UW Diversity Blueprint, 2010-2014
Goal Attainment Dashboard

December 2013 Report

Goals

1. Provide leadership and communicate commitment to diversity
2. Attract, retain, and graduate a diverse and excellent student body
3. Provide rich learning experiences and prepare students for global citizenship
4. Attract and retain a diverse faculty and staff
5. Encourage and support diversity research
6. Create and sustain a welcoming climate for diversity
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INTRODUCTION

This Goal Attainment Dashboard has been prepared by the Office of Educational Assessment based upon metrics provided by the University Diversity Council. Diversity Council members developed an extensive list of possible measures for each of the six goal areas. A team of University assessment professionals and researchers reviewed the measures and narrowed them to the 27 metrics in the dashboard. These metrics were chosen based on these criteria: They are consistent and stable; they indicate whether processes are improving; the data are available and economical to collect; and they are meaningful—they tell us what we need to know.

The baseline date for the metrics is August 2010. Data will be collected and reported every two years; data analysis may yield a change in strategies, as well as additional or fewer metrics in future diversity plans.

Diversity is defined as groups or individuals with differences culture or background, including, but not limited to, race, sex, gender identity, socioeconomic status, ethnicity, sexual orientation, age, disability, nationality, religion, and military status.

Metrics were chosen based on availability of data. Data are not currently available for all aspects of diversity. The Diversity Council recommends revision of current surveys and other data collection tools to reflect a broadened definition of diversity. Individual units are encouraged to develop their own metrics and data reporting processes over and above the University metrics to reflect their own goals, priorities, and strategies.

For each metric, this document provides a list of targets, analysis of the metrics, data sources, and definitions and suggested action steps.

Abbreviations:
- GLBT: Gay, Lesbian, Bisexual, Transgender
- IPEDS: Integrated Postsecondary Education Data System
- LCVI: Leadership, Community and Values Initiative
- SDB: Student Data Base
- UR: Underrepresented
- URM: Underrepresented Minority
# UW DIVERSITY BLUEPRINT: GOAL ATTAINMENT DASHBOARD

## Metric | 2010 Baseline | 2013 Figures | 2015 Target | 2013 Gap
--- | --- | --- | --- | ---
**Goal 2. Attract, retain, and graduate a diverse and excellent student body**
**Undergraduate Students**
2a. Percent of URM first-time freshmen entering UW | 11.3 | 13.2 | 13.5 | 0.3
2b. Percent of URM transfer students entering UW | 13.7 | 16.4 | 16.1 | 0.3
2c. Difference in percent of URM and non-URM entering freshmen retained after first two years | -0.9 | -4.7 | 0.0 | 4.7
2d. Difference in percent of URM and non-URM entering freshmen graduating within six years | -6.7 | -8.6 | 0.0 | 8.6
**Graduate Students**
2e. Percent of URM graduate and professional students enrolled at UW | 8.1 | 10.0 | 9.9 | 0.1
2f. Percent of Masters degrees awarded to URM students | 7.5 | 8.8 | 7.5 | 0.0
2g. Percent of doctoral degrees awarded to URM students | 4.5 | 7.1 | 5.1 | 2.0
2h. Percent of professional degrees awarded to URM students | 5.7 | 6.6 | 5.7 | 0.9
**Goal 4. Attract and retain a diverse faculty and staff**
4a. Percent of UR faculty URM | 5.9 | 6.0 | 12.4 | 6.4
Female | 40.1 | 38.9 | 44.1 | 5.2
4b. Percent of UR administrators URM | 5.7 | 5.8 | 14.3 | 8.5
Female | 45.0 | 46.6 | 50.3 | 3.7
4c. Percent of UR staff URM | 12.4 | 12.7 | 18.3 | 6.6
Female | 64.8 | 65.2 | 53.2 | 12.0
**Retention**
4d. Difference in rate of leaving among URM and non-URM faculty | 1.2 | 3.3 | 0.0 | 3.3
4e. Difference in rate of leaving among URM and non-URM staff | -0.9 | 1.4 | 0.0 | 1.4

