



# Diversity at UW

## A Blueprint for the Future 2010–2014

Submitted by University Diversity Council

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UNIVERSITY *of* WASHINGTON

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Inset photos: top row (l to r): Erin Rowley, UW Photography; second row (l to r): Timothy Bostell, Brian DalBalcon; third and fourth rows: Mary Levin  
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## Message from the President

The University of Washington is launching a critically important initiative, one that embodies our mission and values and will engage our entire University community. At the request of the administration, and in the context of planning for the next two decades, the University Diversity Council has identified diversity goals and priorities to help the University achieve its research, educational, and outreach missions, and strengthen our role as a national leader in diversity.

We can be proud of what we have accomplished since the inception of the Office of Minority Affairs more than 40 years ago. In nearly every major administrative and academic unit, we have offices and personnel dedicated to diversity whose efforts have increased our outreach, recruitment, and retention of underrepresented students, faculty, and staff. Expanding numbers of courses, curricula, and research programs throughout the University have placed diversity at the center of scholarly inquiry, teaching, and learning.

Although we have much to build upon, we need to be more vigilant in our diversity efforts as we respond to shifting demographics and changing needs of society in an era of fiscal strain. Retrenchment and cutbacks affect some populations more than others. We have worked too hard for too long to let the gains we have achieved slip away—we must ensure that we do not lose momentum in areas that have strengthened the University immeasurably. Moving forward, we must work toward greater inclusion of diversity into all aspects of University life. As with all our pursuits, we must look to those areas where we can have greatest impact with existing and future resources and make strategic decisions. The Diversity Blueprint presents us with a guide to do so.

I am relying on senior leadership to establish lines of accountability for the diversity goals and priorities outlined in this document and to create a process for directors and chairs to develop unit plans. As we embark on this endeavor, I want to thank Dr. Sheila Edwards Lange, Vice President for Minority Affairs and Vice Provost for Diversity, and the members of the University Diversity Council, for both their exceptional leadership and their hard work in mapping the direction toward inclusive excellence at the UW.

Phyllis M. Wise  
Interim President

## Message from the Vice President for Minority Affairs and Vice Provost for Diversity

The University of Washington has a long and impressive history of addressing diversity. The efforts of many students, faculty, staff, and community members over the last five decades have made the UW home to many nationally and internationally recognized programs and centers. The UW has implemented programs that have improved access for and retention of students; faculty and staff recruitment and retention; curriculum, teaching, and learning; and department, classroom, and workplace climate.

The purpose of the Diversity Blueprint is to further the University's progress in diversity and ensure systemic change. The development of a comprehensive set of priorities and University-wide metrics ushers in an era of integrated vision and shared responsibility for diversity.

In defining priorities and mapping directions for diversity planning, Diversity Council members have been cognizant of fiscal restraint. The Diversity Blueprint takes into account a shift in planning horizon at UW and incorporates the recommendations of the *Two Years to Two Decades Initiative (2y2d) Diversity Report*. This report states: "[t]he future of diversity is one of synergies among student, faculty and staff diversity, and curriculum, research, and service .... This expansion of diversity mission and vision makes accountability for diversity everyone's responsibility." Strategies and approaches in the Blueprint emphasize coordination and collaboration for greater efficiency, taking into account principles and practices of the Organizational Effectiveness Initiative.

The Office of Minority Affairs & Diversity, the Office for Equity and Diversity at UW Tacoma, and other UW diversity offices stand ready to assist administrative and academic units with developing plans and measures that align with the Blueprint. This collective effort will ensure that the University has a plan for change with shared responsibility for achieving diversity in the coming decades.

Sheila Edwards Lange  
Vice President for Minority Affairs  
Vice Provost for Diversity

## Introduction

Over the past several years, the University of Washington has engaged in a series of planning initiatives to shape its future as a premier research and education institution in the context of changing demographics, challenges of global scale, and tough economic times. As part of planning for change, the administration asked the University Diversity Council to develop goals and strategic priorities to embed diversity across the University. This Diversity Blueprint has been informed by a series of focus groups addressing the future of diversity at UW in the context of *Two Years to Two Decades (2y2d) Initiative* (see Appendix II). It has been vetted as well with a wide range of University constituencies.

Diversity is defined herein 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. The Diversity Blueprint is supportive of and is not to be interpreted as inconsistent with UW's Affirmative Action Plan.\*

The Diversity Blueprint has six goals encompassing major areas of emphasis for diversity: leadership and governance; student, faculty and staff diversity; curriculum and research; and institutional and classroom climate. For each goal, there are strategic priorities and recommended action steps for both administrative and academic units and persons who will be accountable for oversight and progress. Institutional level metrics have been developed by a team of University assessment professionals and researchers. The Office of Education Assessment has prepared a Goal Attainment Dashboard with baseline data to chart progress on these metrics. The metrics have been limited to those populations for which data is currently collected.

Each academic and administrative unit is being asked to develop a plan based on assessment of needs and priorities in relation to those identified in the Blueprint.

A template is included on page 18. The priorities in the Blueprint will assist with the 2y2d activities of embedding diversity across the board, enhancing infrastructure, reducing costs,

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\* Affirmative action requires all federal contractors pursuant to Executive Order 11246 to ensure equal opportunity and to take positive actions to prevent discrimination in employment practices on the basis of race, color, religion, sex, national origin, people with disabilities and protected veterans. See <http://www.washington.edu/provost/ap/eoaa/#reports>.

fostering collaboration, and preparing for changing demographics. The sum total of unit plans will move the University forward toward its fulfillment of the goals in the Blueprint and constitute a UW Diversity Plan.

During the academic year 2011 -2012, the Office of Minority Affairs & Diversity, in collaboration with other diversity units and programs across the University, will offer a series of workshops to assist departments and units in formulating plans and identifying resources for change. A description of events and resources can be found at the Diversity Plan website: <http://www.washington.edu/diversity/blueprint/>.

# UW Diversity Goals

## Goal 1: Provide Leadership and Communicate Commitment to Diversity

Attaining organizational goals for diversity requires vision, and leadership at all levels of the University. By communicating widely its core values and vision for diversity, the University makes its commitment visible and clear for all members of its community; its future students, faculty, and staff; and the public. Articulating this commitment in diversity plans and accountability measures strengthens its impact.

### Recommended Priorities and Action Steps

- **Demonstrate dedication and commitment to diversity at all institutional levels**
  - *Articulate a bold diversity mission statement and communicate it in institutional documents, websites, and internal and external communications*
  - *Define diversity as a core value for missions of teaching, research, and service*
  - *Ensure that policy, planning, and decision-making bodies have diversity expertise*
  - *Review policies and procedures for disparate impact on underrepresented\* students, faculty, and staff; assess impact of new policies on underrepresented students, faculty, and staff*
  - *Create pathways to leadership positions at all levels of the University for underrepresented students, faculty, and staff*
  
- **Place top priority on creating accountability measures and incentives and embed diversity into the central University functions of teaching, research, service, and infrastructure development and management**
  - *Develop unit plans and measures consistent with the University Diversity Blueprint*
  - *Include progress on diversity in the performance reviews of vice presidents, vice provosts, deans, directors, and chairs*
  - *Develop multiple means of recognition that reward participation in diversity-related work and programs*
  - *Strengthen data collection (quantitative, qualitative, and longitudinal) about diverse populations and share these data with University leadership for their use in decision-making and resource allocation*

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\* Underrepresented refers to those groups whose representation at the University does not reflect their representation or availability within the appropriate population.



➤ **Create infrastructure to implement and achieve diversity goals**

- *Provide incentives for units to collaborate with central diversity units and initiatives*
- *Strengthen collaboration and coordination among all diversity offices, including the Office of Minority Affairs & Diversity, the Office of Equity and Diversity (UW Tacoma), Graduate Opportunities and Minority Achievement Program (GO-MAP), diversity units in schools and colleges, and the University Diversity Council*
- *Use the diversity portal on the UW website as a mechanism for faculty and staff to find collaborators on diversity activities in other units and opportunities for grant writing to support diversity*
- *Ensure participation of members of diversity units and programs on relevant institutional planning committees to increase opportunities for collaboration and cooperation*
- *Encourage, support, and maintain diversity committees at the unit level and link them to the UW Diversity Council*
- *Strategically deploy future resources to address emerging diversity trends and issues as they are identified and as effective institutional responses are developed*

