

Faculty Council on Multicultural Affairs
April 24, 2013, 3:30-5:00 p.m.
36 Gerberding Hall

Meeting Synopsis

1. Call to Order
 2. Review of Minutes from January 23rd and February 27th Meetings
 3. Update on Student Diversity Requirement
 4. FCWA & FCMA Collaboration on Data Requests for the Academic HR System
 5. Report on Ending Tuition Exemption for the College of Education
 6. Assessment of Issues for Diversity Among Graduate Students
 7. Report on Representation in Senate of Small Departments
 8. Criminal Background Checks for Staff/Faculty Hires
 9. Adjournment
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1. Call to Order

Chair Ginorio called the meeting to order at 3:40 p.m.

2. Review of Minutes from January 23rd and February 27th Meetings

Minutes from January 23rd and February 27th meetings were not approved due to lack of quorum.

3. Update on Student Diversity Requirement

Chair Ginorio updated the council on Class B legislation regarding diversity graduation requirements. The legislation will be presented to the Senate tomorrow and she encourage FCMA to review the roster and send messages to senators they know will support the diversity legislation. The Faculty Council on Academic Standards (FCAS) has agreed to not oppose the version passed by SEC. Ginorio provided a background of the current diversity legislation that listed the various iterations of the legislation due to significant differences between the FCAS proposal and the FCMA proposal. The faculty chair, Jim Gregory, worked with FCAS to create language that was more consistent with the student's original proposal. The SEC's version of the proposal currently on the table is the most consistent with the one FCMA and the students originally proposed.

Ginorio stated that she was very impressed with the dedication by the students; they created a button supporting the diversity requirement, created a Facebook page, and even created posters to distribute to senators. If the legislation passes, then it is sent out as Class B legislation to the faculty. For now it is important to contact friends and supporters to ensure it gets approved by the Senate.

4. FCWA & FCMA Collaboration on Data Requests for the Academic HR System

Ginorio updated the council on a collaborative effort between FCMA and the Faculty Council on Women in Academia (FCWA) to identify data that can be tracked through a new HR payroll system. The UW is currently in the beginning phase of adopting a new system and the process will take approximately two to three years to implement. The UW will most likely take a pre-packaged product from an outside vendor, so this is their opportunity to influence what data can be tracked and included.

5. Report on Ending Tuition Exemption for the College of Education

GINORIO announced that employees can no longer take courses for free from the College of Education. The college and the Evans School of Public Affairs were the first to eliminate tuition exemption for staff. The decision is based on money as these two schools have the highest percentage of employee enrollment because the programs are relevant to their professions. Willgerodt mentioned that the School of Nursing is also facing issues with tuition exemption in nursing; former students are constantly coming back to complete graduate school and as a result the nursing school is losing money.

The College of Education has been identifying new ways of instruction that are financially sustainable; offering programs that were self-sustaining. In addition, they have designed the first all-online BA offering: on Early Childhood Ed. Tomorrow's Senate meeting will also address issues related to the online degree. The primary concern FCAS raised is that students would apply to the online degree program then switch to regular enrollment. This Class B legislation will make that transfer impossible to happen.

FCMA's concern is of the potential for disproportionate impact on access based on race, gender, ethnicity, or first-generation status.

6. Assessment of Issues for Diversity Among Graduate Students

Eugene (Gino) Aisenberg, Graduate School's Leadership Professor, presented a report focusing on issues related to diversity among graduate students. Aisenberg explained that there is a new diversity report in the works but he is not able to go public until it is approved. However, he will use this opportunity to provide some highlights of the report.

In the Fall Quarter Aisenberg began meeting with leaders around the university to get a sense of issues related to diversity in the UW's graduate school programs, as the 2011 Grad School Diversity Report showed the graduate school falling behind peer institutions in the representation of minority students. Additionally, the graduate school did not come close to match the proportional demographics of minorities in Washington State. He interviewed 54 deans, chairs and faculty members across many disciplines with a focus on engaging people about diversity. He has now submitted his findings and plans on disseminating the information in the summer or fall.

One of Aisenberg's goals is to focus on fundraising efforts for underrepresented minority students. Fundraising efforts were launched in the beginning on March but he has not been able to conduct active outreach at this time. A testament of the graduate school's commitment to diversity is exemplified by their willingness to match the funds he raises towards endowed fellowships for graduate students. The goal is to contribute a minimum of \$1,000 to ten graduate students whose work focuses on diversity to assist them through their studies. They have currently raised \$3,700 dollars, not including the matching funds from the graduate school, so they are on the right path to meeting their goal. Additionally, they want to incorporate a sense of engagement and will work with departments whose students are recipients to assign them mentors from the community. He has relationships with community leaders in the Latino community in order to strengthen partnership between the community and the academy.

Aisenberg provided background on his assessment of the diversity efforts. The report was designed to focus on strengths, structures and barriers in incorporating and expanding diversity. People want to invest in diversity initiatives, but they just need to be asked. It was very moving for him to write quotes such as "we are a white institution" and UW has a "culture of whiteness". While the UW is known for their excellence as research institution, it really comes down to accountability and how to engage with diversity. He was repeatedly told that the primary challenge and barrier is due to funding. Additionally,

he noticed structural barriers such as racism (although not inherent racism) and inertia. Students can see this for themselves and have reported that if they cannot see themselves in the faculty and curriculum, they might not continue to pursue graduate education at the UW. In terms of recommendations, the graduate school leadership should engage and partner more effectively with underrepresented minorities. This is not only specific to the Seattle campus but also includes UW Bothell and Tacoma. If the graduate school does not address the concerns now, the changing demographics will prevent the UW recovering and the university will not be responsive to changing demographics.

