

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Office of Minority Affairs and Diversity – Faculty Diversity at UW

INFORMATION ONLY

BACKGROUND

The University of Washington has a long-standing commitment to diversity. To that end, the Office of Minority Affairs and Diversity (OMA&D) serves as the central diversity unit charged with both managing diversity-related programs and collaborating with other campus units as they pursue diversity initiatives. The report today includes a summary of efforts to increase racial/ethnic diversity in the student body and the faculty.

FACULTY DIVERSITY

In 2007, the Seattle campus launched the Office for Faculty Advancement to help the UW recruit, promote and retain an excellent and diverse faculty. Reporting jointly to the Provost and OMA&D, this office worked on assessing and revising strategies for faculty recruitment and retention. The office works collaboratively with deans, department chairs and other academic leaders on all three campuses to disseminate best practices for conducting faculty searches and fostering a collegial environment.

Diversity at the University of Washington

UW Board of Regents Discussion
November 8, 2012

Overview

- Diversity in the Student Body at UW
- Faculty of Color at UW
- Questions and Discussion

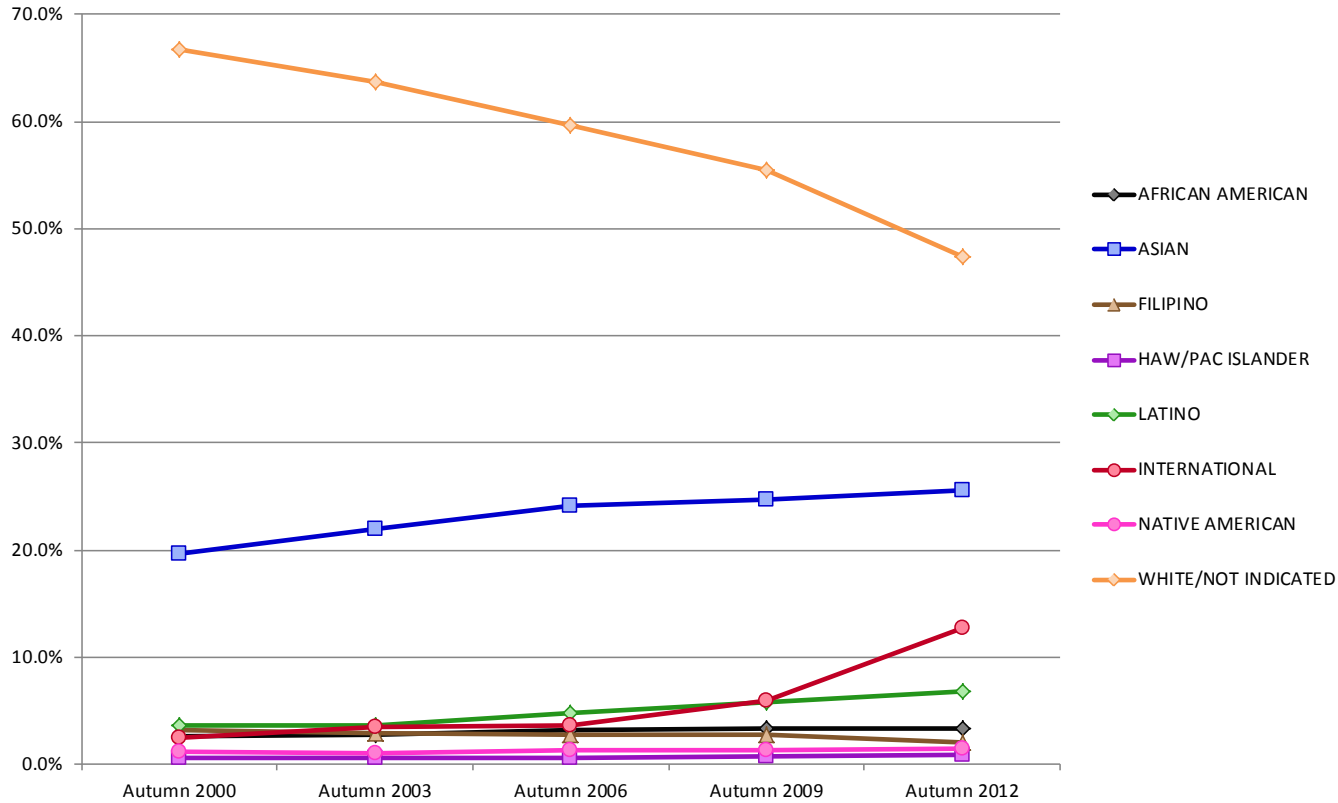
Diversity in Post-I200 Climate

- Immediately after passage in 1998, the Regents adopted new policies on student recruitment and retention, employment, and financial aid
- Since then UW has:
 - Become more explicit about diversity as a core institutional value
 - Shifted its definition of diversity to be broader than race/ethnicity
 - Moved beyond access to an increased focus on retention, student success and institutional transformation
 - Enhanced assessment and data collection on student outcomes
 - Encouraged campus wide engagement on diversity practices and priorities

