external communities make a tremendous contribution to addressing diversity in higher education. One of these contributions is gaining understanding and practical knowledge of how diversity transforms all of our endeavors and how diversity in the realm of student affairs informs and strengthens diversity in academic affairs.

The term diversity covers an array of differences—race, gender, class, ethnicity, sexuality, disability, religion, nationality—differences that have deep impact on the very ways people construct and assess knowledge. Recognizing and supporting these interconnected differences have supported increased student and faculty success, brought about disciplinary revolutions, encouraged scholarship across disciplines, and has yielded powerful new research. Incorporating and promoting diversity throughout our institution, and at all levels, is paramount in our continued and future success as an institution. Continued transformation of our campuses, admissions, students, staff and faculty experiences, the climate as a whole, and our relationships with our varied communities off the campuses is essential. Institutionalizing the effective ways we have worked with diversity in the various program-level efforts is critical to providing the most rigorous, enlightening and powerful educational environment possible.

The following Diversity Appraisal Report is the first step in a series of opportunities to reflect and build on accomplishments, struggles, and possibilities. Many of our diversity initiatives have met with success, and we are now poised to create the institutional commitment to transformation and innovation that is required to sustain a diverse, rich and rigorous learning environment. Collaboration has been one key to success in our diversity initiatives. We invite students, faculty, staff and community members from Seattle, Bothell, and Tacoma campuses and Washington State to work toward achieving the recommendations highlighted in the following report.

I wish to thank members of the Diversity Appraisal Steering Committee who guided the appraisal process from the outset, read and analyzed reports and oversaw the preparation of this report. I especially acknowledge and thank members of the Diversity Appraisal Writing Team: Johnella Butler, Gail Dubrow, Gabriel Gallardo, Ruth Johnston, Felipe Mendez, Helen Remick and Betty Schmitz. Appreciation is extended as well to colleagues Ana Mari Cauce and Debra Friedman for reading and responding to the final report draft. And lastly, special thanks and appreciation go to Pamela Ralston, report editor, who crafted the present document from many disparate pieces with great talent and patience.



Dr. Nancy “Rusty” Barceló
Vice President for Minority Affairs & Vice Provost for Diversity

Diversity Appraisal Steering Committee Members

Nancy “Rusty” Barceló
Steering Committee Chair
Vice President and Vice Provost for Diversity

George Bridges
Dean and Vice Provost, Undergraduate Education
Professor, Sociology

Johnnella Butler
Associate Dean and Associate Vice Provost, the Graduate School
Professor, American Ethnic Studies

Gail Dubrow
Associate Dean for Academic Programs, the Graduate School
Professor, Architecture, Landscape Architecture, and Urban Design and Planning

Gabriel Gallardo
Assistant Vice President, Office of Minority Affairs

Ross Heath
Chair, Faculty Senate
Professor, School of Oceanography

Susan Jeffords
Vice Provost for Academic Planning
Professor, English and Women Studies

Ruth Johnston
Associate Controller, Student Fiscal Services
Associate Treasurer, Financial Management Administration

Kelsey Knowles
President, Associated Students of the University of Washington

Felipe Mendez
Graduate Student, Daniel J. Evans School of Public Affairs

Ernest Morris
Vice President for Student Affairs

Harlan Patterson
Vice Provost for Planning and Budgeting

Helen Remick
Assistant Provost for Equal Opportunity

Betty Schmitz
Director, Center for Curriculum Transformation

Jeff Stevens
Secretary, Graduate and Professional Student Senate

I. Steering Committee Observations, Challenges, and Priority Recommendations

The Diversity Appraisal Steering Committee, having reviewed the unit appraisals and reports of external evaluators, offers a set of significant observations and challenges that capture how units and leadership have engaged with diversity. As a result of these insights, the Committee offers priority recommendations. We provide more detailed observations, examples of strong practice, challenges and recommendations for the University community throughout the report.

The Committee observes that the University of Washington has clear strengths:

1. Despite the lack of clear rewards, almost all units, from departments to colleges and schools to the University as a whole, have undertaken initiatives to enhance diversity.
2. An expansion of pre-college programs has contributed to building an educational pathway for a more diverse undergraduate student body.
3. To advance the goals of preparing students for college, supporting economic development, and enhancing educational opportunity, many units are engaging in meaningful and sustained partnerships with diverse communities throughout the state.
4. A number of units have undertaken sustained collaborative efforts to address issues of curriculum and climate and integrate diversity into their missions, values, and goals.
5. Due to the sum of these efforts, the University is well positioned for the next stage of transformation in which diversity is increasingly integrated in the core missions of education and research.

The Committee has identified these diversity challenges for the University:

1. There are multiple understandings and a lack of clarity about the meanings of terms such as “diversity,” “climate,” “underrepresented,” and “minority;” this lack of clarity extends to challenges conceptualizing diversity initiatives as inclusive practices.
2. Implementation of institutional diversity goals remains uneven across units, due to lack of understanding and agreement about what practices, policies, and behaviors honor and support diversity as a core value.
3. Improving climate remains a critical challenge at all levels of the University.
4. There are few agreed-upon indicators and benchmarks for evaluating diversity initiatives.
5. Many existing efforts suffer from isolation, lack of coordination and communication.
6. There are no clear pathways to institutionalization, even for proven initiatives.

After assessing both strengths and challenges, the Committee offers the following recommendations:

1. Administration: Set institutional priorities for diversity, and review policies about access and retention, admissions, hiring, benefits, promotion and tenure, and resource allocation in terms of those priorities.
2. Assessment: Establish benchmarks and objectives consistent with institutional priorities for diversity.
3. College readiness: Enhance the University's ability to provide effective and coordinated outreach for the preparation of underrepresented students for postsecondary education in the State of Washington.
4. Student access: Recognize and reward units that utilize effective approaches to student recruitment and admissions at the undergraduate, graduate and professional levels.
5. Student development and retention: Ensure that admissions policies, advising and mentoring, and access to majors and educational opportunities for all academic units encourage and support students to attain their educational objectives.
6. Engagement with external communities: Continue to build, sustain, and coordinate relationships with diverse communities throughout the region to foster economic development, cultural vitality, and educational opportunities.
7. Staff: Increase attention to climate issues for staff, recognize staff for their contributions to diversity, and assess the needs of staff with respect to diversity.
8. Faculty: Set high expectations for diversifying the faculty at the school/college level, monitor progress, and recognize success in recruitment and retention.
9. Curriculum: Ensure that students in all undergraduate, graduate and professional degree programs graduate with the requisite knowledge and competencies related to diversity as defined by the field.
10. Research: Support and promote research at UW to advance institutional diversity goals and knowledge about diversity in academic fields.
11. Climate: Articulate how historical, structural, and behavioral dimensions of climate affect interactions and opportunities on campus and address the concerns of diverse faculty, staff, and students at every level of the University.
12. Diversity as a value and objective: Engage the University community across all three campuses in discussion of defining and integrating diversity as an institutional and unit value and setting objectives for attaining diversity.

II. Overview: Appraising Diversity

We will become an academic community that mirrors the varied faces of our society. The challenges of our time require the energy and ideas of all our people. We cannot afford to leave out the creativity and innovations of any segment of our society. But beyond this practical argument, equality of opportunity is a matter of simple justice.

It's the right thing to do, and this University will do it.

President Mark Emmert
Come Together Washington, October 15, 2004

The following Diversity Appraisal Report provides a summary of diversity initiatives at the three campuses of the University of Washington. Synthesizing over 150 individual reports by University departments and units, the report underscores the effectiveness of the work we have done and points out directions for next steps.

Scope and Process of the Diversity Appraisal—Phase I

Seeking to know more concretely how diversity is addressed across the three campuses of the University, President Lee Huntsman issued a charge to all units in December 2003, requesting a diversity appraisal. For the appraisal, diversity is defined as “race, gender, disability, class, sexual identity/orientation, religion, age, ethnicity, culture, region/geography, and indigenous status.” Vice President and Vice Provost for Diversity Nancy “Rusty” Barceló convened a steering committee that developed three core questions to guide these reviews:

1. How is diversity a visible and active part of your unit?
2. What are the specific ways that diversity is integrated into your academic mission in regard to your curricula, your undergraduate and graduate students, your faculty, and your staff?
3. What are the ways in which you have structured your unit so that diversity is institutionalized as part of your criteria for success?

Units were asked to address these questions in relation to the following categories:

- Student Access and Opportunities
- Student Development and Retention
- Engagement with the External Community
- Staff and Administrative Diversity
- Faculty Diversity
- Curriculum
- Research
- Climate

These categories provide the organizing principle for the following report, although categories of Staff and Administrative Diversity and Curriculum and Research have been divided here for more focused analysis.

In May 2004, UW commissioned Dr. Christine Cress, Associate Professor of Postsecondary, Adult and Continuing Education Program, Portland State University, to provide an external evaluation of the Diversity Appraisal reports (see Appendix I). Cress reports that “[i]n spite of the legal challenges and confusion presented by the passage of I-200, it is apparent that institutional strides to become an intellectually diverse and integrated university have been made. Enclaves of individuals have responded with a renewed creativity and enthusiasm for ensuring a pluralistic university through community outreach, curricular integration and scholarship, and programmatic support for students, staff, and faculty.”

The unit diversity appraisals, read collectively, have provided multi-layered insight into how each unit perceives itself in relation to diversity and allows for comparative reading of academic departments across disciplines and campuses. More than a quantitative diversity audit, Phase I has provided a series of developing narratives and practices yielding a rich picture of UW’s many diversity activities.

Limitations of this Report

The scope, depth, and detail of 150 unit reports submitted range from one-page responses with little attention to the critical questions or key diversity targets, to lengthy, comprehensive summaries infused with relevant assessment data. This variation of reporting led to unevenness in the overarching narrative and limits the comprehensiveness of the report.

The report is further hampered by the lack of institutional and unit benchmarks for gauging the success of initiatives. The report offers examples of good practice as possible indicators for the establishment of benchmarks to guide further assessment. While a complete and comprehensive assessment of all the effective work at UW would be ideal, this report summarizes what those units responding to President Huntsman and Vice President Barceló’s request submitted, not all that exists at the University. This report will be updated as new information is received.

Next Steps in the Diversity Appraisal Process—Phase II

The reports raise a number of important questions that need to be further examined in Phase II of the Diversity Appraisal process. Among them include:

- Are issues of diversity at the center of beliefs and practices for all University units and programs?
- What does this mean for daily interactions and experience of campus climate?
- How are diverse forms of scholarship and teaching/learning supported and rewarded?
- How are policies and procedures (*e.g.*, family leave) being applied?
- What kinds of alignment exist between institutional goals for diversity and programmatic goals? How are these achieved within administrative and academic units?
- How are student, faculty and staff diversity, and professional development issues being addressed?

- Are the right structures in place to: recruit and serve students? Recruit and retain faculty and staff members? Integrate diversity into the curriculum and research? Engage with diverse external communities?

To address these questions and others raised by the Diversity Appraisal, President Mark Emmert has called for two implementation initiatives:

1. Best Practices Working Groups:

Many reports expressed the desire for assistance in achieving their goals for diversity, especially by having opportunities to learn from the good practices and success of others. To assist with interinstitutional learning, teams of students, faculty, staff and community experts will be constituted to provide consultation, training, resources and toolkits for departments to use to improve practice and results in recruitment and retention, curriculum, climate, and other areas of concern.

2. President's Diversity Appraisal Implementation Fund:

The sum of \$400,000 has been allocated over the next two years to fund projects that address challenges and recommendations in this report, and which significantly enhance diversity at the University of Washington. The Call for Proposals, Section XII of this report, provides the guidelines for funding. Proposals are due March 18, 2005.

Further information on both of these initiatives can be obtained by contacting, Dr. Nancy "Rusty" Barceló, Vice President for Minority Affairs and Vice Provost for Diversity, 206-685-0518, vpoma@u.washington.edu.

III. Leadership for Diversity

Unless the academic excellence of the entire institution is reconstructed within a pluralistic paradigm, diverse students, staff, and faculty may feel segregated by their values, priorities, and scholarship. In addition, majority members may feel that their own contributions are less valued. The challenge is to create an inclusive organizational environment that supports the rich potential of each individual.

Christine Cress, external evaluator

Research suggests that attaining organizational goals for diversity requires vision, leadership, and resources from the top leadership of the university (Smith, 1997; Bensimon, 1995). Evaluating the effectiveness of diversity strategies requires an examination of leadership in order to gain insight into how effectively the University of Washington has internalized and institutionalized its commitment to diversity.

Historical Context

The University of Washington has a long and impressive history of addressing diversity. The efforts of many students, faculty, staff, and community members over the last five decades have made the University of Washington home to many nationally and internationally recognized programs and centers and have helped prepare UW to become a leader in diversity issues.

While there have always been tensions over tradition and change in higher education, the civil rights movements of the 1960s ushered in unprecedented changes related to diversity. At the University of Washington in the sixties, students, faculty, and staff members fought for funding for student groups, increased access for students of color, recruitment of faculty and staff of color, and curricular changes. As a result, in the early 1970s, the University of Washington created the Office of Minority Affairs and the Ethnic Cultural Center, the first university-owned building of its kind in the country. The University of Washington also created one of the first administrative positions for Vice President for Minority Affairs in the country to provide systemic attention to student diversity and academic support for underrepresented students. The Faculty Senate established the Special Committee on Minority Faculty Affairs and the Special Committee on Faculty Women. UW faculty developed programs that later became the departments of American Ethnic Studies, American Indian Studies, and Women Studies, and the UW Women's Center opened its doors in 1978.

In the following decades, advocacy for diversity continued and programs grew. The focus on diversity has broadened to include transformation of curriculum and attention to institutional climate. In the late 1980s and throughout the nineties, students repeatedly pressed for an ethnic studies requirement for the Seattle campus. While their efforts did not result in a requirement, they did succeed in bringing the mission, purpose and content of American ethnic studies to the attention of the entire campus. Major curriculum transformation grants from the Ford Foundation and the National Endowment of the Humanities provided faculty development grants that resulted in the inclusion of diversity across the University curriculum and the establishment of the Center for Curriculum Transformation. Creation of two new campuses at Tacoma and

Bothell saw the introduction of new, interdisciplinary liberal arts programs that incorporated the study of diversity.

New faculty members with expertise in diversity have helped to transform both curricular offerings and research. New generations of students have transformed how we think about diversity as well, advocating for expanded opportunities for different ethnic groups, students with disabilities, gay, lesbian, bisexual, transgender and intersex students, international and immigrant students, and mixed-race students. The University has developed stronger relationships with external communities, thereby providing constant advocacy for underrepresented peoples, diverse perspectives, and insight into how the UW can fulfill its mission to provide education for the whole of the state of Washington.

Periodic assessments of progress and changes in legal and social contexts have shaped different approaches to change. In 1997, for example, the Minority Faculty Recruitment and Retention Subcommittee of the Board of Deans submitted an assessment of recruitment and retention of faculty of color, encouraging the University in general and the Deans in particular to develop new strategies to achieve higher recruitment and retention of faculty of color.¹ In 1998, the state voters passed Initiative 200, a referendum prohibiting preferences by government entities in education, employment and contracting, based on race, color, national origin, and sex. I-200 prompted the UW to engage in new conversations about diversity, pushing the institution to develop different approaches to attain its goals. Working in tandem with student and alumni groups in 2000, President Richard McCormick and campus leaders committed to a Diversity Compact to ensure continuing progress in critical areas of outreach, recruitment and retention, and curriculum and climate.² He also created a Task Force on Diversity in the Curriculum (2001) to respond to student and faculty concerns over failed efforts to pass a diversity requirement at UW Seattle, which has resulted in a new diversity minor in the College of Arts & Sciences.