## Goal 3. Provide rich learning experiences and prepare students for global citizenship
3a. Percent of undergraduate students graduating with at least one US diversity course | 61.0 | 64.4 | 100.0 | 35.6
3b. Difference in percent of URM and non-URM undergrad students in high impact programs
   **FlGs** | 13.1 | 19.7 | 0.0 | 13.1
   **Research** | -1.5 | 0.3† | 0.0 | 0.3
   **Study Abroad** | 1.3 | 2.0 | 0.0 | 1.3
3c. Difference in percent of URM and non-URM graduate students with assistantships | -3.5 | -4.8 | 0.0 | 4.3

## Goal 5: Encourage and support diversity research
5a. Number of centers/institutes primarily focused on addressing diversity | 18 | 18 | 20 | 2
5b. Number of named professorships focused on diversity | 1 | 1 | 2 | 1
5c. Number of major research lectures primarily focused on diversity issues | 2 | 2 | 4 | 2

## Goal 6: Create and sustain a welcoming climate for diversity
6a. Difference in percent of UR and non-UR undergraduate students who agree UW has a supportive climate | * | 0.0
6b. Difference in percent of UR and non-UR graduate students who agree UW has a supportive climate | * | 0.0
6c. Difference in percent of URM and non-URM faculty who agree UW has a supportive climate | -21.9 | 0.0 | 21.9
6d. Difference in percent of URM and non-URM staff who agree UW has a supportive climate | -11.8 | 0.0 | 11.8

*Baseline data not yet available.
†Value for Metric 3b, Research, is for 2011-2012.

Target met; trends to be monitored.
Target has not been met.
GOAL 1. PROVIDE LEADERSHIP AND COMMUNICATE COMMITMENT TO DIVERSITY

**Metric 1a. Percent of major units with diversity built into mission**

Diversity Council members set the targets for these four metrics at 100%.

**ANALYSIS**

Diversity Council members identified four metrics to indicate leadership and commitment to diversity. Metric 1a, diversity built into mission, refers to a specific statement in the unit’s mission statement about the value of diversity to the unit. Metric 1b, diversity statement of unit on the main page or “about” section of the website, demonstrates this commitment for the public and for potential students, faculty, and staff members. Metric 1c, diversity committees or task forces, demonstrates proactive response to diversity issues. Metric 1d, diversity plans, enables the unit and the University to define clear priorities, actions, and measures for attaining diversity goals.

Progress was made on all the metrics except visible diversity statements on administrative websites, which declined, and administrative units with diversity committees, which remained the same.

**PRIORITY ACTION STEPS FOR 2014**

- Include progress on diversity goals in performance reviews of administrators
- Consult with all units still lacking these leadership metrics

**DATA SOURCES AND DEFINITIONS**

Diversity is defined as groups or individuals with differences culture or background, including, but not limited to, race, sex, gender identity, socioeconomic status, ethnicity, sexual orientation, age, disability, nationality, religion, and military status. The term diversity is fluid in that the status and representation of groups shifts over time.

Metrics were chosen based on availability of data. Data are not currently available...
GOAL 1: PROVIDE LEADERSHIP AND COMMUNICATE COMMITMENT TO DIVERSITY

Metric 1c. Percent of major units with diversity committees/task forces

- Academic
- Administrative

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic</th>
<th>Administrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 2010</td>
<td>61.1%</td>
<td>53.8%</td>
</tr>
<tr>
<td>SP 2012</td>
<td>72.2%</td>
<td>53.8%</td>
</tr>
<tr>
<td>SP 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP 2016</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Metric 1d. Percent of major units with diversity plans

- Academic
- Administrative

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic</th>
<th>Administrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 2010</td>
<td>33.3%</td>
<td>30.8%</td>
</tr>
<tr>
<td>SP 2012</td>
<td>44.4%</td>
<td>46.2%</td>
</tr>
<tr>
<td>SP 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP 2016</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

for all aspects of diversity. The Diversity Council recommends revision of current surveys and other data collection tools to reflect a broadened definition of diversity.