Student Outreach & Recruitment

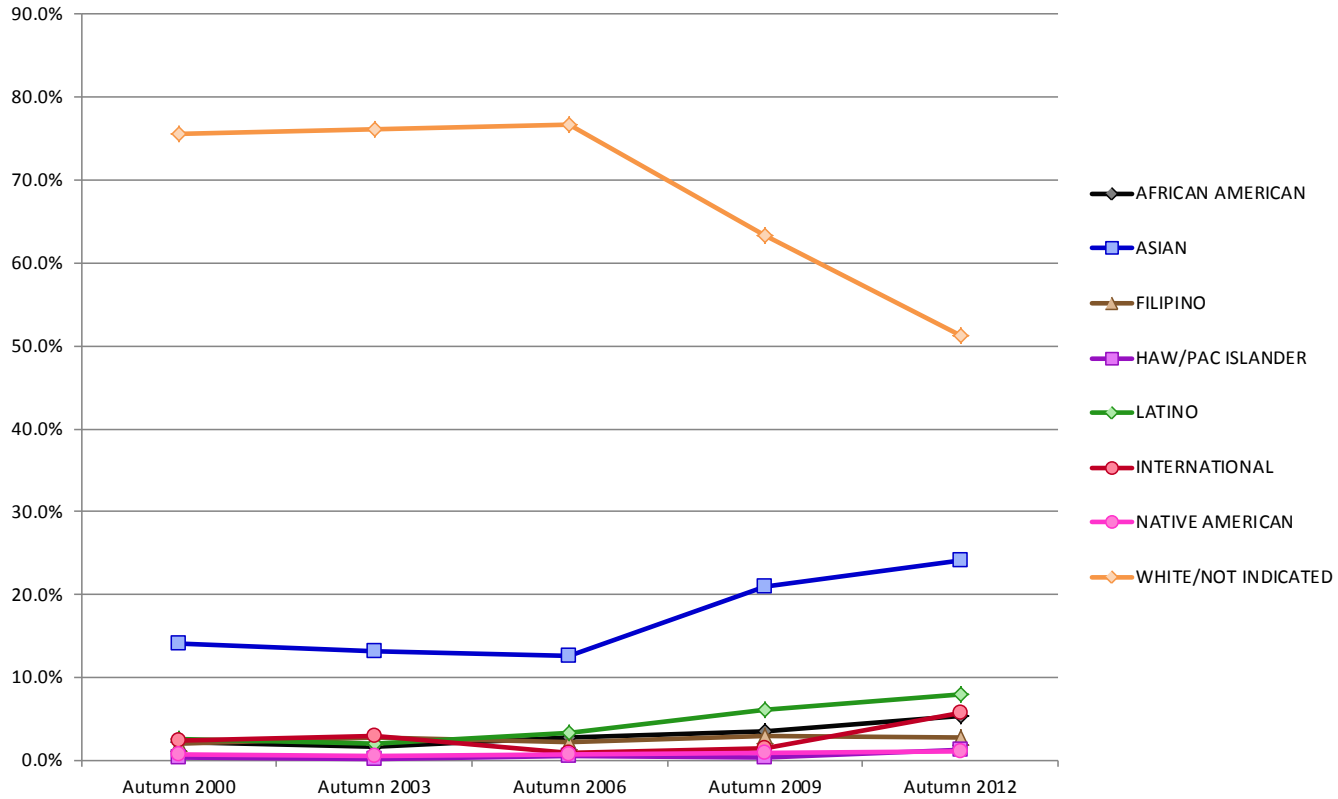
- UW leadership authorized an aggressive outreach and recruitment program to both build the pool of URM students who apply for and accept an offer of admission to the Seattle campus
- Over the past five years, the number of applications received from underrepresented students for Admission at the Seattle campus has increased by 70%, the number of offers have increased by 60% and UW freshman underrepresented enrollment has increased by 29%
- Current UW students are important contributors to outreach and recruitment initiatives

UW SEATTLE - UNDERGRADUATE ENROLLMENT TREND



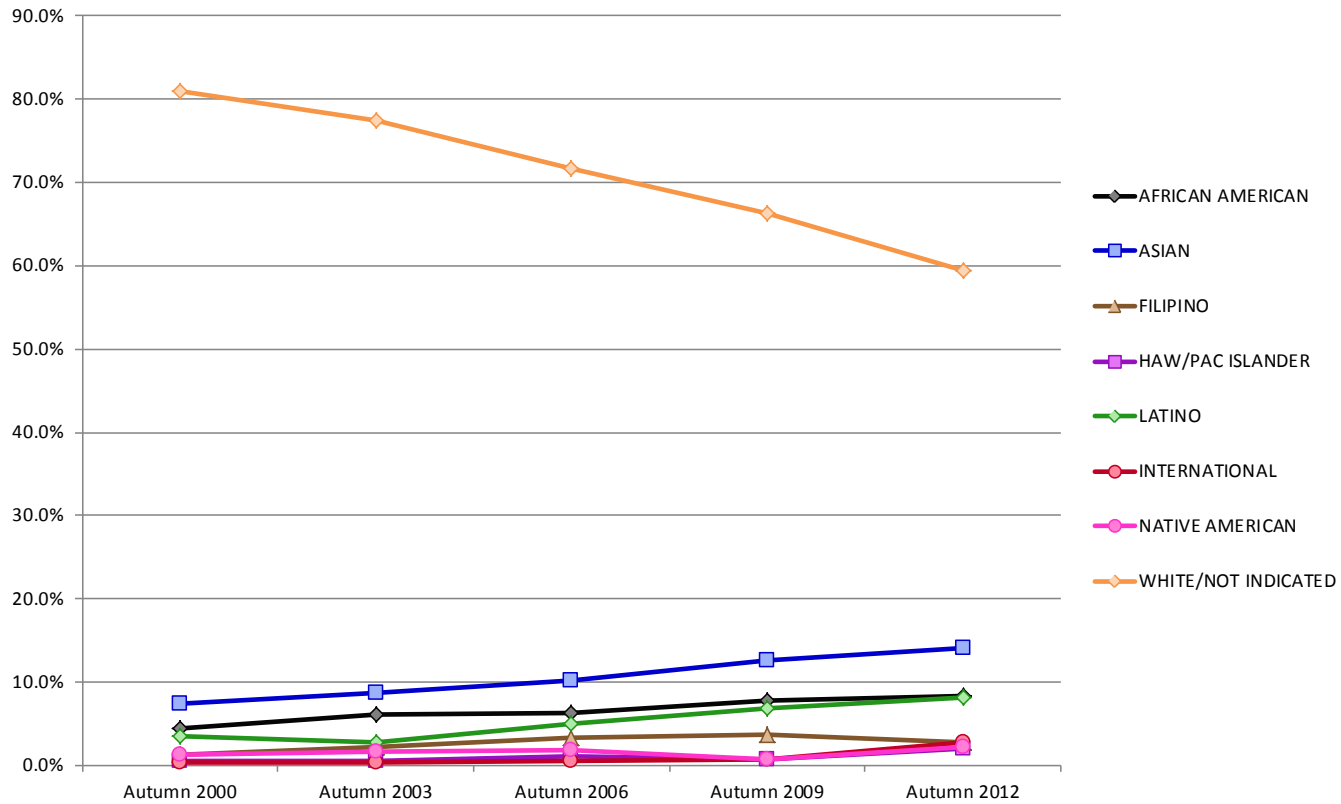
ETHNICITY	Autumn 2000		Autumn 2003		Autumn 2006		Autumn 2009		Autumn 2012	
AFRICAN AMERICAN	675	2.6%	716	2.7%	835	3.2%	929	3.4%	916	3.3%
ASIAN	5,040	19.6%	5,783	22.0%	6,260	24.1%	6,766	24.7%	7,099	25.5%
FILIPINO	811	3.2%	774	2.9%	733	2.8%	746	2.7%	550	2.0%
HAW/PAC ISLANDER	141	0.5%	159	0.6%	162	0.6%	185	0.7%	262	0.9%
LATINO	929	3.6%	949	3.6%	1,259	4.8%	1,604	5.8%	1,881	6.8%
INTERNATIONAL	645	2.5%	910	3.5%	931	3.6%	1,610	5.9%	3,551	12.8%
NATIVE AMERICAN	317	1.2%	280	1.1%	328	1.3%	369	1.3%	388	1.4%
WHITE/NOT INDICATED	17,160	66.7%	16,740	63.6%	15,494	59.6%	15,223	55.5%	13,191	47.4%
TOTAL	25,718	100.0%	26,311	100.0%	26,002	100.0%	27,432	100.0%	27,838	100.0%