Initiative 200, other legal cases across the country (notably the University of Michigan decision in June 2003), and nationally recognized research in diversity studies have compelled the University to review again its diversity practices. While effective work had been done at all three campuses, no comprehensive assessment had been undertaken to provide insight into good practices, to encourage cross-departmental learning, and to identify gaps in services and programs. President Lee Huntsman and the University thus sought to draft a plan that would provide innovative approaches for achieving diversity on our campuses, and have launched the first phase of the Diversity Appraisal, a self study of current practice.

Diversity as a University Value

The University of Washington has created a mission statement as a working document that periodically reflects new emphases in the vision of the University. In 1998, and again in 2001, the University revised this statement to reflect its commitment to diversity. Prior to adopting the most recent revisions, the University of Washington Regents called for efforts to “continue to pursue the goal of racial and cultural diversity in the University of Washington student body, in

¹ The Bradford Report is found at <http://www.washington.edu/admin/eoo/bradfd.html>

² The Diversity Compact is available at: http://www.washington.edu/president/10_21_00-Diversity_Compact.htm.

all ways consistent with the laws of the state of Washington and the federal government.”³ The Regents’ statement emphasized the benefit of diversity in the student body: “Students educate each other, in the classroom and in many informal settings; they challenge one another’s assumptions, they broaden one another’s range of experience, and they teach one another to see the world from varied perspectives.”

UW Bothell’s mission statement states: “We provide access to excellence in higher education through innovative and creative curricula, interdisciplinary teaching and research, and a dynamic community of multicultural learning.” UWB lists goals 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,” and “attract and support an internationally diverse student body and a nationally recognized faculty and staff.” The University of Washington Tacoma has a statement of diversity governing campus climate: “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.”

President Mark Emmert has clearly evidenced a conviction that diversity is central to the mission and purpose of the University. A group of UW administrators, faculty, staff, and students are currently writing a University diversity mission statement. They are drawing upon values and ideas from existing UW documents and reports, University forums and discussions about diversity, the University Diversity Council’s Staff Working Committee Values Statement on Working Climate, and statements in use at Tacoma, Bothell, and at other universities. The University community will have the opportunity to discuss, modify, and adopt this statement during 2005.

Diversity and Organizational Structure

Diversity policy and programs are a University-wide responsibility. Diversity appraisals from central administrative offices emphasize leadership and accountability for diversity. The Office of the President provides top-level leadership on diversity, and specific areas of responsibility devolve to other central units. The Office of the President fosters a dual approach to fulfilling the mission and goals of diversity at the three campuses of University of Washington, at once focusing on diversity as a core value and operational goal, and also encouraging the integration of diversity throughout the University’s programs, policies and activities. UW Presidents continually have affirmed in speeches, articles, letters, and resolutions of the University the University’s firm commitment to diversity and the need for diversity to achieve excellence in teaching, research and service.

As the University’s leader, the President seeks advice and counsel on diversity from a broad and representative group of constituencies. The President and members of the President’s Cabinet frequently sponsor activities and support initiatives in the local and regional community that foster communication with and recognition of diverse communities. Under President McCormick, the President’s Advisory Committee on the Status of Women, the President’s Staff

³ The full statement can be found at <http://www.washington.edu/diversity/policies/regents.html>

Forum, the Minority Community Advisory Committee, the President's Student Forum, and the University Diversity Council were established.

The Office of the Provost reports that "concern for diversity is a major driver of policies emanating from the Provost's Office, which affect all the diversity target areas." Housed within the Provost's Office are several key departments important to University diversity efforts: International Education, Academic Planning, Equal Opportunity, Federal Relations, Research, Student Relations, Educational Outreach, and Planning and Budgeting. The Graduate School and the Office of Undergraduate Education also report to the Provost. Analysis of the reports of each of these units is included in its appropriate category of this report. Deans have responsibility for implementation of diversity goals at the school and college level; diversity priorities and issues are frequently discussed and acted upon through the Board of Deans.

The Office of the Vice President for Minority Affairs and Vice Provost for Diversity, under which is housed the Office of Minority Affairs, provides university-wide leadership focusing on the development, implementation, and evaluation of diversity programming and policies. In this role, the Vice President facilitates the coordination and implementation of professional development and training on diversity for university faculty and staff. The Vice President also serves as a strong advocate for the development of curricula and research related to diversity on the University of Washington campuses, promoting the development of a diversity research institute.

The Office of the Vice President of Student Affairs at the Seattle campus provides institutional support for students during their tenure and helps to prepare them for their lives after graduation. The work of Student Services begins during recruitment efforts long before students arrive on campus. The Department of Enrollment Services works with other offices to increase diversity through recruitment efforts, and the Office of Financial Aid works to help them finance their UW education. The Disabled Student Services Office, the Student Counseling Center, the Department of Housing and Food Services, Recreational Sports Programs, and Student Activities and Union Facilities all serve to retain and graduate strong scholars. The Center for Career Services provides assistance and services to prepare students for careers after graduation.

Examples of Good Practice

Articulating a bold mission for diversity. President Mark Emmert has charged the University community to develop a bold mission statement that illustrates the conviction that diversity is central to our teaching, learning, research, and service. Members of the University community will participate in the development of this statement.

Creating high-level working groups to plan, assess, and implement change. The University of Washington Bothell initiated campus-wide conversations about strategies for change. In 2003, the Chancellor created the Task Force on Inclusiveness to examine the size and scope of campus initiatives and to reach out to community members and ask that they participate in the campus conversations.

The University of Washington Tacoma brings people together from across campus to implement and evaluate change. The Chancellor's Task Force on Human Diversity, constituted of student, faculty and staff members, and the shared directorship of Diversity and Minority Affairs, grew out of two internal studies in 1999 that found that "the importance of creating and maintaining intentional and shared responsibility across the campus community [served to] nurture human diversities."

The University Diversity Council, reporting to the President and chaired by the Vice President and Vice Provost for Diversity, ensures collaboration and cooperation among diversity initiatives, as well as analysis of issues and needs. Diversity Council membership includes staff, faculty, and students as well as members of the community with a particular interest in the health and well being of diversity efforts at the three University of Washington campuses.

Sponsoring workshops and conversations about diversity. In spring 2004, the Office of the Provost sponsored workshops for senior administrators on improving campus climate and on recruiting and retaining faculty and staff. These workshops provided leaders an opportunity to develop a common understanding of how to foster diversity in their units, devise strategies, and locate resources to encourage other leaders in their units to promote diversity. The Graduate School, through the Graduate Opportunities and Minority Achievement Program has programs and lectureships to engender conversations about diversity on campus, such as the Mary Ann and John Mangels Lectureship, endowed in 1989, which is dedicated to inviting outstanding scholars to address topics of multicultural scholarship and diversity.

Building diversity into organizational culture, planning and assessment. The School of Nursing has made a concerted effort to integrate diversity into all aspects of its administrative and academic mission, including planning and assessment of activities, events, curriculum, and staff and administrative composition. The Office of Financial Management, The Graduate School, the Daniel J. Evans School of Public Affairs, and the Information School have instituted ongoing analysis and discussion to ensure that substantive attention to diversity pervades all of their thinking and planning. The Evans School's diversity discussions include the development of indicators to measure progress.

Developing formal leadership and mentoring programs to ensure opportunities and pathways into University administration for diverse groups. UW ADVANCE is an initiative funded by the National Science Foundation and co-sponsored by the Colleges of Engineering and Arts & Sciences to increase women in leadership roles in science and engineering. ADVANCE has developed leadership training for department chairs and emerging leaders and mentoring programs that have resulted in the advancement of women in these fields.

Challenges and Recommendations

Setting institutional priorities for diversity, and reviewing policies about resource allocation, admissions, hiring, benefits, access, and promotion and tenure in terms of those priorities. While the commitment to diversity is clear in the administration's mission and many of its initiatives, programs and activities, funding priorities need to be set for the next generation

of programs and initiatives to ensure continuation of efforts to reinforce diversity across the three campuses. Institutional assessment and review can provide insight into programs that replicate other effective initiatives, allowing for resources to be redirected to new challenges and possibilities, rather than expending resources on duplication.

Establishing diversity-related objectives and benchmarks for all administrative units in addition to federally mandated affirmative action goals. All units would benefit from the articulation of clear objectives and indicators of success for diversity activities. A process to define University-wide objectives and benchmarks would help clarify priorities for program development and resource allocation.

Developing an institutional communication plan related to diversity that includes focused and balanced attention to different dimensions of diversity. The University presently lacks a consistent set of messages at all levels about its commitment to diversity, and inter-institutional learning is hampered by lack of information about many important and successful diversity initiatives and activities. A diversity communication plan would remedy this issue and provide both local and national constituencies with information to advance diversity priorities.

Developing formal leadership and mentoring programs to ensure that opportunities and pathways into University administration exist for underrepresented faculty and staff members. The University can build upon models provided by UW ADVANCE, the Graduate Opportunities and Minority Achievement Program, and the Simpson Center for the Humanities to develop leadership opportunities for diverse groups.

Ten Principles to Guide Diversity Planning

To guide the next phase of diversity assessment, we suggest the following principles, provided by Suzanne Benally, educational consultant (Benally Educational Consulting, Boulder, Colorado) to the Office of Minority Affairs, April 2004:

1. Top institutional leaders endorse and support diversity planning.
2. Leadership for diversity planning extends throughout the institution.
3. The benefits of diversity planning for students, faculty, staff, the institution, and society are clear and supportable.
4. Diversity planners include all stakeholders and constituencies of the University community in the planning process and communicate regularly about the planning process.
5. The University develops a shared vision of diversity goals among students, faculty, and staff.
6. Diversity planning is comprehensive, including University climate, recruitment and retention, curriculum and pedagogy, research, policy, outreach, and resource allocation and assessment.
7. Leaders understand and articulate the imperatives and connections of diversity and social justice.
8. Leaders address critical issues, challenges, and controversies surrounding diversity in a direct and open manner.
9. Administration allocates sufficient resources to both planning and implementation of the diversity plan.
10. Diversity plans include ongoing assessment and accountability measures.

IV. Diversity in Student Access and Opportunities

The world in which we live is increasingly diverse and interdependent. It is absolutely essential, therefore, that UW enrollments reflect this indisputable fact, drawing from and striving to prepare a cross-section of our community to work together effectively and constructively in service to the broader good.

Ernest R. Morris, Vice President for Student Affairs

The University's Commitment to Access

The University of Washington Mission Statement underscores a commitment to broad access for potential students from diverse communities and educational opportunities, envisioning community with “ broad representation of and [encouragement of] sustained participation in that community by its students, its faculty, and its staff [...] and it extends educational opportunities to many who would not otherwise have access to them.” Widening participation in higher education and increasing college readiness among all students, especially students from diverse backgrounds yields a student body reflective of Washington State. Equally important, broader participation produces an institution strategically positioned to tap the full range of energy, creativity, and critical thinking from diverse voices and perspectives.

Pre-College Outreach

The University has made a commitment to expand outreach and recruitment efforts to K-8 students and high school students in order to encourage them to enter college. These efforts include: providing information to students, teachers, and families about college opportunities, ways to finance education, and how to best prepare students for college work; expanding the availability of college preparatory courses and resources; and offering support for teachers and counselors so they can effectively work with students from diverse backgrounds.

Some pre-college outreach programs on the Seattle campus include: Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Upward Bound, Educational Talent Search, Student Ambassadors, and EMPOWER Programs, and the appointment of a dedicated, full-time recruiter to work with area community colleges. In addition, the Women's Center's Making Connections Program targets high school students who are interested in exploring careers in math, science, and technology through mentoring and college preparation activities. The Disabilities, Opportunities, Internetworking, and Technology (DO-IT) program provides outreach services to students with disabilities, K-12 educators, and families. These programs reflect a substantial commitment to develop an “educational pipeline” that encourages diverse students' access to the University's undergraduate programs.

UW Tacoma has a number of innovative programs that reach out to the community while promoting higher education to pre-college age youth. For example, UWT's Social Work program developed student internship placements for both baccalaureate and masters students on the Hilltop, an ethnically diverse and impoverished area of Tacoma that borders the campus. The Office of Enrollment and Student Affairs participates annually in the Tacoma/Pierce County Ethnic Fest and in college information fairs coordinated by faith-based organizations. UWT's Department of Information Technology has been in dialogue with the Boys & Girls Clubs,

HOPE VI, and other groups serving disadvantaged individuals, exploring how UWT can offer opportunities to become familiar with various technologies and consider UWT for further education.

There are a number of departmental efforts to cultivate underrepresented pre-college students as majors. The College of Engineering, for example, has several programs: Mathematics Engineering Science Achievement (MESA), Alliance for Learning and Vision for Under-Represented Americans (ALVA), and the Minority Science and Engineering Program (MSEP). Some departments have developed high school visitation programs that bring students to the campus as a way to introduce them to the college environment.

Combined, these outreach programs connect with more than 20,000 diverse students annually, building awareness about college opportunities, creating exposure to University life, and providing hands-on college preparatory training. Furthermore, recruiters from the Office of Undergraduate Admissions (UGA) and the Office of Minority Affairs interact with more than 40,000 high school students each year via on-campus visits and appointments, as well as off-campus visits, discussing the University's admissions requirements. During the 2002-2003 academic year, UGA had contact with 41,200 students, while OMA Recruiters connected with 3,235 students.

Undergraduate Admissions

Bowen and Bok (1998) and Guinier and Torres (2004) underscore the importance of re-conceptualizing the admissions process to reflect more closely the purpose and goals of higher education as the educating of individuals who contribute in meaningful ways to the development of their own communities and society at large. The UW Board of Regents is committed to pursuing strategies that will increase diversity at the University, and since the passage of I-200 in November 1998, UW has implemented many new initiatives and programs in response to the removal of race, gender, and national origin from direct consideration in admissions decisions. The University has revamped its admissions criteria to conform to new legal frameworks, while at the same time ensuring the recruitment and matriculation of a diverse student body.

The University of Washington has a comprehensive undergraduate admissions policy that is sensitive to issues of diversity and is compliant with the Washington Civil Rights Act (I-200), which prohibits preferences based on race, color, national origin and sex in admissions. The UW admission policy states:

The University's policy is to offer admission to those applicants who are the most able to benefit from and contribute to the University's educational resources. In selecting the freshman class, the University does not make its admission decisions solely on the basis of predicted academic performance. Important academic objectives are furthered by classes composed of students having talents and skills derived from diverse backgrounds.

Admissions policies at the Bothell and Tacoma campuses parallel those of the Seattle campus (both at the undergraduate and graduate levels), although they also reflect the individual needs and realities of their communities. Because UW Bothell and UW Tacoma admit students during the junior year, the explicit focus of their undergraduate recruitment efforts is community college

transfer students. At the graduate level, student recruitment is regional in scope with an emphasis on graduates from Washington State colleges and universities. Applicants for graduate degrees at Bothell and Tacoma use the central Graduate School application for most graduate programs, while applicants for professional programs apply directly to each respective department or school.

