



2011 | Diversity Report



Educating the Leaders and Innovators of Tomorrow

The University of Washington educates a diverse student body to become responsible global citizens and future leaders through a challenging learning environment informed by cutting-edge scholarship.

- University of Washington Vision and Values

The University of Washington's goal to educate a diverse student body to prepare the leaders and innovators of tomorrow is central to the University's mission as a public institution. **But reaching this goal seems increasingly difficult**; the challenges are daunting and our efforts insufficient. Without greater progress — and a greater sense of urgency — we will face a real crisis in a decade or less. This is an issue we cannot afford to ignore; our actions now will have a profound impact on our children and our state.

This report, part of a series of UW Graduate School reports on key issues in graduate and professional education, describes our challenges and ways to address them.

Executive Summary

First, **we are falling behind**. The UW's minority representation lags behind many other universities that we consider our peers, and fails to reflect the racial and ethnic diversity of Washington state. We have made some progress in the past decade, but it's clear that we are not keeping up with changes in our state and nation.

Second, **the challenges are daunting**. Our state's degree production is well below the national average; we are not educating as many of our own residents as most other states. Our prospective students – more diverse racially and ethnically than ever before – face enormous obstacles along the path to higher education.

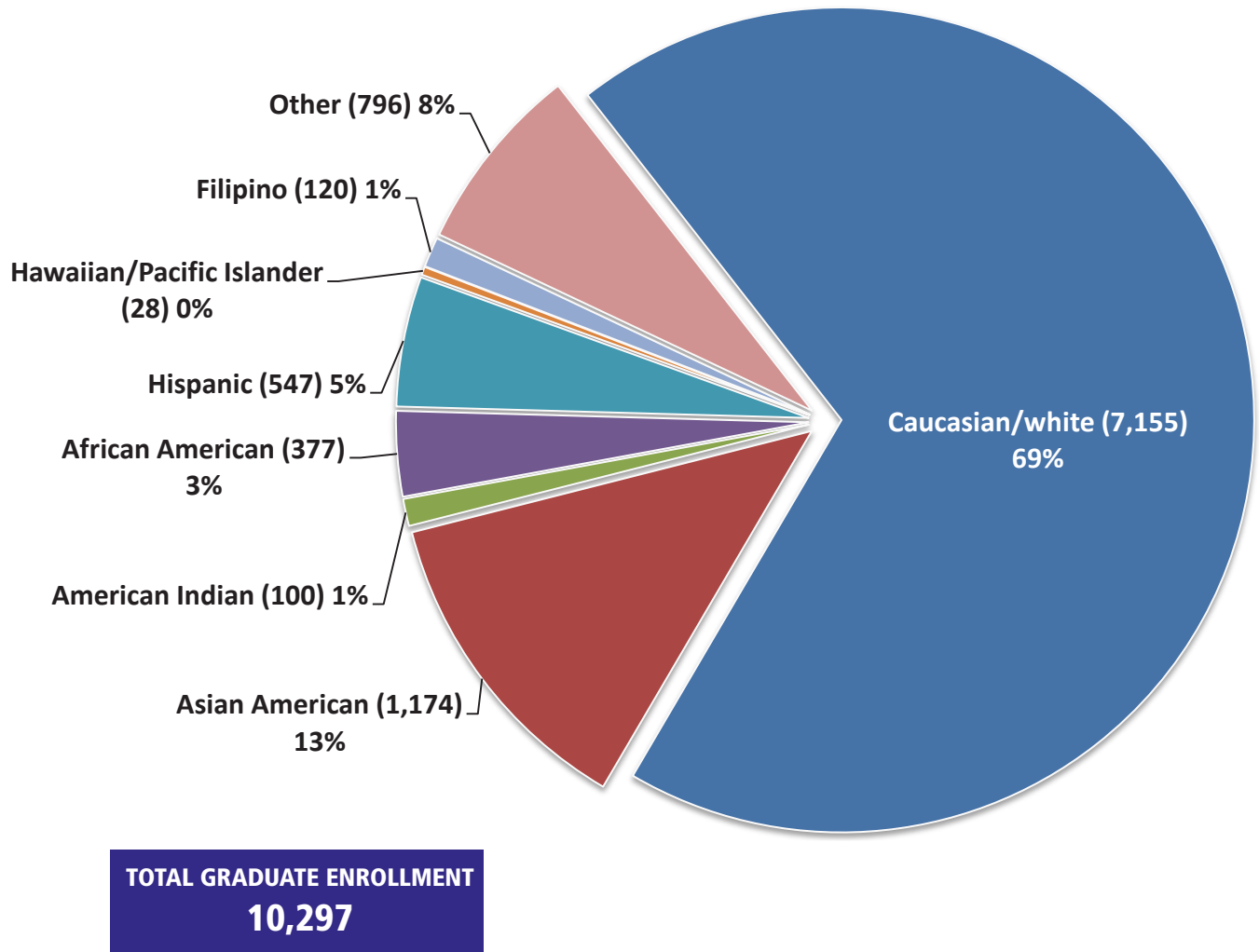
Third, **the stakes are very high**. Higher education is the key to economic prosperity and livable communities; if the UW does not do better, Washington state will suffer greatly. The threat to our state's prosperity — and to the well being of our children and their children — is clear.

This report details these three points, and recommends an action plan to support graduate and professional students – which will bolster economic prosperity and strengthen livable communities.

