

**UNIVERSITY OF WASHINGTON  
FACULTY COUNCIL ON STUDENT AFFAIRS**

The Faculty Council on Student Affairs met at 8:30 p.m. on Tuesday, **February 6, 2001**, in 36 Gerberding Hall. Chair Nanci Murphy presided.

**Approval of minutes**

The minutes of January 9, 2001 were approved as written.

**Dr. Ernest Morris: Vice President, Student Affairs – The Diversity Compact**

Dr. Morris said the impetus for the Diversity Compact was the passage of I-200 in November 1998. I-200 prohibits the University from using race as a factor in determining employment or admission. Most efforts to find ways to maintain and enhance diversity at UW were launched early in 1999. President McCormick appointed the President's Advisory Committee on Diversity to foster creative solutions to the challenges posed by the I-200 restrictions. Dr. Morris chairs that committee, which is, he said, a "broad-based policy-driven group."

Much of the direction of his involvement in the committee follows from his position as Vice President of Student Affairs. His goal, and the committee's, is to identify new resources and new activities to promote diversity at UW in "the post I-200 world," and to ensure both the University community and the community at large that UW's commitment to diversity is unrelenting and serious.

Dr. Morris said the committee realized early on that it had to think in terms of expanding the pool of young people who might eventually become UW students. This effort to expand opportunity "has been a challenge since the 1960's," Dr. Morris noted. "But more people of color have participated in higher education in the last 30 years than before that time." Still, he said, there are "many untapped resources, young people who could clearly profit from a higher education."

A major emphasis is to get prospective students interested in remaining in the state, and considering UW for their higher education, in the face of the pervasive perception in too many quarters that both the state and the University do not offer "welcoming" environments for students of color.

Dr. Morris distributed "a brief overview of activities intended to affect the composition of the Freshman class of 2000 and pipeline endeavors designed to expand the pool of underrepresented minority students who will be prepared academically to compete successfully for admission to their colleges or Universities of choice in future years." The President's Advisory Committee on Diversity has looked closely at the 18 activities included in the overview.

First on the overview is the Diversity Web Site ([www.washington.edu/diversity](http://www.washington.edu/diversity)). Dr. Morris said the Web Site is a "one-stop source on post I-200 diversity efforts at the University." Those interested in volunteering to help with diversity efforts can do so at the Web Site.

Dr. Morris distributed the CD-ROM, "The University of Washington: A Diverse Perspective." He said the CD, which features currently-enrolled students discussing what it is like to be students of color at UW, has been praised not only throughout the University community, but throughout the community at large. It has been distributed to students and community groups all over the state. It has also been distributed to students from middle schools and high schools visiting the University, and is given to all underrepresented students accepted to UW.

Dr. Morris said several thousand letters have been sent to prospective students throughout the state. Upwards of 2,400 letters signed by President McCormick have been sent to prospective students whose SAT scores were exceptionally high.

There are now 24 student ambassadors at UW who work some 19 hours weekly; they are based in Schmitz Hall. This representation has grown to its present number from six in a single academic year. The student ambassadors have access to ample state-of-the-art technology, which greatly facilitates their work.

Each year, visits by UW students to middle schools and high schools have increased, and are expected to grow even more in the next several years. Latino/Hispanic students are a particular focus of current recruitment efforts. The goal is to return to at least the pre-I-200 Freshman numbers of 1998, and then to build upon those numbers. Latino/Hispanic enrollment has been sharply down, and strong efforts are being made to reverse this trend. African American and Native American numbers actually rose this academic year, though their numbers are far from where the University would like them to be. Latino/Hispanic recruiters have been hired to specifically target eastern and central Washington schools for prospective students; a large number of the state's Latino/Hispanic high school students reside in Eastern Washington.

Dr. Morris said UW counselors have been strategically placed in 11 Seattle and Tacoma high schools that serve significant minority populations. This is part of the University's effort to enhance diversity in higher education generally, though it is certainly hoped that some of these students will one day enroll at UW. The counselors work with students on a daily basis. One of the emphases in the counselors' work is extensive preparation for the SAT exam. The counselors have been well-received, and give the University a highly visible presence in these schools. Dr. Morris said the University is proceeding with a budget request that would allow this program and others that have been instituted in response to I-200 to continue. That effort will be made, however, even should the budget request be denied. "This is a long-term endeavor," he said.

Three GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grants (totaling \$26.8 million) make possible the University's involvement in programs intended to prepare younger students to exercise genuine educational options when they reach the point of deciding on the institutions of higher education at which they will enroll. Murphy said that faculty members have been invited to submit course proposals to teach this summer's GEAR-UP participants.