The vision statement, which exists on the UW and graduate school's website, is supposed to identify the UW and graduate school's values. However, at the graduate school there is no policy statement relating to diversity. There needs to be a method in which they can see progress and show accountability, and by having a policy statement the graduate school can review their progress and determine how they are working towards their goals.

One area of recommendation that he suggests is improvements in leadership. One example he used was that each program develops its own template for recruitment and retention. However, this is not effective and is time consuming. It would be easier to create a template that could be adapted by each unit. The result would be a recruiting template that is more cohesive to what the UW is communicating to attract prospective students. In addition, when faculty members travel to other campuses they can bring this tool kit and use their trip as free advertising for the UW.

Aisenberg discussed the national name exchange program which collects the names of potential graduating students of underrepresented minorities who can be recruited in the future. Administrators can essentially review the list of students at peer institutions who might be good additions to their graduate programs. However, there is not a lot of knowledge about this resource and schools need to make use of it. Another consideration is the possibility of cluster admissions. Cluster admissions are easier in departments with faculty members actively working together to promote diversity amongst prospective students. Another limitation that they identified is the lack of diversity information on program websites. Diversity is not easy to find and locate and 50% do not highlight diversity on their webpages.

In December 2012 the graduate school issued a report which identified 1,050 prospective students who declined an offer of admission due to two main reasons: 1) they chose to go to a preferred institution, and 2) they chose an institution that offered a better financial aid package. However, when just analyzing underrepresented minorities, the top reason for prospective students to decline the offer was due to poorer financial aid packages. The UW does not want to continue this trend. The goal is to find a way that no students want to enroll in another institution due to financial aid disparities.

Two areas that are important when studying trends are data and metrics that are used because there are different systems of data collection. One problematic concern is how underrepresented minority students are defined because there is no uniformed method for the university to use. For example, when classifying Asian-Pacific Islanders, does that include all Asians, all Pacific-Islanders, or even international students? There is no uniformed definition to make that distinction. There is a definition provided by the federal government but it is not being collected correctly to accurately represent students. Lobo spoke about her experiences as mixed-race and the problems she faced when responding to the federal census.

Aisenberg has been meeting with different affinity groups and bodies to hear what metrics would be useful in assuring accountability. One suggestion is to recommend that a committee be established to develop uniformity. The goal is to identify benchmarks to determine if the UW has been successful in implementing changes. We hear the speeches from past presidents, but there is still room to grow.

A question was raised asking to identify valid measures of success. Aisenberg listed off several including:

- Minimally meeting peer institutions
- Number of graduate degrees comparable to peers
- 100% job placement rate over 3 years
- Representative of state demographics
- Increase in admissions
- Increase in offers to prospective student
- Increase in enrollment
- On-time graduation rates
- Diversity language written in policy
- Increase in faculty of color

In 2011 a report was distributed that analyzed this data. However, it was data back from 2008. The UW currently has data from 2012 which is accessible now.

There is evidence that some units have a holistic selection process that encourages admissions of minority students. For example, Anthropology requires a written personal statement that incorporates past research by the candidate, but also offers an optional personal statement that relates to diversity. It is important to note that STEM fields have a different context of diversity than programs in humanities. For example, science-based programs are more concerned about receiving grants in order to support their salaries, and only when a loss of funding occurs does diversity become an important issue.

A question was raised asking how the recommendations would be disseminated. There will be some overlap with the diversity blueprint metrics, but the intent of this would go further in terms of accountability. The idea is that the UW have policies to hold departments accountable than just having discussions about diversity. They will take a look at both documents and identify any overlaps in order to see how they can strengthen each other. The presence of the university-wide blueprint helped open up space to have this conversation, but there has been no targeted application and no strategy to disseminate it. The logic of the blueprint was to hold accountability, but it is uncertain how well the message was delivered and received. Incidentally, the release of the blueprint coincided with a change in the administration and a down economy, so there were a lot of distracting factors. Aisenberg serves on the diversity council and they are currently observing diversity metrics and figuring out how to engage the university. It is challenging and they need champions who are willing to invest their time. If people are simply waiting for change, it will not come. There is a strong need to collaborate and find the allies to find the momentum to push this forward.

Additionally, it is important to find where they can be successful in achieving attainable goals in the short term. For example, even in his department the addition of artwork that reflects Latino content would initiate the conversation. While hiring faculty of color is important, it is a long term goal and short term goals should be addressed as well. Another example is celebrating small successes such as

honoring ceremonies that recognize students who successfully pass their doctoral exams, or promotion of faculty members. For many people coming from marginalized communities, the impetus on engaging in scholarship is based on their own background and experiences. So recognition can be powerful for those individuals. Rubio mentioned that this is true in the military community as well. Honoring ceremonies are a significant event for individuals because it is a communal event which recognizes an individual's potential to advancing to the next level.

7. Report on Representation in Senate of Small Departments

The agenda item was not discussed as there was no time remaining.

8. Criminal Background Checks for Staff/Faculty Hires

The agenda item was not discussed as there was no time remaining.

9. Adjournment

Prior to adjourning Chair Ginorio stated that she will not be available for the upcoming meeting in May and will need an FCMA member to volunteer to chair the meeting. Brett Rubio agreed to chair the 22 May meeting.

The meeting was adjourned by Chair Ginorio at 5:05 p.m.

Minutes by Grayson Court, Faculty Council Support Analyst, gcourt@uw.edu

Present: **Faculty:** Ginorio (Chair), Willgerodt, Rubio
Ex Officio: Lobo, Lillard, Rodríguez
President's Designee: Fraga

Absent: **Faculty:** Yang, Flores, Reyes, Barria-Roman, Takeuchi (Sabbatical), Harris (Sabbatical),
Chapman
Ex Officio: