

2013 | Diversity Report Follow-Up

**The Imperative of Diversity:  
Our Collective Responsibility**

Findings from Qualitative Interviews with  
Deans, Chairs and Faculty of the University of Washington  
*Prepared by Gino Aisenberg, Ph.D., M.S.W.*  
Associate Dean  
UW Graduate School  
Community Partnerships and Diversity  
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# INTRODUCTION

*Diversity is a core value and an ongoing priority of the University of Washington. From our learning environment to our everyday practices, we are committed to ensuring that diversity and equality of opportunity are integrated into everything we do.*

Michael K. Young  
President, University of Washington

In 2011, the University of Washington Graduate School issued a report focusing on issues pertaining to the diversity of our graduate student body. This report highlighted a salient area of concern, namely the low percentage of domestic underrepresented minority students (URMs), which includes African Americans, Latinos/Hispanics, American Indians, Alaska Natives, Native Hawaiians and Pacific Islanders enrolled in graduate programs of the University of Washington.

*While underrepresented minority enrollment is 9.6 percent of the total graduate student enrollment at the UW, it's important to note that 9.6 percent amounts to fewer than 1,000 students out of 10,000. Compared to our peers, the UW lags significantly in enrolling African American and Latino/Hispanic graduate students. Just 3.4 percent of all UW graduate students are African Americans, compared to an average of 5.4 percent at our peer institutions. Latino/Hispanic students make up 4.6 percent of our graduate students and an average of 6.9 percent at our peer institutions.*

The report also found that the number of minority students in graduate education (not just underrepresented minorities) at the UW has increased in the past decade. However,

*Overall minority representation lags behind many other research-intensive institutions and does not reflect the diversity of Washington state's residents. As of autumn 2008, the UW had the third smallest proportion of minority graduate students among our peers. Only the University of Wisconsin-Madison and Indiana University-Bloomington had smaller percentages of minority students.*

The 2011 report communicated urgency for meaningful and serious action to address the pronounced gaps and inequalities with regards to diversity. In response to this initial report and the changing demographics in the state and nation, the Graduate School seeks to advance diversity and partner with schools, colleges and research centers, as well as the Office of Minority Affairs and Diversity, in the successful recruitment and retention of underrepresented minority students. A tangible sign of the Graduate School's responsiveness to the 2011 Diversity Report was the establishment of the Graduate School Leadership Professor position in 2012. A primary responsibility of this position was to assist in the development and implementation of diversity initiatives.

One such initiative was to meet with thought leaders across the University for the purpose to:

1. foster conversations regarding the sobering findings of the 2011 report and the powerful reality of inadequate representation of URMs in graduate programs of the University of Washington,
2. gain deeper understanding of some of the barriers and mechanisms seen as contributing to the lack of representative enrollment of underrepresented minority graduate students,
3. present the Graduate School with strategies to move forward in its staunch commitment to promote robust diversity and inclusion, and
4. promote the implementation of the Graduate School's recommendations

Several leaders within the University identified a diverse group of deans, chairs and faculty as thought leaders who could provide keen understanding and insight into the context, strengths, needs, and challenges facing the University, the Graduate School and graduate programs through their own commitment to broaden and deepen efforts to successfully recruit and retain URMs. During autumn quarter, the Leadership Professor conducted 43 interviews with 54 deans, chairs, faculty, and administrators.

**The themes and findings from these qualitative interviews form the content of this report.** The report reflects the expertise, insights, perspectives, and recommendations regarding diversity that the participants openly shared and discussed with the Leadership Professor, as well as their perspectives regarding some of the dynamics and practices

broadly experienced across graduate programs. Informed by the experiences and suggestions of the participants, this report also presents key recommendations of the Graduate School that address areas of the collective responsibility of the University of Washington and the primary responsibility of the Graduate School to advance diversity and graduate student recruitment, retention and support through collaborative efforts across our three campuses.

This report serves as a follow-up to the 2011 Diversity Report. Like the 2011 report, this 2013 report primarily addresses two areas of diversity: race and ethnicity. It provides a nuanced understanding of strengths and challenges experienced in the recruitment and retention of URM students. Also, it highlights concrete recommendations to advance diversity and inclusion across our three campuses. This report is part of the Graduate School's ongoing reports on diversity that the University community may use to: 1) invite and promote continuing and deepening conversations about the multiple facets of diversity across faculty, staff and leadership in graduate programs, 2) build momentum initiated by the University Diversity Blueprint Report in addressing and advancing diversity, and 3) propel attainable initiatives that advance inclusion and diversity and support measurable and exemplary success.

*Gino Aisenberg, Ph.D., M.S.W.  
Associate Dean  
UW Graduate School  
Community Partnerships and Diversity*

# EXECUTIVE SUMMARY

The UW has demonstrated a genuine commitment to diversity in graduate student enrollment by:

- Supporting holistic admissions
- Recruiting and supporting graduate students of color through the Graduate School's Graduate Opportunities & Minority Achievement Program (GO-MAP)
- Providing financial support to underrepresented minority graduate students—through research grants, key donor support, such as the Achievement Rewards for College Scientists (ARCS), and departmental awards
- Promoting a welcoming environment and developing curriculum inclusive of experiences and concerns of underrepresented and marginalized communities
- Promoting strong mentorship
- Hiring a diverse faculty, which facilitates recruitment and retention of URM graduate students
- Creating vibrant interdisciplinary partnerships
- Maintaining successful recruitment and supporting programs such as Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) and the National Name Exchange

Even with this substantial track record, much work is needed to grow in excellence. Deans, Chairs, and Faculty of graduate programs have noted the challenges and barriers that persist:

- Low funding for fellowships—below the level of many of our peer institutions—which serves as an access barrier for URMs
- Low enrollment of URMs that does not reflect the diversity of our state's population and does not compare to URM enrollment at our peer institutions
- Institutional inertia and structural factors, such as racism
- Limited number of underrepresented faculty of color
- Lack of a systematic cross-campus approach to graduate admissions
- Inadequate utilization of a pipeline of highly qualified UW URM undergraduates for recruitment to UW graduate programs
- Insufficient partnerships with communities of color in generating knowledge through research and scholarship to address persistent disparities

## Recommendations

1. **Work with key UW allies, such as the Office of Minority Affairs and Diversity and other diversity leaders, to decisively deepen the University's commitment to diversity.** If we do not act now, the University will quickly be facing a crisis and a widening chasm in successfully recruiting and retaining outstanding URM graduate students.
2. **Create and implement a policy statement regarding diversity and a bold plan for diversity at the graduate level.** These actions should address recruitment and retention of URMs and faculty of color, funding, climate, research opportunities, mentorship, post-doctoral programs, interdisciplinary programs, data collection, and metrics of accountability.
3. **Engage in systematic communication, collaboration and coordination** across leadership, deans, chairs, schools and colleges, and the University to establish a culture of inclusion throughout the University in which differences in backgrounds and experiences are valued, respected and honored in all activities. Use this report as a starting point in conjunction with the University Diversity Blueprint.
4. **Create and support fellowships and research assistantships for graduate students.** When top graduate students select a university, money is often the deciding factor. With state support for higher education plummeting, the UW needs a steady, reliable source of funding for fellowships and research assistantships.
5. **Make endowments for graduate student fellowships a focus of the UW's upcoming capital campaign.** As the Husky Promise has contributed to diversifying undergraduate enrollment, guaranteed multi-year funding for graduate students would help diversify our student population.

6. **Increase the number of tenure-track faculty of color.** In order to attract more high-caliber graduate students of color, the UW needs to robustly hire more faculty of color.
7. **Develop and implement an on-going evaluation process with identified metrics and data sharing in a timely manner.** These metrics will measure progress and provide benchmarks of accountability for schools, colleges, research centers, and the Graduate School and University in making sustainable change and growth in excellence with regards to diversity.

## CONTEXT

At the University of Washington, diversity is integral to excellence. The University values and honors diverse experiences and perspectives, strives to create welcoming and respectful learning environments, and promotes access, opportunity, and justice for all. (<http://www.washington.edu/diversity/>)

For several decades the University of Washington has engaged in discourse and efforts to promote diversity at various levels. While measurable improvements in recruiting and supporting underrepresented minority students have occurred over the years, many of the same questions are being asked today with regards to the successful recruitment and retention of underrepresented minority students. In particular, while schools and colleges of the UW have experienced increased recruitment of graduate students of color, most graduate programs have not experienced substantive or consistent success. There remains room for sustained improvement. As one participant voiced, "We can do better."