**Persons Responsible for Goal 1 Priorities**

All University administrators and leaders of governance bodies



## **Goal 2: Attract, Retain, and Graduate a Diverse and Excellent Student Body**

Recruiting a diverse undergraduate student body necessitates developing successful pipeline initiatives with K-12 and other educational partners working with underrepresented communities; doing direct outreach and recruitment; and ensuring a smooth transition from recruitment to enrollment and orientation to University life. Retention and academic success involves proactive advising, creating a hospitable learning environment, and developing a pipeline to graduate and professional study.

Recruiting and retaining a diverse graduate student population remains a pressing and serious challenge for UW, heightened by fiscal constraints. Results vary from department to department; it takes a measure of commitment and intensive effort over a period of time for any department to realize strong positive results. Sustained funding for the Graduate Opportunities & Minority Achievement Program and department graduate student resources are critical.



## Recommended Priorities and Action Steps

### ➤ **Ensure continued progress toward achieving diversity in the undergraduate student body**

- *Establish collaborative relationships between central recruitment and outreach services and departments to better coordinate K-12 pipeline programs and initiatives and to connect potential students to academic departments for follow-up*
- *Explore multiple mechanisms and funding opportunities to expand recruitment and retention of underrepresented and low-income students; explore sliding scales for services and differentiated tuition for students based on ability to pay*
- *Expand outreach to state community, two-year, and tribal colleges and to educational organizations working with high-performing students to expand the pipeline of underrepresented students*
- *Expand collaboration and coordination among departments and central diversity units in order to improve scholarship packages offered to underrepresented minority students upon entry to UW*
- *Review periodically the impact of holistic admissions practices on recruitment of underrepresented minority students*
- *Monitor demographic trends in high school student population to prepare for shifting priorities in outreach and recruitment*

#### **Persons Responsible**

Vice President for Student Life with Vice President & Vice Provost, Minority Affairs & Diversity; Chancellor, UW Bothell (UWB) or designate; UW Tacoma (UWT) Vice Chancellor for Academic Affairs; Associate Vice Chancellor for Enrollment Services

### ➤ **Improve retention and graduation rates for underrepresented undergraduate students to reach rates comparable to all UW undergraduate students**

- *Provide comprehensive financial aid packages that will enable students to earn degrees and implement proactive advising of students to ensure financial literacy and management of resources*
- *Strengthen student mentoring and other academic and non-academic support programs through continuous improvement and dissemination of best practices to departments*
- *Provide language and academic support for English language learners*
- *Document migration from pre-majors in high demand fields and develop strategies to improve access to majors of choice for underrepresented students*
- *Enhance advising strategies, such as early warning and intervention systems, for underrepresented students and create opportunities for sharing best practices among advisers serving different constituencies*
- *Develop strong partnerships among diversity units and academic departments to secure outside funding for projects to increase the success of underrepresented students*

### **Persons Responsible**

Vice Provost for Undergraduate Academic Affairs; UWB Chancellor or designate;  
UWT Assistant Chancellor for Equity & Diversity

#### ➤ **Ensure continued progress toward recruitment and retention of graduate and professional students**

- *Develop and strengthen relationships with existing pipeline initiatives to encourage underrepresented students from UW and other regional colleges and universities to attend graduate school at the UW*
- *Increase collaboration between GO-MAP and academic departments so that departments can contact, host, and recruit students interested in their programs*
- *Improve mechanisms for recruitment staff members across the University to collaborate on outreach to potential graduate students*
- *Develop competitive financial packages to increase enrollment of accepted students*
- *Publicize opportunities to participate in diversity research and other diversity activities*
- *Increase mentoring opportunities for underrepresented graduate and professional students*
- *Expand graduate course offerings focusing on diversity*
- *Monitor impact of increased tuition and cuts to TA and RA positions on underrepresented students*

### **Persons Responsible**

Vice Provost, The Graduate School; Deans; UWB Chancellor or designate;  
UWT Vice Chancellor for Academic Affairs; Associate Vice Chancellor for Enrollment Services

## **Goal 3: Provide Rich Learning Experiences and Prepare Students for Global Citizenship**

Providing rich learning experiences entails encouraging engagement in learning and high academic achievement for all students and ensuring equitable representation in high impact learning programs, such as first year seminars, learning communities, Honors, study abroad, undergraduate research, and service learning. Education for global citizenship includes an understanding of diversity and social issues at home as in other countries. Encouraging students to take such courses as part of their general education or preparation in the major is a critical priority.

