Meeting Synopsis

1. Call to order
2. Review of the minutes from May 7, 2019
3. Chair’s report
4. Pronoun project (Helen Garrett)
5. First Year Programs update (LeAnne Jones Wiles)
6. Good of the order
7. Adjourn

1. Call to order

The meeting was called to order at 1:30 p.m.

2. Review of the minutes from May 7, 2019

The minutes from May 7, 2019 were approved as written.

3. Chair’s report

Laws, the chair, shared that the council will focus on student mental health issues next year. Other topics will include:

- Religious accommodations
- Medical excuse notes
- Housing information survey

4. Pronoun project (Helen Garrett)

Helen Garrett, University Registrar and Chief Officer of Enrollment Information Services, updated the council on the UW Pronoun Project (Exhibit 1). The project is an initiative designed to provide faculty and instructors with additional information related to student identity. Students will have the option to identify their pronouns which will be displayed on class rosters for faculty and instructors to use. The project team is currently planning the implementation phase and has drafted guidelines and frequently asked questions.

The chair asked if Garrett has received any pushback on the project. Garrett responded that she has only received supportive feedback on the project.

5. First Year Programs update (LeAnne Jones Wiles)
LeAnne Jones Wiles, Director of First Year Programs, and Cassady Glass Hastings, Consultant, attended the council and provided an update on the first-year student experience primarily on the Seattle Campus (Exhibit 2).

Angelia Miranda shared that the presentation rang true for her first-year experience. As a transfer student, she wanted more options to consider after the spring quarter of her first year. Members also agreed that winter quarter at the UW is tough (referring to the academic load and environmental impact) for everyone, especially the first one.

A member asked how failure (students’ objective/subjective sense of failure) is defined in the survey. Glass Hastings responded that for many students failure is a combination of how they seek help for problems (many rely on self-knowledge) and associated outcomes. Students may rely on themselves alone to study for a test and then consider it a failure when they do not receive the grade they expected.

Members discussed the quarter system. A member shared that some students do not seek help until the 10th week of the quarter. The members requested that this presentation be shared with more faculty members, as well as offering strategies for faculty members to use to better support students navigate the UW. Glass Hastings responded that she could share a first-year typology that could help faculty members identify common experiences that first year students experience. Members discussed an apparent disconnect in information students receive. Students are assigned an advisor, but they may also be referred to see a departmental advisor. Additionally, students may reach out to faculty members for advice/help or rely on self-knowledge/independent research (via online and peers).

A member commented that the University has not realized how direct admissions has impacted student experience.

The chair asked if there were any organized events for first year students at the end of spring quarter. Jones Wiles responded that there is a lot of organization around the first two quarters in hopes that students will have enough assistance to move forward on their own. First year programs do not hold formalized programing because many students are already “sophomores” after their second quarter.

6. Good of the order

A member mentioned that the Senior gift this year is funding for by-standard training for students, faculty and staff. The member asked that the council pay attention to this issue next year. Another member noted that previous trainings had only reached 1 percent of the University and that the council might consider how to create more buy-in.

7. Adjourn

The meeting was adjourned at 3:05 p.m.

Minutes by Lauren Hatchett, lehatch@uw.edu, council analyst

Present: Faculty: Ann Culligan, Bruce Hevly, Chris Laws (chair), Dean Heerwagen, Andrea Carroll, Christopher Campbell
Ex-officio reps: Angelia Miranda, Erin Conor
**President’s designee:** Lincoln Johnson  
**Guests:** Helen Garrett, LeAnne Jones Wiles, Cassie Glass Hastings

**Absent:**  
**Faculty:** Selma Powell  
**Ex-officio reps:** Afua Tiwaa, Karen Martinez, Aileen Trilles

**Exhibits**

- Exhibit 1 – UW Pronouns Project Overview 5.10.19.docx
- Exhibit 2 – FYE Mapping 6.4.19.pdf
University of Washington
Pronouns Project

Status: Draft
Updated: May 9, 2019

Implementation Team:

Jen Self, UW Queer Center
Nathan Dors, UW-IT Identity Management
Helen B. Garrett, Office of the University Registrar
Lauren Manes, UW-IT Academic Experience Design and Delivery
Thomas Mercer, Foster School

Purpose

This document describes a minimum set of outcomes and deliverables for the UW Pronoun Project to meet the needs of initial use and to collect feedback for expanded use and further development.