The context in which the Graduate School and graduate programs operate has important significance and implications for engaging diversity. For nearly five years, the University experienced unprecedented and steep cutbacks in state funding resulting in substantial hikes in tuition and a moratorium on faculty salary raises. Participants revealed that this has negatively impacted morale, as well as the ability to offer competitive multi-year funding packages necessary to successfully recruit our top graduate applicants, especially those from underrepresented minority groups, for whom competition is especially fierce. In addition, several participants noted a marked difference in the prioritization of diversity across disciplines. For example, in STEM fields such as medicine, engineering, and biology, raising funds through research and training grants to provide partial support for salaries and funding of research assistants and lab staff is expected. Thus, while valuing diversity, STEM fields are particularly challenged to successfully obtain funds through research grants to keep research programs alive and productive. The context to raise support for salaries and labs is not as inherent in the humanities and social sciences.

The Graduate School's 2011 Diversity Report revealed two sobering facts: 1) graduate programs of study are falling behind peer institutions in terms of recruiting URMs, and 2) the racial/ethnic diversity of our URM graduate students does not reflect the demographics of our state. For example, in the 2010 census, Hispanic individuals comprised roughly 12 percent of Washington's population, an increase of nearly 101 percent since the 2000 census. Among U.S.-born Hispanics in Washington state, the median age is 15 years. In the United States, Hispanics comprise over 25 percent of the 18-29-year-old population. Despite these demographics, only 5 percent of graduate students enrolled at the UW for the 2012-13 academic year identified themselves as Hispanic. These factors provide a strong impetus for the Graduate School, other UW schools and colleges, research and training centers, and the University administration to acknowledge and address that the lack of representative diversity on our campuses is our problem. The Graduate School and graduate programs have an opportunity and a responsibility to develop a strategic and comprehensive response that engages diversity well and transforms the University.

# STRENGTHS

The University of Washington enjoys a stellar reputation nationally and internationally. It is a top tier research institution with renowned and leading scientists and scholars. It is deeply committed to its teaching mission. These are evident strengths. Participants also identified many strengths with regards to diversity in their schools and colleges, including recruitment, funding, faculty of color, curriculum, mentorship, climate, and community partnerships. Importantly, participants see the Graduate School as capable of creating synergy across UW leadership and graduate programs to facilitate institutional change and to effect transformation.

The participants identified several key strengths of the University and the Graduate School with regards to diversity: the Graduate Opportunities & Minority Achievement Program (GO-MAP), the caliber of underrepresented faculty, mentorship, pathway programs, and research funding.

## Recruitment

- 1. Holistic Admissions:** Participants cited the UW's holistic admissions processes as a strength. Those interviewed believed that at the undergraduate level, holistic admissions has made a substantial difference in the successful recruitment of URMs. Similarly, at the graduate level, enrollment of URM students has increased within schools and colleges that use holistic admission procedures. Contrary to the expectations of some faculty, such a shift has not diluted or weakened the caliber of the student body. Rather, the quality of the URMs in these graduate programs has contributed to elevating overall GPAs. Holistic procedures have helped create a critical mass of URMs which is supportive and transformative of the learning environment for everyone—underrepresented students and faculty as well as non-URM students and faculty. Holistic procedures help create a dynamic and engaging learning environment by ensuring people with a diversity of experiences and backgrounds are in the classrooms and in the labs changing the conversation, influencing the line of inquiry, and challenging dominant discourse and accepted thinking.
- 2. GO-MAP:** The Graduate School's Graduate Opportunities & Minority Achievement Program is a key partner in securing critical funding for underrepresented minority graduate students and has been instrumental in improving the financial aid package a graduate program can offer in recruitment. Uniformly, participants viewed GO-MAP as an invaluable resource that successfully enhances the ability of schools and colleges to recruit high quality URMs and to be more competitive with the financial aid offers of peer institutions. As one participant remarked, "GO-MAP is a fantastic program and extraordinarily helpful. Their fellowships are a great asset and are well-used by the department. They have helped the department get by these past four years." Participants acknowledged that GO-MAP fellowship funding is not sufficient. Nevertheless, they see GO-MAP as making a substantial difference in the successful recruitment of URMs.

GO-MAP also partners with schools and colleges and provides invaluable leadership to support the recruitment and retention of underrepresented minority graduate students. One example is GO-MAP's organizing and sponsorship of Prospective Students Visiting Days. In 2013, GO-MAP implemented a new model that aligns better with various schools and colleges' needs. Instead of the customary single visiting day, GO-MAP organized three visiting days for prospective students. Participants supported this new effort and looked forward to positive outcomes in the proximate years.

- 3. Role of Faculty:** Participants strongly linked the recruitment and retention of underrepresented minority graduate students to the recruitment and retention of faculty of color. They viewed these areas as conjoined. Success in having a diverse cohort of URM graduate students is due in many ways to the presence, scholarship and expertise of diverse faculty. Participants indicated that faculty of color often have a strong impact within many graduate programs. Faculty of color are staunchly engaged in efforts to bring students, particularly students of color, to the UW and help promote transformation in climate and curriculum. The mentorship provided to URMs by faculty of color is often exceptional. Indeed, participants noted that the scholarship and mentorship of faculty of color are often important selling points in recruiting URM graduate students.
- 4. Pathway and Bridge Programs:** Participants identified several programs of excellence that serve as pathways and bridge programs for identifying and then actively recruiting top URM students. Pathway programs such as the Society for Advancement of Chicanos and Native Americans in Science (SACNAS), and the Annual Biomedical Research Conference for Minority Students (ABRCMS) are seen as highly useful in the recruitment and retention of underrepresented minority students in the sciences. For example, the

successful SACNAS Conference held in Seattle in 2012 provided an opportunity for the UW to demonstrate the strengths of our many graduate programs in STEM fields to hundreds of highly motivated URM undergraduates interested in graduate school. Several thought leaders noted that such efforts will likely lead to increased inquiries and applications from students of color to numerous UW STEM-focused graduate programs of study. In 2013, the UW extended offers of admission to 73 graduate applicants who had attended the 2012 SACNAS conference at the UW.

Participants viewed summer bridge programs for students who are already admitted as beneficial. In some instances, students who are applying to the UW and applicants whom the graduate program are actively recruiting, are also invited to participate. Such programs promote connections with a school/college and the University and help equip students to be successful.

Participants also noted the importance of the UW Graduate School and the UW's many graduate programs and research centers that foster partnerships with rural populations and communities of color.

## **Funding**

The University of Washington demonstrates excellence in research, based on an impressive record of grant awards and funds. It continues to provide outstanding and exemplary leadership in multiple fields of study. An extensive history of grants awarded to schools, colleges and research centers by the National Science Foundation (NSF), the National Institutes of Health (NIH), and other funding sources has contributed to units' ability to make available a large number of research assistantships that provide critical support for graduate students. Also, the extensive success of schools, colleges, and research centers in securing funding, including training grants, has facilitated access to non-traditional recruitment sources while increasing the degree completion rates by underrepresented minority graduate students.

Participants acknowledged that in some instances the shift to be more responsive to diversity has been motivated, in part, by research funding sources, such as the NIH and NSF. Recent mandates from these agencies require that principal investigators demonstrate their progress in recruiting and retaining URM students and their efforts to include participants and communities of color in research centers and projects, and generally including diversity as a core value in their grant programs.

Participants affirmed that funding support for URM graduate students is a high priority in advancing diversity and identified the great value derived from endowments. When such strong internal resources are available, they make recruitment of URMs more easily attainable. With a sizeable endowment, schools and colleges can use funds to provide fellowships, including entry, teaching assistantships (TAs) and dissertation funding to URMs, or supplement financial offers necessary to effectively compete for the top URM applicants.

In addition to the excellence of GO-MAP, the Achievement Rewards for College Scientists (ARCS) program has been a tremendous resource in funding graduate education in the sciences, mathematics, engineering and medicine. Launched nearly 50 years ago by a group of dedicated women, ARCS is recognized as one of the University's largest annual donors, with more than \$11 million awarded over the years. It has significantly increased access of URMs to the UW.

## **Underrepresented Faculty of Color**

Most participants highlighted the key role that faculty of play as scholars, educators, and mentors in the recruitment, retention, and graduation of underrepresented minority graduate students. Also, participants noted the important role faculty of color play in the recruitment of faculty of color to come to the UW. For schools and colleges that enjoy a critical mass of underrepresented faculty of color, integrating diversity into research and teaching is enhanced. Participants voiced that "cluster hires" of faculty of color have been effective and instrumental in promoting diversity. Also, they indicated that the Office of Associate Vice Provost for Faculty Advancement has been very helpful in advancing the recruitment and retention of faculty of color at the UW.

Specific groups of faculty, such as the interdisciplinary group known as WIRED (Women Investigating Race, Ethnicity and Difference), have promoted safe spaces, collaboration and important skill building. Participants also noted that a change made in 2012 in the Faculty Code is an important and positive one. The code now contains explicit language that teaching, research, and service to minorities must be considered for tenure review.