### **Recommended Priorities and Action Steps**

#### ➤ **Encourage engagement in learning and high academic achievement for all students**

- *Ensure that all underrepresented students participate equitably in high impact educational experiences*

- *Provide adequate scholarship assistance and support infrastructure to ensure access to and success in high impact educational experiences for underrepresented students*
- *Create more high impact programs focused on diversity*
- *Increase underrepresented student interaction with faculty particularly in areas such as career advising, mentorship for graduate and professional study, internships, and professional development opportunities*
- *Provide leadership development around diversity issues for all UW students interested in becoming peer mentors, facilitators, or participants in other leadership activities*

**Persons Responsible**

Vice Provost, Undergraduate Academic Affairs; Vice Provost, The Graduate School; Deans; UWB Chancellors or designate; UWT Vice Chancellor for Academic Affairs; UWT Program Directors/Dean

➤ **Ensure that all undergraduate students graduate with an understanding of US and global diversity**

- *Create new courses and transform existing courses focused on US and global diversity issues and their intersections*
- *Provide incentives to faculty members (seminars, course development funds) interested in developing inclusive teaching practices and integrating diversity content into their courses*
- *Offer study abroad programs, internships, service learning, and undergraduate research opportunities focused on diversity*
- *Develop departmental diversity requirements or other learning programs for students to acquire knowledge and skills in diversity*

**Persons Responsible**

Vice Provost for Global Affairs; Faculty Curriculum Committees; Deans; UWB Chancellor or designate; UWT Vice Chancellor for Academic Affairs; Associate Vice Chancellor for Enrollment Services

## **Goal 4: Attract and Retain a Diverse Faculty and Staff**

While diversity among students on college campuses across the United States has improved over the past several decades, the demographics among the professoriate have been slow to change in spite of increased availability of underrepresented faculty. Within the context of budget reductions and restricted hiring, departments in the University must maximize any opportunities that exist to recruit diverse faculty members, while efforts at retention and advancement become central. In addition to hiring, issues of professional development and climate are critical to the retention and advancement of staff members.

## Recommended Priorities and Action Steps

### ➤ **Improve recruitment processes and practices for underrepresented faculty and staff by utilizing best practices**

- *Craft position descriptions to attract a diverse pool of candidates; emphasize diversity expertise and research priorities in position descriptions*
- *Utilize availability data and applicant flow information in faculty and staff hiring processes to monitor and improve applicant pool*
- *Create a departmental toolkit and training for staff recruiting and workplace diversity, with attention to recruitment strategies, interviewing, orientation, career advancement, and succession planning*
- *Participate in workshops and briefing sessions on recruitment of faculty and staff members from underrepresented backgrounds*
- *Collect names from faculty pipeline programs (e.g., Preparing Future Faculty, Alliance for Graduate Education and the Professoriate) and create a centralized database so that departments can contact, host and recruit program participants who are interested in faculty careers*
- *Provide greater visibility for faculty and staff affinity groups and encourage University leadership to partner with them when recruiting new faculty and staff*
- *Create post-doctoral opportunities that attract diverse faculty*

#### **Persons Responsible**

Deans; Vice Provost for Academic Personnel; Vice President for Human Resources; Attorney General; Associate Vice Provost for Faculty Advancement; UWB Chancellor or designate; UWT Vice Chancellor for Academic Affairs; Vice Chancellor for Administrative Services; Assistant Chancellor for Equity and Diversity

### ➤ **Enhance and expand departmental practices that support the retention and advancement of underrepresented faculty and staff**

