

Race & Equity Initiative Access Summit Notes
Date of Meeting: Tuesday, May 31

PART I: UNDERGRADUATE STUDENT ACCESS

Overview

- **Paul Seegert** provided an overview of the Underrepresented Minority (URM) student enrollment numbers pre- and post-I-200.
- **Patricia Loera** discussed the work of multicultural outreach and encouraging students to come to the UW.
- **Big question:** What data we are working with? What's our market?
 - Funnel statistics for all URM groups were provided. (see presentation)
- **Areas for improvement:** We need more students who are applying. We need to increase number of African American and Latino applicants.
 - Patricia's office develops and maintains relationships with high school counselors and principals to get more students applying, and ensures that URM students are taking the correct courses (there isn't always alignment between high school graduation requirements and college admission requirements). UW admission is increasingly competitive.
- Additional pathways to UW admission include:
 - Community college
 - Four-year transfer

Review of Data

- Roadmap project and other coalitions have lent support toward getting more students college-ready.
- College aspiration is high, but delivering on the promise to have access to college is where we need to step up.
- Why do we not disaggregate Southeast Asian students?
 - High schools don't provide data broken out by the same categories as UW. Once enrolled, we (UW) can disaggregate.
- What does I-200 disallow? What can be done within the bounds of the law?
 - It's not illegal to know an applicant's race, but it is illegal to consider as a factor in admissions.
 - Faculty set the admissions policy at the UW. A faculty committee recently reviewed the admissions policy – no changes to admission policy were made. Any new factors apply to all individuals who apply.

First Case Study

- How does the distribution of students at UW compare to the distribution across Washington State? UW figures:
 - 15% Latino
 - 3% African American
 - 8% Asian

- Was the same impact seen in California, Texas, and Michigan after adopting similar legislation?
 - Yes, it is referred to as the “chilling effect”. The perception is that institutions were not supportive and the state was not supportive.
 - We had to message that we were supportive and committed. We ramped up our efforts to do outreach and recruitment to ensure we had connections to different communities.
 - The focus should be on in-state students. OMA&D has worked hard to get students to take the SAT – it’s a part of the Multicultural Outreach (MOR) team strategies.
- This ‘pyramid’ (see presentation) does not include international students.
- Are we happy with the data? If not, what are we going to do?
- What would it be like for the UW to be at the forefront of challenging I-200? Do we have the specialists on campus who are willing/able to do something? What would it look like to challenge I-200?

Second Case Study

- Oberlin was the first college to admit black students in this county.
- Any student who can get in can attend (financial resources aren’t a barrier). Currently, Oberlin employs all possible resources (e.g. teaching classes, etc.) to ensure that students can get in.
- Where are the gaps and how do we resolve them so students are back in the pipeline?
- Where do we stand on pouring the resources into the community? That’s a different message than what we hear now.
- UW graduates URM students per year than other students in the state. We actually do a better job of graduating more students of color than white students based on enrollment statistics.

PART II: FACULTY ACCESS

Office of Faculty Advancement, Dr. Chadwick Allen

- Office of Faculty Advancement is charged with recruitment and retention of a diverse faculty, assisting schools and colleges in their hiring.
- Most universities don’t have equivalent offices. UW has committed resources to this office and to ensuring that there is a tenured faculty member in the role.
- Faculty Diversity Data
 - Data collection method is self-reporting, so data is no perfect.
 - 74% White
 - 13% Asian
 - 2.4% Black/African American
 - 4.6% Hispanic/Latino
 - .5% American Indian
 - 1.7% Pacific Islander
 - 3.3% multiracial
 - During the faculty application process, people are very unlikely to self-report.
 - NSF conducts a survey of earned doctorates; UW’s numbers are more diverse than federal data available.