UW BOTHELL - UNDERGRADUATE ENROLLMENT TREND



ETHNICITY	Autumn 2000		Autumn 2003		Autumn 2006		Autumn 2009		Autumn 2012	
AFRICAN AMERICAN	28	2.2%	24	1.8%	39	2.7%	83	3.6%	195	5.4%
ASIAN	177	14.1%	179	13.2%	181	12.6%	491	21.1%	875	24.2%
FILIPINO	26	2.1%	37	2.7%	31	2.2%	69	3.0%	104	2.9%
HAW/PAC ISLANDER	4	0.3%	4	0.3%	8	0.6%	11	0.5%	47	1.3%
LATINO	33	2.6%	29	2.1%	48	3.4%	144	6.2%	292	8.1%
INTERNATIONAL	30	2.4%	40	3.0%	14	1.0%	33	1.4%	211	5.8%
NATIVE AMERICAN	9	0.7%	9	0.7%	12	0.8%	23	1.0%	42	1.2%
WHITE/NOT INDICATED	952	75.6%	1,031	76.2%	1,099	76.7%	1,475	63.3%	1,852	51.2%
TOTAL	1,259	100.0%	1,353	100.0%	1,432	100.0%	2,329	100.0%	3,618	100.0%

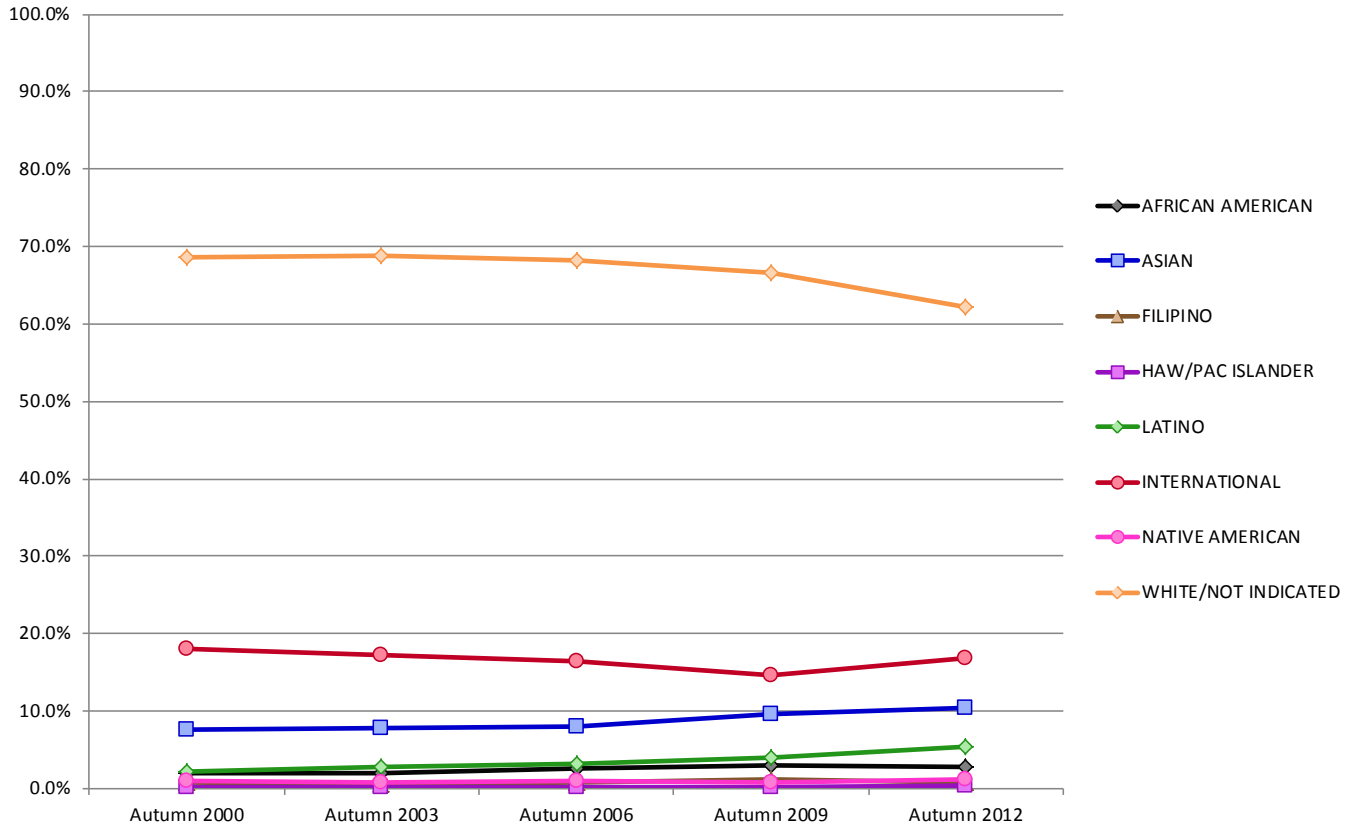
UW TACOMA - UNDERGRADUATE ENROLLMENT TREND