Major units for this metric are defined as those with sufficient scope to merit diversity plans.

**Academic units:** College of Arts and Sciences, College of Built Environments, Business School, School of Dentistry, College of Education, College of Engineering, College of The Environment, Graduate School, The Information School, School of Law, School of Medicine, School of Nursing, School of Pharmacy, Daniel J. Evans School of Public Affairs, School of Public Health, School of Social Work, UW Bothell, UW Tacoma

**Administrative Units:** Academic Personnel, Athletics, Educational Outreach, External Affairs, Finance and Facilities, Global Affairs, Human Resources, Minority Affairs and Diversity, Planning and Budgeting, Research, Student Life, Undergraduate Academic Affairs, University Advancement, UW Information Technology, UW Libraries, UW Medicine

Metrics 1a-1d:
Data provided by Office of Minority Affairs and Diversity.
GOAL 2: ATTRACT, RETAIN, AND GRADUATE A DIVERSE AND EXCELLENT STUDENT BODY

Metric 2a. Percent of URM first-time freshmen entering UW

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric 2a</td>
<td>11.3%</td>
<td>13.1%</td>
<td>13.5%</td>
<td>13.2%</td>
</tr>
</tbody>
</table>

Metric 2b. Percent of URM first-time transfer students entering UW

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric 2b</td>
<td>13.7%</td>
<td>12.4%</td>
<td>15.0%</td>
<td>16.4%</td>
</tr>
</tbody>
</table>

TARGETS

<table>
<thead>
<tr>
<th>Metric</th>
<th>2010 Baseline</th>
<th>2013 Figures</th>
<th>2015 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a. Percent of URM first-time freshmen entering UW</td>
<td>11.3</td>
<td>13.2</td>
<td>13.5</td>
</tr>
<tr>
<td>2b. Percent of URM transfer students entering UW</td>
<td>13.7</td>
<td>16.4</td>
<td>16.1</td>
</tr>
<tr>
<td>2c. Difference in percent of URM and non-URM entering freshmen retained after first two years</td>
<td>-0.9</td>
<td>-4.7</td>
<td>0.0</td>
</tr>
<tr>
<td>2d. Difference in percent of URM and non-URM entering freshmen graduating within six years</td>
<td>-6.7</td>
<td>-8.6</td>
<td>0.0</td>
</tr>
<tr>
<td>Graduate Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2e. Percent of URM graduate and professional students enrolled at UW</td>
<td>8.1</td>
<td>10.0</td>
<td>9.9</td>
</tr>
<tr>
<td>2f. Percent of Masters degrees awarded to URM students</td>
<td>7.5</td>
<td>8.8</td>
<td>7.5</td>
</tr>
<tr>
<td>2g. Percent of doctoral degrees awarded to URM students</td>
<td>4.5</td>
<td>7.1</td>
<td>5.1</td>
</tr>
<tr>
<td>2h. Percent of professional degrees awarded to URM students</td>
<td>5.7</td>
<td>6.6</td>
<td>5.7</td>
</tr>
</tbody>
</table>

Year 2015 targets were determined using five-year trends. For the period Autumn 2005 – Autumn 2009, the average yearly increase in representation of URM students was 0.55% for first-time freshmen; 0.59% for undergraduate transfer students; and 0.45% for graduate/professional students. The target for graduate and professional students was kept level due to reduction in financial aid and tuition waivers available and rise in tuition.

ANALYSIS

An institution's stance on increasing the representation of diverse racial/ethnic groups communicates whether maintaining a multicultural environment is a high institutional priority (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998). Structural diversity, or the representation of diverse cultural groups, improves educational outcomes and institutional climate for all students (Gurin, P.Y., Dey, Gurin, G., & Hurtado, 2003).

For the metrics on structural diversity, Diversity Council members chose measures of access and educational success rather than a static look at total enrollment.