Assumptions

1. **Initial audience is students.** The initial target user audience for pronouns is UW students, at all levels and at all campuses.
2. **Individuals choose their pronouns.** Individuals can go by the pronouns they choose. No institutional review or approval is required.
3. **Good faith.** As with preferred names, institutional policy decisions will start from a point of assuming good faith and sincere intentions of users.
4. **Institutional resilience.** The UW can recover from occasional inappropriate use by a few users. Rare cases of misconduct will be addressed as needed.
5. **Privacy by design.** Individuals have different needs for privacy. The collection and use of pronouns will be guided by UW privacy principles.

Features - minimum viable product

1. **Students can choose the pronouns they go by.**
   a. Students can choose from a predefined set of common pronouns.
   b. Students can enter freeform text for less common pronouns.
c. Students can enter freeform text such as “no pronouns” or “just use my name” or similar if they don’t want to be addressed by pronouns.

2. Students can find where to update their pronouns.
   a. Students can find the solution from the Office of the Registrar website.
   b. Students can find the solution from the UW homepage.
   c. Students can find the solution from within MyUW.
   d. Students can be guided to the solution from other external documentation.
   e. Students can be guided to the solution from linked documentation.

3. Pronouns will be used within an initial set of applications.
   a. UW Canvas
      i. Class photo roster is developed in-house and implemented as an embedded page; UW-IT can customize it to include pronouns.
      ii. Could use a third party software application, such as NameCoach
   b. Adviser tools
      i. MyPlan adviser view
      ii. EARS
   c. Housing & Food Services - TBD
   d. UW Directory - TBD
   e. MyUW - TBD

4. Pronouns will be introduced to the community with guidance on use.
   a. Systems used to set and collect pronouns should communicate clearly to students where they will be displayed and to whom.
   b. Applications that display pronouns should communicate clearly to students whether or not they are displayed and to whom.
   c. Applications will adopt institutional guidelines on displaying appropriate defaults for individuals who haven’t set a pronoun.
   d. Publicity to and guidance for faculty, instructors, advisers, RAs, and other relevant staff is part of a successful launch.
      i. Faculty, instructors, and staff should be informed about how to respond gracefully,
      ii. Faculty, instructors, and others who have student-visible profiles in Canvas and other systems should be encouraged to normalize the process by including their pronouns, even if they are cis
Open issues

1. **Default pronouns.** What are appropriate default pronouns for individuals who haven’t set a pronoun? What should systems display? "They"? Nothing? "He/him/himself" or "she/her/herself" based on their existing gender marker?

2. **Constrain to a single set per individual?** Can we constrain pronoun collection and use to one set per individual? Or is there significant need from some users to have two or more sets of pronouns that they go by or accept? Anything greater than one set per individual increases complexity as multiple pronoun choices need to be integrated into applications and into everyday use. (Note: when we implemented preferred names, we didn’t offer additional names that people go by (other aliases, “also known as”, etc.), which would have similarly increased complexity, leading to higher risk of inconsistent and inappropriate use and additional features to reduce those risks, like collecting primary vs secondary names, developing additional guidance on handling individuals with multiple names, etc.

**Draft UW Pronoun Project Frequently Asked Questions (FAQ)**

**What is the Pronoun Project?**

The Pronoun Project is an initiative designed to provide faculty and instructors with additional information related to student identity than currently exists. Students will have the option to identify their pronouns and these would be displayed on class rosters for faculty and instructors to use.

**What is a pronoun?**

Pronouns provide a grammatical mechanism to refer to an individual without using their name.

**Why is the UW implementing the Pronoun Project?**

Providing instructors with student identified pronouns allows faculty to not make assumptions about an individual’s pronoun based solely on how they may present and/or their name. It allows students to be identified with the pronoun they choose and to create an even more respectful learning environment.
If someone tells you their pronouns it is most respectful to use these. If you don’t know someone’s pronouns, don’t assume gendered pronouns and use gender-neutral ones, like they or ze.