ETHNICITY	Autumn 2000		Autumn 2003		Autumn 2006		Autumn 2009		Autumn 2012	
AFRICAN AMERICAN	58	4.4%	95	6.1%	112	6.3%	200	7.9%	281	8.5%
ASIAN	97	7.4%	134	8.7%	182	10.2%	322	12.7%	471	14.2%
FILIPINO	18	1.4%	34	2.2%	59	3.3%	96	3.8%	93	2.8%
HAW/PAC ISLANDER	7	0.5%	10	0.6%	21	1.2%	20	0.8%	66	2.0%
LATINO	47	3.6%	44	2.8%	89	5.0%	176	7.0%	274	8.2%
INTERNATIONAL	4	0.3%	5	0.3%	11	0.6%	20	0.8%	92	2.8%
NATIVE AMERICAN	17	1.3%	26	1.7%	32	1.8%	20	0.8%	74	2.2%
WHITE/NOT INDICATED	1,058	81.0%	1,198	77.5%	1,278	71.6%	1,676	66.2%	1,972	59.3%
TOTAL	1,306	100.0%	1,546	100.0%	1,784	100.0%	2,530	100.0%	3,323	100.0%

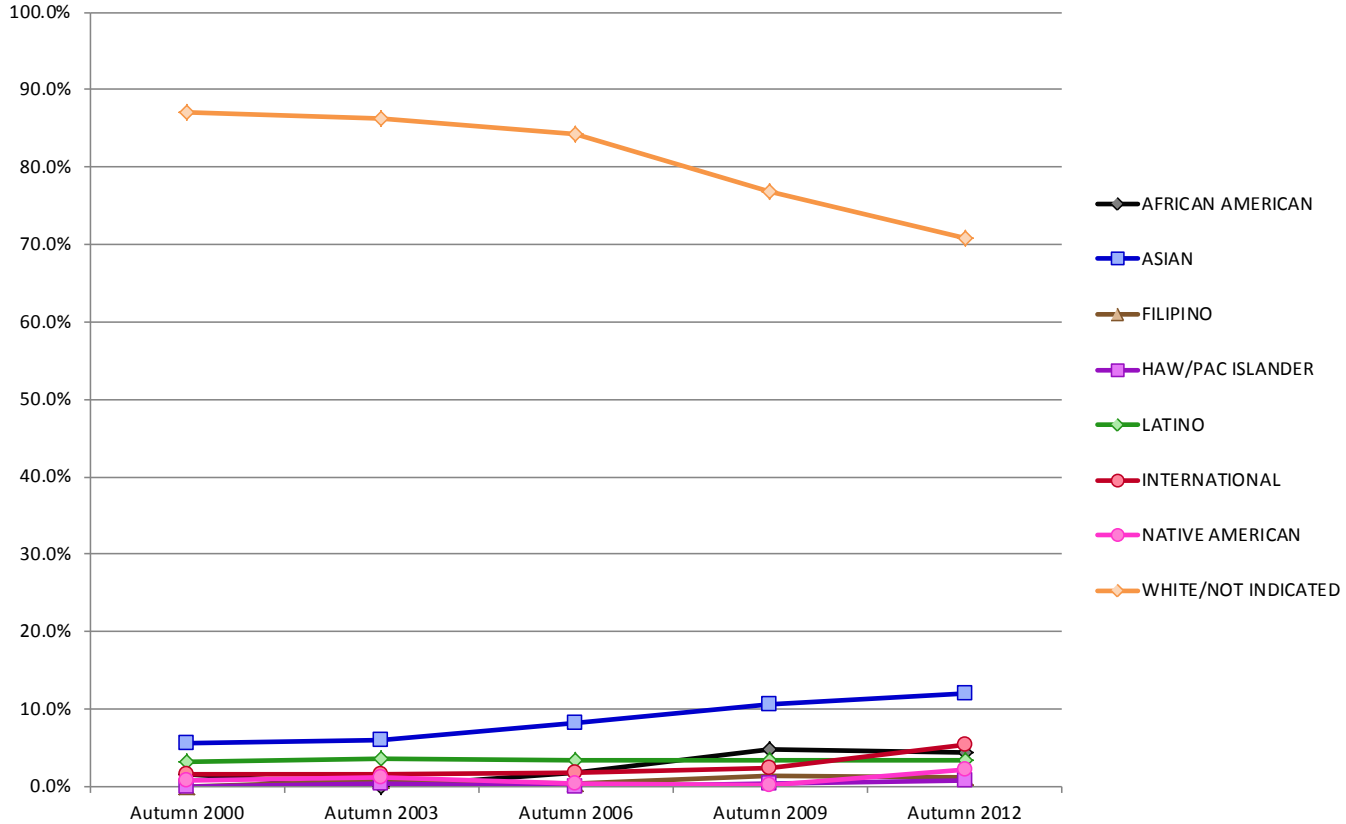
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UW SEATTLE - GRADUATE ENROLLMENT TREND