There is slight progress in metrics 2a and 2b. However, there are declines in 2c and 2d. A working group is looking at the factors that might be contributing to the gap. The targets for all the graduate school metrics (2e-2h) have all been met. The targets were set based on expected growth in graduate student enrollment, but may have
GOAL 2: ATTRACT, RETAIN, AND GRADUATE A DIVERSE AND EXCELLENT STUDENT BODY

Metric 2c. Difference in percent of URM and non-URM entering freshmen retained after first two years

<table>
<thead>
<tr>
<th>Entering Quarter</th>
<th>URM</th>
<th>Non-URM</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU 2004</td>
<td>89.6%</td>
<td>88.7%</td>
</tr>
<tr>
<td>AU 2006</td>
<td>87.8%</td>
<td>81.4%</td>
</tr>
<tr>
<td>AU 2008</td>
<td>89.1%</td>
<td>85.9%</td>
</tr>
<tr>
<td>AU 2010</td>
<td>89.8%</td>
<td>85.1%</td>
</tr>
</tbody>
</table>

Difference

<table>
<thead>
<tr>
<th>Entering Quarter</th>
<th>AU 2004</th>
<th>AU 2006</th>
<th>AU 2008</th>
<th>AU 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difference</td>
<td>-0.9%</td>
<td>-6.4%</td>
<td>-3.2%</td>
<td>-4.7%</td>
</tr>
</tbody>
</table>

Metric 2d. Difference in percent of URM and non-URM entering freshmen graduating within six years

<table>
<thead>
<tr>
<th>Entering Quarter</th>
<th>URM</th>
<th>Non-URM</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU 2004</td>
<td>76.2%</td>
<td>82.9%</td>
</tr>
<tr>
<td>AU 2006</td>
<td>71.1%</td>
<td>79.7%</td>
</tr>
</tbody>
</table>

Difference

<table>
<thead>
<tr>
<th>Entering Quarter</th>
<th>AU 2004</th>
<th>AU 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difference</td>
<td>-6.7%</td>
<td>-8.6%</td>
</tr>
</tbody>
</table>

PRIORITY ACTION STEPS FOR 2014

Undergraduate Students
- Study various data sources to understand patterns of changing majors for URM students
- Disaggregate data by departments to elucidate trends

Graduate Students
- Increase funding for graduate students in order to recruit, retain, and graduate a more diverse group of students

DATA SOURCES AND DEFINITIONS

NB: Metrics were chosen based primarily on availability of data. Data are not currently available for all aspects of diversity.

Metrics 2a, 2b and 2e:
Data downloaded from UW SDB using tenth day counts. URM students identified as those for whom race/ethnicity was listed as African-, Native-, Pacific Islander-, or Hispanic American. All other students identified as non-URM students.

Metrics 2c and 2d:
Data downloaded from UW SDB. URM students identified as those for whom race/ethnicity was listed as African-, Native-, or Hispanic American. All other students identified as non-URM students.

Metrics 2f-2h:
Year 2008-9: Data from Office of Planning and Budgeting report *IPEDS Completions Survey, Degrees Granted and Conferred*. URM students identified as those for whom race/ethnicity was listed as African-, Native-, or Hispanic American. (Note that this classification does not include Pacific Islander.) All other students identified as non-URM students. Year 2010-11: Data downloaded from UW SDB. URM students identified as those for whom race/ethnicity was listed as African-, Native-, Pacific Islander-, or Hispanic American. All other students identified as non-URM students.
GOAL 2: ATTRACT, RETAIN, AND GRADUATE A DIVERSE AND EXCELLENT STUDENT BODY

**Metric 2e. Percent of URM graduate and professional students enrolled at UW**

<table>
<thead>
<tr>
<th>Enrolled Quarter</th>
<th>AU 2009</th>
<th>AU 2010</th>
<th>AU 2011</th>
<th>AU 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8.1%</td>
<td>8.7%</td>
<td>9.4%</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

