College of Arts & Sciences  
University of Washington

President’s Diversity Appraisal  
Summary Report

Submitted to:  
The Vice President and Vice Provost for Diversity  
Office of Minority Affairs
Diversity Appraisal Report
College of Arts & Sciences

Introduction

The Diversity Appraisal of College of Arts and Sciences provides a summary of current activities and initiatives at both the college and departmental level. We highlight efforts in the areas of mission, vision and goals; curriculum; student recruitment and retention; faculty recruitment and retention; climate; and community outreach.

The College of Arts & Sciences is the heart of the University of Washington, providing a liberal arts education of tremendous breadth and depth to more than 24,000 students while advancing research in the arts, humanities, social sciences, and sciences. Given this reach and scope, the College’s commitment to diversity, as evidenced by policy and programs, is essential to the University’s mission to achieve excellence through diversity.

The first part of the report focuses on efforts and initiatives at the College level, profiling several signature programs in the Dean’s Office. This section responds to the questions posed in President Lee Huntsman’s letter requesting the diversity appraisal: how diversity is a visible and active part of the College, specific ways that diversity is reflected in mission, curriculum, students, faculty and staff; and how diversity is a criterion for success. The second part provides a preliminary analysis of themes and challenges as outlined in department reports to the Dean. The third and last part contains the individual reports.

Part I: College-Level Initiatives

Mission and Values

The College of Arts & Sciences embeds diversity in its mission and core values. The College plays a vital role in the cultural, economic and public life of local, national and international communities. As the intellectual core of a major research university, the College of Arts and Sciences will be expected not only to respond to great social, political, economic, technological and environmental changes in the 21st century, but also to provide knowledge and leadership to shape those changes in the best long-term interests of society.

To fulfill these goals, we have built diversity into the core of our priorities for excellence in curricula, research, service and workplace climate.

Curriculum
The curricula of the College of Arts & Sciences aim to teach students to think rationally, creatively and critically; to communicate clearly, correctly, and persuasively; to gather and interpret data; and to engage the arguments of others with understanding and respect. These skills and intellectual attributes form the foundation for a lifetime of learning and a thriving democracy.

The College houses many of the disciplines that are central to 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 in Part III from American Ethnic Studies, American Indian Studies, Women Studies, Law, Societies and Justice, the Comparative History of Ideas Program and the Jackson School, in particular, illustrate how scholars in Arts & Sciences are contributing new knowledge about diversity through their research and teaching.

Through the Center for Curriculum Transformation, which has been funded in the College since 1995, we have provided programs and projects that assist both individual faculty members and academic departments in developing courses and curricula that include the study of race, gender, ethnicity, nation and nationhood, class, disability, sexuality and religion and their intersections. The curriculum transformation program seeks to achieve an institutional goal that places special emphasis on expanding all students’ ability to think critically about diversity. The Center uses a distinct model for curriculum transformation by offering internships to undergraduate students to assist in course development. The Center also connects faculty participants with community college faculty and public school teachers to enhance their teaching of ethnic studies, gender studies and global studies.

Reports from Anthropology, Communication, Geography, and other departments that have participated extensively in Center activities indicate substantial changes in their curricula over the past decade. Others, such as the School of Art, languages and literatures, and Linguistics, also show expansion of the scope of their focus to include study of diversity through new hires and new interdisciplinary collaborations. As one example, the Department of American Ethnic Studies, the School of Drama and the Ethnic Cultural Center and Theatre are collaborating on the development of a Multicultural Performing Arts Research Center.

An external evaluator’s report of the impact of the Center for Curriculum Transformation noted:

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. Interdisciplinary modes of analysis privileging the naming and dismantling of power are much more formulated and available for students. This is in part due to
the transforming nature of disciplinary fields and methods of interpretation, as well as the critical push toward social activism within the academic sphere.

While the Center for Curriculum Transformation is moving to the Provost’s Office to better serve all campus units, the College will continue its commitment to curriculum transformation by designating a faculty member to oversee ongoing efforts in the College of Arts & Sciences.