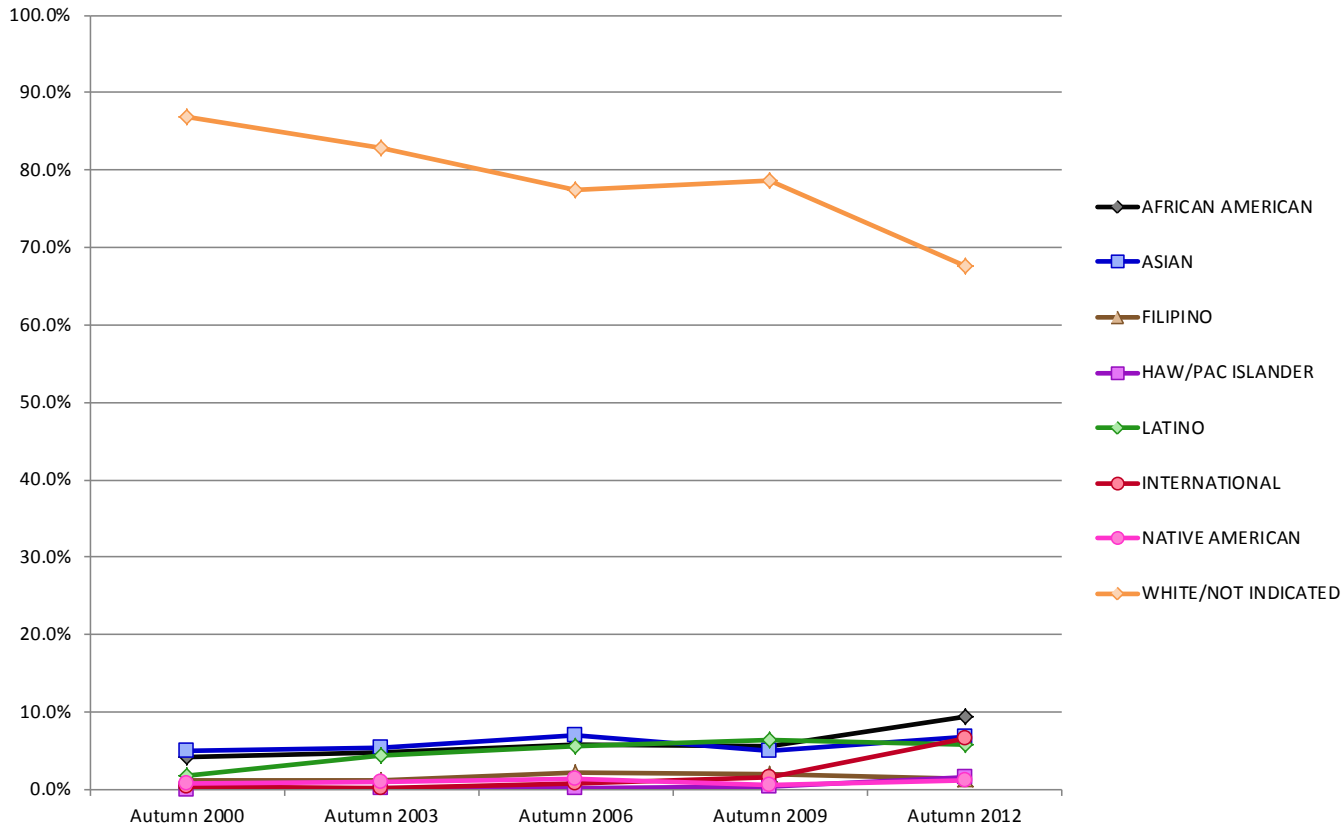
ETHNICITY	Autumn 2000		Autumn 2003		Autumn 2006		Autumn 2009		Autumn 2012	
AFRICAN AMERICAN	160	1.9%	189	2.0%	249	2.5%	308	2.9%	321	2.8%
ASIAN	633	7.5%	733	7.8%	788	8.0%	1,011	9.5%	1,165	10.3%
FILIPINO	64	0.8%	56	0.6%	74	0.7%	118	1.1%	88	0.8%
HAW/PAC ISLANDER	12	0.1%	19	0.2%	18	0.2%	24	0.2%	41	0.4%
LATINO	185	2.2%	261	2.8%	311	3.1%	431	4.1%	612	5.4%
INTERNATIONAL	1,514	18.0%	1,605	17.1%	1,614	16.3%	1,559	14.7%	1,905	16.8%
NATIVE AMERICAN	74	0.9%	64	0.7%	86	0.9%	88	0.8%	136	1.2%
WHITE/NOT INDICATED	5,786	68.7%	6,449	68.8%	6,746	68.2%	7,071	66.6%	7,046	62.3%
TOTAL	8,428	100.0%	9,376	100.0%	9,886	100.0%	10,610	100.0%	11,314	100.0%

UW BOTHELL - GRADUATE ENROLLMENT TREND



ETHNICITY	Autumn 2000		Autumn 2003		Autumn 2006		Autumn 2009		Autumn 2012	
AFRICAN AMERICAN	2	1.6%		0.0%	4	1.7%	21	4.8%	21	4.3%
ASIAN	7	5.6%	15	6.0%	19	8.1%	47	10.6%	59	12.0%
FILIPINO		0.0%	2	0.8%	1	0.4%	6	1.4%	6	1.2%
HAW/PAC ISLANDER		0.0%	1	0.4%		0.0%	2	0.5%	4	0.8%
LATINO	4	3.2%	9	3.6%	8	3.4%	15	3.4%	16	3.3%
INTERNATIONAL	2	1.6%	4	1.6%	4	1.7%	10	2.3%	26	5.3%
NATIVE AMERICAN	1	0.8%	3	1.2%	1	0.4%	1	0.2%	11	2.2%
WHITE/NOT INDICATED	108	87.1%	214	86.3%	198	84.3%	340	76.9%	347	70.8%
TOTAL	124	100.0%	248	100.0%	235	100.0%	442	100.0%	490	100.0%

UW TACOMA - GRADUATE ENROLLMENT TREND



ETHNICITY	Autumn 2000		Autumn 2003		Autumn 2006		Autumn 2009		Autumn 2012	
AFRICAN AMERICAN	12	4.2%	20	4.8%	25	5.7%	30	5.5%	51	9.3%
ASIAN	14	4.9%	22	5.3%	30	6.9%	27	5.0%	37	6.8%
FILIPINO	3	1.1%	5	1.2%	9	2.1%	11	2.0%	7	1.3%
HAW/PAC ISLANDER		0.0%	1	0.2%	1	0.2%	2	0.4%	9	1.6%
LATINO	5	1.8%	18	4.4%	24	5.5%	35	6.5%	32	5.8%
INTERNATIONAL	1	0.4%	1	0.2%	3	0.7%	8	1.5%	36	6.6%
NATIVE AMERICAN	2	0.7%	4	1.0%	6	1.4%	3	0.6%	6	1.1%
WHITE/NOT INDICATED	246	86.9%	342	82.8%	338	77.5%	426	78.6%	370	67.5%
TOTAL	283	100.0%	413	100.0%	436	100.0%	542	100.0%	548	100.0%