- *Develop intellectual community for faculty and staff members through supporting working groups involved in research on diversity issues*
- *Support clusters of junior faculty in mentoring and networking activities*
- *Create a streamlined administrative process for reviewing and responding to outside offers to retain underrepresented faculty and staff at UW*
- *Review workloads to ensure that faculty members who assume mentorship roles with underrepresented students and service to underrepresented communities have their contributions recognized in tenure and promotion, and advance in rank in a timely manner*
- *Provide professional development and leadership advancement opportunities to ensure equitable representation of underrepresented faculty and staff in University administration*
- *Offer workshops for underrepresented junior faculty members to clarify the tenure and promotion processes, including third-year reviews, annual reports, and compilation of tenure files*

### **Persons Responsible**

Deans; Vice Provost for Academic Personnel Vice President for Human Resources; Attorney General; Associate Vice Provost for Faculty Advancement; UWB Chancellor or designate; UWT Vice Chancellor for Academic Affairs; Vice Chancellor for Administrative Services; Assistant Chancellor for Equity and Diversity

## **Goal 5: Encourage and Support Diversity Research**

The University has identified several vital problems to address in the coming decades, including sustainability, globalization, urbanization, energy, and health and wellness, all of which require interdisciplinary collaboration and have substantial social, economic, and ethical issues. In order to expand the impact of diversity research in these areas and in the disciplines more broadly, support is needed for faculty collaboration, as well as recognition of its importance in tenure and promotion decisions. Improving the visibility of this research will facilitate interdisciplinary collaborations and enhance the reputation of UW internationally.

### **Recommended Priorities and Action Steps**

#### ➤ **Support and facilitate research addressing issues of diversity conducted by UW faculty and staff in both disciplinary and interdisciplinary areas**

- *Enhance central funding to diversity research institutes to support new research projects and faculty-led conferences and speaker series*
- *Create new university professorships for diversity research*
- *Assist faculty members to address National Science Foundation "Broader Impacts" Criterion for grants (broadening participation of underrepresented groups)*

### **Persons Responsible**

Vice Provost for Research; Deans; Associate Vice Provost for Faculty Advancement; UWB Chancellor or designate; UWT Vice Chancellor for Academic Affairs; UWT Program Directors/Dean

#### ➤ **Facilitate collaboration and create community among faculty and staff members engaged in diversity research**

- *Establish a centralized mechanism that coordinates and shares information with interested centers, faculty, and staff regarding diversity-related speakers, conferences, and other related events*
- *Host an annual event to connect faculty and staff who are working in similar areas*

### **Persons Responsible**

Vice Provost for Research; Deans; Associate Vice Provost for Faculty Advancement; UWB Chancellor or designate; UWT Vice Chancellor for Academic Affairs; Program Directors/Dean

➤ **Improve visibility of research on diversity issues for both internal and external communities**

- *Create an annual survey for departments to identify research on diversity issues*
- *Improve efforts to publicize this research in University publications and in local, regional, and national news outlets*

**Persons Responsible**

Vice President for External Affairs; Vice President for University Advancement; Associate Vice Provost for Faculty Advancement; UWB Chancellor or designate; UWT Vice Chancellor for Academic Affairs; Program Directors/Dean

## **Goal 6: Creating and Sustaining a Welcoming Climate for Diversity**

The University must actively work to create and maintain learning, working, and living environments in which students, faculty, and staff from diverse backgrounds feel welcome. Staff and faculty need more professional development that will enhance the knowledge and skills they need to create such a climate for students and for each other. Infrastructure and compliance needs relative to diversity include making the University physical space and technologies accessible and welcoming to all.