The Office of Admissions and the Office of Minority Affairs are key units charged with providing services and developing mechanisms that have immediate and long-term impact on the University's undergraduate diversity enrollment. These offices have dedicated staff members, including site-based counselors, who travel throughout the state visiting high schools, community colleges, community events, and recruitment fairs to discuss the admissions process with potential applicants. The results of this work yielded a freshman class in 2003 consisting of 142 African Americans, 46 American Indians, 216 Hispanics/Latinos, 1,462 Asian Americans, 43 Pacific Islanders, and 2,688 Caucasian students. International students and those who chose not to self-identify added another 383 students to the 2003 freshman class.⁴

Graduate Recruitment and Admissions

Diversity among graduate students is essential to the University's research and teaching missions. Graduate students engage in the creation and dissemination of knowledge in their fields of study and serve as teaching assistants. "Diversity of backgrounds and approaches can enrich the process of discovery, the ways of thinking about solving problems, [and] the multiple modes of communicating ideas" (*Boyer Commission Report*, 1998).

Analysis of the diversity appraisals reveals that recruitment of diverse graduate students continues to challenge the institution and individual departments. The Office of Graduate Admissions provides leadership in the development of criteria for admissions to the various UW graduate programs. In 2001, Graduate Admissions instituted an optional personal statement that students might use to highlight attributes in addition to the Statement of Purpose required by most departments. The Graduate School's Graduate Opportunities and Minority Achievement Program staff coordinates the recruitment of diverse students to the University and works in collaboration with centers and departments in the sciences to pool resources and partner in establishing and maintaining institutional relationships with minority serving institutions.

Graduate admissions data indicate that some increases in the number of students of color since 1998, although the graduate student population does not yet reflect the rich diversity of our state and nation. From 1998 to 2003, African American enrollment increased 6.3%, while Asian Americans increased 22%, and Hispanics 30.8%. The only decline occurred among Native Americans, from 26 in 1998 to 22 in 2003, an 18.2% drop.⁵

⁴ Undergraduate enrollment data for the past several years can be found at: <http://depts.washington.edu/reptreq/diversity/current.pdf>.

⁵ Graduate admissions and enrollment data for the three campuses can be found at: http://www.grad.washington.edu/stats/Admissions/stat_ad1.htm and http://www.grad.washington.edu/stats/Enrollment/stat_enr11.htm.

In academic departments, individual faculty or dedicated outreach staff members work to recruit graduate students. Some faculty members attend national recruiting conferences and discipline-specific professional conferences where they can connect with students. Reports described effective recruitment when collaborating with the Graduate Opportunities and Minority Achievement Program, and when using resources such as the Western Name Exchange, the National Name Exchange, and the National McNair Database. The Graduate School Fund supports expanded departmental recruitment of students. Admissions decisions are made at the departmental level, often through the work of a faculty admissions panel.

Examples of Good Practice

Identifying students and preparing them for college. Women Studies participates in the Keys to Success Fair, which brings high school students to the UW campus to learn about educational opportunities at the UW. The Office of Multicultural Affairs in the School of Medicine uses U-DOC, a program for high school juniors and seniors that encourages exploration of careers in health fields. The College of Engineering's Mathematics Engineering Science Achievement Program (MESA) prepares K–12 students for science and engineering careers. The Department of Earth and Space Sciences has several outreach programs that work with underrepresented students across the state to strengthen science education, research and knowledge, including the Washington NASA Space Grant Consortium, the Space Science Network Northwest, and classes designed for elementary and secondary school teachers.

Supporting pre-college educators supports the education pipeline, improves curricula, and helps underrepresented students before and after they enroll at UW. The School of Nursing partners with middle and high school counselors and teachers, who, in their day-to-day interactions with students, are well positioned to facilitate student awareness of how to prepare for college and a future nursing career. The Department of Comparative Literature created the Texts and Teachers program to link UW-taught courses with parallel courses in Seattle Public high schools. The Applied Mathematics GK-12 Program places Fellows at Thurgood Marshall and Leschi Elementary to help the teachers implement a mathematics curriculum that meets State of Washington and National Council on Teaching Mathematics Standards.

Working effectively to integrate local, state, and federal programs for student success. The UW State GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Project in the College of Arts & Sciences is a multi-faceted college preparatory program that serves the State of Washington. The College of Ocean and Fishery Sciences has attracted over \$1 million in federal support over the past five years, and the College has invested \$250,000; the funds have been used to create outreach partnerships with local tribes, programs to involve undergraduates in international language and science education, and in K-12 outreach for inner city schools.

Providing financial support. 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). The Diversity Scholars Program was created to help the University achieve the goal of educating the full range of the state's citizens, and is supported by fundraising events such as the Costco Scholarship Fund Breakfast. Other important fund-raising efforts to support undergraduate students include the

Multicultural Alumni Partnership Breakfast and events sponsored by the Friends of the Educational Opportunities Program. The Achievement Rewards for College Scientists (ARCS) Foundation and numerous private and corporate donors support graduate education.

Supporting undergraduate student-initiated outreach programs. The Student Ambassadors, an outcome of the UW Diversity Compact, visit high schools, work directly with diverse students on the application process, and provide them with information about University life. Another mentoring program organized by students, EMPOWER (Encouraging Minority People to Overcome with Education and Respect), supports high school seniors as they develop their perceptions of social justice, reflect on aspects of multiculturalism, and prepare for their transition to college.

Promoting interdepartmental collaboration and partnerships with units across campus. The Office of Admissions and the Office of Minority Affairs work collaboratively to increase undergraduate diversity enrollment through the development of admissions policies and a student prospecting system that allows the staff to track, communicate, and promote campus recruitment events. The College of Engineering works with various partners on and off campus to offer numerous opportunities to diverse populations of prospective students including those at the K-12 level and at community colleges. These efforts include high school visitations by Engineering faculty and students, hosting open houses, or programs such as King County's Opportunity Skyways and GEAR UP.

Partnering with minority-serving institutions. The School of Dentistry participates in the Heritage Research Initiative for Scientific Enhancement to enhance the research environment at Heritage College, a minority-serving institution in Toppenish, WA. The overall goal is to increase the interest, skills, and competitiveness of Heritage College students in their pursuit of biomedical research careers. The College of Ocean and Fishery Sciences has established a co-operative bachelor and master's program in fishery sciences with Tuskegee University.

Challenges and Recommendations

Enhancing pre-college advising and outreach efforts. The success of existing pre-college advising and outreach efforts to widen participation of students from diverse backgrounds underscores the importance of making these services available to all students throughout the state so they can benefit from higher education.

Aligning admissions policies with broader University goals. Continued examination and development of admissions policies will align them with the broader mission of the institution, graduating informed and productive citizens who will contribute to the development and leadership of communities across the state, region, and nation.

Increasing funding and financial aid. Research indicates that one of the major obstacles to attending college for students from diverse backgrounds and first-generation college students is lack of financial resources. Many units express a strong desire to increase financial support for students from diverse backgrounds; unfortunately, they have limited resources to do so. The

University must continue to cultivate and enhance private, foundation, and state and federal sources of funding to support all students, both in terms of need-based and merit-based awards.

Implementing concrete strategies to support increased outreach and student opportunities.

Across the three campuses, many units articulate a strong commitment to diversity, but many departments lack the resources to realize these concretely. Therefore, the UW must continue to generate and support expertise for addressing issues of diversity to assist individual faculty and staff members, as well as instructional and administrative programs, across the three campuses. The University also needs to build and support a team of experts from the three campuses to provide training and resources to departments that are interested in improving their own diversity efforts at the undergraduate or graduate level.

Creating a mechanism for acknowledging units and departments that utilize collaborative interdepartmental approaches to diversity. Developing a recognition system to encourage units and departments to work closely with undergraduate admissions officers in the recruitment of students from diverse backgrounds would further strengthen a cohesive system for supporting students in the process of preparing for, applying to and graduating from the UW.

V. Diversity in Student Development and Retention

My academic success could not have been possible without a strong support structure consisting of mentoring, instructional assistance, scholarship support, and cultural organizations. I believe that all students should have these support elements to help them succeed at this very challenging institution.

Felipe Mendez, Graduate Student, Public Affairs

Articulating a Strong Student Development Model

The University of Washington recognizes that a strong social and academic support structure enhances the persistence and academic success of students. Research on student development conducted over the past several years suggests that underrepresented students are most successful when their academic training is complemented by social, cultural, and artistic development. Furthermore, a university education has significant social and economic benefits for all students and society at large. Diversity is an integral part of this equation. As Gurin et al. articulate: “Students educated in diverse settings are more motivated and better able to participate in an increasingly complex democracy. [...] Students can best develop a capacity to understand the ideas and feelings of others in an environment characterized by the presence of diverse others, equality among peers, and discussion under rules of civil discourse” (2002).

The University of Washington established as a goal of supporting and retaining underrepresented students through graduation at both the undergraduate and graduate levels. Preliminary findings from the diversity appraisal reports suggest that the UW has a fairly well established support structure to enable students’ persistence through graduation both at the undergraduate and graduate level.

However, the breadth and scope of these efforts, as well as the level of commitment from faculty and staff to retention efforts, vary from department to department. Some departments have a number of elements designed to help students to graduate in a relatively seamless fashion. Other departments express a strong commitment to student development and retention, but lack the resources to develop strong retention components to help students persist through graduation. On balance, however, colleges and departments have made positive contributions over the last several years to the retention infrastructure that supports diverse students.

Institutional Support for Student Development and Retention

Numerous offices across the Seattle campus share the responsibility for student development and retention. At the undergraduate level these include: The Office of Undergraduate Education, the Office of the Vice President for Student Affairs, the Office of Minority Affairs, and the Office of the Vice Provost for Student Relations.

The Office of the Vice President for Student Affairs publishes and widely disseminates brochures, posters, and other documents that emphasize the value of diversity within the context of our institution. Individual units in Student Affairs also integrate diversity components into their daily activities through workshops, presentations, scholarship, support services, and staff participation. The mission of the Office of Minority Affairs is “to ensure the access and

academic success of a diverse student population through the advancement of knowledge, academic excellence, diversity and the promotion of values, principles, and a climate that enriches the campus experience for all.” The Vice Provost of Student Relations serves as an advocate for minority programs and students and administers the President’s Student Forum for the Office of the President.

Students are represented in institutional policy through the Associated Students of the University of Washington (ASUW) and the Graduate and Professional Students Senate (GPSS) at the Seattle campus. Both the Bothell and Tacoma campuses have dedicated offices to support student development and retention. Each campus has programs that work with graduate and professional students, and each campus has its own student government organization (ASUWB and ASUWT). The Graduate School is one of the key units responsible for graduate student retention. In addition, the School of Law, the Business School, and various health sciences provide discipline-specific support to their students.

Student Retention

Successful undergraduate and graduate programs have some key ingredients that make them attractive to diverse students. In addition to supportive faculty and staff, these departments often include diverse students in a whole range of departmental activities (e.g., social events, colloquia, student organizations, departmental committees, etc.) that connect them to the culture of the department and allow them to contribute in significant ways to the success of individual programs. The University of Washington graduates 60% of all minority students in the state of Washington. Many of these students are now our state’s teachers, lawyers, civil servants, engineers, and the like. In the last decade, through these collaborative efforts, the University has increased underrepresented freshmen retention to 89%, up from 77% during the 1985-1990 period. In addition, the University has also increased underrepresented graduation rates from 36% to 58% between 1985 and 1990.

The development and retention of undergraduate students is the responsibility of many units on the Seattle campus. The Office of Undergraduate Education plays a particularly important role in these efforts by providing administrative leadership, academic and advising programs, and instructional and scholarship support to strengthen undergraduate learning. The Office of the Vice President of Student Affairs has responsibility for enhancing student life on campus and promoting student development through a variety of programs and services. These include the Office of Enrollment Services, Disabled Student Services, Center for Career Services, Department of Housing and Food Services, Department of Recreational Sports Programs, Student Activities and Union Facilities, Student Counseling Service, and Office of Student Financial Aid.

The Office of Minority Affairs has responsibility for providing high quality academic support services to enhance the persistence and academic success of more than 4,000 students from diverse backgrounds at the University of Washington. Key components include the Equal Opportunity Program Counseling and Advising Center, the Instructional Center, the federally funded Student Support Services program, the Ethnic Cultural Center and Theater, the Early Identification Program for Graduate and Professional Studies, the OMA Health Sciences Center Minority Student Program, and the federally funded McNair Scholars Program.

At the departmental level, targeted advising, tutoring services, scholarship support, and appropriate referrals to academic support services are key components of retention. Many departments have programs designed to increase student retention and success. Across the UW, staff and faculty play critical roles in the retention of students through their individual advising, classroom instruction, and undergraduate research mentoring.

The Graduate School on the Seattle campus has a variety of services that are designed to support the retention of graduate students. The Student Services Division provides advice and guidance to units and departments, as well as graduate students, on graduate school policies and degree requirements. The Fellowship and Assistantship division works with departments and graduate students on the identification of Teaching Assistantships, Research Assistantships, and Fellowships. The Center for Instructional Development and Research works with individual departments and instructors (both faculty and teaching assistants) to assess and improve teaching and learning in the classroom. The Graduate Opportunities and Minority Achievement Program is the primary unit responsible for providing retention support to underrepresented students at the graduate level.

Professional schools on the Seattle campus have dedicated support programs and resources to support professional student development. For example, the Office of Multicultural Affairs in the School of Medicine provides graduate school support for prospective medical students or graduate students interested in medical degrees and the School of Nursing has dedicated staff members that work with diverse students in their graduate nursing programs.

Faculty and other support staff have the responsibility of retention at the graduate level within each academic department. Typical support structures include an annual orientation to the department, faculty mentoring, teaching assistant, research assistant, and fellowship support, general academic support, mini-courses and workshops on the graduate school process, and the availability of written policies and guidelines that explain the structure for getting students through each graduate program. Funds to support graduate students have also been raised, due in part to the Achievement Rewards for College Scientists Foundation and other private donors who support graduate education.

Examples of Good Practice

Integrating diversity into all aspects of departmental culture. The Department of Communication works to forge connections between all departmental initiatives, including curricula with substantial coverage of diversity; strong leadership from faculty of color who serve as role models; encouragement given to students of color; scholarships; and the Native Voices program. Retention of diverse students in the School of Nursing is successful through a series of integrated efforts ranging from diversity workshops to curricular transformation and establishing affiliation agreements with community agencies where students can practice and study in diverse communities.

Fostering undergraduate and graduate student teaching and research on diversity. The Center for Curriculum Transformation pairs undergraduate students with faculty members to develop new diversity courses, providing students with knowledge and skills related to curriculum design. Multicultural Freshmen Interest Groups (FIGs) provide opportunities for FIG leaders to teach in multicultural settings. The Graduate Opportunities and Minority Achievement Program assists in developing research clusters of graduate students and faculty members conducting new research on diversity.

Creating interdepartmental collaboration and partnerships. Many reports indicate that successful departments are willing to collaborate with other units and reach out across the campus to strengthen their support and retention infrastructure. The First-Year Programs Office, working with the Office of Minority Affairs, 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. American Ethnic Studies has partnered with Women Studies and Comparative History of Ideas to run an interdisciplinary writing center with peer-to-peer tutoring.

Designing programs to increase student retention and success. Some departments report that they have developed specific outreach efforts to encourage underrepresented students to consider their majors. For example, the Business Educational Opportunity Program (BEOP) is dedicated to helping underrepresented students achieve success in the UW Business School by providing assistance with admission, scholarships, and academic advising and tutoring services. BEOP works with pre-business and business students to ensure a smooth transition to the Business School and an enriching educational experience. To help incoming graduate students adjust to the substantial differences between their undergraduate experience and graduate school, the Department Chair and Associate Chair for the Graduate Program in Biology have developed a new team-taught course entitled “Graduate Professional Life.” The Department of Physiology and Biophysics recognizes that all students are unique and have vastly different educational needs and has developed advising and placement procedures that have increased retention and student success.