UW Graduate Enrollment

Overall minority enrollment at the UW's three campuses

Figure 1. UW Graduate Enrollment by Race/Ethnicity, Autumn 2010
(International Students Excluded)

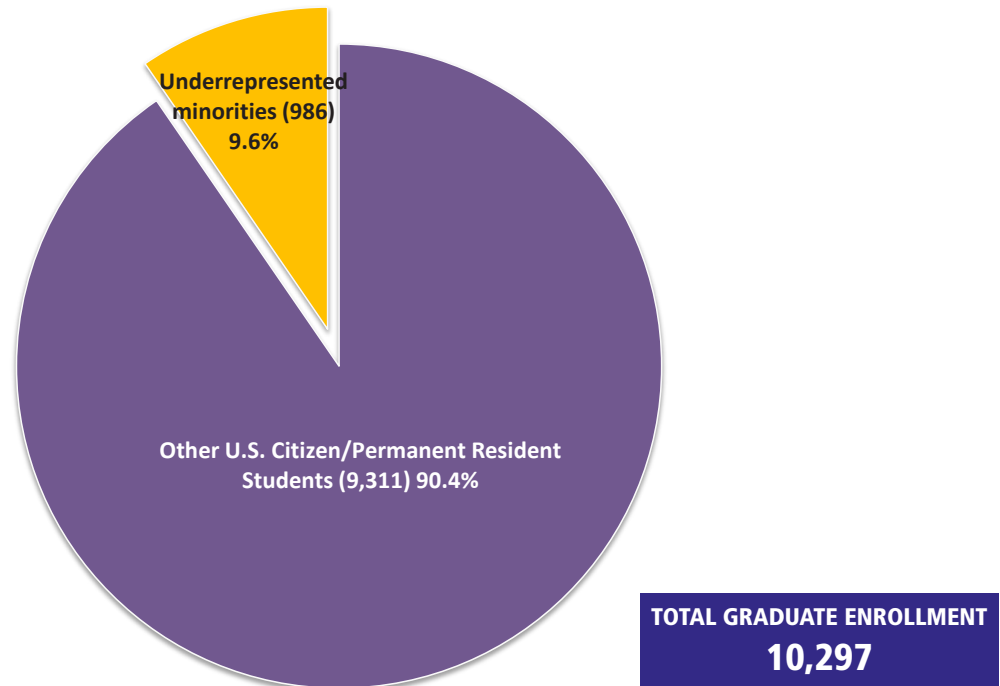


"I decided to attend the UW in particular because of the positive interactions I had with the faculty members I spoke to while visiting, and the work they are doing."

- Elizabeth Cortez, graduate student in Communication from San Antonio, Texas

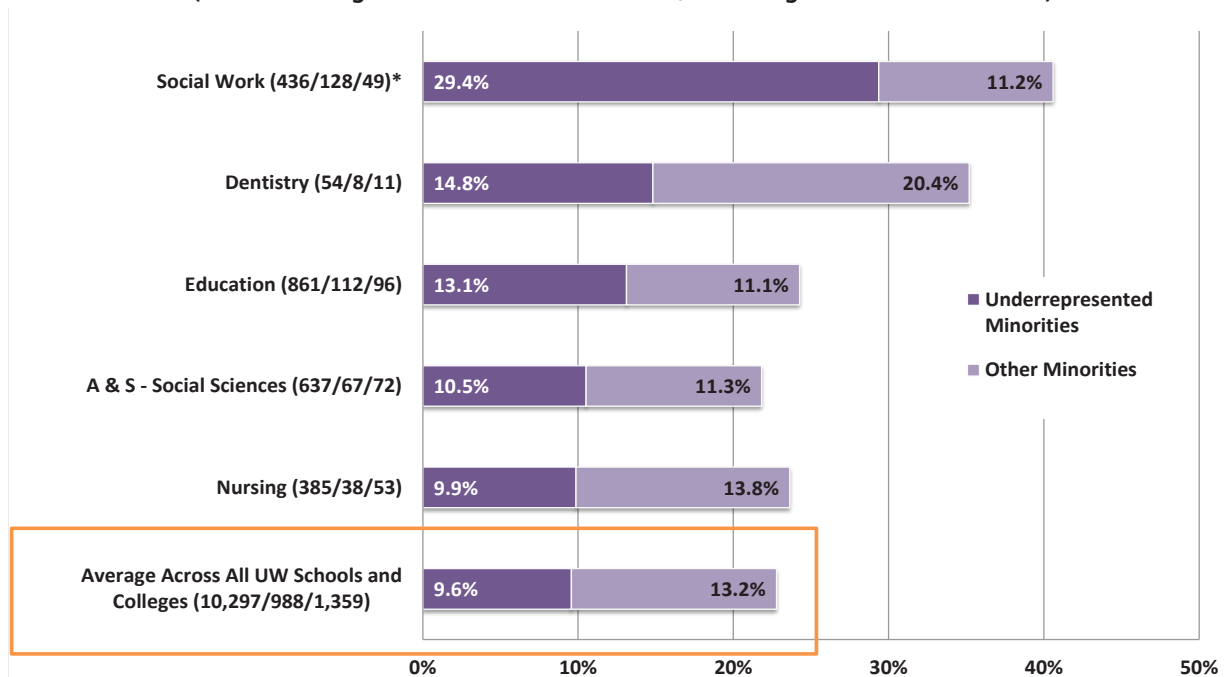
What is more important — and the chief focus of our concern — is enrollment of **underrepresented minorities** (such as African Americans, Latinos/Hispanics, American Indians, Alaska Natives, Native Hawaiians and Pacific Islanders). While underrepresented minority enrollment is 9.6 percent of the total graduate student enrollment at the UW, it's important to note that 9.6 percent amounts to **fewer than 1,000 students out of 10,000**.

Figure 2. UW Graduate Enrollment by Underrepresented Minority Status, Autumn 2010
(International Students Excluded)



Some UW schools are succeeding in their efforts to recruit minority students.