The College of Arts & Sciences is also developing a Diversity Minor. Many faculty members and students in the College have supported the several failed attempts to pass a diversity requirement for all students. In order to provide more opportunities for students to learn to think critically about cultural diversity, a Task Force on a Diversity Minor has proposed a minor that would appeal to students who would not normally choose to study diversity expertise. A companion piece to the new minor, The Learning We Need Now: What Every Student Needs to Know about Diversity, is being developed and will be circulated to all incoming freshmen and transfer students beginning in Fall 2004. This booklet provides information about the value of studying diversity and avenues to develop knowledge and competencies.

Finally, we ensure that diversity is central to all curricular initiatives. For example, when we organized a series of Discovery, Exploration, and Leadership Seminars as part of Freshmen Early Start, there were many seminars both integrating and focusing on diversity. Of note are the White Privilege Discovery Seminar taught by David Allen, and the Intergroup Dialogue Leadership Seminar taught by Ratinsh Nagda and Betty Schmitz.

Recruitment and Retention

A central component of the College’s vision and goals is to recruit, develop and retain an excellent and diverse faculty, students and staff.

Faculty. In 1998, the University of Washington College of Arts & Sciences hired a significant new cohort of faculty members versed in contemporary theories on race, gender, ethnicity and nationality. These appointments were part of a major hiring initiative to increase faculty diversity and enhance curricular offerings focusing on cultural diversity. Then Divisional Dean Susan Jeffords planned and directed the College of Arts and Sciences faculty hiring initiative. Unlike target of opportunity programs, however, this initiative did not offer positions up front to departments to search for candidates. Instead, the positions were held centrally and awarded only to those departments making substantive arguments for new scholars who would bring specific areas of expertise to the department and who would help transform the departmental curriculum. Consequently, faculty members were hired for their expertise in areas the departments deemed critical to their strength in teaching and research. They were also hired as a cohort and encouraged to interact with one another and departmental colleagues to promote transformative scholarship and teaching.
As a retention strategy, the College then sought to provide opportunities for these faculty members to explore their scholarly interests and build communities of support both on campus and off. These faculty members have reenergized the university by collaborating with each other and with their departments to offer colloquia, research symposia, and interdisciplinary courses. They are active participants in opportunities provided by the Simpson Center for the Humanities and the Center for Curriculum Transformation, and forming interdisciplinary teams to develop new avenues for research and teaching.

The Deans in the College continue to work with department chairs in hiring a diverse faculty. They appoint diverse faculty members to important committees to provide leadership opportunities. Another mechanism is the College’s collaboration with the ADVANCE program in Engineering to develop a Faculty Recruitment and Retention Toolkit. While intended primarily for science departments, the Toolkit has been shared with all departments in the College.

Nevertheless, departments in the College have not been as successful as they would like to be in recruitment and retention, especially of faculty of color, as shown in the data on page 6. Reasons, as outlined in departmental reports, include competition with other universities and departmental climate, which we address in the following section. More attention will be given to increasing the pool of and supporting campus visits for candidates from underrepresented groups.

One innovative approach being pursued by Political Science is cohort hiring strategy, describe in their report.

Students. Most of the departments in the College have initiatives to identify and recruit a diverse undergraduate and graduate student population. To increase the pool of incoming underserved freshmen, the College sought and received a GEAR UP grant to assist with pre-college recruitment statewide. The College’s GEAR UP Project serves all the GEAR UP students, parents, schools and communities in the state through Annual Summer Institutes, Mentor Outreach and teaching training. Five week-long summer institutes between 1999 and 2004 allow 1000 GEAR UP students to experience University life, including taking courses, living in residence halls, visiting historical and cultural sites and engaging in intensive career and college planning activities. Coursework introduces students to UW faculty members who acquaint them with the expectations for student work at the University and ways to prepare to succeed.