### **Recommended Priorities and Action Steps**

➤ **Improve classroom and department climate for underrepresented students, faculty, and staff**

- *Provide leadership workshops for department chairs and unit managers to focus on departmental climate and its impact on faculty and staff from diverse backgrounds*
- *Conduct unit and campus climate assessments on a regular basis and address issues identified*
- *Continue to offer faculty members opportunities to learn and apply effective pedagogies for teaching diverse students*
- *Provide systemic training to teaching assistants on impact of diversity in the classroom, including climate, course design, pedagogy, and assessment*
- *Strengthen programs and opportunities for intergroup relations at the University, such as the Intergroup Dialogue, Education and Action (IDEA) Center and the Difficult Dialogues project*

**Persons Responsible**

Vice Provost, Undergraduate Academic Affairs; Vice Provost, The Graduate School; Deans; Director, Curriculum Transformation, Directors, Teaching/Learning Centers; UWB Chancellor or designate; UWT Vice Chancellor for Academic Affairs; UWT Program Directors/Deans

➤ **Enhance professional development opportunities to cover all aspects of diversity**

- *Sponsor regular workshops and conversations about diversity for University leaders*
- *Support ongoing training in discrimination and harassment prevention, Safe Zone, ADA compliance, Universal Design, and related topics*
- *Expand diversity topics in UW professional development offerings*
- *Expand opportunities and provide incentives for faculty and staff to participate in professional development activities centered on diversity*

**Persons Responsible**

All University leaders

➤ **Ensure that the built environment is welcoming and accessible for all people and cultures**

- *Encourage a new perspective on accessibility that prioritizes Universal Design over compliance and ADA minimums, and build this into practice*
- *Build a comprehensive list of concerns affecting student, visitor, and employee access needs and develop solutions*
- *Develop a plan and timeline to address access/infrastructure for students with diverse needs, such as observation of religious customs and gender neutral bathrooms*
- *Develop a timeline and plan to address restroom accessibility issues for students with mobility concerns particularly in reference to classroom space/restroom proximity*
- *Encourage diverse visual and physical representations across campus from art installations to building design to website and media campaigns*

**Persons Responsible**

Senior Vice President for Finance & Facilities; Architectural Commission; UWB Chancellor or designate; UWT Vice Chancellor for Administrative Services; Assistant Chancellor for Equity & Diversity



## Measuring Progress: University Diversity Metrics

Table 1 includes measures of progress established for each of the University's diversity goals from the Goal Attainment Dashboard.

The Dashboard was 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 32 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.

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, the Goal Attainment Dashboard provides a list of targets, analysis of the metrics, data sources, and definitions and suggested action steps. [Click here for the complete Dashboard.](#)

**Table 1**

Metric	Baseline	Target	Gap	
<b>Goal 1. Provide leadership and communicate commitment to diversity</b>				
1a. Percent of major units with diversity built into mission	55.9	100.0	42.9	
1b. Percent of major units with visible diversity statements on websites	35.3	100.0	65.7	
1c. Percent of major units with diversity committees or task forces	52.9	100.0	45.7	
1d. Percent of major units with diversity plans	29.4	100.0	71.4	
<b>Goal 2. Attract, retain, and graduate a diverse and excellent student body</b>				
<b>Undergraduate Students</b>				
2a. Percent of URM first-time freshmen entering UW	11.3	13.5	2.2	
2b. Percent of URM transfer students entering UW	13.7	16.1	2.4	
2c. Difference in percent of URM and non-URM entering freshmen retained after first two years	-0.9	0.0	.9	
2d. Difference in percent of URM and non-URM entering freshmen retained graduating within six years	-6.7	0.0	6.7	
<b>Graduate Students</b>				
2e. Percent of URM graduate and professional students enrolled at UW	8.1	9.9	1.8	
2f. Percent of Masters degrees awarded to URM students	7.5	7.5	0.0	
2g. Percent of doctoral degrees awarded to URM students	4.5	5.1	0.6	
2h. Percent of professional degrees award to URM students	5.7	5.7	0.0	
<b>Goal 3. Provide rich learning experiences and prepare students for global citizenship</b>				
3a. Percent of undergraduate students graduating with at least one US diversity course	61.0	100.0	39.0	
3b. Difference in percent of URM and non-URM undergraduates in high-impact programs	FIGs	13.1	0.0	13.1
	Research	-1.5	0.0	1.5
	Study Abroad	1.3	0.0	1.3
3c. Difference in percent of URM and non-URM graduate students with assistantships	-3.5	0.0	3.5	



Target met;  
trends to be monitored.



Target has not been met.