Enhancing mentoring activities. Managed by the Center for Workforce Development in the College of Engineering, the Faculty-Graduate Mentoring Program encourages women to pursue faculty careers. The program provides one-on-one mentoring with a UW faculty member and career development seminars on making the transition from graduate student to faculty. The UW Alumni Association and the Office of Minority Affairs offer the UW Mentor Program to help undergraduates of diverse backgrounds succeed academically and lay the foundation for careers.

Supporting student-driven retention efforts. The Pacific Islander Partnerships in Education is focused on supporting the success of Pacific Islander students through student peer-mentoring and other academic support strategies. The program received the Brotman Diversity Award in 2003 for success in working with Pacific Islanders to succeed academically at the University of Washington.

Challenges and Recommendations

Comprehensive and consistent advising across departments. While many departments have excellent advisors guiding students through their academic careers, there is inconsistency in the approach and content of advising across the University.⁶ In addition, the University needs to develop a comprehensive diversity plan for general and departmental advising.

Enhancing support for graduate students. Insufficient funding to bring talented graduate students from diverse backgrounds is a major impediment for successful graduate recruitment and retention efforts. Women Studies remarks “it is clear that our inability to offer substantial, and multi-year, funding packages is a major reason...students have chosen to attend other programs and schools. A broad funding strategy from the Graduate School and the UW would be extremely helpful.”

Bridging geographical divides. There appears to be a disconnection on the Seattle campus between upper campus and south campus on issues related to graduate retention. Each area appears to operate independently, and there appears to be little collaboration between the Graduate Opportunities and Minority Achievement Program and Health Sciences graduate programs in the delivery of support services to students of color.

Creating consistently transparent and inclusive structures for departmental decision-making. Some departments report they are making admissions policies and other departmental decisions more transparent and in some cases have included students in departmental decision-making.

Developing assessment tools to examine retention and graduation rates. We need to increase institutional research that focuses on retention issues for students from diverse backgrounds. We also must develop a robust institutional diversity database and appropriate assessment tools to examine retention efforts across the campus.

⁶ The recent report Academic Progress of Undergraduates on the UW Campus addresses these issues: <http://www.washington.edu/oue/taskforce/ProvostProgressReport.pdf>

VI. Diversity in Engagement with External Communities

We are proud that the University of Washington has partnered with the Yakama Nation and has made these business seminars accessible to our people. The variety of seminar topics has assisted our people who are current business owners or who plan to open a business in the future. The Yakama Nation Cultural Center Museum has directly benefited from a hands-on approach to improve our marketing strategies. Thank you, University of Washington!

Pam Fabela, Local Business Owner

Remarks made at the Come Together Washington Event, October 15, 2004

Fostering University-Community Partnerships for Diversity

Many teaching, research, and service initiatives at all three of the University of Washington's campuses contribute to the economic development and cultural vitality of the state and region. A preliminary review of diversity appraisals suggests that the UW's administrative, teaching, research, and service programs engage diverse communities in Washington. Community relations and insight inform our practices at the University of Washington, where community-based knowledge is essential to the educational enterprise. In addition, many units have created educational partnerships with local schools to promote continued learning for teachers. Beyond these formal projects and programs, numerous UW classes are structured to connect academic and community learning objectives for students.

Many department members engage in research and service that promote stronger economic and social engagement of underserved communities. The variety of these initiatives, ranging from student designed internships and projects to major research programs, has benefited the University of Washington and the many communities it serves.⁷

These efforts not only connect the University campuses with their immediate communities, but they also allow the communities across the state to inform the University about critical community issues. Furthermore, educational partnerships increase access to the educational pipeline, which increases diverse undergraduate and graduate student populations and ultimately a more diverse faculty.

Institutional Level Programs

There are several offices in the central administration in particular that engage diverse external communities:

The Office the Vice President of Development and Alumni Relations

The Office of Development and Alumni Relations is charged with developing a "fundraising program that institutionalizes advancement at the academic core, through integrated efforts at the central and unit levels." The Office has established diversity as an important value within its organization that is reflected in the following statement: "We serve diverse constituencies,

⁷ A listing of UW projects that are building relationships throughout Washington State can be found at <http://admin.urel.washington.edu/uwinwa/index.asp>.

including alumni, friends, students, parents, faculty, staff, patients, and interested community members. We seek to understand the different needs of these groups, to communicate (or represent) them accurately, and to facilitate processes that will help these individuals or groups achieve their goals." Furthermore, the Office of Development partners with local businesses to sponsor fund-raising events for diversity scholarships. Key partners include Costco, Safeco Insurance, and St. Michelle Winery.

The Office of the Vice President for Minority Affairs and Vice Provost for Diversity

The Office of the Vice President for Minority Affairs and Vice Provost for Diversity facilitates communication between community and university leadership has strengthened relationships with underrepresented communities by discussing with community leaders the status of diversity at the UW, student and faculty progress, and to seek their input on educational and policy issues that will affect their communities. For example, numerous discussions have been held with community leaders regarding proposed policy changes affecting transfer students from community colleges. The Office of Minority Affairs works closely with advisory groups, such as the Friends of the Equal Opportunity Program and the Native American Advisory Board. The Office reports that building and maintaining strong relationships with communities throughout the state results in increased visibility of UW's diversity efforts, increased access to higher education for members of underrepresented groups, and greater responsiveness by the University to the interests of previously underrepresented communities.

The Office of Educational Partnerships and Learning Technologies

UW's Office of Educational Partnerships and Learning Technologies plays a key role in expanding how the University works with diverse communities with an emphasis on the use of technology in teaching and learning. University-community partnerships sponsored by this office broaden access to university research and create new opportunities for community-based research and learning. For example, a three-year grant from the U.S. Department of Housing and Urban Development has funded a new Community Outreach Partnership Center on the campus of Heritage College, intended to provide education for local residents and improve living and working conditions.

The Graduate School/Graduate Opportunities and Minority Achievement Program

As a unit of the Provost Office, the Graduate School through the Graduate Opportunities and Minority Achievement Program connects minority community leaders and groups to the graduate student experience through events held both on and off campus that address knowledge about diversity and enhance the perception of the graduate studies on campus as welcoming to communities of color. In 2004, the Graduate Opportunities and Minority Achievement Program initiated the Graduate Diversity Fellows Dinner, which recognizes outstanding minority graduate students and raises funds for Graduate Diversity Fellowships. While providing UW graduate students with a greater sense of the dimensions of community, these efforts also increase outreach to Seattle-based communities of color, local, national, and international alumni, and local and regional corporate communities.

The Carlson Leadership & Public Service Center, Office of Undergraduate Education

The Carlson Center plays a major role in promoting service learning at the University of Washington, engaging students in public service activities to assist community-based

organizations while addressing community needs. Tied to courses in globalization, immigration, human rights, women studies and ethnic studies, service learning opportunities are increasingly extending into diverse and underserved communities. For example, the Carlson Center has deepened connections with University District service providers who focus on homeless youth and young adults.

University of Washington Alumni Association, Minority Alumni Partnership

Multicultural Alumni Partnership, (MAP) and University of Washington Alumni Association (UWAA) work both independently and collaboratively to create a strong sense of community between alumni of color and the UWAA. The UWAA supports and promotes MAP's scholarship program and MAP's involvement in the community, which helps reconnect people of color to the University. The Multicultural Alumni Partnership: serves as a strong connection of the UWAA to the University's alumni and friends of color; sponsors programs and events that are highly regarded as part of the UWAA's alumni outreach; and plays an active role facilitating the undergraduate and graduate education students of color.

Examples of Good Practice

Involving community members in advisory roles. UW Bothell encourages representatives from diverse communities to become members of the campus Advisory Board, Publications Board, and Career Advisory Board, and to become internship sponsors. UW Seattle relies on the President's Minority Community Advisory Committee to help shape diversity policies and practices. All cultural exhibits hosted or originated by the Burke Museum of Natural History and Culture are developed with the aid of community advisors, and in the case of Native American projects, this involvement is mandated by policy. Many exhibits, such as the annual Native American Arts Celebration, have originated through recommendations by community advisors.

Collaborating with community-based organizations on diversity initiatives. The Graduate Opportunities and Minority Achievement Program has collaborated with the Seattle Urban Enterprise Center to sponsor community dialogues about race in the "It's Time to Talk" series. Faculty in the Law, Societies, and Justice Program speak frequently with community groups on such topics as racial disparities in police interactions, Islamic cultural and religious issues, Middle East policy issues, women's rights, and Latino community concerns. American Ethnic Studies has collaborated with Seattle Public Schools to tailor a series of courses for professional development opportunities for SPS employees, and the Curriculum in Action Program's science faculty support continued education of science teachers across the state. Working through the UW Office of Educational Partnerships and Learning Technologies, the Center for the Study of the Pacific Northwest has joined with Indian tribes to develop new learning materials and cultural facilities.

Connecting faculty, alumni, students, and community members to support community development. The Business School's Business Economic Development Program partners with the Business Department at Heritage College to assist small businesses in the Yakima Valley. The Office of Educational Partnerships and Learning Technologies creates opportunities for community-based learning and research, such as a virtual center that uses a community-based approach to collect cultural histories on the Olympic Peninsula.

Promoting social justice and economic vitality through partnerships between UW and community members across the state. The Northwest/Alaska Center to Reduce Oral Health Disparities focuses on populations with limited access to health care. The Center for Environment, Education, and Design Studies has brought UW students into engagement with children and adults to design their own schools and communities, especially those distanced from the mainstream due to poverty, race, or ethnicity.

Challenges and Recommendations

Continuing to build, sustain, and coordinate relationships with diverse communities throughout the region. These relationships would benefit further from a comprehensive plan, working principles and criteria for building effective relationships. Units that provide services to external communities would benefit from reexamining the dynamics of expertise and privilege to develop empowering models of community engagement.

Making long-term commitments to community projects and avoiding serial and overlapping efforts. Communities sometimes report that promising efforts disappear when funding ends and that several University initiatives may overlap without coordination in the same area or community. A thorough assessment of community outreach efforts, including community satisfaction with programs, would guide resource allocation and coordination of efforts.

Honoring community-based expertise. The University would benefit from expanding opportunities for engaging diverse community experts into teaching and research settings through appropriate appointments.

Providing seed grants for community-based initiatives. Based on reports of programs that have effectively served communities, such as community scholars programs that use community expertise effectively and serve communities, greater development of programs is a wise investment.

Improving public awareness of effective programs. The University should create a publication that features the University's diversity outreach efforts, including issues of community-based research, community development and social justice.

VII. Staff Diversity

Respect for all human diversity is a fundamental value of the Libraries. Staff members who appreciate different backgrounds and perspectives provide us with a competitive advantage as we approach problem solving and planning for services. This appreciation also allows us to serve our increasingly diverse communities more effectively and with more sensitivity.

UW Libraries Diversity Appraisal Report

Recruitment of Diverse Staff Members

The Office of Human Resources (HR) provides a range of services such as: recruiting and hiring; comprehensive training opportunities for all University employees; specifying diversity awareness as a performance measure; providing opportunities for diversity training and consultation; and offering programs and services that support students, staff and faculty for their diverse life issues and challenges.

HR handles basic recruitment and outreach efforts by participating in job fairs targeting diverse candidates and distributing brochures to local community organizations representing Seattle's diverse communities. In partnership with the Equal Opportunity Office's Disability Services Office, a disability employment specialist works with HR Service Teams to help staff members who can no longer perform their current job functions to find alternative job duties/positions.

The Equal Opportunity Office analyzes applicants' data to look for possible obstacles in the hiring process. Potential employees are asked to indicate if they identify as multiracial and to indicate their status in relation to the racial/ethnic categories of American Indian/Alaska Native, Asian and Pacific Islander, Black, and Hispanic as well as the categories of women, persons 40 and over, Vietnam-Era veterans, disabled veterans, and persons with disabilities.⁸

Continued Support of University Employees

The Department of Training and Development in Human Resources offers training classes, including e-learning, which focus on working in a diverse environment, and leadership programs that include focus on diversity issues and consulting services for departments needing assistance in planning or conflict resolution. Other HR services include a comprehensive employee assistance program and classes on alternative/flexible work schedules in departments. The Equal Opportunity Disability Services Office provides American Sign Language interpreters. Services are also offered that help with parenting, childcare, and elder care (websites, individual support, classes). These services have been created to help employees to be more effective and to support staff members in personal challenges that may arise. Diversity awareness classes are offered by Training and Development. In addition, diversity training is also offered by Training and Development or outside experts as an intervention strategy.

⁸ Similar information from employees forms the basis for affirmative action reports prepared annually and disseminated to vice presidents, deans, and academic units, and are available to the public at http://www.washington.edu/admin/eoo/Index_AA_Reports.html

Invisibility of Staff Needs and Contributions

In addressing staff diversity, reports tended to be an accounting of the numbers of staff in various categories, as found in the affirmative action reports.⁹ External evaluator Cress reports that the needs and contributions of staff, along with entry-level student affairs professionals, part-time and adjunct faculty, research/teaching assistants, and student workers were frequently overlooked in the diversity appraisals. She notes that,

Taken as a whole, these university members provide the majority of service, education, and support for students and faculty. The hiring, training, and professional development of these individuals should certainly be as high of a priority as the support provided to academic and administrative leaders. Those in positional power are in fact charged with the larger responsibility of ensuring a safe and dynamic work and learning environment. And, yet, most interactions students have in navigating the university system occur with those who have limited positional power (*e.g.*, secretaries, advisers, teaching assistants). (Cress, 2004)

The Staff Working Committee of the Diversity Council is addressing these issues and attempting to raise the profile of staff needs and concerns.

Staff-Driven Efforts to Support Diversity

The Staff Working Committee of the University Diversity Council, in response to areas of importance identified by employees, drafted a statement on the University working climate that includes an emphasis on respect and diversity. Responding to staff members' urging, and with funding from the Provost's Innovation and Redesign Initiative, Training and Development has developed English classes for staff members who are non-native speakers and release time was authorized to attend such courses.

The Staff Working Committee has also identified the need for support for subsidized child care, access to workshops at times when staff can attend, opportunities to discuss diversity issues, and a diversity audit of staff to identify climate issues. Parallel efforts on staff diversity are ongoing on the Bothell and Tacoma campuses. In addition, the President's Advisory Committee on Women has a Women of Color Staff Committee.

Examples of Good Practice

Creating a welcoming and supportive workplace climate that enhances diversity. The Office of Financial Management has developed a strong diversity initiative that funds and gives release time for English skills classes, has a diversity team that focuses on communication and climate, and offers a structured mentoring program for staff. The Office of Minority Affairs promotes a strong sense of community through quarterly social and cultural events that bring staff members together to celebrate their work on behalf of diversity.

Creating staff diversity councils and task forces. Harborview Medical Center promotes a strong sense of team and community through its Cultural Diversity Affairs Council. The Council

⁹ These demographic statistics are available on line. Please see report titled "Staff" located at: <http://www.washington.edu/admin/eoo/Reports/index.html>.

is constituted by hospital employees who serve as a resource to the medical center on matters of diversity. The Council also invites input from staff to identify potential cultural and social barriers within the institution.