Figure 3. UW Schools and Colleges with the Largest Underrepresented Minority Enrollments, Autumn 2010
(As a Percentage of Total School Enrollment, Excluding International Student)

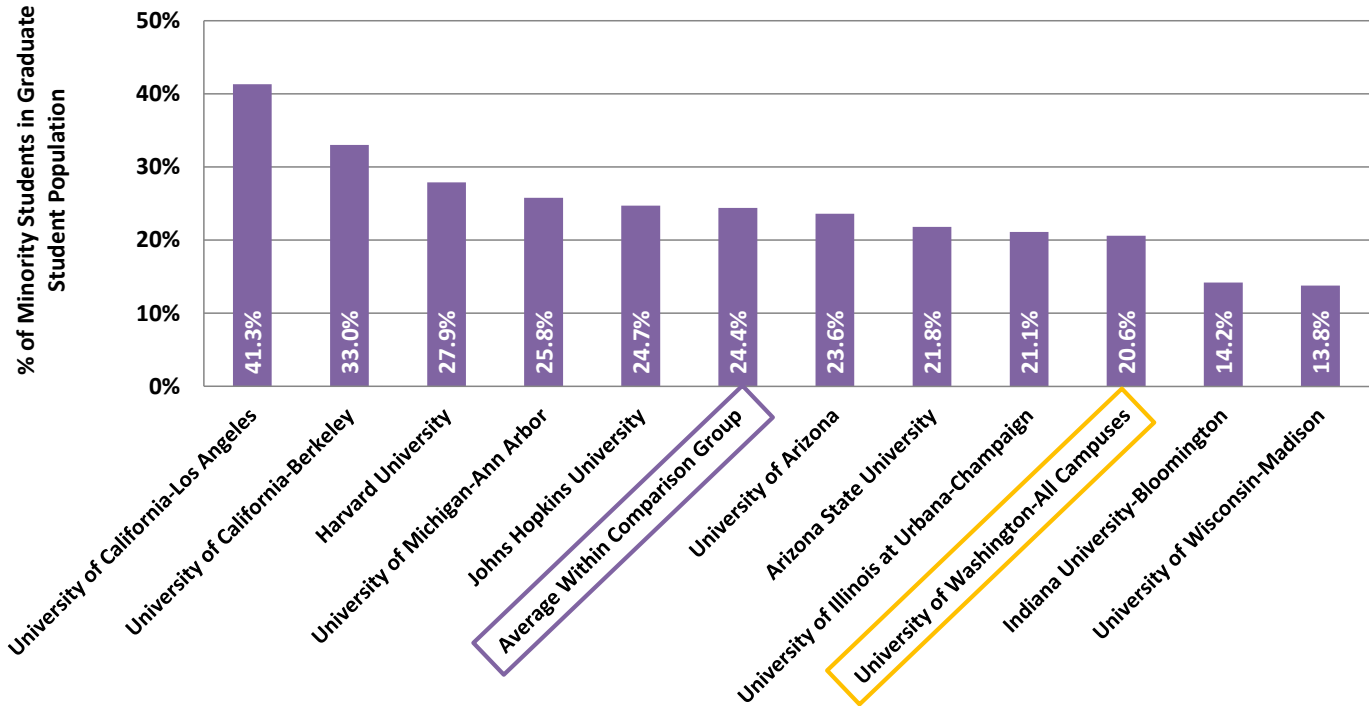


*Total graduate enrollment/underrepresented minorities/other minorities

We Are Falling Behind

While the number of minorities in graduate education at the University of Washington has increased in the past decade, overall minority representation lags behind many other research-intensive institutions and does not reflect the diversity of Washington state's residents. As of autumn 2008, the UW had the third smallest proportion of minority graduate students among our peers. Only the University of Wisconsin-Madison and Indiana University-Bloomington had smaller percentages of minority students.

Figure 4. Proportion of Minority Populations at UW Comparison Institutions, Autumn 2008



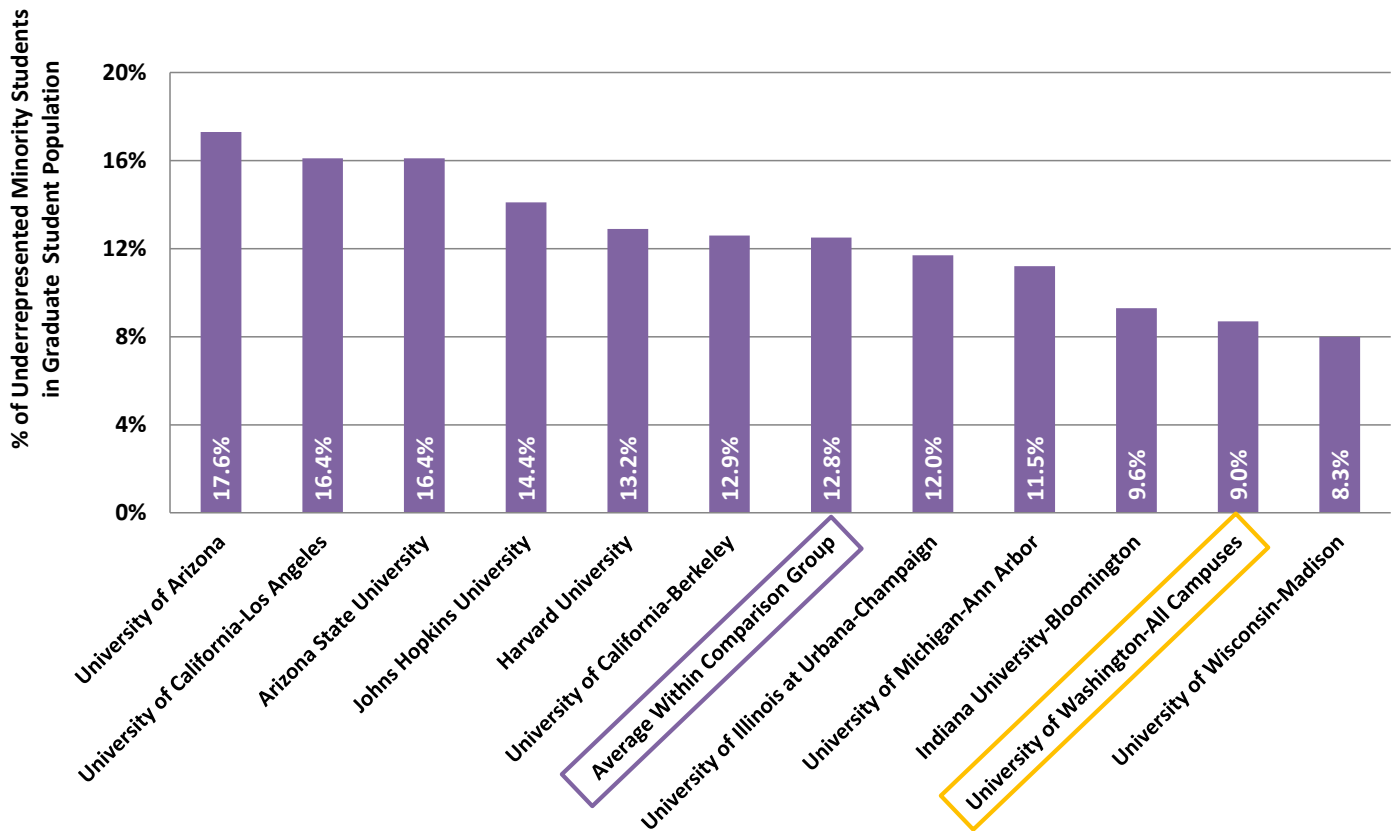
“I reached a point in my career progression where I needed a graduate degree to get to the next level in my career. I chose UW for its great faculty and its awesome support system for its students.”