## Pipeline

In the past decade the undergraduate population at the University of Washington has become increasingly diverse. Some graduate programs see this population as an important resource. These units know the caliber of the students, in some instances have already provided mentorship to them, and thus invest to recruit these URM students into their programs and promote their success.

## Curriculum

Participants highlighted the importance of embedding and engaging diversity content in the curriculum. Unless students of color see themselves in the curriculum—and in the faculty—many of them will feel unwelcomed and invisible. Successful curriculum revision has been based on key leadership making diversity a priority. At the undergraduate level, leadership and students were instrumental in establishing new policy requiring the completion of three credits of diversity coursework. This important step may lead to new opportunities for URM graduate students to serve as teaching assistants in such courses. Also, it may enhance the ability to recruit URM students to our graduate programs of study.

Participants provided information of various efforts and programs that reflect meaningful engagement of diversity content embedded in courses. Of particular note, participants were uniform in affirming the tangible benefits of interdisciplinary partnerships in research and teaching at multiple levels.

- Interdisciplinary partnerships promote diversity and are assets that are marketed as strengths in recruiting top graduate students and postdoctoral fellows, especially including URM students.
- Interdisciplinary courses promote and enrich diversity by bringing together varied perspectives in the classroom and promoting collaboration across silos.
- Interdisciplinary partnerships facilitate connections among faculty in other disciplines that often create spaces for synergy, intellectual openness and collaborative efforts critical to research and public scholarship.
- Interdisciplinary work can inform and support cluster hires of faculty.
- Several participants noted the success of the Simpson Center in sponsoring inclusive curriculum and programs that address race and ethnicity in an interdisciplinary manner.

## Mentorship

In most cases there exists a strong commitment to mentorship and a growing intentional practice of mentorship, including outreach at the time of recruitment, participants said. In some instances students are linked with community mentors. In spite of such commitment, participants highlighted that the responsibility of mentorship of URM graduate students can be broadened since it regularly falls upon a small number of underrepresented faculty of color. Quality mentorship is not dependent upon a cultural match between faculty mentor and student, but requires a sustained investment by all faculty and the concrete support and guidance from colleagues and leadership.

## Climate

*The dynamism of any diverse community depends not only on the diversity itself but on promoting a sense of belonging among those who formerly would have been considered and felt themselves outsiders.*

U.S. Supreme Court Justice Sonia Sotomayor

Climate is of the utmost importance in the recruitment and retention of URM students, participants said. The various graduate programs that have promoted welcoming and inclusive climates for students of color have three things in common:

- Their leadership has made diversity a priority, which has contributed to the development and implementation of policies regarding diversity.
- They have established Climate Committees.
- They have promoted an atmosphere of inclusion which has contributed to momentum in the recruitment of URM graduate students.

Participants shared a variety of other departmental successes, including:

- Establishing diversity committees and gaining agreement that diversity is a goal;
- Organizing regular meetings on diversity themes, including less comfortable topics such as racism; and
- Hiring a Graduate School Diversity Specialist

Participants also identified the role of social events in contributing to an inclusive environment for URM graduate students. In this area, GO-MAP also provides valuable leadership: *“As a unit of the UW Graduate School, the Graduate Opportunities & Minority Achievement Program (GO-MAP), is committed to serving the needs of students of color and students from other underrepresented groups, while simultaneously fostering an educational and social environment in which all students can learn and develop through experiences rich in cultural, ethnic, and racial diversity.”* GO-MAP successfully organizes ongoing events throughout the academic year to welcome, connect, and enhance the learning opportunities of URMs, such as a Getting Connected Orientation and Power Hour seminars.

### Community Partnerships

Participants acknowledged the value of engaging in partnerships with communities in research and scholarship. Community based participatory research methods (CBPR), for example, are effective in promoting partnerships with marginalized and minority populations. Such an approach engages questions and concerns that are significant to the community and promote meaningful and impactful change. CBPR is seen as valuing indigenous knowledge and expertise and effectively promoting diversity. Such efforts are strengths in attracting URM students who often have a vested interest in the well-being of their communities. Also, these research methods elevate community engagement within research. Participants indicated, however, that such partnerships are time-consuming to form and are not necessarily valued within some graduate programs. In addition, assistant professors may not be supported to pursue such partnerships prior to promotion and tenure.

## CHALLENGES AND BARRIERS

Participants identified two key barriers that blunt efforts to cultivate a more welcoming and inclusive campus:

1. resistance among some leaders, faculty and staff and
2. a lack of collective responsibility to broaden and fully embrace diversity.

Several participants acknowledged that some resistance to broadening diversity across graduate programs of studies exists, including the perception that actively attracting a diverse pool of students is not necessarily better or beneficial and may involve extra work. Even with the UW's excellence in research and teaching, complacency and discomfort in addressing diversity and inclusion persists among some faculty and within some schools and colleges. As a result, some students and faculty feel that the University is reluctant to face differences of race, gender, sexual orientation, abilities, and religion. Participants identified that success requires systematic change at multiple levels to address persistent barriers and further advance academic excellence at the University of Washington.

**Promoting inclusion and representative diversity is the collective responsibility of all faculty and staff.** For many years, however, much of the responsibility to promote diversity and mentor underrepresented minority graduate students has fallen to faculty of color, most of whom are assistant professors. This has perpetuated a lack of accountability and has become an unfair burden on a select few.

Lack of sufficient funding is a prominent barrier to the UW's successful recruitment and retention of URM graduate students. Because most schools and colleges recruit nationally and internationally, the lack of guaranteed funding beyond a year or two makes attracting URM graduate students a challenge—especially when top students receive multi-year offers from other universities. Participants noted that in some instances, we are asking graduate students to take a leap of faith when we provide them one year of funding, with the hope of scraping together enough funding later for years two and three, or beyond.

Recent tuition increases are compounding the financial burden of graduate school, especially for economically challenged students and their families, participants noted.

Uniformly, participants did not identify retention of URM graduate students as a significant issue since they view their own graduate programs as mostly successful in this area. And yet, the decentralized context of UW graduate programs presents difficulties in developing and implementing comprehensive efforts to promote inclusion and diversity. This context can stymie institutional change and can allow existing barriers to remain uncontested.

### Recruitment

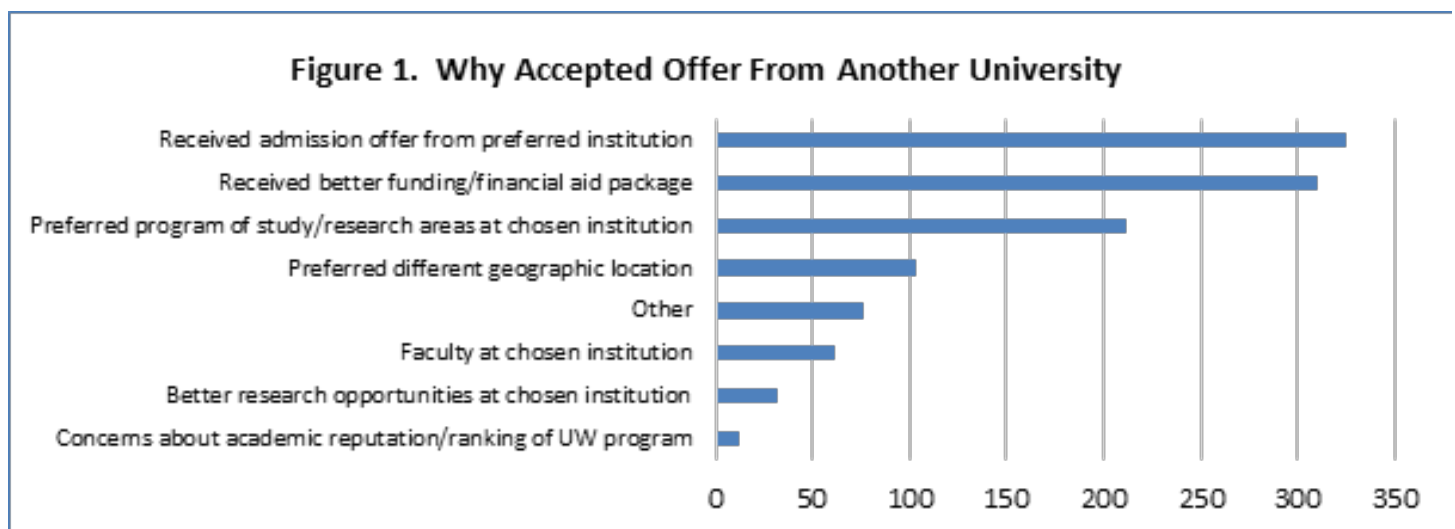
The decentralized graduate admissions process can be a major challenge in engaging diversity and promoting and

sustaining successful recruitment of URMs. Whereas the undergraduate admissions process is centralized and has promoted an increase in the recruitment of undergraduate minority students, decisions about which graduate applicants to admit—for the most part—are made by individual graduate programs. The lack of a centralized admissions process can make it difficult to promote and sustain successful and robust recruitment and retention of URM graduate students across our campuses.