A-6 and A-7/211-12

11/8/12

Regents Role in Student Diversity

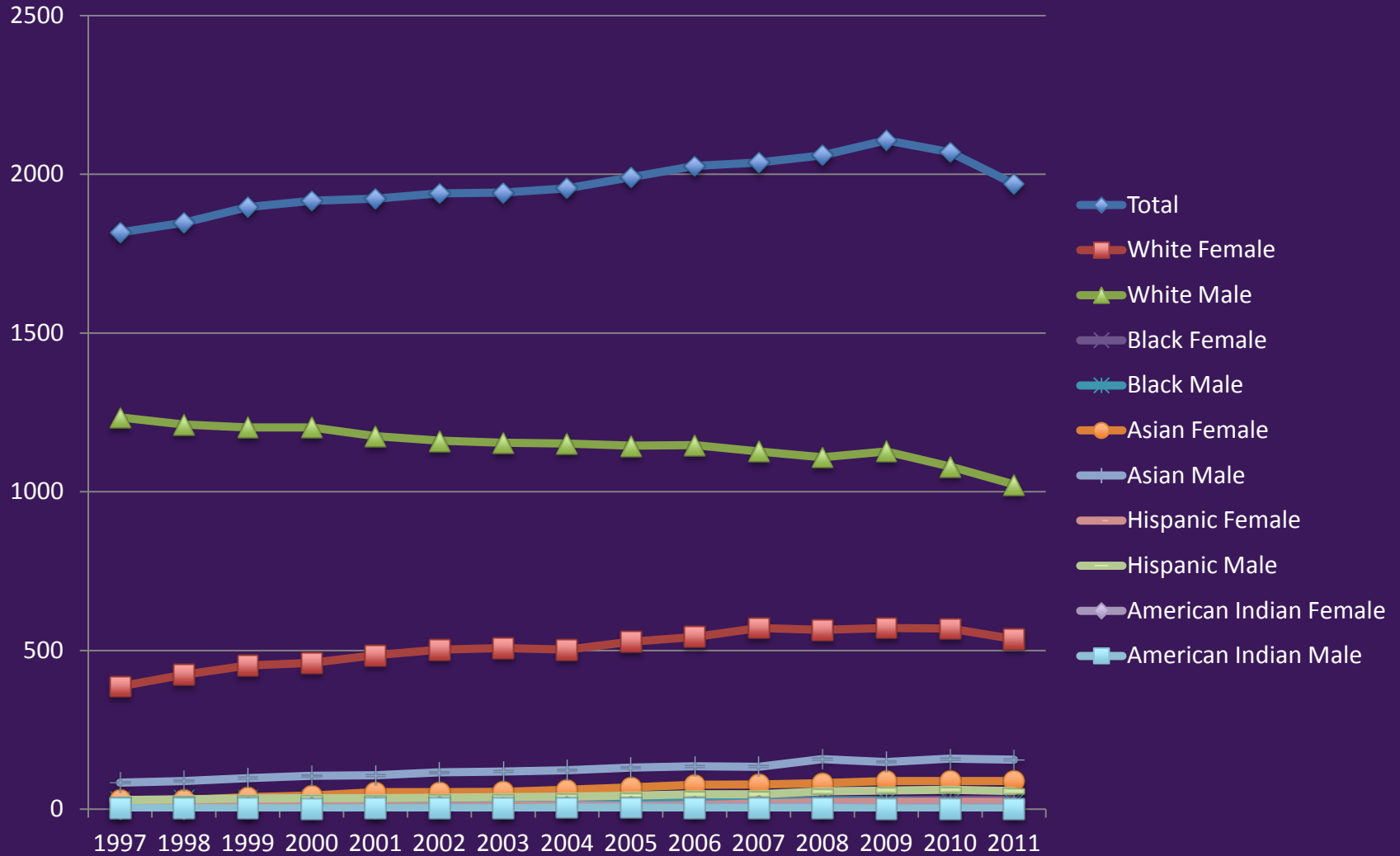
- Communicate with internal and external audiences about the importance of student diversity to UW's pursuit of excellence and innovation
- Set policy priorities and institutional tolerance for legal challenges
- Enhance accountability by keeping diversity on the Regents agenda
- Maintain visibility at signature campus diversity events – EOP Celebration and MAP Breakfast