- Andrea Hobby, graduate student in Health Services from Los Angeles, California

¹ Underrepresented minorities are defined by the U.S. government as individuals whose representation among university students and professionals is disproportionately less than within the general local population. Groups classified as underrepresented typically include African Americans, Hispanics, American Indians, Alaska Natives and Native Hawaiians/Pacific Islanders. Not all subgroups within minority groups are considered underrepresented.

The crisis is most acute when we focus on underrepresented minorities (such as African Americans, Latinos/Hispanics, American Indians, Alaska Natives, Native Hawaiians and Pacific Islanders).

Figure 5. Proportion of Underrepresented Minority Populations at UW Comparison Institutions, Autumn 2008



Compared to our peers, the University of Washington lags significantly in enrolling African American and Latino/Hispanic graduate students. Just 3.4 percent of all UW graduate students are African Americans, compared to an average of 5.4 percent at our peer institutions. Latino/Hispanic students make up 4.6 percent of our graduate students and an average of 6.9 percent at our peer institutions.

When it comes to STEM (science, technology, engineering, mathematics) fields, the UW trails in enrolling minority students. Of all UW graduate students in STEM fields, only 17.4 percent are minorities — compared to 24.7 percent at our peer institutions. And those numbers have dropped, considering that in 2001 18.5 percent of doctoral students and 19.4 percent of master’s students at the University of Washington were in STEM fields. Within STEM fields, merely 2.4 of UW graduate students are African American and 4.6 are Latino/Hispanic — in contrast to our peers who average 4.5 percent and 6.9 percent respectively.

“The University of Washington has always been one of my top choices, especially since it opened its Department of Global Health. I saw it as an extraordinary opportunity to take part in exciting new initiatives and to influence the design of the program.”

- Diego Solares, graduate student in Global Health from Irvine, California

The Challenges Are Daunting

Our State's Dismal Educational Record

In many ways, Washington state has a dismal educational record – ranking in the bottom third or fourth nationally in degree production.

Among the 50 states, Washington ranks:

- ▶ **36th** in producing bachelor's degrees.
- ▶ **42nd** in producing graduate degrees.
- ▶ **44th** in public education spending per pupil in 2008.
- ▶ **Tied for last** in production of graduate and professional degrees among Global Challenge states (Massachusetts, Washington, California, Colorado, Maryland, New Jersey, Connecticut, Virginia, Minnesota and North Carolina).²

Today, Washington state is forced to import workers with master's degrees and doctorates from other states because we aren't educating enough of our residents.

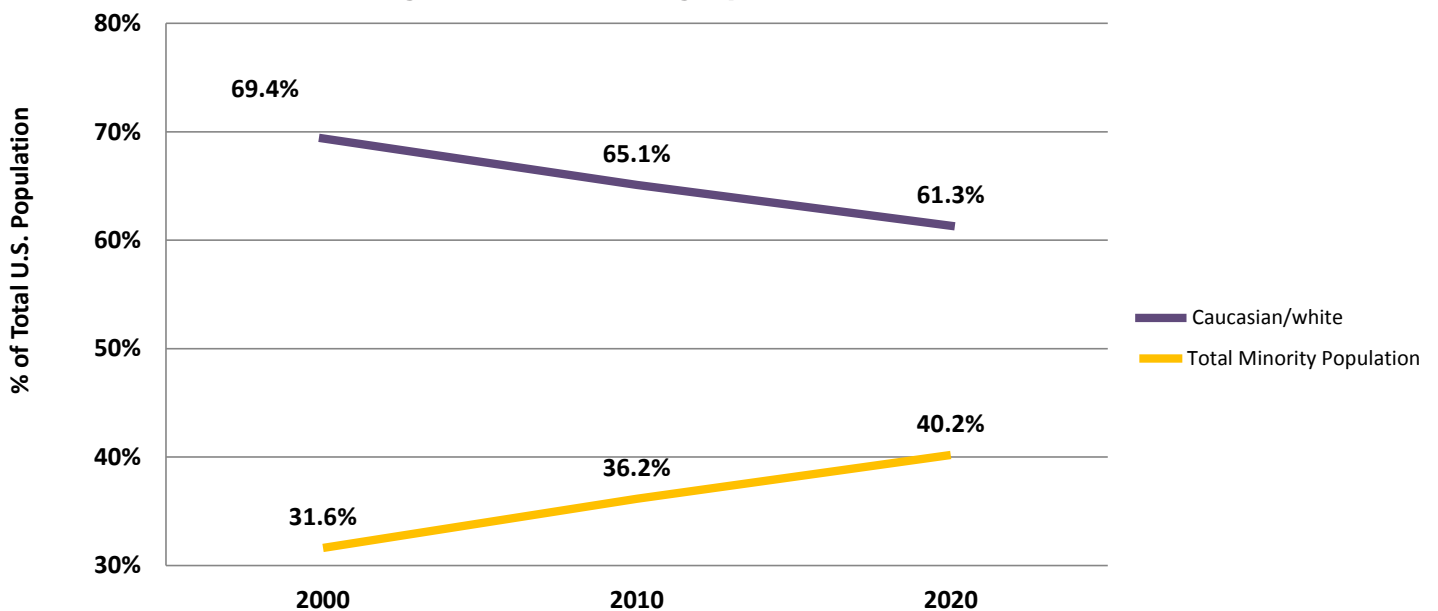
- ▶ For every 100 graduate degrees granted by a Washington college or university, businesses in Washington import another 125 workers with advanced degrees.³

By 2020, we will need even higher production of bachelor's and master's degrees if we are to meet demand for educated workers and innovators.