Dr. Morris said that, when I-200 passed, he and other representatives of the University, including President McCormick, visited California schools to learn what they had done to maintain and enhance diversity after the passage of Proposition 209. (One factor that greatly facilitated the efforts of these universities was the generous state support they received, some \$38 million. This is a factor that states such as Washington simply cannot match. California is the sixth-largest economy in the world.) It was learned that, after initial disgruntlement, schools such as UC Berkeley overcame a certain apprehension and recovered a real expectation that they "would turn things around." And progress, Dr. Morris noted, is indeed being made in these schools, despite the fact that a number of high-school students who might have otherwise attended those institutions chose to leave California to enroll elsewhere. There was a keen sense that, if the crisis were not dealt with quickly and forcefully, it would become truly difficult to redress. But forbearance is also called for; such a major recovery, meeting constant obstacles, takes time and painstaking work.

Dr. Morris said that in Spring Quarter 2001 60 students from Seattle Central Community College will take classes at UW. The purpose of this program is straightforward: The community colleges can play a

vital role in the effort to enhance diversity at UW; the students taking these Spring Quarter classes will be encouraged to consider applying to UW.

Finally, Dr. Morris said the Office of Educational Assessment is making a thoroughgoing assessment of the University's efforts to maintain and enhance diversity.

Asked by council members whom they should contact if they want to participate in the efforts he outlined, Dr. Morris said anyone who is interested should contact Stephanie Miller, Assistant Director of Student Outreach, at 685-2557. (Miller has a joint appointment in Admissions and Minority Affairs.)

Several council members said they believe faculty need to make the campus "a more hospitable place," and bear in mind that students do feel "easily alienated" on a campus of this size and population. Morris said the College of Arts and Sciences has formed a task force to consider ways to improve the first year experience of students at the University.

Morris noted again that the "Diverse Perspective" CD-ROM is distributed to students visiting the campus from middle schools and high schools, as well as to all underrepresented, newly-accepted students.

Slater said awareness of UW could be much improved in Central and Eastern Washington, where Washington State University dominates the publicity given to higher education. Morris said the University is stepping up its presence in Central and Eastern Washington. UW counselors are living there, and are becoming an integral part of those communities.

He said early returns show that this is working. "We're now being invited to participate more in those communities in Central and Eastern Washington." He also noted that some of the UW ambassadors go to communities throughout the state to speak on behalf of UW.

### **Discussion of ideas/programs to help create a strong campus community**

Picking up a major theme of Dr. Morris's presentation, Murphy said all members of the University community could try to make the campus a more welcoming place. This would benefit not only students but faculty and staff as well.

ASUW representative Slater said, "It is very distant here at first," and suggested that "It's the little things...the personal touch," that can make a big difference. "Faculty should interact with students on a one-on-one level," she said, adding that students should not hesitate to call upon faculty at their offices during office hours. She said she knows fellow students who have never called upon their faculty once during office hours. She said Freshman orientation is "very important," and that students should "get involved earlier." And she said much better use could be made of student evaluations than is currently the case.

Nelson, from Educational Psychology, said faculty themselves might well ask the question: How do we educate our own colleagues about human interaction?

Feetham said, with particular but not exclusive reference to the Graduate School, that a lot of things need to be done on a voluntary basis. Some activities are department-based within the University; while others are inter-University, partner-based activities. She said the Graduate School is working diligently to bring about a better campus climate for all members of the University community.

Godfrey mentioned a promising development out of the College of Arts and Sciences. A task force has been formed to look at "the Freshman experience." Slater said it would be helpful to look at "the styles of

faculty who are distinguished teachers” and see in what ways their successful teaching might be profitably studied by others.

It was noted that CIDR (Center for Instructional Development and Research) has a quarterly forum on learning and other topics that might bear on campus climate and the development of a stronger campus community. CIDR was described as a “fantastic resource for faculty from all parts of the campus.”

Slater said, tellingly, “Being active on campus gives you an entirely different perspective of the campus.”

**Request by the Faculty Council on Instructional Quality (FCIQ) to create a new award to honor students for outstanding community service**

All council members present said they thought it would be fruitful and desirable to look at the criteria for establishing an award to honor students for outstanding community service. Concomitantly, the council will look at possible sources of funding for such an award.

**Next meeting**

The next FCSA meeting is set for Tuesday, March 6, 2001, at 8:30 a.m., in 36 Gerberding Hall.

Brian Taylor  
Recorder

**PRESENT:** *Professors* Murphy (chair), Carlyle, Murphy and Nelson;  
*Ex officio members* Feetham, Godfrey and Slater;  
*Guests* Dr. Ernest Morris, Vice President, Student Affairs; GPSS President Gordem Kuterdem.

**ABSENT:** *Professor* Black, O’Neill and Williams;  
*ex officio members* Baker, Bennett, Hatlen, Herwig and Lee.