**Metrics 2f, 2g, 2h. Percent of Masters, doctoral and professional degrees awarded to URM students**

- Masters
- Doctoral
- Professional

<table>
<thead>
<tr>
<th>Enrolled Quarter</th>
<th>2008-09</th>
<th>2010-11</th>
<th>2014-15</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>4.5%</td>
<td>5.7%</td>
<td>7.1%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>7.5%</td>
<td>8.8%</td>
<td>7.1%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Professional</td>
<td>2.0%</td>
<td>2.3%</td>
<td>2.7%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

REFERENCES


GOAL 3: PROVIDE RICH LEARNING EXPERIENCES AND PREPARE STUDENTS FOR GLOBAL CITIZENSHIP

Metric 3a. Percent of undergraduate students graduating with at least one US diversity course

<table>
<thead>
<tr>
<th>Year</th>
<th>2009-10</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>61.0%</td>
<td>64.4%</td>
<td></td>
</tr>
</tbody>
</table>

Metrics 3a: Year 2015 target set to 100%. Metrics 3b-c were set at zero as there should be no difference in participation rates for URM and non-URM students in high impact programs or those receiving assistantships.

ANALYSIS

Research indicates that students who take diversity courses and have positive interaction with diverse peers are more likely to score higher on academic self-confidence, social agency, and critical or effortful thinking (Bowman, 20009; Nelson Laird, 2005). Kuh (2008, p. 17) reports that historically underserved students, engaging in high impact learning experiences tend to benefit more than majority students. High impact programs include first year seminars, learning communities, study abroad, undergraduate research, and service learning. For UW metrics, Freshman Interest Groups (FIGs), study abroad, and undergraduate research were selected because data were readily available.

For graduate and professional students, holding a research or teaching assistantship has a direct impact on engagement with faculty, career preparation, and loan debt after graduation.

All three high impact learning metrics have been met. Data from 2014 will be analyzed to see if these trends in participation in high impact programs continue.

There was a slight increase in the number of students taking a US diversity course. With the passage a diversity requirement in spring 2013, this percentage will increase substantially.

There is still a gap for assistantships for underrepresented graduate students (metric 3c). Breaking the data down by unit may help in identifying problem areas.
Metric 3b. Difference in percent of URM and non-URM undergraduate students participating in high impact programs

![Graph showing the difference in participation rates between URM and non-URM students in various programs from 2009-10 to 2013-14.](image)

Metric 3c. Difference in percent of URM and non-URM graduate students with assistantships

![Graph showing the difference in assistantship participation rates between URM and non-URM students from AU 2009 to AU 2015.](image)

**ACTION STEPS FOR 2014**

- Disaggregate data on teaching assistantships by unit to highlight areas needing attention to ensure equity

**DATA SOURCES AND DEFINITIONS**

**Metric 3a:**
Courses identified by Office of Minority Affairs and Diversity according to criteria used to approve courses for the Diversity Minor at all three UW campuses. Percentage of students entering as freshmen and graduating with at least one listed course determined by Academic Data Management, Office of the Registrar.

**Metric 3b:**
FIG participants identified by First Year Programs as enrolled in respective program autumn quarter. Research participants identified by Undergraduate Research Program as participating for each academic year. Study Abroad participants identified by International Programs and Exchanges as participating in faculty-led study abroad programs for each academic year. Race/ethnicity for all participating students was obtained from UWSD; URM students are those for whom race/ethnicity was listed as African-, Native-, Pacific Islander-, or Hispanic American.

**Metric 3c:**
Roster of students holding assistantship (research, teaching, or staff), traineeship, fellowship, and/or hourly appointment provided by Graduate School. Roster of all graduate students (class = 8) enrolled on tenth day of Autumn quarter obtained from UWSD along with race/ethnicity classification; URM students were those for whom race/ethnicity was listed as African-, Native-, Pacific Islander-, or Hispanic American.