Changes in Our State and Nation

The nation's demographic profile is changing – and this poses particular challenges nationally, and for the state of Washington. Since 1980, when minorities equaled 17 percent of the national population, the United States has seen a large shift in racial/ethnic demographics. By 2020, minorities will make up 40 percent of the U.S. population.

Figure 6. U.S. Demographic Shift, 2000-2010



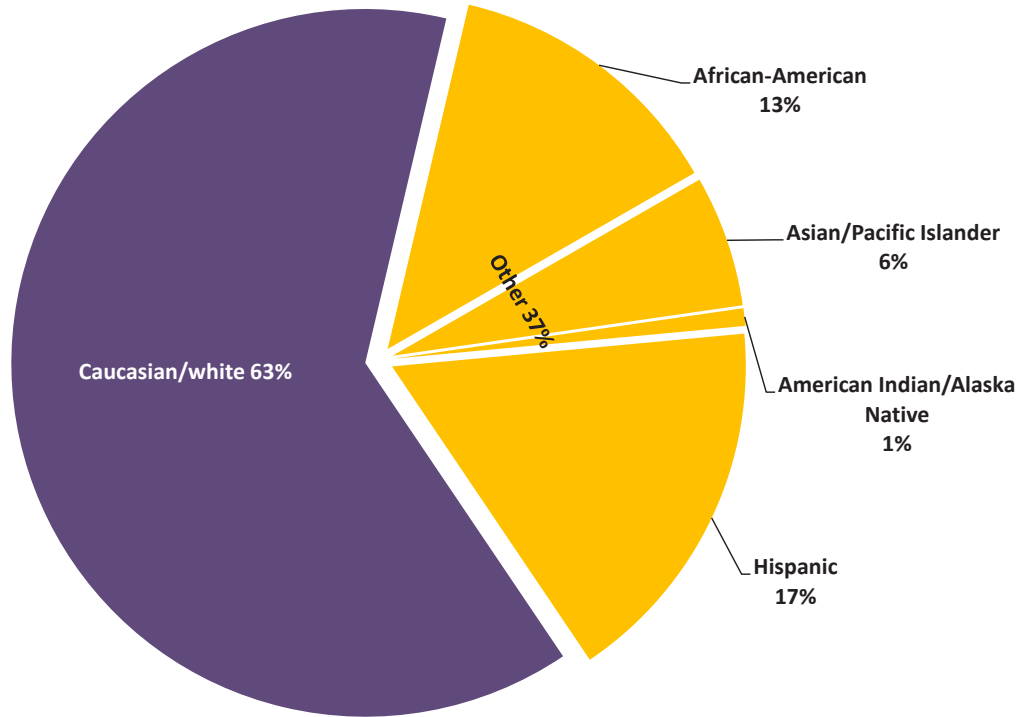
Source: US Census Bureau, 2004, "U.S. Interim Projections by Age, Sex, and Hispanic Origin."

*The total is greater than 100% in this figure because the category "two or more races" is counted twice.

²Washington Learns Steering Committee, an advisory committee established in 2005 by Gov. Chris Gregoire to study K-12 education.

³Washington Higher Education Coordinating Board calculation based on the National Center for Higher Education Systems' analysis of net in-migration and postsecondary education opportunity compilation of state degree award data from the Integrated Postsecondary Education Data System, 2007.

Figure 7. Percentage of Working Age Population in the U.S. by Race/Ethnicity, 2020 Projection



Source: Washington State Office of Superintendent of Public Service

The projected demographic changes in the nation and our state are dramatic.

Among prospective college students, the proportion of Caucasian/white students will drop by nearly a quarter between 2006 and 2021, while minority populations will increase by two-thirds. At the same time, Asian American/Pacific Islander and Hispanic enrollment is expected to increase by 40.9 percent and 132 percent, respectively.

Washington state is experiencing the same population shifts as the rest of the nation. In 2006-07, 24 percent of Washington college students were minorities, according to the Washington Office of Superintendent of Public Service. By 2021-22 that number is expected to rise to 40 percent.