Questions/Discussion

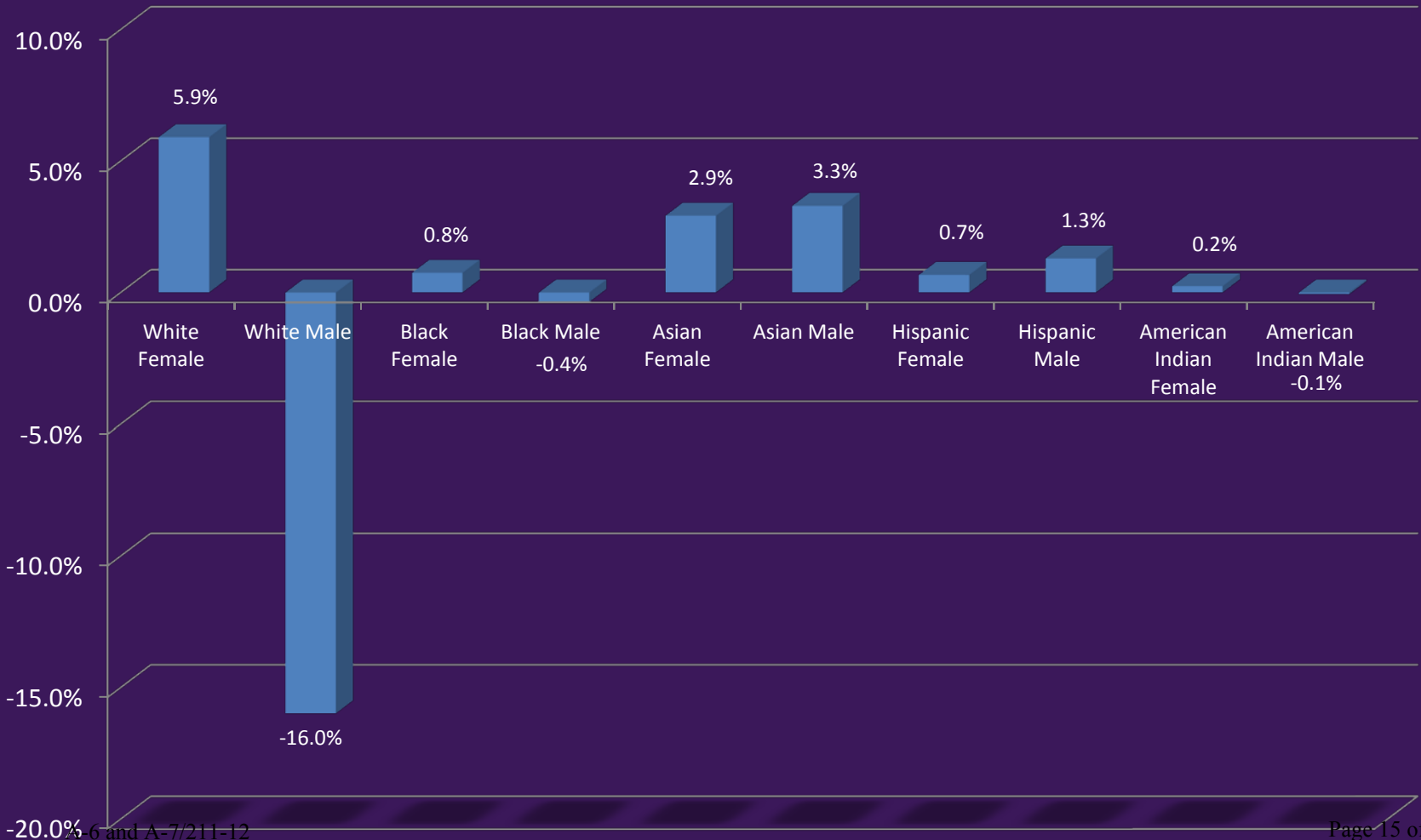
Faculty of Color at UW

- Excellence requires diverse perspectives and talent
- Faculty of color often serve as mentors and role/models for students of color and pursue research programs that are connected to grand challenge issues in communities of color
- Recruitment and retention of graduate students of color enhanced by UW faculty of color

Change in Total Tenured and Tenure-Track Faculty, 1997 - 2011



Percent Change in Tenured and Tenure-Track Faculty, 1997-2011

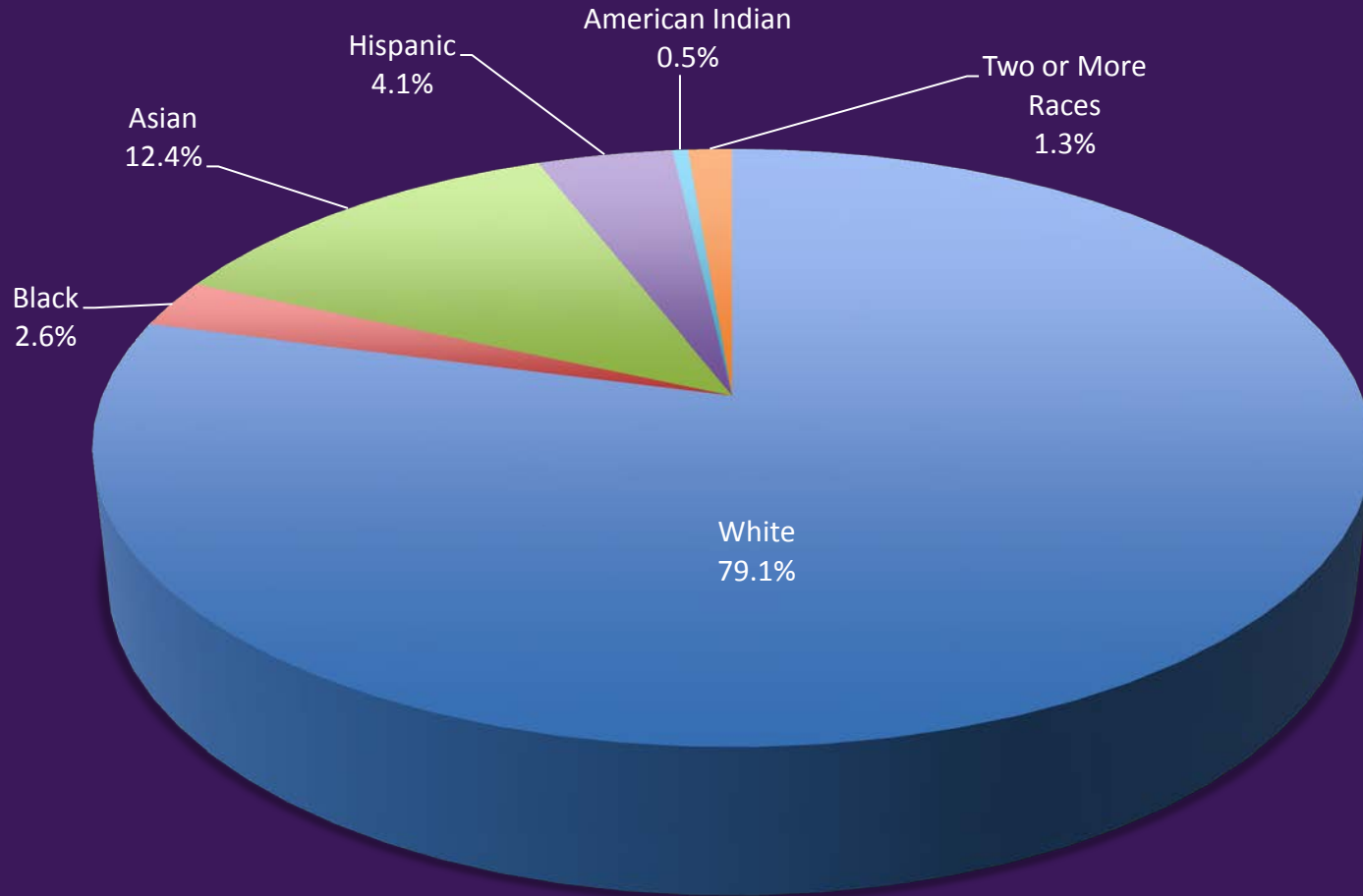


Faculty Recruitment & Retention

- Transforming the Discourse on Diversity and Inclusion
 - Provosts, Deans, Department Chairs
 - Expanding Institutional Guidelines: Faculty Code 2012