Reliance on standardized test scores for admission as a primary criterion for admission can often act as a barrier in the recruitment of ethnic minority applicants. Despite the evidence of success of holistic admission procedures in recruiting underrepresented minority students, many schools and colleges use a minimum GRE test score as a main criterion for admission, rather than take into account the context of other criteria, including personal statements. Participants identified two other barriers with regards to admissions of URMs: 1) a disincentive to seek graduate education in some fields where salaries of researchers or faculty are not substantially more than what the student can obtain by entering the field of practice with a bachelor's degree, and 2) deference that is often given to the well-regarded and more prestigious university/school from which an applicant has graduated.

## Funding

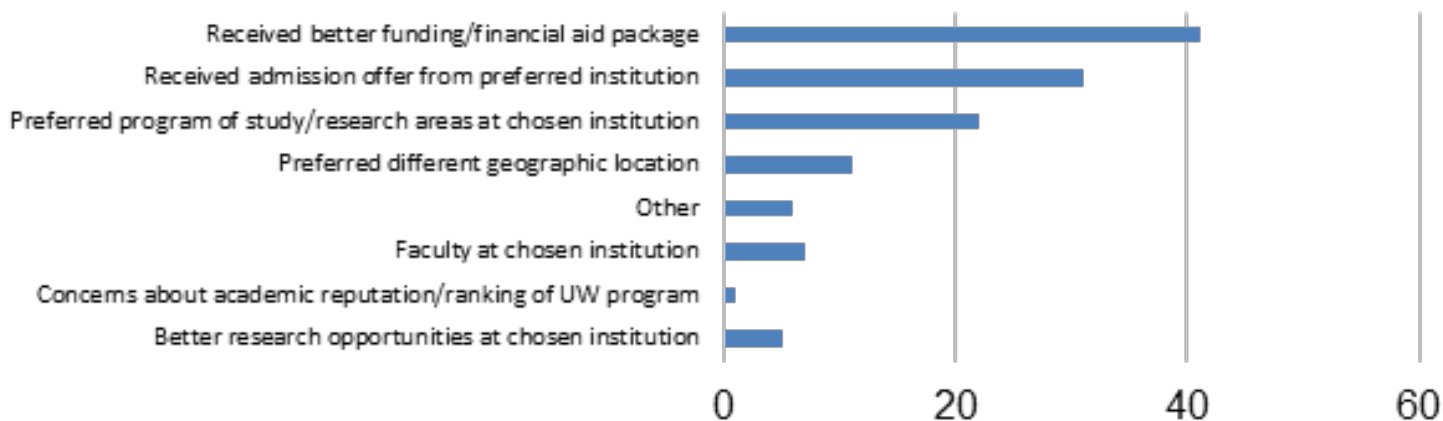
A major challenge for schools and colleges is to be competitive with peer institutions in terms of financial aid packages offered to underrepresented minority graduate applicants. Except for those units that have access to other sources of funding, such as endowments, nearly all participants identified that the UW's peer institutions have a distinct advantage in their ability to offer recruits multi-year, guaranteed funding packages and higher stipends for research and teaching assistantships. One participant remarked, "One cannot live on their stipend." Repeatedly, participants identified a monetary gap of at least \$5,000 in the offers made to URM applicants by their academic units compared to those made by their peers. Many participants noted that their programs often lost out in recruiting strong URM applicants due to the lesser money that they were able to offer. In December 2012, the Graduate School surveyed graduate applicants who had received an offer of admission but declined to enroll. Figure 1 highlights the primary factors of the 1,280 applicants who completed the survey, reflecting a 53 percent response rate.



Among these respondents were 136 underrepresented minority students. Figure 2 highlights that better funding/financial aid packages were paramount in their decision to accept an offer from another university.

Stiff competition exists for highly qualified underrepresented minority graduate students, especially at the national level. Thus, 1) the insufficient number of stipends available, 2) their low dollar amount, and 3) the limited number of years of guaranteed funding jointly act as substantial barriers in the recruitment of URMs. As participants consistently noted, the inability to offer competitive funding packages is a major concern and issue for many programs. In one instance, a graduate program shifted its recruitment focus from national to local efforts due in part to its inability to be competitive with funding packages from peer institutions. It is clear that additional money needs to be committed in a consistent and sustained manner to address the disparity in funding of URMs.

**Figure 2. URM --Why Accepted Offer From Another University**



Enhancing funding is essential to addressing the lack of competitive financial aid packages that UW schools and colleges can offer URM. The leadership of the UW, schools and colleges, and the Graduate School must make a fundamental commitment to ensure that qualified URM graduate applicants do not go elsewhere because of our funding offers.

While funding is a major issue, some progress is being made. For example, the stipends paid to RAs and TAs are gradually increasing. Despite budgetary constraints, schools and colleges have experienced success in funding graduate students but not at the level that is competitive with peer institutions. Participants noted that while only a few of these units can offer multi-year guaranteed funding at the time of recruitment and admission, most have been successful in securing funding throughout students' programs of study.

It is noteworthy that participants did not see funding as the sole explanatory factor for the University's relatively low numbers of enrolled underrepresented minority graduate students. Several participants indicated that money is less the barrier than is often perceived. One participant stated that funding can be used as an excuse not to improve our efforts with regards to diversity. Participants repeatedly voiced that structural and system barriers must be addressed. Some of these barriers are discussed below.

### Lack of Inclusion

Participants uniformly noted the reality of the lack of domestic URM students. Many URM are one of only a few students of color in their graduate programs. One participant revealed that no African American is currently enrolled in her master's or doctoral programs. Data reveals that the percentage of underrepresented domestic minority graduate students constituting total graduate student enrollment at the UW increased from 8.9 percent in 2010 to 10.7 percent in 2013, and the percentage of international graduate students grew even more substantially from 13.9 percent in 2010 to 17.6 percent in 2013. Despite the increased in URM and international students, a number of participants expressed that most schools and colleges are predominantly white in terms of students, faculty, and staff.

Some participants stated that "UW is a white institution," reflecting a "culture of whiteness," not merely in terms of numbers but also with regards to power, privilege, and decision-making. Many commented that the on-going presence of structural racism and institutional barriers inhibit the coordination of the University's mission. Several participants also named the presence of silent racism and unconscious bias as potent barriers. A tangible sign of unconscious bias is reflected in the fact that fewer than 50 percent of UW schools and colleges have a visible diversity statement on their websites. These factors were thought to contribute to a pattern of replication of power and privilege that perpetuates limited inclusion and diversity in the classroom and on faculty and on decision-making committees. Also, these factors were thought by participants to contribute to students of color often feeling unwelcome and not seeing themselves in the faculty or curriculum. They foster a sense of isolation that presents challenges to creating cohorts of URM and augments the stress experienced by many URM. This isolation is exacerbated by the departure of many faculty mentors and allies.