**REFERENCES**


GOAL 4: ATTRACT AND RETAIN A DIVERSE FACULTY AND STAFF

Metric 4a. Percent of UR faculty

<table>
<thead>
<tr>
<th>Year</th>
<th>URM</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>5.9%</td>
<td>40.1%</td>
</tr>
<tr>
<td>2012</td>
<td>6.0%</td>
<td>38.9%</td>
</tr>
</tbody>
</table>

N = 237 1606 243 1573

Metric 4b. Percent of UR administrators

<table>
<thead>
<tr>
<th>Year</th>
<th>URM</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>5.7%</td>
<td>45.0%</td>
</tr>
<tr>
<td>2012</td>
<td>5.8%</td>
<td>46.6%</td>
</tr>
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</table>

N = 124 985 139 1116

TARGETS

<table>
<thead>
<tr>
<th>Metric</th>
<th>2010 Baseline</th>
<th>2013 Figures</th>
<th>2015 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Percent of UR faculty</td>
<td>URM 5.9</td>
<td>6.0</td>
<td>12.4</td>
</tr>
<tr>
<td></td>
<td>Female 40.1</td>
<td>38.9</td>
<td>44.1</td>
</tr>
<tr>
<td>4b. Percent of UR administrators</td>
<td>URM 5.7</td>
<td>5.8</td>
<td>14.3</td>
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<tr>
<td></td>
<td>Female 45.0</td>
<td>46.6</td>
<td>50.3</td>
</tr>
<tr>
<td>4c. Percent of UR staff</td>
<td>URM 12.4</td>
<td>12.7</td>
<td>18.3</td>
</tr>
<tr>
<td></td>
<td>Female 64.8</td>
<td>65.2</td>
<td>53.2</td>
</tr>
</tbody>
</table>

Year 2015 targets for Metrics 4a, 4b and 4c are calculated by the estimated availability statistics of the demographics available within the United States to be considered to possess the requisite skills for employment. These numbers are an estimate and do not account for variance with additional factors, such as those currently employed by other institutions or organizations, current changes in demographics, or specialization requirements of certain positions. Faculty availability includes demographics of those that received PhD’s over the past 15 years (aggregated by discipline) and any additional degrees needed upon entry for the faculty position. Administrative and staff availability statistics are derived from the U.S. census.

Data provided by the Office of Equal Opportunity and Affirmative Action indicate a rate of leaving the UW to be 2.7% greater for URM faculty, when compared to non-URM faculty. The target is set at 0% difference.

ANALYSIS

Female and URM faculty continue to be underrepresented at most college campuses (Weinberg 2008; Smith et al. 2004). A diverse faculty has been found to employ a more diverse set of pedagogical techniques that directly enriches the quality of education (Umbach 2006) and can serve as role models for students who come from
underrepresented backgrounds. A diverse workplace fosters innovation and creativity from the sharing of different perspectives and the synthesizing of divergent points of view (Miller & Katz, 2002).

Faculty members choose to leave institutions for various reasons. Studies of URM faculty attrition reveal that frustration, discrimination, and perceived invisibility concerning the production of scholarship, service responsibilities, and institutional support contribute to their decision to leave (Turner 2006; Turner & Myers 2000). Institutional emphases on the recruitment of URM faculty, rather than on their retention, it has been suggested, may explain any perceived lack of progress (Turner & Myers 2000).

**PRIORITY ACTION STEPS FOR 2014**

- Develop accountability mechanisms for deans and chairs related to building an inclusive faculty
- Recommend pre-recruitment efforts to build relationships with junior job applicants
- Examine language in job ads to see how diversity is included and promoted

**DATA SOURCES AND DEFINITIONS**

Units were defined as Academic or Administrative based on the UW Policy Directory. Academic units were the Graduate School and those within the category "Schools, Colleges, and Other Academic Units" (Seattle) or "Academic Programs and Centers" (Bothell) or "Academic Programs" (Tacoma). All other units were treated as Administrative.