**Table 1 continued**

Metric		Baseline	Target	Gap
<b>Goal 4. Attract and retain a diverse faculty and staff</b>				
<b>Recruitment</b>				
4a. Percent of UR faculty	URM	5.9	12.4	6.5
	Female	40.1	44.1	4.0
4b. Percent of UR administrators	URM	5.7	14.3	8.6
	Female	45.0	50.3	5.3
4c. Percent of UR staff	URM	12.4	18.3	6.9
	Female	64.8	53.2	11.6
<b>Retention</b>				
4d. Difference in rate of leaving among URM and non-URM faculty		1.2	0.0	1.2
4e. Difference in rate of leaving among URM and non-URM staff		-0.9	0.0	0.9
<b>Goal 5. Encourage and support diversity research</b>				
5a. Number of centers/institutes primarily focused on addressing diversity		18	20	2
5b. Number of named professorships focused on diversity		1	2	1
5c. Number of major research lectures primarily focused on diversity issues		2	4	2
<b>Goal 6. Create and sustain a welcoming climate for diversity</b>				
6a. Difference in percent of URM and non-URM undergraduates who agree UW has a supportive climate		*	0.0	
6b. Difference in percent of URM and non-URM 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



Target met; trends to be monitored.



Target has not been met.

## **Implementation: From Blueprint to Plan**

Successful implementation of the goals set forth in the University Diversity Blueprint will require on-going attention and effort from all University leaders and collaboration across units. The following pages outline the process for implementation and resources to assist in planning.

### **Phase 1: Dissemination and Review September 2010–December 2011**

- Set University Performance Targets
- Disseminate Blueprint and Provide Baseline Data
- Assistance, Coordination, and Consultation with Diversity Units

### **Phase 2: Initiation of Unit Plans January–December 2012**

- Unit Review of Blueprint and Data
- Launch New or Revised Unit Diversity Plans
- Data Collection and Reporting (August 2012)
- Assistance, Coordination, and Consultation with Diversity Units
- Strategy and Budget Adjustments as Needed

### **Phase 3: Ongoing Implementation, Data Collection, Strategy Adjustment January 2013–August 2014**

- Continued Implementation
- Data Collection and Reporting (August 2014)
- Assistance, Coordination, and Consultation with Diversity Units
- End of Planning Cycle Unit Reports (Template provided by Provost)
- Final Report of Cycle One
- Strategy and Budget Adjustments as Needed

## Getting Started: Resources for Planning

### Workshops

The Diversity Council will sponsor a series of workshops on diversity planning during Winter and Spring Quarters 2012. These following areas will be covered:

- Student diversity (undergraduate and graduate break-outs)
- Faculty diversity
- Staff diversity
- Department and campus climate

An invitation to participate and a full schedule will be sent to deans, directors, and chairs.

### Examples of Good Practice

The Diversity Council has created a spreadsheet of programs that can serve as examples and models of good practice for the purposes of planning. The document can be found at <http://www.washington.edu/diversity/blueprint/programs.pdf>.

### Examples of Diversity Plans

Links to sample diversity plans from administrative and academic units can be found at: <http://www.washington.edu/diversity/blueprint/plans/>.

### Resource People

To locate resource people to assist in diversity planning for any of the areas covered in the Blueprint, please contact the Diversity Council at [dcstaff@uw.edu](mailto:dcstaff@uw.edu).

## Appendix I

### Diversity Council Members, 2009–2010

#### Chair

Sheila Edwards Lange, Vice President for Minority Affairs and Vice Provost for Diversity.

#### Coordinator

Betty Schmitz, Director, Center for Curriculum Transformation, Office of Minority Affairs & Diversity

#### Representatives

David Acosta, Associate Dean for Multicultural Affairs, School of Medicine

Ernesto Alvarado, Research Associate Professor, Forest Resources, College of the Environment

Dalia Amin, Director of Diversity Efforts, Associated Students of the University of Washington (through 6/10)

Norm Arkans, Associate Vice President, Media Relations and Communications

Laura Avila, Assistant Director, Undergraduate Advising, Undergraduate Academic Affairs

Memory Brock, Assistant to Associate Dean, Educational Partnerships, School of Dentistry

