

**2y2d Diversity Focus Groups: Summary & Recommendations**  
**Sheila Edwards Lange, Vice President for Minority Affairs**  
**And Vice Provost for Diversity**

**Process:** Focus group members included 85 people including faculty and staff members recommended by deans and chancellors, staff of the Office of Minority Affairs & Diversity (OMA&D), members of the Diversity Council, and student leaders from ASUW, the Ethnic Cultural Center, and the Student Regent. All three campuses were represented in the focus groups.

**2y2d Themes: Retention, Inclusion, Accountability, Collaboration, Incentives**

1. While racial/ethnic demographics are changing and the country is becoming more “minority majority,” there continues to be a lag in diversifying the student body, faculty, staff, and administration of the University.
2. There is a broadened definition of diversity to include race, gender and gender identity, low socio-economic status, ethnicity, sexual orientation, age, disability, religion, nationality, and individuals who express multiple minority identities.
3. While there is a general understanding outside of diversity units about the necessity and processes for recruitment of underrepresented students, faculty and staff to the University, there is little or no emphasis on their retention, success, or inclusion in University life, nor is their general understanding of the need and means to infuse diversity across the curriculum, strengthen diversity research, and create welcoming environments.
4. The chief diversity officer is held accountable for diversity issues and success of diversity, but others in leadership positions are not held accountable for diversity-related priorities or programs within their purview.
5. Many faculty, student groups, and departments have started diversity-related activities or programs, but these activities lack coordination with centralized programs which leads to insularity, duplication of effort, and lack of systemic, institutional-level attention to diversity.
6. Federal and private funding agencies are increasingly looking for proposals that include diversity as part of their broader impact, but there are no incentives or encouragement for faculty members to partner with diversity programs when writing their proposals, nor are there incentives for attending to diversity in research, teaching, service, or University management.

**2y2d Future of Diversity**

All participants agreed that the UW will continue to need strong diversity programs over the next 20 years. Changing demographics will require the University to respond to growing needs and interests of diverse populations. While access for underrepresented students, faculty and staff remains critical, stronger emphasis must be placed on academic success, inclusion in all aspects of University life, and on changing institutional culture, policies and procedures. The future of diversity is one of synergies among student, faculty and staff diversity, and curriculum, research, and service, all of which contribute to a redefinition of excellence as inclusive. This expansion of diversity mission and vision makes accountability for diversity everyone’s responsibility. Providing guidance, setting standards of success, and enhancing collaboration and coordination of diversity initiatives University-wide is a new role for the central diversity unit. In the future:

1. Diversity efforts address all aspects of diversity, while maintaining commitment to, and focused programs for, historically underrepresented and underserved populations to strengthen the pipeline and achieve better outcomes in the next two decades
2. The UW will retain a central office for diversity, but with different roles and responsibilities including offering resources and assistance to students, staff, and faculty on how to engage and create a friendly atmosphere for diverse populations. It will facilitate collaboration among all University units, since quality of experience after entering the community is as equally important as the number of students, faculty and staff recruited.

3. All University diversity programs will regularly engage and support faculty and staff in integrating diversity efforts into their daily work, increase collaboration on diversity-related activities, and eliminate duplication of effort.
4. Systems of accountability and incentives will be in place to assist units in making diversity a top priority and securing resources to do so.
5. Excellence is defined as inclusive so that evaluation processes reward teaching, research, service, and management of University services that appropriately include diversity.

### **Vision for Diversity at UW**

1. Diversity, broadly defined, is embedded seamlessly in all aspects of University mission and life.
2. Every corner of the University is "home" to diverse members of the community, while the University maintains culture-specific spaces that enhance the intellectual and social environment for everyone and offer safe places where individuals feel comfortable intermingling, sharing resources, and collaborating on diversity-related projects.
3. Policies and procedures (i.e. employee performance reviews, tenure and promotion processes) offer incentives for participation in diversity-related activities.
4. The central diversity unit serves as a catalyst for action, engages the University community around diversity-related topics and projects, and is a resource for decentralized efforts. All levels of the University work collaboratively to share resources and minimize duplication of services.
5. Under the leadership of the central diversity unit, communication and collaboration across the University allows for systemic goal setting, definition of issues and approaches, sharing of best practices, and expectations for outcomes and success.
6. Responsibility is distributed throughout campus with all student, faculty, academic and administrative leaders held accountable for progress.
7. Nimble structures and coordinated efforts allow University to respond to changing issues, societal trends, demographics, and needs and interests of faculty, students, staff and external communities.