- Provide Resources
 - Training: Faculty Recruitment Toolkit, Information Sessions
 - Support: Faculty mentoring, Advice to deans, chairs, chairs of search committees
 - Money: Provost, Faculty Recruitment Initiative 2012-13
 - Research: DRI - speaker series, seed grants, faculty and graduate students

Tenured and Tenure-Track Faculty, 2011

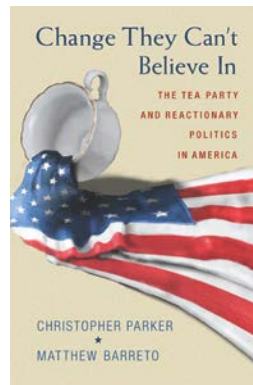


UW Seattle



Dr. Christopher Parker
Associate Professor
Political Science
College of Arts & Sciences

Research area: As the Stuart A. Scheingold Professor of Social Justice and Political Science, Dr. Parker's research takes a behavioral approach to historical events. His first book, [Fighting for Democracy: Black Veterans and the Struggle Against White Supremacy in the Postwar South](#) (Princeton University Press, 2009), winner of APSA's Ralph J. Bunche Award, takes a fresh approach to the civil rights movement by gauging the extent to which black veterans contributed to social change. A second book (Princeton University Press, under contract) *The Paranoid Style Revisited: Support for the Tea Party and Contemporary American Politics* (with [Matt Barreto](#)), explores the beliefs, attitudes, and behavior of the Tea Party. A third book examines the ideological and sociological origins of what has come to be known as the urban crisis of the 1960s. In short, it examines the micro-foundations of the disturbances that swept America in the late 1960s.



UW Bothell



Research Area: Health inequities for marginalized populations and focuses on analyzing how these inequities are linked to historical, cultural, socio-political and economic contexts. She examines how socially stratified disadvantages such as oppressive historical relationships, perceived racial discrimination, and low socioeconomic status negatively impact health and health care utilization, particularly for American Indians. Much of her scholarship is theoretically influenced by critical social theory and postcolonialism, and is rooted in decolonizing approaches to research.

Dr. Selina Mohammed
*Associate Professor
Nursing & Health Studies*



heli?dx^w

helping someone live, giving someone life

A-6 and A-7/211-12
11/8/12



UW Bothell



Dr. Deanna M. Kennedy
*Assistant Professor
School of Business*

Research area: Her current community work includes heading up a Tribal Leadership Modules and Casebook Project. The project will focus on providing training for leadership and management on tribal lands in the state of Washington. She hopes to bring tribal leaders' stories into the training approach and build on classroom story-telling practices with team activities. She believes this approach may inform better teaching methodologies for many management classrooms. Her past work in this area has focused on Native American knowledge, education, and story-telling. She has collaborated with Native American Business professors across the county to present on storytelling as pedagogy and its application to management education. She has co-authored two papers in the Journal of Management Education.



UW Tacoma



Dr. Julia Aguirre
Assistant Professor

Research area: Culturally responsive teaching and learning, especially as it relates to teacher knowledge and practice. Her work critically examines the role of race/ethnicity, culture, class and language play in math teaching and learning. Her work empowers students, families, communities and teachers to strengthen math access and advancement for all students. She serves as the co-PI for the TEACH Math grant which is dedicated to developing a new generation of k-8 math teachers who can effectively teach math in culturally, linguistically and socio-economically diverse settings.



Community Math Exploration

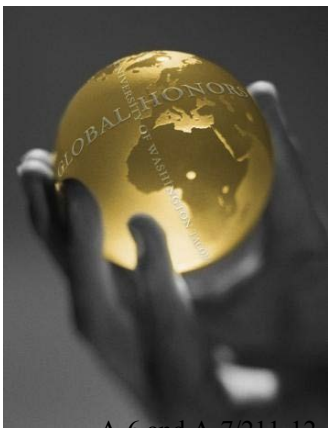


UW Tacoma

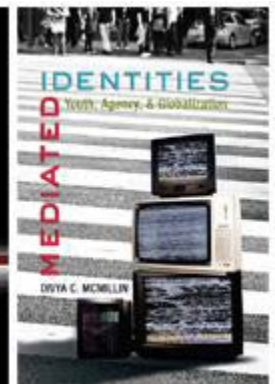


Dr. Divya McMillin
Assistant Professor

Research area: Examines cultural implications of media globalization, particularly in developing economies. Collaborates with the Bavarian Broadcasting Company to support undergraduate research in transnational media. Serves as the Academic Director of Global Honors, which facilitates merit scholarships to promote global research, leadership and citizenship.



A-6 and A-7/211-12
11/8/12



Regents Role in Faculty Diversity

- Communication about the criticality of having a diverse faculty at UW
- Set standards for holding senior leadership accountable for progress

Questions/Discussion

Resources for More Information

UW Diversity Portal

<http://www.washington.edu/diversity/>

The College Board Access and Diversity Collaborative

<http://diversitycollaborative.collegeboard.org/>

American Council on Education

<http://www.acenet.edu/higher-education/Pages/Campus-Diversity-and-Inclusion.aspx>

AAC&U Inclusive Excellence

<http://aacu.org/resources/diversity/>

National Center for Institutional Diversity

<http://www.ncid.umich.edu/>

UCLA Civil Rights Project

<http://civilrightsproject.ucla.edu/>

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