Figure 8. Washington State College Participation by Race/Ethnicity, 2006-07

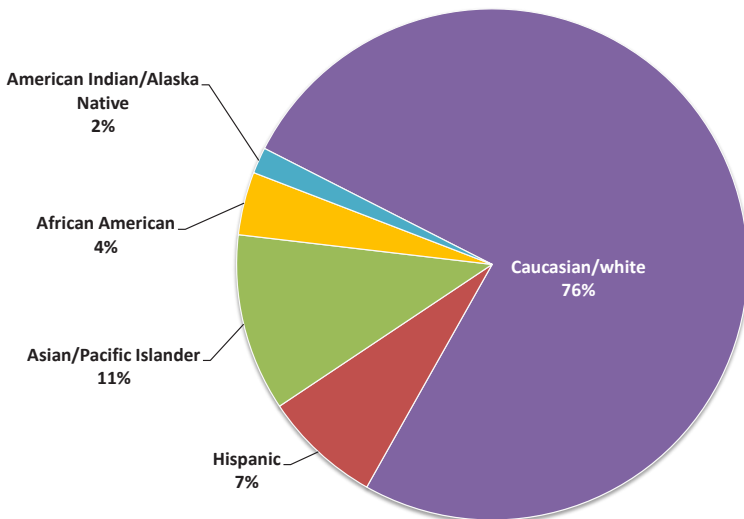
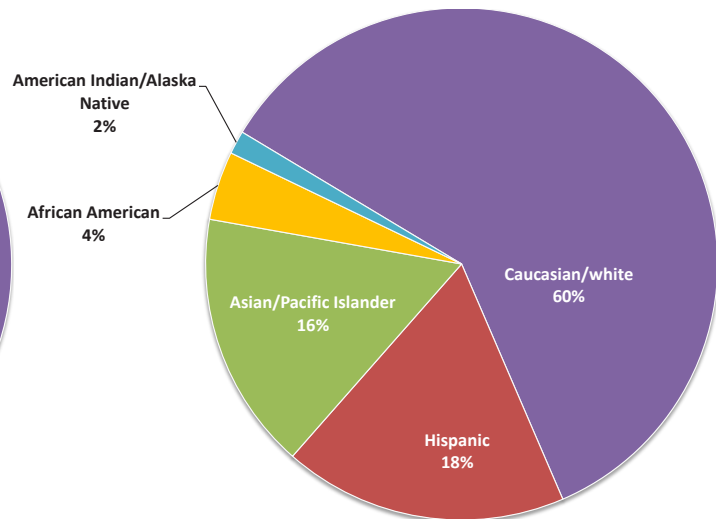


Figure 9. Projected Washington State College Participation by Race/Ethnicity, 2021-22



A recent White House report — “Winning the Future: Improving Education for the Latino Community” — outlined the challenge we face with just one part of our underrepresented minority population. That report detailed the rapid growth of Latinos as a proportion of the U.S. population, while also warning about the lack of education opportunity and success within that group. The report noted:

- ▶ Latinos constitute nearly 16 percent of the U.S. population, and they are expected to account for 60 percent of the nation’s population increase between 2005 and 2050.
- ▶ Nearly 22 percent of the nation’s pre-K -12 students enrolled in U.S. public schools are Latino.
- ▶ Yet, Latino students face persistent obstacles to educational attainment. Fewer than half of Latino children are enrolled in any early learning program. Only about half of all Latino students earn their high school diplomas on time; those who do complete high school are only half as likely as their peers to be prepared for college. Just 13 percent of Latinos have a bachelor’s degree, and only 4 percent have completed graduate or professional degree programs.

The Stakes Are Very High

Economic Prosperity and Livable Communities

The consensus nationally is that education is the key to a vibrant economy and livable communities.

- ▶ Researchers Claudia Goldin and Lawrence F. Katz contend that the U.S. leadership in education was a key ingredient in the country’s economic leadership in the 20th century.⁴
- ▶ A recent Georgetown University study, “Help Wanted: Projections of Jobs and Education Requirements Through 2018,” contends that education — beyond high school — “is no longer the preferred path to middle-class life; it is, increasingly, the **only** pathway.”⁵

Washington state’s Puget Sound Regional Council, a regional planning agency, has been a significant advocate for education, contending that “a vibrant, well-educated and adaptable workforce is a key ingredient of a growing and prosperous economy.” The council notes that “education is not just an issue of workforce supply; it is an issue of quality of life as talented people are attracted to places with good public schools and educational opportunities...”⁶

As the Puget Sound Regional Council notes, graduate and professional education is an important part of the creation of “knowledge workers” needed for a vibrant economy. A recent report from the Council of Graduate Schools estimated that we will see a steady increase in the next decade in the number of jobs requiring at least a master’s degree.⁷ Educator Philip Cohen has noted that “a master’s degree is now the entry-level requirement for many professions.” (AAUP Academe OnLine)

As a result, business and community leaders are urging Washington universities and colleges to increase the racial and ethnic diversity of their student bodies. The Puget Sound Regional Council’s Prosperity Partnership’s Higher Education Working Group has stressed the importance of education for all Washingtonians, underscoring the need for greater educational opportunity to Washingtonians of color:

“The new economic reality means that we must marshal all our resources to compete successfully in a global economy. *That means historically underserved communities must be fully integrated into the higher education system ... there is a critical need to focus efforts to increase the educational attainment of African Americans, Latinos and Native Americans.*”⁸

The Washington state Higher Funding Education Task Force – led by key business leaders — urged that the state “expand opportunity for underrepresented groups,” noting that “by 2018, at least 19 percent of the bachelor’s degrees awarded should go to graduates from historically underrepresented groups. This percentage is based on changing demographics and our belief that college campuses must include more low-income and first-time college students.”⁹

⁴Claudia Goldin and Lawrence F. Katz, *American Economic Review*, 2001, vol. 91, issue 2, pages 18-23.

⁵“Help Wanted: Projections of Jobs and Education Requirements Through 2018.” Anthony Carnevale, Nicole Smith, Jeff Strohl; Georgetown University Center on Education and the Workforce, 2010.

⁶2006-07 Puget Sound Regional Competitiveness Indicators, p. 13. The council helps local governments and transportation agencies plan by addressing issues that go beyond the boundaries of any individual city or county. The council’s members include King, Kitsap, Pierce and Snohomish counties, 72 cities within the region, four port districts, the region’s transit agencies and Washington state, the Department of Transportation, Washington State Transportation Commission, the Muckleshoot Indian Tribe, and the Suquamish Tribe.

⁷Council of Graduate Schools, *The Path Forward*, p. 17.

⁸Prosperity Partnership, Higher Education Working Group, “Educating Washington Citizens for High-Demand Jobs,” October 30, 2006.

⁹Higher Education Funding Task Force, 2011, Washington state.

Our AGENDA

Agenda for Diversity in UW Graduate Education

To accelerate the University's efforts to attract and retain a diverse student body, the UW Graduate School has a three-part plan.