The Mentor Outreach component of the UW GEAR UP program is designed to provide students with role models and guidance as they prepare for higher education. GEAR UP mentors reflect the backgrounds of our student population – immigrants, first generation college attendees, students who were identified as “at risk” in middle or high school, students of color, students from single parent homes and low-income students – and are all currently enrolled in undergraduate programs. Mentors convey to students the steps that they took to move through high school and into university, speak candidly about the challenges therein and ways to address them, and help students access the resources and
develop the attitudes necessary to succeed. In 2000-01 alone, UW outreach partners made 12,000 mentoring contacts with GEAR UP students.

Faculty members are also helping to renew the outreach mission of the university, particularly by supporting the interests and needs of diverse communities within the region and the recruitment of a diverse student body for the future. For example, Loyce Adams, Applied Mathematics, has taken a leading role in reaching minority (more than 75% African American) K-5 schools in the Seattle area. Presently, the K-12 Program in Mathematics places eight Fellows at Thurgood Marshall and seven at Leschi Elementary to work in every classroom in those schools. The Fellows help the teachers implement a mathematics curriculum that meets State of Washington and NCTM Standards. Earth and Space Sciences’ report demonstrates a good understanding of “pipeline” issues. They recognize that they have a field that is of interest to pre-college students and are working hard to ensure that programs reach underrepresented students. Through the Washington Space Grant Consortium and the Space Science Network, as well as collaboration with MESA and GEAR UP, the department has set up model programs and networks of parents, teachers, and faculty members to increase access and college preparation for these students.

Staff. The Dean’s Office of the College of Arts & Sciences is committed to hiring and retaining a diverse staff. Contract classified staff are currently 92% female and 15% minority. Professional staff are 53% female and 15% minority. Of the five deans, one is a white female; we are hiring a sixth dean, and the two finalists are also white female.

Climate and Community

One of the College’s core values is building a vital and caring community of faculty, staff, and students. As a community of inquiry, we depend on the diversity of our students, faculty and staff members for our success. This community of inquiry seeks knowledge from multiple intellectual traditions and theories to shape curriculum, campus governance, community outreach and institutional policy and practice. Drawing on these principles, the College sponsored a Campus Climate Project that developed a model program to assist departments in the College to promote an inclusive learning environment.

The project assembled information on best practices for creating a productive working and learning environment that promotes openness, respect and collaboration among students, faculty and staff members. (See http://depts.washington.edu/ascpp.) In 2001-2002, the project provided a series of workshops, training materials, and resources for faculty members and teaching assistants to develop effective techniques for encouraging the participation and learning of all students. The goals of these departmental workshops included:

- To assist departments in articulating their values related to creation of an open, empowering and creative working and learning climate;
• To discuss teaching/learning paradigms emerging from multiple theoretical perspectives and world views;
• To assist teaching staff to develop teaching practices that encourage student involvement across differences such as race, gender, culture, age, class, disability, national origin, religion and sexual orientation;
• To identify follow-up resources for those interested in learning more about creating an inclusive academic community.

The College of Arts & Sciences continues to address climate and community through partnership with the College of Engineering’s ADVANCE program, and in particular the emphasis on department cultural change. Cultural change is a critical issue for long-term institutional change. In order to affect cultural change, ADVANCE emphasizes creating ownership by and opportunities for faculty at all levels.

Outreach and Service

In addition to serving all the departments and units in the College, the staff members also sponsor many events out of the Dean’s Office to serve alumni/ae and community members.

The partnership between the College of Arts and Sciences and the UW Alumni association is committed to promoting a culturally diverse program in events and communications. For example, the 2003 Fall Lecture Series on the Lewis and Clark Expedition featured Alexandra Harmon, American Indian Studies. She spoke about the two stories of the Expedition, the view through the eyes of Lewis and Clark and the perspective of the nations whose lands the Expedition crossed. American Indian groups throughout the region were invited to the events. The History Lecture Series is a five-week series that began in 1975. This year’s subject was a social history of the Civil War, including descriptions of that era’s race relations and slavery issues.