*Academic units:* College of Arts and Sciences, College of Built Environments, Business School, School of Dentistry, College of Education, College of Engineering, College of the Environment, Graduate School, iSchool, School of Law, School of Medicine, School of Nursing, School of Pharmacy, School of Public Affairs, School of Public Health, School of Social Work, UW Bothell, UW Tacoma

*Administrative units:* Educational Outreach, External Affairs, Finance & Facilities, Health Sciences Administration, Human Resources, Intercollegiate Athletics, Libraries, Undergraduate Academic Affairs, UW Medicine, UW Technology, VP Development, VP Office of Minority Affairs/Diversity, VP Research, VP Student Life, UW Seattle General, UW Bothell, UW Tacoma

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**Metric 4c. Percent of UR staff (overall)**

<table>
<thead>
<tr>
<th></th>
<th>Yr 2010</th>
<th>Yr 2012</th>
<th>Yr 2014</th>
<th>Yr 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>URM</strong></td>
<td>64.8%</td>
<td>65.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>12.4%</td>
<td>12.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>2560</td>
<td>13,424</td>
<td>2673</td>
<td>13,716</td>
</tr>
</tbody>
</table>

**Metric 4c. Percent of UR staff (within academic units)**

<table>
<thead>
<tr>
<th></th>
<th>Yr 2010</th>
<th>Yr 2012</th>
<th>Yr 2014</th>
<th>Yr 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>URM</strong></td>
<td>67.1%</td>
<td>67.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>7.6%</td>
<td>8.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>484</td>
<td>4296</td>
<td>518</td>
<td>4268</td>
</tr>
</tbody>
</table>
Metric 4c. Percent of UR staff (within administrative units)

<table>
<thead>
<tr>
<th>Administrative Units</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 2010</td>
<td>2076</td>
<td>14.5%</td>
</tr>
<tr>
<td>Yr 2012</td>
<td>9128</td>
<td>14.7%</td>
</tr>
<tr>
<td>Yr 2014</td>
<td>2155</td>
<td>63.8%</td>
</tr>
<tr>
<td>Yr 2016</td>
<td>9448</td>
<td>64.3%</td>
</tr>
</tbody>
</table>

Values for Metric 4c are percentage of faculty, administrators and staff, respectively, who belong to underrepresented class. Administrative counts include all employees with "Academic Personnel Administrative Appointment" job type or with professional staff job grade equal to or greater than 10.

Metric 4d. Difference in rate of leaving among URM and non-URM faculty

<table>
<thead>
<tr>
<th>Difference</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 2010</td>
<td>9.5% 8.3%</td>
</tr>
<tr>
<td>Yr 2012</td>
<td>18.7% 15.4%</td>
</tr>
<tr>
<td>Yr 2014</td>
<td></td>
</tr>
<tr>
<td>Yr 2016</td>
<td></td>
</tr>
</tbody>
</table>

Values for Metric 4d and 4e are percentages of faculty and staff within each group who left during the year.

Metrics 4a-4g:
Data provided by Office of Equal Opportunity and Affirmative Action. Underrepresented minority (URM) faculty and staff identified as those for whom race/ethnicity was listed as Black, American Indian, Pacific Islander, or Hispanic. All other faculty and staff identified as non-underrepresented minority (non-URM), with the exception of those of Unknown ethnicity who were excluded from all counts.

REFERENCES


Metric 4e. Difference in rate of leaving among URM and non-URM staff

<table>
<thead>
<tr>
<th>Year</th>
<th>URM</th>
<th>Non-URM</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 2010</td>
<td>8.1%</td>
<td>9.0%</td>
<td>-0.9%</td>
</tr>
<tr>
<td>Yr 2012</td>
<td>9.5%</td>
<td>8.1%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

Yr 2014 and Yr 2016 data not available.
GOAL 5: ENCOURAGE AND SUPPORT DIVERSITY RESEARCH

Metric 5a. Number of centers/institutes primarily focused on addressing diversity

Metric 5b. Number of named professorships focused on diversity

Metric 5c. Number of major research lectures primarily focused on diversity issues

As a reflection of the institution’s commitment to diversity, increased presence and visibility of research on diverse communities are extremely important. Goals 5a-c represent some ways the institution is best able to illustrate that support.