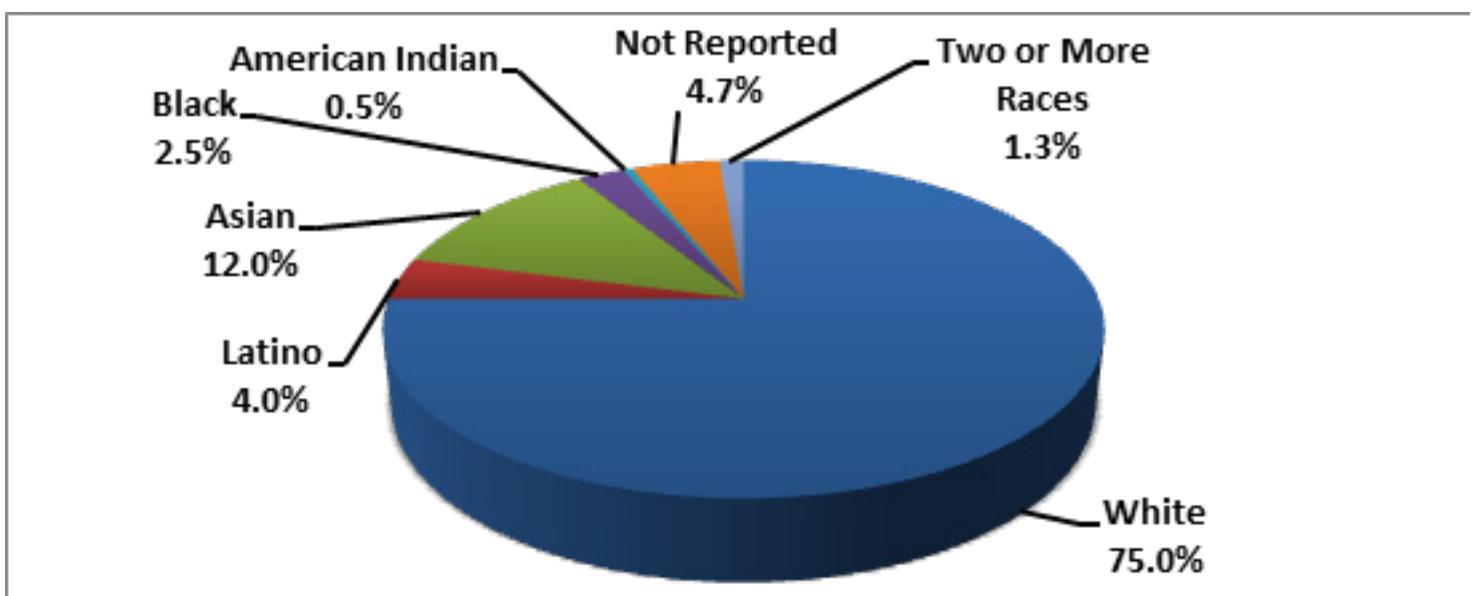
## Lack of Local Diversity

Several participants noted the importance of experiencing one's culture for URM graduate students. They remarked that the relative lack of diversity of the city of Seattle with regards to some minority populations and the reputation of the state as white serve as chronic barriers in the recruitment and retention of URMs. One participant commented, "Seattle is a white city, with a rainy climate." This perceived lack of demographic diversity presents challenges for URMs to experience one's own culture, including the arts, in a robust way.

## Underrepresented Faculty of Color

Although none of the interview questions inquired directly about faculty of color, most participants noted that lack of diversity among UW faculty is a challenge and a significant barrier to recruiting URM graduate students. Just as with graduate students, the proportion of UW faculty who are minorities does not reflect the diversity of Washington state, or the faculty at our peer institutions.

Despite committed efforts and resources, the percentage of tenured underrepresented faculty of color (American Indian/Alaskan Native, Black, Latino and Asian/Pacific Islander) at the UW has remained stagnant at approximately 10 percent for the past decade. In 2011, out of the total of 1,970 tenure/tenure-track faculty at the UW, 1,559 were white. Just 51 were black, 80 Latina/o, 245 Asian/Pacific Islander, and nine Native American/Alaskan Native.



**Tenure/Tenure-Track Faculty, Fall 2011**

Participants revealed that without the successful recruitment and retention of faculty of color, the recruitment and retention of URMs are even more challenging. At the same time, the caliber of our graduate students is an essential element in recruiting outstanding faculty to the UW.

Participants identified multiple barriers to the recruitment and retention of underrepresented faculty of color—one of which is that some faculty searches may not specifically identify diversity concerns or needs at the onset. Also, it remains very challenging and burdensome for many underrepresented faculty of color to continually engage their schools and colleges and peers regarding diversity. Participants noted that, at times, when faculty of color present concerns, little action is taken. The inertia manifested by colleagues and leadership weakens morale and has contributed to a sense of invisibility among underrepresented faculty of color. Several participants voiced that this invisibility has led to the departure of some faculty of color. In addition, many participants revealed that faculty research and scholarship pertaining to race and diversity is generally less valued and often limited to the pursuits of faculty of color. Furthermore, race and gender are not necessarily seen as significant issues. These factors were deemed to contribute to limited dialogue regarding race and diversity.

Additional barriers identified by participants include the lack of competitive salaries for faculty, the unknown or muted support of non-URM colleagues, and the low expectations of some faculty with regards to the performance of URMs. Several participants noted a further barrier that can negatively impact the recruitment and retention of underrepresented faculty of color occurs if a new faculty hire comes from a "less well-regarded" program and does

not succeed in gaining tenure. This limits the openness of some graduate programs to continue to recruit faculty of color from less prestigious programs in the future.

## Pipeline

Our undergraduate programs are frequently not viewed or utilized as pipelines for graduate school programs. A contributing factor is that the pipeline connection to graduate programs of study is largely an absent topic from the undergraduate perspective.

Throughout the interviews two divergent views emerged regarding a pipeline of UW undergraduate students. On the one hand, some participants strongly held that admitting our own undergraduate students to UW graduate programs is not in the best interests of the student or the program. In fact, most participants indicated that their graduate programs do not welcome or recruit UW undergraduates into their master's or doctoral programs. In some instances, the disincentive is clear—some UW schools and colleges whose graduate programs admit applicants with undergraduate degrees from the same UW program will not pay the applicants a stipend upon enrolling in that UW graduate program.

The practice of refusing to recruit successful and promising URM students from UW undergraduate programs excludes not only students from their own discipline, or field of study, but from other UW programs, as well. Coupled with the fact that many schools and colleges actively encourage undergraduates to go to different graduate schools, URM undergraduates at the UW who contemplate attending graduate school often want to experience their culture and so go to other graduate schools and geographic locations. Both realities have a negative impact on cultivating a pipeline of URM students from UW undergraduate programs.

Reflecting a different perspective, some participants acknowledged the importance of an adequate pipeline of URM student applicants, and that current UW undergraduate programs could increasingly serve as an important source for increasing the pool of qualified URM applicants to UW graduate programs. Participants were clear in their support to advance the career development of students and did not want students to earn all their degrees at the UW. Nevertheless, many identified that a “grow your own” approach to recruiting such URM students has distinct advantages, including being efficient and cost-effective. One example of a success in “growing your own” is the recent establishment of the Senegal UW Graduate and Professional Fellowship that provides support for underrepresented minority Costco Scholars who have graduated from the UW and are pursuing an advanced degree at the University of Washington.

## Curriculum

Curricular barriers exist. The UW offers many undergraduate courses relating to diversity, and the new undergraduate “diversity requirement” is slated to be implemented in the 2014-15 academic year. However, participants noted that simply not enough courses related to diversity are currently offered for graduate students. For example, several participants noted that the UW does not offer graduate degree programs in American Ethnic Studies or in American Indian Studies. This limits the attraction to underrepresented minority students and slows the growth of research in those fields. Some participants indicated a critical need for academic units to develop a permanent, substantive and interdisciplinary graduate program of study of societal issues of race and ethnicity.

Some participants expressed that much of the coursework and mentorship at the UW reflect the perspectives and values of the dominant culture. In this context, we may be less responsive to the motivation of many underrepresented minority graduate students who seek graduate education because of inequalities that they experience or witness in their home communities. These URM graduate students are highly committed to make a positive change and impact locally and globally. Also, we may be less effective in equipping underrepresented minority students with the requisite skills and training to address disparities in order to promote well-being in ways that are responsive to the cultural values, epistemologies, traditions, and needs of their indigenous communities.

Overall, many participants expressed that much falls to the initiative of underrepresented faculty of color with regards to inclusive curriculum. More faculty from all racial and ethnic backgrounds, including white men and allies, need to be called on to engage in the work of diversity and gain competence.

## Data

Data are crucial tools to measuring our excellence in engaging diversity and identifying areas that warrant improvement. Also, data are important tools to celebrating our successes with regards to diversity. At times, however, data collection is not well aligned across programs of study and campuses, and data systems are not always readily congruent. There exists a crucial need to gather systematic information with regards to diversity and

to standardize data collection and processes without being unduly burdensome across schools, colleges, research centers and the three campuses of the University. Evaluation and assessment are critical for building evidence of the importance of diversity and for demonstrating the impact of diversity efforts. Challenges that warrant attention include: 1) some data systems are not necessarily seamless which limits accessibility to data and the ability to inform diversity efforts; 2) in some instances, data may not be disseminated to schools and colleges in a timely manner; and 3) the lack of a consistent definition of terms hampers the usefulness of some data and makes comparisons across data sets difficult.

## RECOMMENDATIONS

Key UW stakeholders offered a number of specific ideas and suggestions to envision and inform courses of action and accountability with regards to diversity and inclusion, to support the success of graduate students and to promote the academic excellence of the University. Diversity drives discovery. Informed by the participants' input and experiences, the Graduate School makes the following recommendations to substantively and effectively address the shortcomings in graduate student diversity outlined in the 2011 Diversity Report, and markedly emphasized in this 2013 follow-up. In response to the imperative of diversity, the Graduate School is strongly committed to partner with University leadership, faculty, staff and students in taking compelling and impactful action to implement these recommendations.

### University of Washington Collective Responsibility

#### 1. University-Wide Commitment to Diversity

The UW Diversity Blueprint Report 2010-2014 established well-defined goals for advancing diversity efforts across the University. Strongly aligned with Goal 1 of this report to provide leadership and commitment to diversity, the Graduate School recommends that the leadership of the University, including the president, provost, deans, and chairs, clearly manifest a staunch commitment to diversity in all areas, including recruitment, curriculum revision efforts, faculty hires and fund-raising. Also, the Graduate School recommends that the University president make diversity funding a priority for the next capital campaign.