The College of Arts & Sciences’ quarterly newsletter, Perspectives, regularly features diversity topics, and there is a search engine that can be used to find these features. Editor Nancy Joseph makes certain she includes diverse faculty members in her features. For example, in a story on professors whose children attend the University (Summer 2003), two faculty members and their children spoke specifically about diversity at UW and how it affected their choices to attend the University.

The College is also proud of the diverse representation in its awards. For example, each year the College of Arts and Sciences honors one or more alumni at its Celebration of Distinction, in recognition of exceptional lifetime achievement. Gordon Hirabayashi, who asserted his Constitutional rights despite the personal consequences, was the honoree for 2000. At the award ceremony, the Kokoro Dance Company performed a powerful piece, The Believer, choreographed by Jay Hirabayashi, Gordon’s son, about the courage and resilience of Americans and Canadians of Japanese ancestry during and after World War II. Also in conjunction with Gordon Hirabayashi’s award and UW visit, the Center

In 2004, the College recognized Michael Christensen, co-founder of The Big Apple Circus, a not-for-profit performing arts organization, and founder of the acclaimed Clown Care hospital program for chronically ill children; Tess Gallagher, award-winning poet, essayist, novelist and playwright; Saad Eddin Ibrahim, distinguished sociologist and advocate for human rights and democracy in the Middle East; and Isaiah M. Warner, distinguished chemist and chair of the Chemistry Department at Louisiana State University, recognized as the leading educator of African American PhDs in chemistry.
Part II: Preliminary Analysis of Themes and Challenges

We are eager to learn as much as we can from the College Diversity Appraisal. During spring term, we will appoint a small group of College leaders to read the reports and provide a more comprehensive analysis of themes, challenges and best practices to share with departments in the College and with senior administration. Our preliminary reading of these reports has yielded some themes, questions and ongoing challenges:

1. *Meanings of diversity.* We noted and applauded the broad definition of diversity given in the President’s request for reports. This inclusiveness validated the importance of domestic, international and transnational aspects of diversity. At the same time, we recognize that perhaps the most important aspect of diversity is understanding difference in relation to power and privilege in society, an approach which narrows the definition of diversity. We are eager to find ways to define, discuss, study and teach about diversity that address past and contemporary meanings and complexities.

2. *Different levels of commitment and energies devoted to diversity programs*

The departmental diversity reports represent very different levels of sophistication in their analysis of the challenges, status and requirements of diversity. There are also varied degrees of proactive behavior. We are interested in finding better ways to share information and enthusiasm for diversity among units. Are there examples of best practices from other campus units from which we can learn?

3. *Confusion over legal status of diversity efforts in higher education*

We see the necessity from these reports of finding ways to collect and disseminate new information on the legal context governing diversity efforts. We notice confusion about the nature and status of federal affirmative action law, I-200 and the impact of the recent University of Michigan decisions. We see a need in some cases to change strategies from strict compliance to proactive (and legal) efforts. For example, if departments reach their numerical goals, does this mean that they no longer do anything to foster more diversity?

4. *Improving department climate.*

Many departments have begun to address climate issues and others are preparing to do so. The ADVANCE initiative has helped by providing resources for our science departments that we can share with others, but the reports indicate the need for more work in this area. How do we help people better understand how existing practices affect people who are differentially situated in departments? How do we address the subtler issues of climate?

5. *Different degrees of data collection and analysis*
We note great variation in the kinds of data collected and the levels of analysis applied to the data. For example, some departments keep data on the diversity in scholarships and awards, others do not. Will there be some guidance from the analysis of the Diversity Appraisal on which kinds of data are the most beneficial to collect and analyze?

6. *Indicators of success*

The reports also demonstrate the need for consistent and measurable indicators, beyond numbers and inventories, for access and retention, curriculum, climate, outreach and institutional change. Which of the many activities and strategies highlighted in the department reports constitute best practices? Which ones are replicable for other departments? How do we know where to dedicate further resources? Combine efforts? How do we measure progress over time, given external constraints, such as changing in funding, legal contexts, and societal contexts?