



Tapping People Potential  
Romney Associates, Inc.

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**UNIVERSITY OF WYOMING  
COLLEGE OF EDUCATION  
DIVERSITY & MULTICULTURAL ASSESSMENT**

**EXECUTIVE SUMMARY**

**February 28, 2007**

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An assessment of progress on diversity at the College of Education was conducted in 2006 by Romney Associates of Amherst, Massachusetts. The assessment included review of COE documents and reports, and four days of site visits to the College which included observations, individual in-person interviews, telephone interviews and focus groups.

Key findings of the assessment include the following strengths of the college and areas in need of improvement:

The College of Education is to be commended for its work on diversity thus far. COE is a leader on the University of Wyoming campus in its efforts to recruit and retain a multicultural faculty and student body, and in its efforts to incorporate diversity in the curriculum. The College has woven a focus on diversity into its academic plan, and its conceptual framework. Faculty of color at the college are seen as leaders on campus in organizations like PACMWA as well as within COE, and the Dean of the College is seen by faculty and students as a committed leader on diversity and multiculturalism.

Along with these strengths, there are several areas in which improvement can be made. Improving measures for evaluating progress on diversity is needed in areas such as curriculum, and in tracking hiring and retention of underrepresented faculty. The climate of the college would be improved if faculty were more involved in framing and understanding the college's diversity goals. Also, underrepresented students need additional advising and program supports, and white students need assistance in broadening their cross-cultural understanding and deepening their commitment to multiculturalism and democracy in teaching.

Recommendations for moving the college forward include:

- Strengthening systems for reviewing and evaluating diversity in the curriculum.
- Establish consistent standards for how Department Chairs should report on recruitment and hiring strategies and results.
- Articulate a strong case for the connection between cultural competence and overall competence of teachers.
- Establish a diversity committee that would report to and assist the dean in implementing the diversity action plan.
- Assist the Leadership Council in operationalizing the conceptual framework and develop an action plan for day-to-day actions.
- Develop a recruitment tool-kit and train Department Chairs in its use.
- Train search committees to examine their own biases in reviewing candidates.
- Make a concerted effort to bring faculty of color into departments where they are not represented and utilize the endowed chairs to facilitate this.

- Develop a measurement system to track faculty hiring, promotion and retention over a five to ten year period to obtain accurate information on the progress of creating a diverse faculty.
- Develop mentoring strategies for retaining junior faculty and faculty of color via training of department chairs and creation of a mentoring group at the College.
- The tenure and promotion committee should factor in the increased load of service that faculty of color have on campus with students and various committees, and should understand the nature of student bias in faculty evaluations particularly as it pertains to the national trend of lower ratings for female faculty and faculty of color, relative to white males.
- The COE should take an advocacy role in promoting the continuation of PACMWA and also in advocating for domestic partner benefits at the University.
- Increase college wide social activities to build community.
- Publish a collection of articles by COE faculty and students on all diversity topics and multiculturalism as a way to foster collaboration on research and writing among all faculty
- The College should have a discussion on diversity and come to common understanding of the College's diversity goals, and join together in developing a shared vision of where the College is moving regarding diversity.
- The College should hold a number of discussions, trainings or seminars on managing difficult diversity dialogues, the socio-historical context of diverse groups in U.S. education, GLBT concerns, and international issues.
- Professional development and workshops should be offered to faculty to guide them in teaching about topics such as race and sexual orientation in their courses, and to guide them in challenging bias in classroom discussions.
- Several support programs are recommended for students based on their challenges and needs stated in the interviews. These include early orientation for international students, ELL support, writing support for international students, a multicultural seminar for faculty and students, and a focused intervention program for Indian students.