ANALYSIS

An institutional commitment to diversity may be expressed in numerous ways, including campus centers/institutes that support the production of diversity research, named professorships focused on diversity, and major research lectures that primarily focus on diversity issues. Exposing the University community to a broad range of research topics and speakers that might otherwise go unnoticed may result in an increased knowledge about new trends in scholarship and an increased degree of learning about diversity among students.

There has been no progress on these metrics. Units have been encouraged to build requests for professorships and research centers into upcoming campaign requests.

PRIORITY ACTION STEP FOR 2014

• Develop professorships for faculty doing diversity-related research

DATA SOURCES AND DEFINITIONS

Research on diversity spans a wide variety of subjects and takes place in a wide variety of disciplines. Diversity-centered research may seek to address topics of race, ethnicity, culture, sexuality, gender and gender identity, age, disability, religion, and nationality.

Metrics 5a-5c:
Data for the number of diversity centers/institutes and research lectures are based on counts of information available at the University of Washington website and were compiled by the Diversity Research Institute. University Advancement provided data on named professorships.
GOAL 6: CREATE AND SUSTAIN A WELCOMING CLIMATE FOR DIVERSITY

Metric 6a. Difference in percent of UR and non-UR undergraduate students who agree UW has a supportive climate

Not available at this time.

Metric 6b. Difference in percent of UR and non-UR graduate students who agree UW has a supportive climate

Not available at this time.

TARGETS

<table>
<thead>
<tr>
<th>Metric</th>
<th>2010 Baseline</th>
<th>2013 Figures</th>
<th>2015 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a. Difference in percent of UR and non-UR undergraduate students who agree UW has a supportive climate</td>
<td>*</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>6b. Difference in percent of UR and non-UR graduate students who agree UW has a supportive climate</td>
<td>**</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>6c. Difference in percent of URM and non-URM faculty who agree UW has a supportive climate</td>
<td>-21.9</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>6d. Difference in percent of URM and non-URM staff who agree UW has a supportive climate</td>
<td>-11.8</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

ANALYSIS

Research has documented the dimensions of campus climate that contribute to a welcoming or unwelcoming environment for underrepresented populations. These include the historical legacy of inclusion and exclusion; structural diversity, or the representation of various groups; the psychological climate and the impact of discrimination and perceptions of climate; and the behavioral dimensions of institutional climate, including intergroup relations, classroom environment, curricular change, and participation in campus events and activities (Hurtado et al. 1998).

Climate studies at UW have shown differences in perceptions of a supportive climate (Leadership, Community and Values Initiative 2008). This study will be repeated in 2014, along with climate studies of graduates and undergraduates.

ACTION STEPS FOR 2014

- Analyze new climate studies and make recommendations based on results

DATA SOURCES AND DEFINITIONS

Metrics 6a and 6b: Data not available at this time.

Metrics 6c and 6d:
Data from 2008 Leadership, Community and Values Initiative (LCVI) campus survey. Respondents reported their perceptions of climate for six targets (diversity, female faculty/staff, male faculty/staff, faculty/staff of color, GLBT faculty/staff, and faculty/staff with disabilities) on a six-point (1-6) scale. A composite score was computed as the mean across the six items; agreement was operationalized as mean.
Metric 6c. Difference in percent of URM and non-URM faculty who agree UW has a supportive climate

- 2008: URM 28.3%, Non-URM 50.2%
- 2012: URM 59.3%, Non-URM 71.1%
- Difference: -21.9% URM, -11.8% Non-URM

Metric 6d. Difference in percent of URM and non-URM staff who agree UW has a supportive climate

- 2008: URM 71.1%, Non-URM 59.3%
- 2012: URM 60.2%, Non-URM 71.1%
- Difference: -11.8% URM, -1.8% Non-URM

score greater than 4.5.

REFERENCES