The Graduate School recommends that key UW allies, such as the Office of Minority Affairs and Diversity, the Center of Equity, Diversity and Inclusion, the UW Tacoma Diversity Task Force, the UW Bothell Diversity Council, chairs for existing diversity committees, and other leaders across our three campuses, work collaboratively to strategically invigorate and deepen our commitment to diversity and inclusion.

There exists an urgent need to make a bold and intentional commitment to recruiting, maintaining and increasing the presence of underrepresented minority graduate students and underrepresented faculty of color throughout the schools and colleges of the University of Washington. If we do not act, the University will quickly face a widening chasm in representing the diversity of our state's population and in our ability to promote excellence. Indeed, our excellence can be truly realized only in an environment that fully supports engagement with diverse cultures and perspectives.

The Graduate School will provide leadership to support and strengthen systematic communication, collaboration and coordination across leadership, deans, chairs, schools and colleges, and faculty and students to establish a culture of diversity and inclusion throughout the University in which differences in backgrounds and experiences are valued, respected, and engaged. This report can be used as a contributing point in conjunction with the University Diversity Blueprint Report.

#### 2. Underrepresented Faculty of Color

The Graduate School will partner with University leadership and graduate programs of study in developing creative strategies for increasing the number of tenure-track faculty of color. For example, the Graduate School may be able to contribute tuition waivers, fellowships, or funded research assistantships as part of start-up packages for new recruitments of faculty of color.

### Graduate School Primary Responsibility

#### 1. Institutional Leadership

The Graduate School will provide leadership and vision by coordinating efforts across schools, colleges, departments, research centers and institutes to embed diversity throughout their activities. Also, the Graduate School will promote enhanced collaboration and accountability within and across schools, colleges and research centers with regards to the recruitment and retention of underrepresented students and faculty of color.

As noted in the UW Diversity Blueprint Report, collaboration and coordination among all diversity offices and across diversity efforts warrant strengthening. The Graduate School is equipped to partner well in both efforts to:

- a) Engage in systemic processes of dialogue and action that address climate issues and promote inclusion in our teaching, research, and work environments and activities, and
- b) Collaborate with faculty and institutional leaders to promote increased numbers of outstanding URMs enrolled in graduate programs of study.

The Graduate School will designate an associate dean for diversity at the Graduate School. Participants viewed that such a position would be a powerful catalyst to promote diversity in the schools and colleges of the University and would elevate the commitment and leadership of the Graduate School as fundamentally responsive to the imperative of diversity across our three campuses and the broader community. Also, they viewed this position as helping to facilitate and embed diversity in graduate programs in coordination and collaboration with the leadership of the Graduate School and University, as well as leadership of schools and colleges, and promote accountability to timely and measurable action.

## **2. Policy Statement**

The Graduate School will develop a policy statement that addresses the breadth of diversity, including gender, sexual orientation, and abilities. This statement will be communicated broadly in the Graduate School's website, institutional documents, and internal and external communications.

A policy statement will help elevate diversity as a priority and can be instrumental in promoting accountability and used as one yardstick to inform and assess success in engaging and embedding diversity throughout the activities of schools and colleges and the Graduate School. In addition, a policy statement will clarify how diversity is defined and operationalized.

## **3. Strategic Plan**

The Graduate School will lead the development and implementation of a University-wide strategic plan to address multiple facets of diversity in graduate education in a collaborative and comprehensive manner. Such a plan will include recruitment of URM graduate students, funding, methods for creating a welcoming and inclusive campus climate, interdisciplinary programs, and research partnerships. This effort will be aligned with the UW Diversity Blueprint.

## **4. Funding**

The Graduate School recommends that:

- The Graduate School leadership, in partnership with Advancement, strategically address the disparity in funding experienced by graduate students, including URMs, and make marked improvement in closing the gap of funding between UW and its peer institutions by creating and supporting fellowships for graduate students;
- The Graduate School create and name a Diversity Scholar Award that annually recognizes an individual, team, or department that has made an outstanding contribution to advancing diversity; and
- The Graduate School assist graduate programs with additional funding resources for URM students who are in the final push toward completion of their doctoral program of study.

## **5. Recruitment and Retention**

The Graduate School will:

- Encourage and support UW faculty to meet with undergraduates when they are invited to present lectures at other universities. This meeting promotes the faculty member's school or college and the Graduate School and raises their visibility and that of our University. An additional benefit is that it invites possible future connections with students and faculty.
- Continue to support GO-MAP's staunch efforts to coordinate prospective student visiting days with graduate programs and their recruitment efforts.
- Provide leadership in partnering with UW schools and colleges to organize a team of recruiters for graduate programs of study. This team can share responsibility to recruit URM graduate students for multiple graduate programs from potential sources, such as historically black colleges.



## 6. Curriculum

The Graduate School will help support the development of partnerships across schools, colleges and disciplines to promote curricular revisions and to enhance course innovations and educational programs that foster, promote and celebrate diversity and full participation.

One mechanism to deepen inclusive engagement in the learning environment with issues of difference based on race, ethnicity, gender, sexual orientation, abilities and religion is the activities and trainings offered by the Center for Teaching and Learning. Another mechanism is community-based teaching and learning (often referred to as service-learning or civic engagement tied to the curriculum). Participation in such teaching and learning practices can be transformative and enhance academic success and excellence.

## 7. Data and Metrics

The Graduate School will increase access to its data for schools and colleges and across our three campuses in a consistent manner. Towards this aim, the Graduate School will develop and implement a data collection and reporting plan that identifies and organizes:

- The types of data to be gathered that can inform efforts that lead to desired outcomes,
- The time points for gathering such information, and
- The information made widely available through a Graduate School Annual Report.

Based on its expertise in data collection, the Graduate School will provide leadership in the identification, development and implementation of metrics and achievable benchmarks across schools and colleges with regards to the recruitment and retention of URMs and the advancement of diversity. These metrics can serve as benchmarks of positive change and success in the areas of the four C's—Climate, Counts, Curriculum, and Conduits (pipeline). Also, such metrics can be useful for the Graduate School and schools and colleges in their writing of grants. Careful attention will be given to the criteria to be used in any metric and faculty input will help inform the development and implementation of metrics concerning diversity and inclusion.

Examples of data that should be systematically gathered and used as metrics include:

- The number and percentage of URMs who applied to UW graduate programs
- The number and percentage of offers accepted by URMs
- The overall number and percentage of new URM graduate students enrolled compared to the overall new graduate student enrollment
- The number and percentage of new URM graduate students enrolled by discipline
- Data pertaining to whether the applicant is a first generation student (no parent graduated from a four-year university)
- The length of time for URM graduate students to complete their degree/program
- The number of publications by URM graduate students
- Success in job placements and types of career paths of underrepresented minority graduates of UW (e.g., academy, business sector, government)

The Graduate School will gather these data regarding international students as well. The Graduate School will consider using additional metrics, such as assessing and measuring in the ten-year academic program review that all schools and colleges complete: if resources for recruitment and retention of students of color have increased; if schools and colleges have an active diversity committee; if flexible use of the GRE standardized test is made (not requiring it or not overemphasizing it); if completion of program of study is done in a timely manner; and if graduates are successful in securing jobs in a timely manner as well as the identification of the career pathways taken by graduates.

The Graduate School will begin to track the students who are recipients of the Husky Promise as URM undergraduates. This is potentially a significant pipeline resource for the Graduate School but is largely unexamined to date. Also, it is recommended that an annual survey of graduate students be conducted—with identified benchmarks that will measure students' experience, quality of their experience and learning environment. Graduate programs can provide some of these data while some information must be gathered from newly included questions on application forms.

The Graduate School will provide leadership to centralize data collection so that data can be readily used to inform efforts to recruit and retain URMs. Also, the Graduate School will integrate the evaluation process and data collection into its annual report and ongoing strategic thinking process. In addition, the Graduate School will engage in such efforts in a manner that is streamlined and aligned with the Office of Minority Affairs and Diversity efforts at the undergraduate level.

#### 8. Interdisciplinary Programs

The Graduate School will seek and invest funds from grants and multiple sources to support and grow interdisciplinary work that can be a strength in recruiting URMs. Investing resources to develop and advance interdisciplinary programs and initiatives, including training grants, can make schools/colleges/units more competitive in recruiting URMs and help create synergy to be more proactive with regards to diversity and inclusion. Also, the Graduate School will incentivized interdisciplinary work centering on mentoring underrepresented students.