Pronouns are one of the ways we portray our identities. When someone asks you to use their pronouns, they are asking for you to respect their identity.

When someone refers to another person using the wrong pronouns, especially on purpose, that can lead to that person feeling disrespected and can lead to dysphoria, exclusion and alienation.

It is never safe to assume someone’s gender and living a life where people will naturally assume the correct pronouns for you is a privilege that not everyone experiences. Choosing to ignore or disrespect someone’s pronouns is not only an act of oppression but can also be considered an act of violence.

**How will students choose a pronoun?**

Students will be provided an opportunity to use a UW developed tool or a third party software to choose what pronouns they wish to use. These will display on the class roster for each student and eventually in additional applications such as MyUW, MyPlan, and EARS.

**What are some of the different pronouns a student might choose?**

**she/her/hers**

She is calling.

Her family is nice.

That car is hers.

When in doubt, ask the woman herself.

**he/him/his**

He is calling.

His family is nice.
That car is his.
When in doubt, ask the man himself.

they/them/theirs
They are calling.
Their family is nice.
That car is theirs.
When in doubt, ask the person themselves.

ze/hir/hirs
Ze is calling.
Hir family is nice.
That car is hirs.
When in doubt, ask the person hirself.

Note: There are many, many more than the ones that have been listed here.

How do I pronounce the newer pronouns?
When a person introduces themselves to you with their pronouns, they’ll normally pronounce it themselves. However, don’t be afraid to ask.

Ze is pronounced like Americans pronounce the letter “z,” like “zee.”

Hir is pronounced like “here” and hirs is similar, but with an “s” on the end.

How do I respectfully ask someone their pronoun?
You can ask “what pronoun do you use?” or “what pronouns would you like me to use?”

What if a student has not chosen a pronoun and it is not listed on the class roster?
Sometimes people just don’t want to share their pronouns and that’s fine. Usually it’s safe to use they/them/theirs unless that person tells you otherwise.

Try to introduce yourself with your own pronouns so that everyone you meet knows that you’re a safe space and that you won’t assume a person’s pronouns. It also prompts them to provide pronouns without it being awkward. (Ex. "Hello, my name is Alex and I use they/them/theirs pronouns.")

You can ask that person, as long as you do so politely, but it is generally preferred that gender non-conforming people come out with their own pronouns on their own terms. Knowing a person’s pronouns shows respect for a person and acknowledges that you are not making any assumptions.

What is considered offensive?

There are many terms that are offensive for people that identify as transgender or any other form of gender non-conformance. Some of these would be “it,” “he-she,” etc. Unless given explicit consent from everyone who will hear it, do not ever use any of these words when referring to anyone, as they are incredibly offensive.

Would calling a transgender person by the wrong pronoun (like referring to a trans woman as “he”) be offensive?

If you do it purposefully with malicious intent, yes. If you do it by accident and you meant for the best, apologize.

But, if you continue to do it on accident and make no effort to change, then yes, it is offensive.

What if I make a mistake and use the wrong pronoun?

This is fine and it happens to everyone. What’s most important is that you don’t make a big deal about it. Just apologize quickly, correct yourself, and move on.

Ex: “Oh, I’m sorry, I meant they, not he.”

If you make it a big deal, you draw more attention onto someone who maybe doesn’t want it. As long as you portray that you are sorry and you try harder next time, it’s going to be okay. Remember; this is more for them and not you, so never make your apology about you. Always make it about the person you have wronged.
What if someone else makes a mistake?

Easy, correct them politely and quickly, don’t make a big deal about it.

Ex: “Actually, Ty uses he pronouns.”

Do not ignore a situation where people continuously use the wrong pronouns. The mark of a true ally is never giving up on the people you want to help. Plus, gender non-conforming people tend to get tired of always correcting other people, so having a friend to help is amazing.