- ▶ One, increase funding for students in the form of fellowships, teaching assistantships and research assistantships.
- ▶ Two, assist departments and programs with their diversity recruitment efforts by sharing best practices through an online guide and by arranging for current graduate students to talk with individual prospective students.
- ▶ Three, strengthen the pipeline by working with undergraduate and K-12 partners to educate students and their families about the value of graduate education and encourage them to explore and plan for it.

The Need for Funding

In a December 2010 survey of minority students—many of whom were receiving financial support—students consistently stressed the importance of aid and its role in their decisions to attend the UW.

One underrepresented minority student explained why she chose the UW:

"Funding has been a serious issue for me. My family has never been in a position to pay my way through any kind of serious education. I was able to go to a small liberal arts college because of the funding I was offered, and my study at the UW is only possible because of the fellowship I am receiving."

Another student, also an underrepresented minority, told us:

"My first choice was Johns Hopkins University; and although I was accepted there, I chose the University of Washington because of its attractive financial aid package."

In an autumn 2010 survey of graduate program advisors and coordinators, 97 percent of respondents said offering competitive funding to applicants was very important or important, and 68 percent stated that it was very important. With insufficient funding at all levels of the University, faculty and staff have a difficult time reaching out to underrepresented minorities and other potential students.

In a focus group, a graduate program advisor stated,

"We compete with the top programs in the country and have little to offer extra to top URM [underrepresented minority] applicants. We just don't have the perks that help us compete."

Another program coordinator commented that current efforts are often not enough.

"We already attract a strong pool of applicants from historically underrepresented backgrounds. We are working to increase the size and quality of that pool yet further. But the number one obstacle remains the limited support we can offer graduate students. This past year we offered one student quite literally everything we had. We recruited him as heavily as we could, and we coordinated that student's campus visit with GO-MAP's Student Day. But USC offered more money/less teaching, and he went there."

If we want to recruit minority and underrepresented minority students, we need to increase the pool of financial aid available — through fellowships, research assistantships and teaching assistantships. Fellowships must be a priority. Minority and underrepresented minority students often reflect very modest financial backgrounds, and financial aid often is one of the most important factors in choosing a program or university.

Recruitment

As the UW's Diversity Blueprint notes, "Recruiting and retaining a diverse graduate student population remains a pressing and serious challenge for the UW, heightened by fiscal constraints."

We need to support the UW's departments, schools and colleges in their efforts to recruit top students of color to the University. National conferences — such as those sponsored by SACNAS (Society for Advancement of Chicanos and Native Americans in Science), Annual Biomedical Research Conference for Minority Students (ABRCMS) and the McNair Scholars Program — are extremely important recruitment opportunities. In addition, the National Name Exchange — a national registry of minority undergraduates who are interested in graduate study that is coordinated by the UW Graduate School — can provide lists of potential applicants to our programs.

In addition we created an online guide for UW graduate programs that details best practices for recruiting and retaining underrepresented minority graduate students. The guide will be updated on an ongoing basis with success stories and ideas for recruiting graduate students.

We also need to expand our relationships with innovative organizations such the Posse Foundation, a network of institutions nationwide committed to college access and leadership development among students who may be overlooked by traditional college selection processes.

Pipeline

Advocates for diversity in graduate education must work with a wide variety of “pipeline” partners – from area K-12 education leaders to the UW’s own innovative recruitment programs for potential undergraduates, including the Esperanza En Educación Conference, Native American Student Day and Readiness for Islander Success in Education. Other programs, such as the UW’s Dream Project, are critical to our success in educating the next generation of researchers, innovators and leaders in our city and state.

The success of these partners provides the foundation for success for graduate and professional students. As the UW’s Diversity Blueprint recommends, the University should “develop and strengthen relationships with existing pipeline initiatives to encourage underrepresented students from the UW and other regional colleges and universities to attend graduate school at the UW.”

Washington’s young people of color and their families understand the value of higher education. More than half of all Washington students — 57 percent — took the SAT in 2011 – a spike of 12.8 percent from 2010. Participation among African American students increased 21.8 percent, followed by Hispanics at 19.8 percent and Asians by 13.2 percent for a 16.6 percent increase among the three groups. The College Board reported that 28 percent of Washington students who took the SAT identified themselves as minorities. Notably, 20 percent are from bilingual or non-native English speaking homes. One-third of all Washington SAT takers will be the first in their families to attend college.

For the ninth consecutive year, Washington students’ average score on the three major SAT exams of reading, writing and math was the highest in the nation among states in which more than half of eligible students took the tests. Washington’s SAT test takers are planning to earn degrees beyond their bachelor’s — 28 percent indicated they plan to earn a master’s degree, and 19 percent are planning on a doctorate.

A look at the freshman class beginning classes at the UW in autumn 2011 shows that recruitment efforts at the undergraduate level are beginning to work. The freshman class has an average grade point average of 3.75 and SAT scores of around 1,800. And, 30 percent are the first in their families to go to college, and 40 percent are from minority backgrounds.

We Have Made a Start, but Much More Needs to be Done

Through the Graduate Opportunities & Minority Achievement Program (GO-MAP), the Graduate School is making a difference.

- ▶ **Fellowships to recruit top students**
 - ▶ Our Diversity Fellows Program provides recruitment funding totaling approximately \$600,000 each year to about 25 departments.
 - ▶ We have re-purposed several internal Graduate School funds to create fellowships to spur degree completion.
 - ▶ Advancement. We have re-organized our core GO-MAP staff to support an energetic advancement initiative to build endowment funds for minority and underrepresented graduate and professional students for all UW schools and colleges.
- ▶ **Attracting the best students in the nation**
 - ▶ We work with the Posse Foundation, a network of U.S. institutions committed to college access and leadership development among students who may be overlooked by traditional college selection processes, and we have established a UW Graduate Posse Fellowship – the first of its kind in the nation.
 - ▶ With a \$100,000 grant from the Intel Corporation, we continue to develop and maintain the National Name Exchange Academic Portal, a web-based tool that helps identify qualified underrepresented undergraduates from more than 50 major U.S. universities for graduate recruitment.