Developing policies that encourage internal promotions of diverse staff members to supervisory positions. Classroom Support Services, aware that historically, technical and management staff in a “technology” rich department such as CSS was primarily white and male, has assertively sought to diversify and support its staff. CSS’s current permanent staff consists of 67% men to 33% women, and 21% of permanent staff members are ethnic minorities. 43% of the professional staff members who manage the department are women and/or minority. Perhaps most importantly, CSS has an active policy to encourage women and minority employees to seek promotions to supervisory positions.

Supporting and retaining staff members. The Office of Human Resources sponsors a comprehensive employee assistance program, gives classes on how to offer flexible work schedules, and provides family support services to assist with parenting, childcare, and elder care.

Challenges and Recommendations

Developing a comprehensive plan for recruiting and retaining and promoting a diverse staff. While there are many offices and programs that provide excellent resources for recruitment and retention, there is no comprehensive strategy for recruiting and retaining a diverse staff. The University would benefit from a plan with concrete action steps and indicators of success.

Moving the focus on staff concerns beyond quantification to diversity. The UW needs to create a conversation about the role and contributions of staff to the University and its diversity. Institutional research to assess diversity among staff is needed. A climate survey for staff members in different University sectors would help illuminate issues and concerns.

Developing and assessing mentoring and promotion programs. The University would benefit from assessment of the existing programs for staff mentoring and promotion and from assessment of their impact. Review of staff members’ involvement in course-taking opportunities and other advancement activities units is needed.

Integrating technology throughout the application process and the workplace. Increased requirements for the use of technology may challenge potential and current employees. While the UWHires electronic application process, for example, offers new opportunities, it also poses possible problems by requiring that application be made only electronically, which may create a digital division among candidates.

VIII. Faculty Diversity

We believe that faculty and student diversity is vital for every aspect of our research, teaching, and outreach missions. Diverse faculty and students help us recruit the widest range of new faculty and talented graduate students and postdoctoral fellows, all of whom are central to the research enterprise....

Tom Daniel, Chair of Biology

Hiring and Retaining a Diverse Faculty

The development of a diverse faculty is essential to the achievement of the central University missions of excellence in teaching and research. Only through faculty diversity will we draw upon the full range of perspectives that both challenge and inform knowledge production and dissemination. Research on best practices in faculty diversity and toolkits for hiring, retention and promotion are prolific (Ervin, 2004; Trower and Chait, 2002; Turner, 2002; University of Washington ADVANCE Program, 2003; University of Wisconsin, n.d.). Smith and Moses suggest, however, that success begins with addressing the many myths about availability, competitiveness and costs.¹⁰ Most academic diversity appraisal reports expressed commitment to a diverse faculty. Many departments have developed effective programs for faculty recruitment and retention, fully integrating diversity as a standard of academic excellence that supports scholarship and teaching.

Many academic department reports also expressed concern over repeated and failed attempts to retain underrepresented women faculty members and especially faculty of color. They cited several reasons for failure to retain faculty members, including lack of community and networks of support, unwelcoming climate, pressures on underrepresented faculty members to take on all diversity-related teaching and student advising responsibilities, lack of respect among faculty peers for diversity-related research, and lack of mentoring for career advancement. It is clear from the reports that more institutional planning and support is needed to achieve faculty diversity.

Administrative Support and Oversight

The Equal Opportunity Office (EOO) ensures that faculty hiring at the University of Washington complies with Federal and State affirmative action policies. EOO prepares an annual affirmative action plan regarding employment, with a focus on race, ethnicity, sex, persons with disabilities, Vietnam era veterans, disabled veterans and persons 40 and over.¹¹ EOO collects faculty applicant data as part of a larger effort to improve the faculty hiring process, reviews hiring advertisements for legal compliance and reminds departments to use the Faculty Recruitment Toolkit for guidance. The EOO report stresses that responsibility for faculty diversity rests first with the faculty itself and then with the deans to assure that their faculty are making appropriate efforts in this area.

¹⁰ Presentation by Daryl Smith and Yolanda Moses at UW Senior Administrators Workshop (May 17, 2004).

¹¹ Demographic information about the University of Washington's faculty is available to the public online. Please see the document titled "Faculty" at <http://www.washington.edu/admin/eoo/Reports/index.html>.

The Office of the Provost provides economic support to units to bring in additional candidates in local searches if it will add to the diversity of the candidate pool. The Office is open to providing additional resources to units when there are opportunities to hire additional faculty who add to the diversity of the University.

The Faculty Senate Special Committee on Minority Faculty Affairs and the Faculty Senate Special Committee on Women have been in existence since 1970 and serve to bring issues regarding race, ethnicity and gender to the attention of the Faculty Senate. Other committees, such as the Gay, Bisexual, Lesbian and Transgender Issues and the Disability Committees of the University Diversity Council, and the President's Advisory Committee on Women include faculty issues under their purview. In 2003, an ad-hoc Faculty of Color Group formed to address continuing issues of recruitment and retention of faculty of color.

Examples of Good Practice

Identifying barriers and challenges. Several faculty diversity committees and advocacy groups exist, such as the President's Advisory Committee on Women, the Faculty Senate Special Committee on Minority Faculty Affairs, and the GLBT and Disability Committees of the Diversity Council. An ad-hoc Faculty of Color Group addresses continuing issues of recruitment and retention of faculty of color and communicates concerns and strategies to the administration for review and action.

Creating a departmental mission to improve, promote and support diversity within the unit. Several departments clarify how they have sought to institutionalize diversity within departmental culture, initiatives, objectives, curriculum, and faculty hiring and retention. The Law, Societies and Justice Program, for example, has transformed its curriculum to focus on social justice and created one of the most diverse program faculties on campus by inviting faculty into the program whose expertise focuses on diversity.

Developing effective recruitment and retention processes. Success in achieving faculty diversity begins with addressing the many myths about availability, competitiveness, and costs. The Office of the Provost, the Office of the Vice President and Vice Provost for Diversity, and the Graduate Opportunities and Minority Achievement Program and ADVANCE programs are sponsoring a series of workshops for senior administrators and department chairs to create effective search processes. Toolkits developed by the College of Engineering Center for Institutional Change provide guidance to departments in hiring and retention.

Focusing on curricular needs. By committing to teaching a much larger number of courses focusing on concerned with gender, race, ethnicity, nationalism, class, and colonialism, the Department of History enlarged the diversity of its candidate pool and made a greater number of appointments of underrepresented minorities. The College and University have assisted in this effort by creating new positions (e.g. in African American history and the history of the Philippines) where none had existed before.

Creating intellectual community for diverse faculty. The Department of Political Science has implemented a cohort hiring plan to recruit new faculty members with diversity research interests in order to create a departmental cluster that provides intellectual support for faculty members. Some departments, which still lack diversity in their faculty, host visiting scholars and promote interdisciplinary programs and activities that draw diverse faculty members and students from other departments.

Recognizing departmental challenges and maintaining efforts to change. The Department of English reports that while significant work has been undertaken by individual departmental faculty in the areas of race, racism, gender, sexuality, national identity and related issues, the department as a whole can do more to implement strategies to increase diversity courses, undergraduate majors, graduate students, staff, and faculty members.

Creating economic support that mitigates some of barriers to advancement. ADVANCE Transitional Support Program (TSP), recognizes that while the University may have excellent leave policies, certain situations may require different solutions or supplemental support. TSP, now institutionalized as a pilot University program, provides additional support for tenure-track faculty who are in the midst of major life transitions, such as the birth or adoption of a child, personal medical needs, family illness, caring for an elderly parent, and to assist in balancing personal life and career goals.

Challenges and Recommendations

Developing a clear and consistent message that faculty diversity is an institutional priority. In the wake of the passage of I-200, clear communications about the institution's commitment to achieving faculty diversity are needed. Administrators need to set high expectations for diversifying the faculty at the school/college level, monitor progress and reward success in recruitment and retention.

Creating consensus across departments that faculty diversity is achievable. Some departments believe that candidates from underrepresented groups who could meet their standards of quality are too rare to result in hiring successes. Regularly conducting workshops on effective searches, proactive hiring processes, competitive offers, and faculty support after hiring, modeled on the College of Engineering's Center for Institutional Change, would result in success even in a tight market.

Addressing the financial competition with peer institutions for candidates. Many reports detail failed offers to candidates who might diversify faculty as well as detailing the loss of tenure-track and tenured faculty members who have been recruited by other institutions with salary increases or increased research funding opportunities. Additional economic resources are needed to assist with recruitment and retention of diverse faculty members.

Creating community relationships. More than political or economic importance, linking students and faculty with a broader community has important social effects. Efforts like these could have a positive impact on recruitment and retention. Faculty members have new

environments for research, opportunities for new forms of pedagogy such as service learning, and new avenues for professional development from connections with agencies and businesses.

Investigating and improving departmental and University climate. A study is needed that investigates the relationship between department and University climate and attrition rates of faculty of color.

IX. Diversity in Curriculum

The difficult dialogues of diversity in higher education are the pivotal points in addressing the national and global challenges our students face in the 21st century. We need to engage these dialogues in the classroom at all levels of education.

Johnnella Butler

Associate Dean and Associate Vice Provost, The Graduate School

Approaches to Diversity in the Curriculum

Diversity in the curriculum at public, research I universities encompasses several interrelated concerns: ensuring that graduates have requisite diversity knowledge and competencies; supporting undergraduate and graduate curricula in fields of study focusing on diversity; sequencing the study of diversity within curricula and programs; providing faculty development in effective pedagogical techniques for teaching in diverse classrooms; and ensuring student satisfaction with opportunities for study. Universities normally ensure that their graduates have necessary knowledge and competencies related to diversity through diversity requirements (Fitzgerald and Lauter, 2003). In 1995, the UW Faculty Senate, responding to defeat of a student-sponsored diversity requirement, passed a resolution encouraging all departments to create more courses that teach students to think critically about diversity.

The University has embraced curriculum transformation as the alternative approach to ensuring that graduates of University programs have knowledge and competencies related to diversity. The University is the only one of its peer institutions that maintains a full-time staff position to work on incorporating the study of diversity into the curriculum and to provide annual funding for a faculty seminar to create new courses focusing on diversity, including the study of power, privilege, and discrimination.

Institutional Level Programs

Several units give the University a strong base of expertise and support for integrating diversity into course content and addressing teaching and learning issues at all levels of the curriculum.

The Center for Multicultural Education

The Center for Multicultural Education (CME), in the College of Education, is an internationally recognized Center that provides professional development for teachers and faculty members interested in curriculum transformation. Faculty members associated with the Center have national and international reputations in diversity in curriculum instruction, assessment, and educational policy. CME also figures prominently in diversity research.

Center for Curriculum Transformation

Working with an advisory group of faculty members from all three campuses of the University, the Center for Curriculum Transformation assists individual faculty members and academic units in developing courses and curricula that include the study of race, gender, ethnicity, nation and nationhood, class, disability, sexuality, religion and their intersections. The Center sponsors annual seminars to support development of new diversity courses and curricula.

The Center for Instructional Development and Research

The Center for Instructional Development and Research (CIDR) works with faculty members and graduate students on teaching and learning topics related to diversity in the classroom. CIDR's web page, <http://depts.washington.edu/cidrweb/DiversityTools.htm>, includes many resources, teaching strategies and classroom approaches that enable classroom instructors to work effectively with diverse students.

Intergroup Dialogue, Education and Action Training and Resource Institute

The Intergroup Dialogue, Education and Action Training and Resource Institute conducts ongoing curriculum development, research, and evaluation on the intergroup dialogue method of engaging students across differences. Institute staff collaborates with the Office of Undergraduate Education and the College of Arts and Sciences to integrate this dialogic approach into sections of large enrollment undergraduate courses.

Academic Program Review, The Graduate School

The Graduate School's Academic Program Review consists of an assessment of proposed and continuing educational programs with the goal of identifying strengths and challenges for long-range planning. The assessment process is one of peer review with review teams individually assembled from UW faculty and from the faculty of other leading research-intensive universities. In 2001, the document, "Self-Study Guidelines for Review of Existing Degree Programs," was revised to include requirements for in-depth information on diversity. Guidelines now include: requests for information on underrepresented faculty, staff and students; teaching loads and other responsibilities; outreach and recruitment; curriculum innovation; and academic culture or climate.

University Lectures and Symposia

The Graduate Opportunities and Minority Achievement Program and the Walter Chapin Simpson Center for the Humanities offer many lectures, symposia and book talks by distinguished scholars where members from the University community and community members attend and engage in dialogue of critical contemporary topics based on the lectures. Guest scholars also conduct practical pedagogy workshops and contribute to innovation in the curriculum. Recent speakers have included Lani Guinier, Mari Matsuda, Cornel West, Rayna Green, and Luis Alberto Urrea. The Disability Studies Group brought Lennard Davis and Rosemarie Garland-Thompson, and the GBLT Committee of the University Diversity Council sponsors a lecture series highlighting research by University faculty members.

Areas of Curriculum

University of Washington, Seattle, Liberal Arts Curriculum

Currently, national efforts to bring diversity into undergraduate curriculum include focusing on power, privilege and social justice; expansion of categories of diversity to include race, ethnicity, gender, age, disability, nationality, religion and sexual orientation; approaches that are comparative and cross-cultural; and growth in approaches that educate for social responsibility (Schmitz, Butler, Guy-Sheftall and Rosenfelt, 2003; Humphreys and Schneider, 1997). Many scholars at the University of Washington have been in the forefront of expanding curricular

options to focus as well transnational perspectives and intersectional analysis that includes class along with other categories of difference.¹²

The College of Arts and Sciences houses many of the disciplines central in preparing students for understanding how race, gender, class, disability, ethnicity, religion, nationality, and sexuality shape individual identities, social relations, and institutional structures of the United States and beyond. Reports from American Ethnic Studies, American Indian Studies, Women Studies, Law, Societies and Justice, and the Jackson School, in particular, illustrate how faculty members in Arts and Sciences contribute new knowledge about diversity through their research and teaching. It is noteworthy that these programs each have courses that look beyond the central lens of the discipline to include a study of intersections of race, gender, class, nationality, disability, and sexual orientation. Women Studies has placed intersectional analysis at the core of its work and requires that majors take a course on racial/ethnic diversity among women. All of these departments have many scholars whose work is on the cutting edge of diversity studies nationally.

The College also housed the Center for Curriculum Transformation between 1995 and 2003. An external evaluator's report of the impact of the Center for Curriculum Transformation, cited in the Arts and Sciences report, noted that "Whereas courses that prioritized analyses of race, gender, sexuality were not as commonly offered two decades ago, current University of Washington students have more opportunities to critically engage with these issues in a wide variety of courses offered through numerous departments and programs on campus."

Anthropology, Communication, English, Geography, Law, Societies and Justice, Political Science, Sociology, History, and other departments that have participated extensively in curriculum transformation and hired faculty with expertise in diversity indicate substantial changes in their curricula over the past decade. Their reports provide insight into how to integrate the study of diversity across the curriculum, with increasing depth of analysis and breadth of topics and methodologies. Others, such as the School of Art, Classics, Comparative Literature, Dance, Drama, English, Philosophy, Psychology, and Linguistics, also show expansion of the scope of their areas to include study of diversity through new hires and new interdisciplinary collaborations. For example, Classics notes that the civilizations of Greece and Rome were "multicultural" and the study of multiculturalism can inform teaching and research in the discipline. Comparative Literature has moved from a European focus to a global focus. French and Italian has added an emphasis on African and Caribbean Francophone literatures. Philosophy has expanded its curriculum with courses on critical race theory, disability studies, and gender. There is a notable collaboration between Physics and Women Studies to offer a course on issues for ethnic minorities and women in science.