*What if I do not use or choose not to use the pronoun designated on the roster?*

You are under no obligation to use a pronoun provided by a student, but we strongly encourage you to do so. The safest approach is to use a student’s name if you are unsure of the pronoun.

**Links to Pronoun Websites at Other Institutions**

- University of Colorado, Boulder: [https://www.colorado.edu/cisc/resources/trans-queer/pronouns](https://www.colorado.edu/cisc/resources/trans-queer/pronouns)
- University of Michigan: [https://spectrumcenter.umich.edu/article/designated-pronouns](https://spectrumcenter.umich.edu/article/designated-pronouns)
- UC Davis: [https://lgbtqia.ucdavis.edu/educated/pronouns](https://lgbtqia.ucdavis.edu/educated/pronouns)
- Stanford University (Specifically highlighting the use of NameCoach): [https://registrar.stanford.edu/staff/student-services-administrators/name-coach](https://registrar.stanford.edu/staff/student-services-administrators/name-coach)
- University of Southern California: [https://lgbtrc.usc.edu/trans/transgender/pronouns/](https://lgbtrc.usc.edu/trans/transgender/pronouns/)
Wayfinding Without a Map: Findings on the First Year Experience at UW Seattle

Cassady Glass Hastings and LeAnne Jones Wiles
First Year Programs
Student Academic Services
Undergraduate Academic Advising
Fyp.washington.edu/fyemapping
Project Overview

Charge: Map the First Year Experience at UW (Seattle)

Interviews and Data Analysis
- 65+ interviews with faculty and staff
- Student focus group data (n=150)
- Analyzed fall 2018 freshman class comparing all students in a freshman-only seminar with non-seminar students

Example Reports Examined
- UW Withdrawal Survey
- UW IT Reports
- UW Resilience Lab Data
- Project for Education Research That Scales data
- First Year Interest Group data
- American Talent Initiative Task Force Report
Good News: Something for (Almost) Everyone
Bad News: Wayfinding without a Map
National Trends on the First Year Experience

- Return on Investment
- Rhetoric
- Generational Shifts
- Major as Career
- Mental Health Trends
“The first midterm exam breaks them.”

“We are starting to think of transfers like we think of veterans; it is part of their identity but it’s not all of them.”
First Year Seminar Cohort Analysis

No evidence of systematic demographic bias

Analysis compared freshman in Fall 2018:
• Enrolled in FY Seminar: n = 4,548 (62%)
• NOT Enrolled in FY Seminar: n = 2,765 (38%)

Courses Included as FY Seminar:
• FIGS (GEN ST 199)
• OMAD (GEN ST 297)
• CAMP (GEN ST 391 L)
• Honors (HONORS 100)
• Engineering (ENG 101)
• Computer Science (CSE 190)

Chi square tests compared groups based on the following demographics:
• Gender*
• Ethnicity*
• First generation status (4 year and matriculated*)
• Residency Status
• Pell grant eligibility
• UW transfer credits*
• Living On or Off Campus

* Significant differences $\alpha = .05$
What were the most positive parts of your first year experience? (#1 being the most positive experience.)

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting new people and finding community (65%*)</td>
<td>2.61</td>
</tr>
<tr>
<td>Interesting classes or connecting w/ faculty (67%)</td>
<td>2.72</td>
</tr>
<tr>
<td>Discovering academic and/or professional interests (47%)</td>
<td>3.70</td>
</tr>
<tr>
<td>Joining student organizations or Greek life (35%)</td>
<td>4.29</td>
</tr>
<tr>
<td>Living on campus (35%)</td>
<td>4.51</td>
</tr>
<tr>
<td>Getting into my major and/or making connections in my department (35%)</td>
<td>4.85</td>
</tr>
<tr>
<td>Seminar for first year students (14%)</td>
<td>5.37</td>
</tr>
</tbody>
</table>

* Percentage of students who ranked item in their top 3 most positive experiences
What were the most challenging parts of your first year experience? (#1 being the most challenging experience.)