Lorraine Bruce, Lecturer, The Information School

Christina Chang, Director, Finance & Administration

Abigail Crossen, Assistant Dean for College Affairs, College of Built Environments

Butch de Castro, Assistant Professor, School of Nursing, Multicultural Alumni Partnership

Janice DeCosmo, Associate Dean, Undergraduate Academic Affairs

Cynthia del Rosario, Director of Minority Recruitment and Retention, The Information School

Bridget Doyle, Director of Academic Affairs and Research Programs, School of Public Health

Christine Edgar, Director of Special Projects, Minority Affairs and Diversity

James Flowers, Assistant Director, Student Financial Aid, Office of Student Life

Luis Fraga, Associate Vice Provost for Faculty Advancement, Minority Affairs and Diversity

Beatrice K. Gandara, Clinical Associate Professor-Dental Pathway, Oral Medicine, School of Dentistry

Jessie Garcia, Assistant Vice President of Campus Human Resources Operations

Larry Gossett, Chair, President's Minority Community Advisory Committee, King County Councilmember

Juan Guerra, Associate Dean, The Graduate School

Kathy Hamilton, Director of Student Services, School of Pharmacy

Mary Hotchkiss, Associate Dean, The Law School

Dan Hudson, Board Member and Membership Chair, The Breakfast Group

Thomas Jones, Professor, Management and Organization Foster School of Business

Julie R. Katz, Assistant Dean, Academic Services, School of Nursing

Michaelene (Micki) Kedzierski, Clinical Professor, School of Pharmacy

Anthony Kelley, Assistant Director of Diversity Recruitment, UW Bothell

Deborah Kerdeman, Assistant Professor, Educational Leadership & Policy Studies, College of Education  
Kathy Kimball, Director, Administrator Preparation Program, College of Education  
Dennis Lang, Associate Director, Disabilities Studies; Co-chair, UW Committee on Disability Studies  
Derek Levy, Interim Associate Vice Chancellor for Enrollment Services, UW Tacoma  
Laura Lillard, Libraries Diversity Officer, University of Washington Libraries  
Eligio Martinez, Representative, Graduate and Professional Student Senate  
Kevin Mihata, Assistant Dean for Educational Programs, College of Arts & Sciences  
Ratnesh Nagda, Associate Professor, School of Social Work  
Sharon Parker, Assistant to the Chancellor for Equity and Diversity, UW Tacoma  
Emile Pitre, Associate Vice President for Assessment, Minority Affairs and Diversity  
Buddy Ratner, Professor, Bioengineering and Chemical Engineering, College of Engineering  
Stephanie Rempe, Senior Associate Athletic Director, Intercollegiate Athletics  
Ralph Robinson, Assistant Chief, UW Police  
Sandra (Sandy) Silberstein, Chair, Faculty Senate Committee on Women in Academia; Professor, English  
Stephanie Smallwood, Associate Professor, History, College of Arts & Sciences  
Jason Smith, Director of Student Services and Admissions, Daniel J. Evans School of Public Affairs  
Karl Smith, Associate Director, Admissions  
June Strickland, Associate Professor, Psychosocial and Community Health, School of Nursing  
Emiko A. Tajima, Associate Professor, School of Social Work  
LuAnne Thompson, Associate Professor, School of Oceanography  
Torrey Tiburzi, Director of Equal Opportunity & Affirmative Action  
Michelle Trudeau, Director, Student and Academic Services, College of the Environment  
Jane Van Galen, Professor, Education Program, UW Bothell  
Chesca Ward, Business Diversity Manager, Office of Strategy Management Facilities  
Angela Weaver, Head, Drama Library, University of Washington Libraries  
April Wilkinson, Program Coordinator, Chemistry, College of Arts & Sciences  
Yong-Pin Zhou, Associate Professor, Information Systems & Operations Management, Foster School of  
Business



## Appendix II

### **2y2d Diversity Focus Groups: Summary and Recommendations\* Final Report, May 2010**

**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 socioeconomic 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.

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\* In fall 2010, focus groups were held to address the future of diversity at the UW as part of the the *Two Years to Two Decades* Initiative.

## 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 (e.g., 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 September 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.
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 (e.g., 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.