University of Washington, Seattle, Graduate and Professional Curricula

Graduate programs in the liberal arts have also expanded their offerings. For example, the Department of History has added scholars who specialize in African history, American slavery, African-American intellectual history, Asian-American history, Latin American history, Middle Eastern history, along with leading scholars of the African-American experience in the 20th

¹² See faculty development seminars and resources at <http://depts.washington.edu/ctcenter/>.

Century West, and the history of the Philippines. They have developed new graduate fields of study in African-American History, Asian-American History, the Indigenous Peoples of North America, History of the Philippines, Comparative Gender, and Comparative Colonialisms.

Several interdisciplinary degree programs housed in the Graduate School have also begun to address diversity in the curriculum. History, cultural attitudes, and socioeconomic perspectives are incorporated into a core course in Global Trade, Transportation and Logistics Studies. The Program in Near and Middle East Studies provides an important venue for study and discussion of the diversity of Middle Eastern and Muslim societies. Many capstone research and service projects in the Program on the Environment focus on questions of environmental justice.

The College of Education, the Information School, the Evans School of Public Affairs, and the School of Social Work all recognize in their mission statements the importance of including diversity in the preparation of their students. The College of Education reports that many faculty members are “powerfully motivated by moral concerns for social justice and equity” to build the study of diversity into their teaching. Curriculum and Instruction, Educational Policy and Leadership Studies, Educational Psychology, and Special Education all include many courses focusing on or infused with diversity studies. Curriculum and Instruction offers masters and doctoral degree work in Multicultural Education.

All three educational programs in the School of Social Work are centered on “promoting social and economic justice.” The School intends its graduates to be committed to ethical and culturally competent work; to this end, the faculty has articulated a comprehensive set of multicultural learning objectives for the BASW, MSW and PhD.

Both the Evans School of Public Affairs and the Information School have begun curriculum transformation initiatives. Partnering with the graduate student association, the Evans School, with a grant from the Ford Foundation, has undertaken development of diversity case studies and learning objectives for integration in all core courses and providing funding for faculty development in pedagogical practices for diverse classrooms. The Information School has begun a comprehensive curriculum transformation initiative to identify diversity learning objectives for each degree program and infuse this new content into all courses.

Reports from the health professions stress the importance of “cultural competence” for their graduates. Graduate students in the School of Pharmacy have produced several award-winning projects on communication and culturally appropriate pharmacist interventions. A graduate of the University of Washington School of Pharmacy should “demonstrate the ability to place health care and professional issues within appropriate historical, cultural, social, economic, scientific, political, and philosophical frameworks, and demonstrate sensitivity and tolerance within a culturally diverse society.” In the first quarter, occupational therapy students in the Department of Rehabilitation Medicine are introduced to diversity as it applies to occupational therapy philosophy and intervention, and diversity is integrated throughout the eight courses in occupational theory and practice.

The student-led interdisciplinary group, Students in the Community (SITC), brings students together from the Schools of Information, Medicine, Nursing, Pharmacy, Public Health, and

Social Work at the University of Washington to “provide quality community-orientated health services and social service referrals [and increase] awareness of social, cultural, and economic issues of underserved populations to the University of Washington health care community.”

The School of Nursing’s curriculum integrates the learning outcome of recognizing power and privilege in health systems. Nursing curricula have included cross-cultural content since 1974, including a number of courses focusing on diversity. The School of Medicine’s Office of Multicultural Affairs’ Indian Health Pathway provides courses, clerkships, and certification to medical students who wish to practice in Native American and Alaska Native clinical settings.

Curricula in Engineering, Forest Resources, Ocean and Fishery Sciences, while focusing on theoretical and applied aspects of science, each attend to some aspects of diversity content infusion as well as professional development of faculty members to teach effectively in diverse classrooms and supervise diverse work teams. For example, the Center for Teaching and Learning in Engineering assists faculty members in teaching in diverse classrooms, and the Disabilities, Opportunities, Internetworking, and Technologies (DO-IT) program provides resources on disability in the classroom. Forest Resources has redesigned its undergraduate curriculum to make “societal diversity in resource use explicit,” and the College of Ocean and Fishery Sciences includes the study of cultural aspects of the marine environment in its curriculum, with specific attention to tribal fishing and Pacific Islander cultures.

University of Washington, Bothell

The University of Washington Bothell’s mission statement 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 orientations, social class and special needs” through curriculum and pedagogy. An example is the expansion of courses in Race and Ethnicity Studies, continued curricular development in gender studies, and the reconfiguring of courses to include diversity issues.

University of Washington, Tacoma

The University of Washington Tacoma reports that it supports a rich and diverse curriculum as a centerpiece of UWT. Many department teach courses where diversity is infused into the curriculum, even when it is not the focus of the course; for example, Interdisciplinary Arts and Sciences, Urban Studies, Nursing, Social Work and Education “share a focus on the importance and impact of various aspects of diversity, whether examining the cultural products of diverse populations in the United States and internationally or the impact of poverty upon health care, education, and the delivery of social services.”

Examples of Good Practices

Encouraging all students to study diversity. The Office of Undergraduate Education, the College of Arts and Sciences, and the Office of the Vice President and Vice Provost for Diversity have collaborated on the booklet, “The Learning We Need Now: What Every UW Student Needs to Know about Diversity.” Given to every incoming freshmen and transfer student, the booklet includes a comprehensive look at the extensive knowledge base related to all

aspects of diversity in different disciplines, affecting different groups, and to career aspirations, civic engagement and social justice. Furthermore, advisors in OUE have urged students to enroll in a course on diversity during their first year on campus. The departments of Communication, Geography, Philosophy, Political Science, and Sociology, among others, have integrated the study of diversity throughout their curricula. The Department of Psychosocial and Community Health has developed a checklist of curricular diversity issues for integration into its curriculum.

Requiring the study of diversity in undergraduate majors and in professional degrees. The School of Art requires all majors to take 5-10 credits in non-Western art history, and Social Work requires students pursuing an undergraduate degree to complete coursework in intergroup dialogue. All clinical students in Psychology must take one of the department's diversity courses.

Expanding diversity curriculum options. The College of Arts and Sciences has developed a Diversity Minor designed to strengthen students' understanding of how race, class, gender, disability, ethnicity, nationality, sexuality, religion, and age interact to define identities and social relations. A proposal for an undergraduate Disability Studies Minor is currently under review. This minor will provide an opportunity for students to develop a strong interdisciplinary foundation in the social, legal, and political framing of disability.

Involving students in curriculum development initiatives. Students in the Community and Environmental Planning Program in 2003 participated in a seminar and developed new diversity learning objectives, bibliographies, and teaching resources for faculty members to use in incorporating the study of diversity into all core courses. The Evans School faculty and students have formed a Partnership for Cultural Diversity for evaluation of the curriculum and climate.

Identifying discipline-specific diversity learning objectives. Interdisciplinary Arts and Sciences at UW Bothell and UW Tacoma, and the School of Social Work and Department of Geography at UW Seattle, have identified diversity as central to their disciplines and have defined comprehensive learning objectives for their degree programs.

Including social change and social and economic justice as explicit learning outcomes of the major. The Human Rights Minor at UW Bothell and American Ethnic Studies, Law, Societies, and Justice, Geography, Social Work, and Women Studies at UW Seattle all foreground the potential for social change and social justice as elements of their disciplines and promote student engagement in these areas as learning goals for students. Women Studies requires an internship to assist students to establish connections between intellectual coursework and feminist practices of citizenship. The Study Abroad programs of the Comparative History of Ideas Department offer both innovative and challenging diversity offerings.

Improving classroom teaching. The Center for Instructional Development and Research (CIDR) works with faculty and graduate students on teaching and learning topics related to diversity in the classroom and features effective diversity resources on its web site.

Challenges and Recommendations

Revisiting the issue of an undergraduate diversity requirement at UW. The diversity requirement remains a concern to many students and faculty members. A study by the Office of Admissions of undergraduate students who graduated in 2003 revealed that only 40% of direct entry students had taken a diversity course. The University needs to ensure that students in all degree programs graduate with the requisite knowledge and competencies related to diversity.

Supporting efforts to incorporate diversity throughout the curriculum. While many programs have made progress, others have yet to define fully learning objectives for diversity, develop new curricula, or find effective means to assess results of their efforts. The Center for Curriculum Transformation can identify and address programmatic and curricular gaps at the undergraduate and graduate levels in all aspects of diversity studies.

Ensuring an inclusive approach to diversity in curricula. Absent from the University curriculum is comprehensive attention to Disability Studies or Gay, Lesbian, Bisexual, Transgender or Queer Studies, although a few courses do exist in each area. Topics related to class and age are also underrepresented in courses on diversity.

Developing assessment tools to evaluate how diversity informs curricula. Assessment tools are needed to identify programmatic and curricular gaps across the wide definition of diversity and to establish meaningful measures of progress in incorporating diversity into the UW curriculum.

Conducting periodic reviews of curricular diversity. The Academic Program Review process can provide a framework for more fully addressing issues of diversity in all aspects of these reviews.

X. Diversity and Research

Women Studies facilitates students and scholars alike not only in understanding the importance of class, race, gender, sexuality, nationality, and other bases of social inequalities in women's and men's lives, but also in developing feminist theories and methods that contribute to ongoing movements for social justice.

Judith Howard, Chair of Women Studies

Highlighting Diversity in Research

The creation and dissemination of knowledge is central to the University of Washington's mission as a major research university, and its remarkable success in research places it in the top rank of public universities. In 2000, the most recent year that comparative information is available from the National Science Foundation, the UW was first among public and second among all universities, public and private, in federal research awards. In light of its centrality to the institution's mission, the subject of research could figure more prominently in the University's plan for diversity.

The category of research was combined with curriculum in the Diversity Appraisal format. It is separated here in order to focus more attention on needs in both areas. As with curriculum, those academic units that focus on human diversity (American Ethnic Studies, American Indian Studies, Law, Societies and Justice, Women Studies, International Studies, for example) have faculty members with prominent and in many cases internationally recognized research. Others, such as Interdisciplinary Arts and Sciences, the College of Education, the School of Social Work, and the Departments of Communication, Family Medicine, Geography, Sociology, provided extensive information about faculty research on aspects of diversity.

A review of administrative units' appraisals points to the lack of data on diversity-related research at the University of Washington. No administrative unit is presently charged with responsibility for the systematic collection of information on external research funding, internal investments, areas of research expertise, or ongoing research on diversity at the University of Washington.

Interdisciplinary Research Centers with Emphases on Diversity

Diversity appraisals highlight the critical role that interdisciplinary centers have played in supporting research on diversity. Some of the more prominent centers include:

- Center for the Advancement of Health Disparities Research, School of Nursing
- Center for Innovation and Research in Graduate Education
- Center for Multicultural Education, College of Education
- Center for Research on the Family, Department of Economics
- Center for Workforce Development, College of Engineering
- Center of Excellence in Women's Health, School of Medicine
- Center for Women's Health Research, School of Nursing
- Dart Center for Journalism and Trauma, Department of Communication
- Institute for Ethnic Studies in the United States, Department of Sociology

Institute for Transnational Studies, The Jackson School of International Studies
 Institute for Intergroup Dialogue, Education and Action, School of Social Work
 Native Wellness Center, School of Social Work
 Northwest/Alaska Center to Reduce Oral Health Disparities

In addition, the Walter C. Simpson Center for the Humanities has played a central role in funding collaborative research projects on cutting-edge topics in diversity such as critical race theory, disability studies, critical Asian studies and a host of other topics.

Faculty Research on Diversity

In addition, the UW's faculty includes many nationally recognized scholars whose research contributes to an understanding of race, ethnicity, gender, sexual orientation, class, disability, nationality, religion and related issues. While not all members of underrepresented groups focus on questions of diversity in their research, and not all individuals who focus on diversity are members of underrepresented groups, there can be little doubt that the growing diversity of graduate students and faculty at the University of Washington has effectively opened new lines of inquiry in research across the disciplines.

The level of faculty and student engagement in research on diversity-related themes varies across units. Some departments, such as American Ethnic Studies and Women Studies, regard diversity as central to their mission. Others, such as the School of Social Work, have a sufficient cluster of faculty expertise in this area to mount projects of common interest. In many other departments, faculty members whose research programs focus on diversity have fewer departmental colleagues with shared interests. Several research clusters emerged from the diversity appraisals as sources of strength at the University of Washington, including multicultural education, Native American Studies, health disparities, and environmental social justice. A complete audit of research on diversity will undoubtedly yield many more areas of interest and strength.

Venues for intellectual exchange and collaboration that cross the disciplines are particularly important for faculty and graduate students in fields where diversity-related research resides at the margins of disciplinary inquiry.

Examples of Good Practice

Organizing administration-level discussion of diversity. Discussion of the Diversity Appraisal within the President's Cabinet and Provost's staff has begun to reframe the issue of diversity in ways that raise the visibility of diversity-related research.

Using seed-funding to support faculty and initiatives. A number of UW centers have consistently provided seed funding and venues for intellectual exchange and research collaboration among faculty engaged in diversity-related research. The Simpson Center for the Humanities has provided strong support to individual faculty and cross-disciplinary collaborative projects related to diversity, for projects such as interdisciplinary "Modern Girl around the World" symposium and collaborative research project.

Supporting and promoting faculty expertise in diversity research. Some colleges, schools, and departments highlight faculty expertise about diversity and feature the strength of their research programs on diversity-related subjects. Faculty members in English, Women Studies, American Ethnic Studies, History, and the Jackson School in particular have been on the cutting edge of new theoretical frameworks, organizing and participating in research clusters and symposia such as “Thinking Sex in Transnational Times,” critical race theory, gay and lesbian studies, rethinking Asian American studies, and American studies. The Simpson Center for the Humanities plays a central role in funding such collaborations.

Supporting faculty research on diversity in higher education. The University of Washington has many outstanding faculty whose research focuses on topics such as diversity, social justice, educational access, health disparities, and environmental justice. [The Handbook of Research on Multicultural Education](#), edited by James A. Banks and Cherry A.M. Banks, and a project of the Center for Multicultural Education, is an award-winning and internationally influential publication that definitively surveys the field of multicultural education.

Supporting research partnerships that benefit the UW and external communities. The Native Voices Program combines intensive research in American Indian studies with thorough training in documentary film, bringing contemporary Native American issues and advocacy to a wider audience. The Northwest/Alaska Center to Reduce Oral Health Disparities provides services to populations with limited access to health care.

Challenges and Recommendations

Establishing responsibility for tracking data. The wealth of UW research and faculty expertise on diversity is not currently tracked institutionally, nor is it always clear which office is responsible for institutional data on diversity.

Implementing university-wide conversations that reframe UW’s commitment to diversity. The UW must seek increasing ways to emphasize the value of diversity in the production and dissemination of knowledge and articulate an institutional commitment to leadership and excellence in diversity research.

Accounting fully for the value of diversity research in the University’s reward structure. There is not yet a clear understanding of how effectively the existing system of rewards at the departmental, unit, and institutional level recognize diversity research.

Institutionalizing formal support systems for intellectual exchange on diversity. Central supports do not currently exist for intellectual exchange among researchers focused on diversity. Such support for intellectual communities at the international, national, campus, and unit level would foster intellectual exchange and collaboration among researchers focused on diversity.