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling disappointed in my grades (52%*)</td>
<td>4.09</td>
</tr>
<tr>
<td>Learning how to study in college (39%)</td>
<td>4.75</td>
</tr>
<tr>
<td>Prioritizing self-care or managing mental-health (35%)</td>
<td>5.28</td>
</tr>
<tr>
<td>Learning to balance my time (29%)</td>
<td>5.38</td>
</tr>
<tr>
<td>Accessing or connecting to faculty (25%)</td>
<td>5.41</td>
</tr>
<tr>
<td>Finding friends or building community (32%)</td>
<td>5.59</td>
</tr>
<tr>
<td>Adjusting to the size of campus (28%)</td>
<td>5.74</td>
</tr>
<tr>
<td>Loneliness or being away from home (37%)</td>
<td>6.21</td>
</tr>
<tr>
<td>Navigating and utilizing campus resources (15%)</td>
<td>6.24</td>
</tr>
<tr>
<td>Changing my academic or career interests (12%)</td>
<td>6.73</td>
</tr>
<tr>
<td>Commuting or caring for dependents (7%)</td>
<td>9.50</td>
</tr>
</tbody>
</table>

* Percentage of students who ranked item in their top 3 most challenging experiences
“Every Seattle high school student should graduate with one year of college completed.”

“When did AP stop being college prep and became college?!”

“If you don’t know what you want to do, you’re told ‘Go to community college,’ but then they get there and the community college says ‘Get major ready.’ Then they transfer and they can’t get into their major until winter or spring.”
So many options, it’s isolating

“My first year was such an odd experience: I was confused how I could be overwhelmed by constantly being surrounded by so many people, yet feel so lonely.”
Anxious, Unwilling Explorers

“Students have this perception that every moment must be productive.....and this prevents students from having happy accidents and experiences that promote self-discovery and growth.”
Students Experience the UW as Incongruous
What happens between fall and spring?

“In the fall they are bright-eyed, eager, engaged.....with a palpable curiosity.....but then by spring the same people are so jaded and removed.....that look is gone.....What happens in between?”

“In the fall students ask question like ‘Can I learn more than 1 language?’ ‘How do I audition for the band?’ but by spring they just want into a major, check the boxes and be done. How do we manage to kill the curiosity in 2 quarters?”
Maze of Majors

“The UW has a reputation of being a dream killer, but students come anyway thinking ‘it won’t happen to me.’”

“Preserving every option is not the same as exploring.”

“Even the buildings emphasize to students the perceived superiority of STEM and DTC programs.”
Circuitous Path to Major

Which image best portrays your path to finding and/or declaring a major?

60% of students 27% of students < 1% of students
Does academic exploration come at a cost?

1. Prioritizing self-care or managing mental health
2. Loneliness or being away from home

- Meeting new people/finding community
- Discovering academic and/or professional interests
- Getting into major or connecting to department
- Loneliness or being away from home
Faculty Matter

- Learning to study in college
- Feeling disappointed in my grades

- Interesting classes or connections with faculty

“Want to know how disengaged my faculty are from the undergraduate experience? My faculty couldn’t even name the requirements for their major, let alone the categories for the general education requirements.”
Informal Convo or Counseling?

“Do students need a counseling appointment or just someone to listen to them, let them know we care, and help them navigate?”

“Since failure is such a trademark of the 1st year, students need help reflecting on what went wrong.”

*Painting by Samuel Lartey*
“This university does an insanely awesome job with first year students. We are a leader in this area. But what happens to second year students? We worry about them all the way through that year. It’s the year when many don’t get into their major of choice, and this failure is added to real and perceived academic failures, and sometimes also personal rejection, such as relationships or not getting into student organizations, internships, etc.”
Peers: A Useful, Widely Used Tool
Conclusions

- Increased perspective of the types of transition and length of time this transitory experience persists for students.
- Need for greater articulation of UW (academic) expectations and ensure socialization of all students (not just those who enter directly into a department).
- Exploration of potential ways to increase wayfinding.
- Continued research on the relationship between academics and mental health, focusing on improving protective factors, such as engaging first year courses.
Questions?

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Join Us!

Thursday June 20th
12:00-1:30pm
MGH 241

RSVP
fyp.washington.edu/mapping