- ▶ We have coordinated UW recruitment efforts at several national conferences, including SACNAS (Society for Advancement of Chicanos and Native Americans in Science) and the Annual Biomedical Research Conference for Minority Students (ABRCMS). In addition, we have represented the UW at other conferences – notably the California Forum for Diversity in Graduate Education and the McNair Scholars annual conference.
- ▶ **Bolstering recruitment across campus**
 - ▶ We have created an online recruitment and retention guide for UW schools*, colleges and departments; the tool-kit draws on best practices from UW units, as well as from other universities. *(<http://www.grad.uw.edu/gomap/recruitment-retention/>)
 - ▶ We are expanding our outreach to UW departments to assist with the recruitment and retention of minority and underrepresented minority students.
- ▶ **Connecting students and building networks**
 - ▶ Through our Prospective Student Days, we offer activities for students who have been admitted – but who have not yet committed to the UW. Over two days each spring, students network with current students and faculty across campus at orientation sessions and other events. Prospective students learn about funding, housing and resources on and off campus.
 - ▶ Our Graduate School Ambassadors are a corps of current graduate students who help academic departments in their diversity recruitment efforts by meeting with prospective students and serving as advocates for the UW.
 - ▶ At “Getting Connected,” our annual autumn orientation reception, new UW students interact with faculty and graduate students from other disciplines. To help new students in their early days at the UW, we’ve crafted a “Graduate School 101” orientation to complement their departmental or college orientations.
- ▶ **Preparing students for academic and career success**
 - ▶ Our Voices in Academia lunches provide opportunities for faculty members and small groups of students to discuss topics such as attendance at professional conferences, career opportunities in academia and outside academia, and how to translate research to general audiences.
 - ▶ Our Voices in the Community lunches provide opportunities for students to meet with community and business leaders to talk about professionalization, careers and service to the community.
 - ▶ We have created workshops and short Mentor Memos to give students concrete advice about issues such as crafting effective job application letters, time management, writing a literature review and how to select a lab.
- ▶ **Educating the public**
 - ▶ The Mary Ann and John D. Mangels Endowed Lecture Series, established in 1990, brings scholars and individuals whose careers impact diversity, to the UW — for the benefit of minority students, faculty, the entire campus community and the general public. In 2010-11, the Mangels lecturers included sociologist Doug Massey, poet Elizabeth Alexander and astrophysicist Neil deGrasse Tyson.

Many other UW schools, colleges and departments have been energetic and successful in recruiting and retaining students of color. Here are a few activities from three units:

Department of Psychology

- ▶ Graduate students participate in the department’s Diversity Steering Committee and take active roles in contacting prospective and new students.
- ▶ Students from Morehouse College have spent summers working in department labs, and Psychology faculty have mentored Educational Opportunity Program and McNair undergraduates.
- ▶ Diversity issues were the focus of the 2010-11 annual Edwards Psychology Lecture Series.
- ▶ Graduate students surveyed their peers in 2010 on issues in mentoring – with special attention to students from underrepresented groups.

School of Social Work

- ▶ The school emphasizes diversity on its web page and in its teaching and research (including work on intergroup dialogue, indigenous health and mental health projects, health disparities, undocumented youth, LGBTQ caregiving and many other topics).
- ▶ The school-wide goal is to “create a sense of belonging” – which enhances retention and degree completion and supports recruitment. “There’s a wonderful dance between the two, retention and recruitment,” Social Work staff report.
- ▶ Active engagement with partners such as the UW Office of Minority Affairs and Diversity and programs

such as TRIO, Dream Project, Aspire, Posse and the National Name Exchange enhance both recruitment and retention of students of color. Staff attend graduate fairs and recruitment events in cities with high minority and underrepresented populations, such as the California Diversity Forum.

- ▶ Faculty and current students also attend national conferences to support the school's efforts to recruit students of color.
- ▶ Clear relevance of diversity to faculty, staff, student, administration and program goals imbues the school's in- and out-of-class environment and is translated into policies and actions that support a diverse learning community.

Department of Biology

- ▶ Funds are provided for faculty and current graduate students to recruit at Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) meetings.
- ▶ Individual faculty also use seminar visits to meet and attract top underrepresented minorities at other universities.
- ▶ The department creates financial and mentoring packages that compete with other institutions for students – drawing support from the Graduate School (Top Scholar, ARCS, GO-MAP) and relying on its own funds from royalties and endowments.
- ▶ Biology finances campus visits by admitted students.
- ▶ Professor Ray Huey describes the value of campus visits: “The goal here is to establish a feeling of community – and that feeling is of course attractive to all students, not just to underrepresented minorities.” The cost, says Huey, is large, “but the pay-off is large,” too.
- ▶ Biology also works with 13 other departments as part of the Biomedical Research Task Force to explain graduate opportunities to prospective students.

These programs all note that funding is the key to diversity recruitment and retention. Social Work faculty emphasize that “funding remains a key factor in our ability to matriculate many of our out-of-state or nationally competitive underrepresented admits.” Psychology faculty report, “The availability of competitive funding packages is often the biggest obstacle we face in recruiting ethnic minority students.”

Call to Action

While many at the UW are truly committed to the work of diversity, we need to do more. UW leadership needs to take several steps:

1. Establish diversity an immediate priority. Without a sense of urgency, the University will quickly be facing a crisis.
2. Create and support fellowships for graduate students. When top graduate students select a university, money most often is the deciding factor. With state funding for fellowships plummeting, the UW needs a steady, reliable source of money for fellowships.
3. Make endowments for graduate student fellowships a focus of the UW's next capital campaign. Just as the Husky Promise has helped diversify undergraduate enrollment, guaranteed funding for graduate students would help diversify our student population.
4. Recognize that success depends on establishing a culture of diversity throughout the University in which differences in backgrounds and experiences are valued and celebrated. In order to attract more graduate students of color, the UW needs to hire more faculty of color.

The University of Washington's long-term success — and that of our state — depends heavily on our ability and willingness to attract and retain a diverse body of graduate students. We must start now.