Assessing institutional research infrastructure to determine how effectively it supports diversity research and identifying funding to support diversity research. A preliminary

reading of unit appraisals suggests that central institutional support could play an important, connective role in engaging academic units in a common conversation about diversity in the context of faculty and student research, as well as in the integration of new knowledge derived from research into the curriculum. Collaborations in research and teaching that connect the social sciences, sciences, and humanities are critical to understanding the social, scientific, and cultural bases for ideas about difference.

Creating central leadership for research and diversity initiatives. Clearly there are strong threads of connection among and between the areas of study in this report. Administratively, there is a need for central leadership in redefining diversity as central to the research mission of the University, and coordinating what now exists as disparate initiatives. Recruiting and retaining a diverse faculty and student body is an important component of widening the questions asked in research. Faculty and students engaged in community-based research have a substantial stake in improving the University's relationship with underrepresented communities and in ensuring that the complexity of this work is recognized and valued by our institution. Thus the issue of research is interwoven with many other aspects of diversity.

The challenge that lies ahead is to provide the appropriate infrastructure to support the work of UW faculty and students on these subjects, thus raising the University's visibility as an intellectual leader in the area of diversity research. Funding from the Provost's Fund for Innovation and Redesign to the Office of the Vice President and Vice Provost for Diversity will enable planning for a University Diversity Research Institute that seeks to build upon this expertise and create a collaborative infrastructure to enhance this research.

XI. Diversity and Climate

We believe that the commitment to diversity is not simply an abstract matter for reflection. Understanding and developing respect for differences among people must develop from practical interaction and relationships. As such, we have been committed to welcoming and promoting diversity along the lines of race, gender, ethnicity, class, religion, sexual difference, and the like among the people in our program -- the faculty, the staff, the students. We not only link our words to our actions but, when the program fosters attention to issues of diversity, such discourse in part builds on recognized differences among us as a community.

Law, Societies, and Justice Program

Conceptualizing Climate

Climate was the least analyzed category in the reports, yet it is the most frequently mentioned by students, faculty, and staff as a diversity concern, especially for retention and success. Many unit reports speak eloquently to mission statements and hopeful impressions of climate within departments. The vast majority of reports, however, included very little concrete information in detailing how a welcoming climate is created, evaluated, and interpreted by different members. Cress (2004) explains:

Climate was a specific diversity target area, but this category was frequently ignored in the reports. If addressed, climate was most often described within the context of the number of diverse faculty or students. Or, a generalized statement was offered such as “everyone is knowledgeable and incorporates issues of diversity into daily practice.” One hopes to accept this claim at face value, but how are these intentions realized? Is climate a matter of tolerating one another or are individuals thriving in their work and learning?

When reports did address climate, it was equated with the number of diverse faculty or students. In some cases, reports acknowledged nuisances of speech, behavior, and interpersonal interactions that affect department culture. Very few mentioned normative values, priorities, and expectations as aspects of climate. Least evident was any discussion of how climate affects recruitment, retention, scholarship, pedagogy, and learning on personal/professional and organizational levels (Cress, 2004).

Hurtado et al. attempt to clarify “intangible” aspects of campus climate by providing “a framework for understanding four dimensions of the campus climate and a conceptual handle for understanding elements of the environment that were once thought too complex to understand” (1998, 281). These dimensions include the institutional context (historical legacy of inclusion or exclusion), structural diversity and its impact of students, the psychological dimension of climate and its impact on students, and the behavioral impact of climate and its impact on students. Future departmental workshops and seminars might focus on this and similar research to help faculty, staff, and students understand the departmental climate and how to improve it.

The University has sponsored studies on climate. The Office of Educational Assessment (OEA), in the Office of Undergraduate Education, reports that it created two useful studies of climate. First, the UW Study of Undergraduate Learning project included “understanding and appreciating diversity” as one of the six learning areas. This is 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. 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. Results are reported on the OEA website and are provided to interested groups that request them.¹³ University Libraries created an organizational culture survey to gather staff input on diversity issues and aspirations.¹⁴

One very promising program that attempts to address climate systemically is the Center for Institutional Change (CIC), a collaboration between the College of Engineering and the College of Arts and Sciences to increase the number of women in leadership positions in science departments. At the core of the project is the Department Cultural Change Program, which provides professional development for departmental leadership and grants to departments for comprehensive cultural change initiatives. In addition to the Department Cultural Change grants, the CIC has developed a Cross-Department Cultural Change Program (CDCCP), which is designed to help departments enrich communication, enhance collaboration, seek and utilize diversity more effectively, and improve faculty recruitment and retention. The CDCCP is further intended to encourage more effective peer mentoring and collegiality.

Examples of Good Practice

Establishing departmental community. The College of Education reports that it continues to address issues of diversity through faculty brown-bag seminars and special events, for example: brown-bag discussions of recruitment for diversity among recent faculty search chairs; brown-bag discussions of “teaching moments” involving diversity issues and how to use these productively in a classroom context; and meetings with students of color and international students. Similar activities exist in the Departments of Philosophy, Mathematics, and Speech and Hearing Sciences.

Establishing focused discussion on the meaning of diversity and climate. The Evans School of Public Affairs has established “Discussion on Diversity,” a series of small potlucks for students, faculty, and staff designed to facilitate discussions on diversity issues at the Evans School. In each of the first two years, over 100 people participated in groups meeting at one of the 10-12 potlucks held in homes. Each group is asked to address specific questions and to document their discussion, and the subsequent results are shared with the Evans School community. Similarly, the School of Nursing created forums that facilitate all school stakeholders to effectively address diversity issues. The Department of Economics also “seeks to

¹³ The collection of reports analyzing student responses to SOUL survey questions can be viewed at <http://www.washington.edu/oea/rptssoul.htm>.

¹⁴ The Diversity and Organizational Climate Survey is available at: <http://staffweb.lib.washington.edu/Diversity/survey.html>

model support and accountability in our relationships” and does so in part by conducting departmental workshops.

Developing a working statement on climate. The Staff Committee of the University Diversity Council has created a Values Statement on Working Climate, which is being disseminated across the University. The Department of Biology includes the historic Zoology Department collective values statement on diversity as part of its strategic plan, thus providing an operational context for ongoing assessment of climate and community.

Providing diversity training to improve climate. Continuing education sessions and staff retreats at Hall Health Primary Care Center explore the basis of misperceptions and conflicts based on race, gender, disability, class, sexual identity/orientation, age, ethnicity, health conditions, and indigenous status. The Residential Life Program in the Division of Student Affairs offers comprehensive diversity training to staff members and regular training opportunities for student leaders to explore diversity and multiculturalism.

Creating hospitable environments. Many departments have established “safe zones” that allow GLBT (gay, lesbian, bisexual, and transgender) students to have a safe space for interacting and studying. The Ethnic Cultural Center and Theatre provides a welcoming gathering place for students of all backgrounds. UW Libraries regularly mounts exhibits highlighting diverse cultures and achievements. Hall Health Primary Care Center conducts periodic reviews of program descriptions, signs, processes, procedures, and physical plant for cultural bias and barriers to access.

Addressing classroom climate. The Center for Instructional Development and Research (CIDR) works to support faculty interested in creating more inclusive courses and pedagogies. CIDR consults with individual faculty, provides assessment tools, and houses a strong resource library to support continued changes in teaching methods that improve classroom climate. The Evans School has conducted workshops to help teaching staff design and lead constructive discussions on diversity. The School has also added questions about classroom climate to course evaluation forms.

Challenges and Recommendations

Refining an understanding of what “climate” entails. University leaders must articulate how historical, structural, and behavioral dimensions of climate affect interactions and opportunities on campus and address the concerns of diverse faculty, staff, and students at every level of the University.

Developing open communication to produce concrete insights into climate issues. The need remains to develop feedback mechanisms at all administrative levels so that concerns about climate can be voiced, heard, and addressed.

Providing institutional assessment of campus climate for staff and faculty as well as students. An overall institutional assessment of climate would provide for insight into the many

layers of climate issues that cross campuses, disciplines, schools, and positions of power, an assessment which might help to point the UW toward next steps in addressing diversity.

Developing operational measures and resources for department/unit, workplace, and classroom climate. Units will be better able to assess and improve climate with specific examples of measures and resources made available to them through workshops, seminars, and other training opportunities.

Offering and encouraging diversity training to all administrators and staff. Training in the different dimensions of climate and their impact on diversity will improve the ability of all University staff to recognize and act on the concerns of faculty, staff, and students.

Encouraging inclusive and appropriate communications about diversity. As part of an overall University communication plan, a review of University and unit publications, informational materials, web sites, and messaging for inclusion of appropriate communication about diversity will provide clearer avenues for communication about diversity matters.

XII. Call for Proposals: President's Diversity Appraisal Implementation Fund

Call for Proposals

The Vice President and Vice Provost for Diversity and the Diversity Appraisal Steering Committee request proposals from students, faculty members, and staff at all three campuses of the University of Washington for projects to implement ideas, approaches, and recommendations in the Diversity Appraisal Report. The report is available at <http://depts.washington.edu/oma/diversity>, or by calling 206-685-0518 to request a printed copy.

Funding Priorities

The Diversity Appraisal reveals that while the University has a long and impressive history of addressing diversity and is home to many excellent programs, there are still persistent barriers and challenges to be addressed. Report recommendations challenge the University to strengthen existing efforts; identify best practices; address persistent barriers with new strategies; coordinate efforts and establish partnerships; strengthen institutional structures and supports; and develop meaningful measures of progress related to diversity.

The sum of \$400,000 is available to fund projects and initiatives. We are soliciting innovative proposals in the areas of greatest need identified in the Diversity Appraisal report:

- Improving the educational experience of students
- Enhancing faculty diversity
- Improving campus, workplace, and classroom climate.

We expect to award up 12-15 grants, with a maximum single grant award of \$50,000. The proposal should delineate other sources of funding for the project, especially source of funding to sustain the effort after the grant.

Proposal Content

Proposals of up to five pages should include:

- project overview and goals
- description of intended beneficiaries of project activities and of project participants
- rationale for the project's approach
- impact in improving diversity efforts at the university
- ways of assessing the project's success
- personnel and project budget
- plans for dissemination
- sustainability plans and information about ongoing support.

Submission Date

The deadline for submission of proposals is March 18, 2005. Projects should be transmitted through deans or other senior administrators.

Review Process

A representative committee will review applications and make recommendations for funding. Final decisions will be made by April 8, 2005. Funds will be available immediately upon approval and available for a two-year period. All funding is one-time and temporary. Preference will be given to projects that emphasize interdisciplinary solutions and collaborations and that provide ongoing support beyond this funding or demonstrate high probability of leveraging other resources.

For more information, please contact the Office of the Vice President and Vice Provost for Diversity, ypoma@u.washington.edu, 206-685-0518.

Appendix: External Review

Christine M. Cress, Ph.D., University of Washington Diversity Appraisal, August 5, 2004

I. Context and Analytical Framework

This report was prepared on behalf of Dr. Nancy “Rusty” Barceló, Vice President and Vice Provost for Diversity, Office of Minority Affairs, University of Washington, to provide an external assessment of the Diversity Appraisal process. As context, university programs were requested to submit a Diversity Appraisal report utilizing the following definition of *diversity*: race, gender, disability, class, sexual identity/orientation, religion, age, ethnicity, culture, region/geography, and indigenous status (Barceló memo, December 3, 2003). Each program was asked to address three critical questions:

- How is diversity a visible and active part of your unit?
- What are the specific ways that diversity is integrated into your academic mission in regard to your curricula, your undergraduate and graduate students, your faculty, and staff?
- What are the ways in which you have structured your unit so that diversity is institutionalized as part of your criteria for success?

In addition, units were requested to respond to seven Diversity Target Areas: 1) student access and opportunities; 2) student development and retention; 3) engagement with the external community; 4) staff and administrative diversity; 5) faculty diversity; 6) curriculum and research; and 7) climate.

There are numerous frameworks from the research literature that can be applied to any organizational analysis. This review utilized an adaptation of Ken Wilber’s (1998) model for understanding the interactions of individuals and groups within organizations. This model is salient for the University of Washington since it emphasizes both intrinsic values and beliefs (*e.g.*, the belief that diverse students enhance learning opportunities for everyone) and extrinsic behaviors and processes (*e.g.*, faculty members are actively diversifying their course content and curriculum). According to Wilber, if real institutional change is to occur there must be meaningful interactions across all four quadrants (see figure 1). Individual students, faculty, and staff must hold a value for diversity and enact this belief in their behaviors. Concurrent, units and departments must have a cultural norm that supports diversity and that is integrated into policies and procedures.

Figure 1: Organizational Analysis

| Interaction Level | Beliefs (<i>intrinsic</i>) | Behaviors (<i>extrinsic</i>) |
|-------------------|------------------------------|--------------------------------|
| Individual | Values and Priorities | Actions |
| Group | Cultural Norms and Climate | Policies and Procedures |

Adapted from Wilber (1998)

Similar to other universities who have engaged in a self-assessment of diversity efforts, some of the Diversity Appraisal department and unit reports comprehensively address all four quadrants of the model by identifying programmatic activities, assessing organizational culture, and describing individual commitments to diversifying the institution. In comparison, however, other unit reports focus singly on a litany of activities with little connection to organizational or individual goals. It should not be assumed that this indicates that all activities are disconnected from unit priorities and values. But the more explicit we are in communicating the values and beliefs underlying our individual and collective actions, the greater the potential for affecting and effecting change.

Based on the above framework and a review of department, unit, and programmatic reports, this appraisal highlights three broad categories: 1) emergent themes of success; 2) challenges to accomplishing diversity goals; and 3) recommendations for next steps.

II. Emergent Themes of Success

In spite of the legal challenges and confusion presented by the passage of I-200, it is apparent that institutional strides to become an intellectually diverse and integrated university have been made. Enclaves of individuals have responded with a renewed creativity and enthusiasm for ensuring a pluralistic university through community outreach, curricular integration and scholarship, and programmatic support for students, staff, and faculty.

Community Outreach: The fact that the Diversity Appraisal process requested units to address community outreach is very innovative. It speaks of an understanding of the role that the institution plays as part of the larger metropolitan area, state, and region. Indeed, the variety and extent of outreach programs is extremely impressive. This demonstrates the University as a contemporary community of scholars who care about making knowledge cutting edge, relevant, and applicable. More than the mere political or economic importance this has, the social and psychological affects of linking diverse students, staff, and faculty with a broader community should not be underestimated. These efforts have a directly positive relationship with the recruitment and retention of diverse students, staff, and faculty. Students and staff are able to develop and sustain relationships with diverse communities that can serve to reinforce their cultural identities that might otherwise be absent from the majority culture of the campus. Faculty have new environments for research, opportunities for new forms of pedagogy such as service learning, and new avenues for external sources of revenue from connections with agencies and businesses. These reciprocal relationships with the community ensure a pipeline for diverse students and staff and create an exchange of knowledge and expertise between community and campus. Furthermore, they exemplify the important interdependence noted by Wilber (1998) where organizational processes and values are combined with individual initiative to create an inclusive scholarly community that extends beyond the University's physical borders.

Curricular Integration and Scholarship: Numerous academic programs indicated their attention to the pedagogical and epistemological elements of courses as they teach to an increasingly wide range of cultural and experiential backgrounds. The scholarly contributions to knowledge fields by women and minorities are being integrated into class content and

collaborative learning and new forms of teaching and learning activities that attend to diverse learning styles are being tried. Faculty whose scholarship focuses on multicultural issues are being encouraged to integrate their findings into course revisions and these new areas of scholarship are being valued in the tenure and promotion process. Gateway courses that have served as historical barriers to diverse students are being examined and redesigned. And, as the UW Tacoma reported, the institutionalization of diversity has become a criterion for success. Faculty and staff are rewarded as well as held accountable for furthering diversity. In this sense, the linkage between individual work and organizational goals is made explicit.