### **2y2d Diversity Recommendations**

#### ***Place top priority on putting accountability measures and incentives into place and embed diversity into the central University functions of teaching, research, service, and infrastructure development and management.***

1. Implement the 2010-2014 University Diversity Plan (available Sept 2010), which provides goals, strategies, metrics, and lines of responsibility to achieve the future vision for diversity and calls upon all University units to develop plans and measures.
2. Include progress on diversity as measured by the Diversity Plan metrics in colleges, schools, and major units in the performance reviews of all vice presidents, vice provosts, deans, directors, and chairs.
3. Develop multiple means of recognition that reward participation in diversity-related work and programs.
4. Fully value in tenure and promotion reviews diversity-related work and service, such as the development of diversity programs and research, mentorship of underrepresented students, and service to underrepresented communities. and.
5. Strengthen data collection (quantitative, qualitative, and longitudinal) about diverse populations on campus and share these data with University leadership for their use in decision-making and resource allocation.
6. Strengthen relationships between central diversity unit, the Office of Sponsored Research, and research units in schools and colleges to create central review process for all broader impact activity in grant proposals and provide faculty diversity program alternatives for inclusion in grants.

#### ***Increase effectiveness of activities that support the recruitment and retention of diverse populations on campus***

1. Explore multiple mechanisms and funding opportunities to expand recruitment and retention of underrepresented and low income students; explore sliding scales and differentiated tuition for

international students, out-of-state students, and students who can or cannot afford additional fees and tuition. Charge for services (such as tutoring services) based on ability to pay.

2. Strengthen student mentoring programs through continuous improvement and dissemination of best practices to departments.
3. Develop strong partnerships among diversity units and academic departments to secure outside funding for projects to increase the success of underrepresented students.
4. Provide greater visibility for and integrate activities of faculty and staff affinity groups and encourage University leadership to partner with them when recruiting new faculty and staff.
5. Increase the visibility and support provided to the Office of the Associate Vice Provost for Faculty Advancement and the Diversity Research Institute in order to facilitate greater outreach to all academic units to diversify faculty and research.
6. Build upon efforts to diversify classified and professional staff at the University to increase success in recruitment and retention.
7. Provide systemic attention to opportunities that enhance inclusion through the physical plant (i.e. places for prayer, universal design in all buildings, more art that reflects diverse populations, renovation of the Ethnic Cultural Center, creation of a UW Longhouse, and the proposed Bruce Lee Peace Garden.
8. Strengthen training and professional development programs that address how to create welcoming environments for diverse populations through collaboration and shared resources among units such as Professional and Organizational Development, Center for the Advancement of Learning and Teaching, the Office of Minority Affairs & Diversity, the Intergroup Dialogue, Education, and Action Institute, and ADVANCE.
9. Strategically deploy future resources to address emerging diversity trends and issues as they are identified and as effective institutional responses are developed.

***Enhance collaboration and cooperation between all diversity-related activity and the central diversity unit.***

1. Develop a dual-reporting structure for diversity-related programs similar to the Advancement model, which uses joint hires between the central diversity unit and other units when professional staff positions become available.
2. Provide incentives for units to collaborate with central diversity unit and initiatives.
3. Strengthen collaboration and coordination among all diversity offices, including the Office of Minority Affairs and Diversity, the Office of Equity and Diversity (UW Tacoma), GO-MAP, diversity units in schools and colleges, and the University Diversity Council; share best practices to improve upon existing practice.
4. Use the central diversity website as a mechanism for faculty and staff to find collaborators on diversity activities in other units at the University and opportunities for grant writing to support diversity.
5. Ensure participation of members of diversity units and programs on relevant institutional planning committees to increase opportunities for collaboration and cooperation.