- 6.5 percent African American and Latino doctorates earned – but most of these minority Ph.D.'s aren't distributed across all fields. Most are concentrated in education, so more work is needed to improve the pipeline in other fields.
- Hiring is done in units, not centrally.
 - Colleges have the money used for hiring, and manage it based on retirements, etc. Units are responsible for determining needs – some are planning ahead using current data, but others are using older systems and not making efforts to change outdated processes.
- Chad's job is to help people think as rationally as possible. We have to be thinking through the pipeline so that we can be building towards more diversity within the faculty ranks.
 - Part of Chad's charge is to establish best practices so units can conduct hiring without bias, and all candidates will get a fair look.
 - Diversity should be a part of the process. Many units hadn't added this in the job posting. Diversity statements are strongly encouraged.
- The Office also has some money to help with hiring for enhancing competitive offers. The central money is helpful, especially for diverse candidates who have multiple offers. Central money sends a message to potential faculty that the University is invested, not just the department.
- We have to consider climate at multiple levels.
 - We want UW to be a place where faculty hired will stay and have a full career. How do we produce more named professorships and endowed chairs to encourage people to stay until mid-to-late career?
 - We need to have more senior (Associate/Full) professors.

Questions

- How many departments follow the toolkit?
 - Deans are interested. R&EI's launch has further elevated the attention to this work.
 - UW also has compliance regulations. EOAA is also helpful tool and creates an affirmative action plan for the university. Chad and Alexia Whitaker (EOAA Officer) will meet with every Dean to talk through the numbers and the tools for improvement.
 - Faculty Senate Resolution has also passed, so it's now in the hands of leadership (and faculty goodwill is there).
 - The 2016-2020 Diversity Blueprint (coming out soon) will also have accountability markers.
- Where did the Arts & Sciences deficit come from?
 - Declining enrollment + declining state money + money follows the student to their college.
 - When students take courses outside of the university (e.g. Running Start) this also creates revenue loss in courses that traditionally are offered in Arts and Sciences.
- Activity-based budgeting:
 - In the past, Deans would go to the Provost and lobby for money.
 - Activity-based budgeting makes things more transparent. The premise was to make it more transparent – the money 'follows' the student.

- State divestment in higher education, and the recession, also made a big impact on how the budget works.
- How do we make departments accountable?
 - What does that look like? Who has the stick? It's difficult to hold people accountable.
- Not having a standardized procedure for faculty hires means the "tradition" sometimes replicates the system.
 - It's a simple structural fix in sending the form out (we can't require people to fill it out). We need to provide a strong explanation of what the data is for.
 - A stick doesn't work well when it's completely centralized. Getting the Deans on board and providing some support will work for them.
 - We need this to be seen as a value. The way we do equity work is to instill the idea that diversity is about excellence.
 - College of the Environment is a good success story of how to partner with Chad's office and exemplify an equity-focused hiring process. When we have strong examples of success, other units will want to follow.

Considering Next Steps

- How do we still go after high potential students?
 - We capture the high achievers, but what about the kid who could thrive if we got them here? What about the middle-income URM kid (the second-generation kid)?
- Who goes to the middle-income spaces: OMAD or Admissions?
 - It depends on the school. OMAD's resources are specifically for multicultural recruitment and for 'higher need' schools. Admissions doesn't have the ability to do any high touch recruitment.
- How do we think about these issues in relationship to community?
- We need more resources going to this effort. Where else is money being spent?
- What should we *not* do in order to do more recruitment and outreach?
- Is diversity an issue when people are reading files?
 - Are they trained to read files? Who are the people reading files, and how do they come to be in that role?
 - We must have the conversation with the budget in place.
- How do we get serious about values? This includes budgeting.
- We must ask for more funding to do this work. We have to have more to get to critical mass.
- What money is available to get really serious about this work? Budget transparency for real change is needed. We can't do more with less.
- How much of the \$4 billion campaign will go to support long-term race, equity, and inclusion work?
- Do we have a net decrease in Black faculty? If so, how can we address this?