Programmatic Support: Depending on the unit, programmatic support for diverse students and faculty is very active. Less so for staff, although the efforts that the facilities unit undertakes on behalf of non-native English speakers and for those with disabilities is especially noteworthy. In some cases, dialogue groups and forums provide opportunities for students, faculty, and staff to air challenges and successes in learning and working with diverse others. Other examples include peer mentoring, group cohort hiring, specialized research opportunities, Safe Zones for gay and lesbian students, professional development workshops and opportunities, diversity resource web pages, diversity committees to assess curriculum, faculty of color support groups, strategic linkages with professional associations to garner resources, creative leave policy application, etc.

The actual array of programs and efforts is fairly extensive. Of note as well is that where academic units have integrated their activities in conjunction with student services retention rates, at least of students, increased. With respect to staff, human resource policies that allow for flexibility in work hours, job sharing, and leave for elder and child care demonstrate an investment in individuals that result in organizational benefits. Obviously, supporting diversity is a multifaceted endeavor and the more university members see themselves reflected in the myriad of policies, procedures, and programs, the more likely they are to remain at the institution and offer the best of themselves to the organization.

III. Institutional Challenges

As noted above, some department and unit reports articulated the significant interplay between university and department goals, individual initiatives, and organizational policies. Others simply offered an itemization of activities. If we disconnect our programs and activities from our objectives, our work can become heartless and routine. Therefore, the most troubling issues that emerged in analyzing the reports were the lack of an inclusive working definition of diversity on behalf of units, an incomplete understanding of climate issues, and the absence of significant numbers of university members. Combined, these features probably account for most of the reason why individuals and leaders alike may view diversity as an additive rather than transformative process. Unless the academic excellence of the entire institution is reconstructed within a pluralistic paradigm, diverse students, staff, and faculty may feel segregated by their values, priorities, and scholarship. In addition, majority members may feel that their own contributions are less valued. The challenge is to create an inclusive organizational environment that supports the rich potential of each individual.

Inclusive Definition of Diversity: Even though a pluralistic definition of diversity was provided to units, most focused on issues related to racial considerations rather than the more inclusive description. This was due in part to problematizing diversity as a human numerical function. Often, we look to counts of individuals as evidence of diversity efforts. But numbers alone do not describe human interactions and the interface of behaviors within organizational structures. Nor are racial/ethnic demographics representative. Particularly absent is the mention of gay, lesbian, and bisexual students, staff, and faculty as well as university members with disabilities. While actual numbers may not be available (or even appropriate to report), recognition of their needs and concerns were limited to only a handful of the reports. From this perspective, the diversity appraisal report (and diversity itself) seemed a function of compliance. In contrast, one reported affirmed that this “summary has been instrumental in identifying progress as well as areas for new gains and positive impact as part of a systemic approach and action plan.” Future queries might request that units explicate their own definitions and objectives and how these intersect with institutional mission and goals.

Comprehensive Understanding of Climate: Climate was a specific diversity target area, but this category was frequently ignored in the reports. If addressed, climate was most often described within the context of the number of diverse faculty or students. Or, a generalized statement was offered such as “everyone is knowledgeable and incorporates issues of diversity into daily practice.” One hopes to accept this claim at face value, but how are these intentions realized? Is climate a matter of tolerating one another or are individuals thriving in their work and learning?

In some cases, acknowledgement of the subtle nuisances of speech, behavior, and interpersonal interactions that create a climate (or culture) were noted. Least evident was any discussion of how climate impacts issues of recruitment, retention, scholarship, pedagogy, and learning on personal/professional and organizational levels. Normative values, priorities, and expectations get imbued with certain power and privileges within academic and departmental cultures. Thus, it is incumbent upon the institution to enhance everyone’s understanding of campus climate issues. Otherwise, leaders may feel that outreach, curricular, and programmatic efforts are enough to insure a diverse campus.

Invisible University Members: As mentioned earlier, few reports addressed the challenges faced by individuals with disabilities or those who are gay, lesbian, bisexual, or transgender. It may be that due to the relatively small number of these individuals their needs are less evident especially since units tended to focus on diversity as a racial/ethnic issue. Also frequently overlooked were the needs and contributions of staff, entry-level student affairs professionals, part-time and adjunct faculty, research/teaching assistants, and student workers. Taken as a whole, these university members provide the majority of service, education, and support for students and faculty. The hiring, training, and professional development of these individuals should certainly be as high of a priority as the support provided to academic and administrative leaders. Those in positional power are in fact charged with the larger responsibility of ensuring a safe and dynamic work and learning environment. And, yet, most interactions students have in navigating the university system occur with those who have limited positional power (*e.g.*, secretaries, advisers, teaching assistants). This concern is further exemplified by reports of administrative units that are isolated from direct teaching and learning. Often, these units did not

report a relationship between their own work and how they support the research of faculty or the learning of students. Thus, as the Wilber (1998) model advocates, every member of the organization must be empowered to perform effectively toward the same goals and objectives.

Other External and Internal Challenges: Other issues that emerged in the reports are listed below. In most instances, the university has restricted amounts of control in addressing these challenges. Still, additional research and analysis should be focused on investigating the actuality of these perceived barriers.

- Limited numbers of minority candidates for all positions
- Stagnant salaries
- High cost of living in Seattle
- I-200
- Inability of institution to match or subsume grant opportunities
- Small programs and lack of staff, administrators, and faculty to carry out initiatives
- Financial support for students

VI. Questions

Framing the Diversity Appraisal around seven target areas was largely successful in gaining a better grasp of the extensiveness of programmatic efforts and of unit values and priorities. Still, the reports raise a number of important questions that need to be further examined:

- Are issues of diversity really at the center of our beliefs and practice no matter what our institutional position?
- What does this mean for daily interactions and “the experience” of campus climate?
- How are diverse forms of scholarship and teaching/learning supported and rewarded?
- How are policies and procedures (*e.g.*, family leave) being applied?
- What kind of alignment exists between institutional goals for diversity and programmatic goals? How are these actualized within administrative and academic units?
- How are staff diversity and professional development issues being addressed?
- How are undergraduate and graduate student workers being selected and trained?

V. Organizational Transformation

An organization committing itself to diversity must address individual beliefs and behaviors, as well as group norms and processes. Otherwise, only the few individuals who intrinsically value diversity will involve themselves in the process unless there are structural supports and rewards to encourage this behavior. Moreover, if there is a misalignment between institutional mission (goals) and institutional procedures (for example, touting diversity on a website but not including it in performance evaluations), then individuals get mixed messages about “real” versus “perceived” priorities and are unable to connect their work (and learning) with larger university objectives. The Wilber (1998) model offers institutions a framework for organizational transformation by explicating individual and group beliefs and behaviors.

This framework also served as the basis of a recent W.K. Kellogg Foundation publication (Astin, Astin, and Associates, 2000) that emphasizes the role of higher education institutions in developing the leadership skills and knowledge of their students, as well as their faculty, staff, and administrators. The book argues that organizational transformation cannot rely solely on institutional-level commitments to effectively change the learning and work environment of campuses. Rather, each faculty member, administrator, and staff member models some form of leadership from which students implicitly generate their own notions and conceptions of leadership, whether these interactions occur inside the classroom, in the residence hall, through campus work, or participation in student activities. The same can be said, then, of diversity. Each student, faculty, and staff member contributes to the organizational ideals and reality of an inclusive college environment. In other words, “there are opportunities to make a difference that are within the reach of every one of us engaged in the process of higher education” (p. vi).

One of the strategic advantages for facilitating organizational change by utilizing a *Transformative Leadership* approach is viewing each individual in the university as a potential leader. Explicit in such a perspective is the creation of a diverse and thriving environment for all members of the university community. It may be that the University of Washington could be served well by emphasizing individual and professional development focused on creating diverse leaders at every level.

Another strategy for creating organizational transformation that is centered on diversity and inclusion could be the adaptation of a multicultural framework from Margie Kitano (1997). While her work has focused primarily on curricular integration, university departments and programs could assess themselves as *exclusive*, *inclusive*, or *transformed* regarding their integration of diversity. According to Kitano, *exclusive* perspectives maintain dominant or mainstream methods to teaching, learning, and programs. Structures, content, and approaches remain relatively stable over time. The overall balance of power and representation stays static even as new individuals join the organization.

For those who approach diversity from an *inclusive* perspective, they recognize the need for alternative methods and the addition of previously excluded voices and views. Equity concerns are evident but traditional standards retain original structures. (This is similar to Banks', 1993, notion of the “additive” canon.) The human mosaic may begin to look different but policies and procedures are status quo.

Kitano's third level of understanding, “*transformed*” is a paradigmatic shift where normative operations are questioned, deconstructed, and reconstructed. Content and knowledge are presented through non-dominant perspectives. Power structures and policies are changed to insure equity, diverse inquiry is encouraged and rewarded, and academic truth and excellence are multifaceted rather than segregated.

While some may resist the judgmental notion of the Kitano framework, these levels of pluralistic integration could be overlaid on organizational policies or individual activities as a way to foster inclusive innovation (as opposed to change for the sake of change). In other words, both models offer a possible lens for assessing the scope of the unit reports and, perhaps more importantly, a common language around which future discussions and strategic planning can take place.

VI. Recommendations

Based on the above analysis of the reports, ten recommendations are suggested. These recommendations build on the successes of the university but challenge the institution to extend its cultural understanding of diversity as part of organizational transformation. What must then follow are policies and procedures that support the daily working and learning environments of a diverse community. Indeed, the University of Washington is uniquely poised as the flagship research institution to redefine educational and academic excellence for the 21st century.

1. Develop department level strategic plans that are framed by university and departmental definitions of diversity and climate.
2. Provide stipends and support for professional development and course revision efforts.
3. Develop a “Best Practices” Forum (or Campus Conference) on Diversity that highlights the current work of faculty, administrators, and staff on issues of recruitment, retention, teaching/learning, and professional development.
4. Collect quantitative and qualitative data on faculty, staff, and student experiences of the campus culture with a focus on the seven diversity target areas and analyze the equitable application of policies and procedures.
5. Expand interactions with schools, community colleges, and other community agencies in developing a pipeline and support network for diverse students, staff, and faculty.
6. Develop a website and/or brochure that highlights the diversity centered community outreach activities of the institution as a comprehensive resource for the campus and community alike.
7. Expand academic and student services collaboration in support of diverse students, faculty, and staff.
8. Continue the Curriculum Transformation Project where the objective is to integrate race, gender, ethnicity, nation and nationhood, class, disability, and sexual identity issues into course content and pedagogy.
9. Integrate diversity issues into program objectives and learning based outcomes including philosophical statements in program and admission materials, orientations, and trainings so that intercultural competence becomes a normative expectation of students, faculty, and staff.
10. Center diversity in the planning and budgeting process so that rather than utilizing monies for diverse targets of opportunity, diversity is the focus of all prioritizing and decision-making.

VII. Conclusion

Where faculty, students, and staff are actively involved in the integration of diverse perspectives and experiences to utilize in knowledge production, application, and problem solving, one gets the sense of an exciting, dynamic, and engaging program. Undertaking the Diversity Appraisal process speaks well for the entire institution. But now, as one faculty member stated, “...we have miles to go before we can call our institution a truly diverse and welcoming institution.” Rather than merely valuing diversity, creating a pluralistic community is a sustained effort to educate our selves about changing needs, experiences, and identities in order to respond to pressing social, political, environmental, technological, and economic realities. In closing, an Ischool statement captures the vision of this process, “we cannot change the way people think, we attempt to make them aware of diverse perspectives, approaches, and styles, and cultivate an environment receptive to differences. The extent to which such an environment becomes our

institution's realization is dependent upon each individual. We are not attempting to teach tolerance; rather we strive for an environment where mutual respect, understanding, and concern prevail in the face of similarities and differences" towards the creation of a truly inclusive university community.

References

Astin, A.W., Astin, H.S., and Associates (2000). Leadership Reconsidered: Engaging Higher Education in Social Change. Ann Arbor, MI: W.K. Kellogg Foundation.

Banks, J.A. (1993). Multicultural education: Development, dimensions, and challenges. Phi Delta Kappan, 75(1), 22-28.

Katino, M.K. (1997). What a course will look like after multicultural change. In A.I. Morey and M.K. Kitano (Eds). Multicultural course transformation in higher education: A broader truth (pp.18-34). Needham Heights, MA: Allyn and Bacon.

Wilber, K. (1998). The marriage of sense and soul: Integrating science and religion. New York: Random House.

Diversity Appraisal Report References

- Bensimon, E. (1995). Creating an institutional identity out of differences: A case study of multicultural organizational change. University Park: Pennsylvania State University.
- Bowen, W.G., and Bok, D. (1998). The shape of the river. Princeton, NJ: Princeton University Press.
- Boyer Commission Report. (1998). Reinventing Undergraduate Education: A Blueprint for America's Research Universities. Carnegie Foundation.
- Butler, J.A., and Campbell, F., eds. (2001). Task force on diversity in the curriculum: Final report. Unpublished report.
- Cress, C. (2004). External review: University of Washington Diversity Appraisal. Unpublished report.
- Ervin, E. (2004). Promoting diversity at the University of Arizona: A blueprint for action. Retrieved from <http://info-center.coit.arizona.edu/~vprovacf/blueprint.pdf>, June 26.
- Fitzgerald, A.K., and Lauter, P. (2004). Multiculturalism and core curricula. In Banks, J.A. and Banks, C.A.M., eds., *Handbook of research on multicultural education*. San Francisco: John Wiley and Sons.
- Guinier, L., and Torres, G. (2004). The miner's canary: Enlisting race, resisting power, and transforming democracy. Cambridge, MA: Harvard University Press.
- Gurin, P., Dey, E.L., Hurtado, S., and Gurin, G. (2002) "Diversity and Higher Education: Theory and Impact on Educational Outcomes." *Harvard Educational Review*, 72 (3) pp 330-366.
- Humphreys, D., and Schneider, C. (1997). Curricular changes gain momentum: New requirements focus on diversity and social responsibility. *Diversity Digest* 1(2): 1-5.
- Hurtado, S., Milem, J.F., Clayton-Pedersen, A.R., and Allen, W.R. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *The Review of Higher Education* 21 (3): 279-302.
- Schmitz, B., Butler, J.E., Guy-Sheftall, B., and Rosenfelt, D. (2004). Women's studies and curriculum transformation in the United States. In Banks, J.A. and Banks, C.A.M., eds., *Handbook of research on multicultural education*. San Francisco: John Wiley and Sons.
- Smith, D.G. (1997). Diversity works: The emerging picture of how students benefit. Washington, D.C.: Association of American Colleges and Universities.
- Trower, C.A., and Chait, R.P. (2002). Faculty diversity: Too little for too long. *Harvard Magazine*. Retrieved from <http://www.harvard-magazine.com/on-line/030218.html>.

Turner, C.S.V. (2002). *Diversifying the faculty: A guidebook for search committees*. Washington, DC: Association of American Colleges and Universities.

Women in Science and Engineering Leadership Institute, University of Wisconsin (n.d.). *Reviewing applicants: Research on bias and assumptions*. Brochure.

University of Washington. ADVANCE. (2003). *Faculty recruitment toolkit*.

University of Washington. ADVANCE. (2003). *Faculty retention toolkit*.