#### 9. Exemplary Programs

The Graduate School will identify and evaluate model programs and strategies at peer institutions that have worked effectively to enhance diversity.

In partnership with University leadership, schools, colleges, departments, and research centers and institutes, the Graduate School will promote successful dissemination and implementation of salient best practices for faculty recruitment/search committees, job descriptions of staff members, and recruitment of underrepresented minority students.

#### 10. Artwork

The Graduate School will support and promote that artwork that reflects themes of diversity across race/ethnicity, gender, sexual orientation and abilities be prominently displayed throughout the buildings of schools and colleges, as well as the administrative offices of the Graduate School. Such visibility of inclusion signals an important message of welcome.

Diversity is an essential component of our campus, our community, our state's workforce, and our world. The presence of diversity within the graduate student body of the University of Washington has increased over time. However, we are not keeping up with demographic trends. The student bodies of graduate programs and the University are not representative of the increasing populations of underrepresented minorities residing in Washington state. Our commitment to diversity warrants bold and collective action and vision.

## CONCLUSION

As a public institution of higher learning the University of Washington enjoys a national and international reputation for excellence in research and teaching. We cannot achieve and sustain the highest level of excellence in research, teaching and learning without the inclusion and synergy of diverse peoples, perspectives, and ideas. To remain competitive as a leading university, leadership and the UW community must engage in deliberate, meaningful, systematic and sustained processes that engage diversity well. These efforts are focused not only in increasing the numbers of underrepresented minority students enrolled in graduate programs of study, but also in fostering and embedding a climate of welcome and inclusion in our schools, colleges, learning environments, grant proposals, research teams and work spaces. To this aim, leadership across multiple levels are encouraged to improve and strengthen communication and coordination of efforts and partner in promoting diversity in a more cohesive and comprehensive manner and to advance equity across our three campuses. Also, the Graduate School, in collaboration with the entire University leadership, is committed to developing and implementing a strategic plan for graduate education that addresses barriers and promotes diversity and inclusion.

The Graduate School has an opportunity and responsibility to provide stellar leadership in partnership with schools and colleges to promote a welcoming climate for students and faculty of diverse backgrounds, advance inclusion more robustly in graduate programs of study, and attain greater academic excellence. Diversity is our collective responsibility. It is urgent that we act to substantively and effectively address the shortcomings in graduate student diversity outlined in the initial Diversity Report, and dramatically emphasized in this second report that is based on stakeholder input. ***Diversity is our imperative now!***

# PARTICIPANTS

David Acosta, School of Medicine, Chief Diversity Officer

John Amory, Translational Research Institute, General Internal Medicine, Section Head

Philip Ballinger, Assistant Vice President for Enrollment, Undergraduate Admissions

Toby Bradshaw, Department of Biology, Chair

Sharan Brown, Educational Leadership and Policy Studies, Faculty

Jeanette Bushnell, Department of Gender, Women, and Sexuality Studies, Instructor

Stephanie Camp, Department of History, Faculty

Marie Carter-Dubois, Executive Director, Translational Research Institute

Bill Covington, School of Law, Faculty

Robert Crutchfield, Department of Sociology, Faculty

Valerie Curtis-Newton, School of Drama, Faculty

David Domke, Department of Communication, Chair

Sarah Elwood-Faustino, Department of Geography, Faculty

Sheila Edwards Lange, Office of Minority Affairs, Vice President Minority Affairs/Vice Provost Diversity

Brian Fabien, Department of Mechanical Engineering, Faculty

Luis Fraga, Associate Vice Provost for Faculty Advancement, Office of the Provost and Office of Minority Affairs/  
Diversity, Political Science, Faculty

Howard Frumkin, School of Public Health, Dean

Angela Ginorio, Department of Gender, Women & Sexuality Studies, Faculty

Steve Gloyd, Department of Global Health and Health Services, Faculty

Sara Goering, Department of Philosophy, Disability Studies, Faculty

Alain Gowing, Department of Classics, Chair

Tom Greer, Family Medicine, Faculty, and Director, Medical Student Programs

Juan Guerra, Department of English, Faculty

Paul Hopkins, Department of Chemistry, Chair

Deborah Hinchey, School of Public Health, Director of Student Affairs

Jerald Herting, Department of Sociology, Chair

Judy Howard, Divisional Dean of Social Sciences, College of Arts & Sciences

Martin Howell, College of Education, Assistant Dean for Academic & Student Affairs

Janine Jones, School Psychology, Educational Psychology, Faculty

Ralina Joseph, Department of Communication, Faculty

Moon-Ho Jung, Department of History, Faculty

Susan Kemp, School of Social Work, Faculty

Larry Kessler, Department of Health Sciences, Chair

Cathryn Booth Laforce, Institute for Translational Research, Family and Child Nursing, Faculty

Vickie Lawson, Department of Geography, Faculty

Tom Lee, School of Business, Associate Dean for Academic & Faculty Affairs

Linda LeResche, Translational Research Institute, School of Dentistry, Interim Associate Dean for Research

Sheila Lukehart, Assistant Dean for Research & Graduate Education, Medicine, Infectious Diseases & Global Health, Faculty

Miguel Morales, Department of Physics, Faculty

Naomi Murakawa, Department of Political Science, Faculty

India Ornelas, School of Public Health, Faculty

Julia Parrish, College of the Environment, Associate Dean, Academic Affairs and Diversity

Chandan Reddy, Department of English, Faculty

Priti Ramamurthy, Department of Gender, Women & Sexuality Studies, Chair

Stephanie Smallwood, Department of History, Faculty

Daniel T. Schwartz, Department of Chemical Engineering, Chair

Clarence Spigner, Department of Health Services, Faculty

Robert Stacey, College of Arts & Sciences, Dean

Tom Stritikus, College of Education, Dean

Edwina Uehara, School of Social Work, Dean

Emiko Tajima, School of Social Work, Associate Dean of Academic Affairs

Kellye Testy, School of Law, Dean

Josh Tewksbury, Department of Biology, Faculty

Barbara Wakimoto, Department of Biology, Faculty

# APPENDIX

## Additional IMPLEMENTATION IDEAS and RECOMMENDATIONS for Graduate School Leadership

### 1. Leadership

It is recognized that the Graduate School is well-equipped to provide leadership and it is recommended that it address in following three areas:

1. Use of the present ten-year program review process of schools and colleges as one mechanism for enhancing accountability with regards to diversity;
2. Promotion of programs such as summer bridge programs, and broadening the scope of programs by connecting with the Graduate School and its resources; and
3. Creation of a new position to serve as a central clearinghouse for information across disciplines in support of our graduate programs in their faculty recruitment efforts that involve partner hires.

It is recommended that a systematic and coordinated process of early identification of URM students interested in attending graduate school be established. For example, information meetings sponsored by the Office of Minority Affairs and Diversity and GO-MAP could identify undergraduate URM students who often are invested to learn more about the Graduate School, its programs of study and funding opportunities.

The UW is a large and complex institution, and at times the availability of resources and efforts to promote diversity are unknown. To address this gap, it is strongly recommended that schools and colleges present clear and easy access to current information with regards to diversity and diversity events on their websites and social media channels. Such electronic information should be updated regularly and include links to resources available in the Graduate School, including GO-MAP, CORE programs, and scholarship opportunities. The provision of such information is valuable to current students, post-doctoral fellows, faculty, and to applicants to graduate programs of study. The Graduate School can provide leadership in helping to coordinate these efforts and explore the possibility of being a central clearinghouse of such information.

In Autumn 2013 the Graduate School established a new position, associate dean for community partnerships and diversity, to provide leadership in furthering the Graduate School's commitment to promoting effective community partnerships and advancing diversity.

### 2. Policy Statement

It is recommended that the Graduate School provide leadership in defining diversity. At present, confusion exists regarding diversity: Is diversity defined merely in terms of domestic URM students? What is meant by minority students? Are minority students distinct from URMs? Are international students considered minority students? Reports are not always clear in the use of these terms. A well-defined description of such categories of students is warranted and should be consistently used in forms, surveys, and reports.

It is recommended that the Graduate School, once it develops a policy statement on diversity, prominently present it on the Graduate School website and that it regularly communicate this policy through meetings across schools and colleges and with University leadership. All graduate programs of student should include this statement on their websites.

### 3. Strategic Plan

It is recommended that the Graduate School provide critical leadership in embedding diversity centrally in its strategic thinking processes in partnership with schools and colleges and various stakeholders across our three campuses.

It is recommended that the implementation of such a plan of strategic thinking be carried out in a timely manner with specific target goals and target dates for success. Such a plan will propel schools and colleges to engage diversity well in all activities, including teaching and faculty and staff hires.

It is recommended that this plan of strategic thinking should also highlight collaborative and interdisciplinary research which is spearheaded or supported by the Graduate School to address the

strengths and needs of underserved/underrepresented minority communities and promote quality mentorship of URMs.

#### 4. Funding

To remain competitive in securing funding it is recommended that the Graduate School provide leadership in supporting a “research in practice” model that values knowledge building in partnership with indigenous and marginalized populations. Such publically engaged scholarship and intentional partnership can be a powerful recruitment message and tool that resonates with URMs who often seek to be change agents who promote well-being in their communities.

In addition, it is recommended that the Graduate School:

1. Help make faculty aware of the opportunities to make more extensive use of the Minority Supplement mechanism on grants to support URMs on research projects, and
2. Provide small grants for URM students and faculty to co-author a book chapter or article that is separate from dissertation work.

The Graduate School is currently in the process of systematically gathering more data regarding students who have declined offers of admission to better understand contributing factors and inform recruitment efforts.

#### 5. Recruitment and Retention

Many schools and colleges value diversity and are motivated to address diversity but are not sure how best to do this. In some instances, they don't know what is possible or what resources are available such as the National Name Exchange, a consortium of 55 nationally known universities which annually collects and exchanges the names of their talented but underrepresented ethnic minority undergraduate students who could be recruited to graduate programs. Units should make systematic use of the National Name Exchange with regular communication, outreach, and follow-up to identified individuals.

Some graduate programs have sought to address diversity, in part, by forming a Diversity Committee. Participants revealed a substantial variance in the activity level and participation in their unit's diversity committee from very limited activity and participation to very engaged.

Lacking knowledge regarding the prevalence of diversity committees, the Leadership Professor requested information from the graduate program advisors of 110 programs of study. 63 (57 percent) responded, of which 26 (41.3 percent) indicated that their programs had diversity committees.

Participants offered five additional recommendations that are readily attainable with regards to recruitment of URM graduate students.

1. Highlight a brief summary of enrolled students on the school or college's website.
2. Enhance connections with community colleges. They can be important resources and pipelines in recruiting underrepresented minority students.
3. Enhance support and efforts to cross list courses. It is very difficult to engage diversity when only a few students of color are enrolled in a particular department, for example. Cross listing of courses has been shown to increase diversity within classrooms.
4. Include statements of purpose or personal statements as part of the application process or identify how admission committee reviewers can annotate salient abilities and experiences based on information gained from the application.
5. Revise application forms to include a question asking if the applicant is a first generation student with regards to attending college.

Several participants noted that some graduate schools and colleges recruit only the top 1/10 of 1 percent of URMs. Such a narrow strategy has not demonstrated consistent success. Greater success may be attained if recruitment is broadened to recruit the top five percent of URMs, for example. To maintain standards of excellence, it is recommended that quality mentorship and adequate supports be purposely planned and readily accessible to assist not just the stellar students of color but also those who may be underprepared to excel in the program. For some students of color, graduate study is challenging. In some cases, there is a need to provide academic support to promote their achievement, such as making available writing support.

Nevertheless, developmental assistance does not signal lowering standards of excellence but rather ensures that supports are in place to promote the success of the student in completing their program of study in a timely manner and in their job placement.

The pipeline issue with regards to undergraduate URMs warrants focused attention across University-wide leadership and faculty, including Bothell and Tacoma campuses. Enhanced collaboration is crucial in order to shift existing practices and promote successful recruitment of URMs who already have ties to UW. Also, it is crucial to address this issue since it can foster a negative perception of the quality of the University's undergraduate programs.

## 6. Curriculum

Curriculum revision is warranted to be more responsive and inclusive of diversity. More than teaching literature about the history of people of color, for example, curricular practice and content should reflect, value, and engage the context of students who are in the classroom.

To promote on-going and deepening conversations on diversity among faculty it is recommended that the Graduate School:

1. Support curriculum innovation and help initiate educational programs (courses, workshops, seminars) that promote, foster and celebrate diversity in the curriculum;
2. Serve as a resource in providing training to units about diversity, such as graduate programs of study and the graduate program advisors and coordinators. Importantly, it can provide critical leadership in sponsoring training in diversity to faculty; and
3. Partner with existing diversity committees in graduate programs, and with the Graduate and Professional Student Senate Diversity Committee, to organize forums that promote dialogue and envision transformation and accountability.

## 7. Data and Benchmarks for Success

The Graduate School regularly collects data which can inform a strategic plan and can provide useful information and statistics regarding best practices and metrics pertaining to underrepresented minority students and faculty of color to schools and colleges. This is an invaluable resource.

With regards to the SACNAS Conference and other salient national recruitment events, it is recommended that metrics be established to measure the numbers of inquiries, applications and admissions generated by these efforts in order to better highlight their success.

Participants viewed success to occur when a graduate program moved beyond a check box approach to diversity to a strong, intentional and welcoming approach to recruitment of URM students, or when a school or college had a champion of diversity. Such a presence is seen as instrumental in lessening resistance to the recruitment of URM graduate students.

Participants posited that benchmarks for success include:

- Increasing URM students' inquiries for admission in graduate programs of study, offers made to URMs, number of URM students enrolled, and on-time graduation rates of URMs;
- Minimally be at the mean of peer institutes with regards to recruitment and retention of URM graduate students;
- URM graduate student enrollment is at least representative of state's demographics and populations;
- Number of graduate degrees awarded be at least comparable to peer institutions;
- Length of time to complete graduate degrees be at least comparable to peer institutions;
- 100 percent job placement record over past five years;
- Having no higher ratio of URM graduate students leaving than any other group;
- Having diversity language written into policies and governance with regards to hiring policies and merit policies; and
- Increasing the number of underrepresented faculty of color and having their interests elevated, recognized and affirmed.

In three years, participants would like to see the University of Washington well-funded with diversity embodied in the Graduate School as reflected in schools and colleges having three to five consecutive cohorts of underrepresented minority students who are admitted and later placed in good jobs or highly regarded positions. Within this time frame, participants also see as signs of success:

1. The Graduate School being representative of the community at large,
2. URM's having a sense of being connected at UW, and
3. Leadership, engagement and investment with regards to inclusion occurring across schools, colleges, research centers, and the University.

Such progress would be instrumental in the recruitment of future cohorts.

In three to five years participants would like the Graduate School to develop a model that can distinguish the UW from other universities with regards to diversity at local and global levels. Achieving excellence in diversity will require ongoing assessment and evaluation of institutional and departmental policies, practices, programs, and interventions related to:

1. Recruitment and retention of underrepresented minority students
2. Recruitment and retention of faculty of color
3. Admissions and selection
4. Financial aid
5. Advising and mentoring
6. Culture and climate, and
7. Professional socialization

## **8. Faculty of Color**

Structured mentoring is an on-going need for underrepresented faculty of color who frequently feel isolated. They face issues and barriers, often without systemic support. The low numbers of underrepresented faculty of color contribute to a sense of invisibility and the experience of not knowing where trusted resources are available. It is recommended that the Graduate School support and promote the provision of trainings to faculty of color, such as a training informing faculty of color about the processes to gain tenure. Clear expectations of promotion and tenure are not readily accessible in some instances. Such trainings can promote excellence and also enhance connections with other faculty of color and with the University.

## **9. Exemplary Programs**

It is recommended that the Graduate School review exemplary programs in advancing diversity and promoting inclusion that were identified by participants and provide leadership in assessing and implementing effective change efforts at the UW. These best practice models include UC Davis, Stanford University, University of Pennsylvania, University of Michigan, Rutgers University and the Horizontal Model of Continuous Improvement.

A main feature of these models is a vibrant commitment to implement systematic campus wide engagement with diversity in creative and innovative ways. Several ideas drawn from these models warrant attention:

1. Promoting accountability for diversity in reviews of deans and chairs;
2. Developing a template of diversity metrics that each graduate program of study refines and uses as a way of measuring progress with this data updated and reported on an annual basis;
3. Exploring and developing partnerships to promote course innovations including and addressing diversity; and
4. Publicizing a list of faculty who teach or conduct research engaging multi-cultural and diversity issues.



It is recommended that the Graduate School develop a best practices template that serves as a resource to graduate programs in their efforts to address the needs and barriers experienced with regards to the diversity of graduate students and faculty in their programs of study as well as their climate. The Graduate School can make this template accessible to graduate programs and shared it widely through the Graduate School's website and the activities of its units — Graduate Enrollment Management Services, GO-MAP, and the network of graduate program advisors.

For deep and meaningful progress to be made and sustained the Graduate School, schools and colleges, and leadership must engage in serious reflection, deepen their commitment to diversity, and take concrete and decisive action to advance inclusion and diversity at the University of Washington.

***Diversity is our collective responsibility, and the time to act is NOW.***

*UW Graduate School  
G-1 Communications Building | Box 353770  
Seattle, WA 98195-3770  
206.543.5900  
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