

## VII. STANDING COMMITTEES

## A. Academic and Student Affairs Committee

Office of Minority Affairs and Diversity – Diversity Outreach at UW

## FOR INFORMATION ONLY

BACKGROUND

The University of Washington has a long-standing commitment to diversity. To that end, the Office of Minority Affairs and Diversity (OMA&D) serves as the central diversity unit charged with both managing diversity-related programs and collaborating with other campus units as they pursue diversity initiatives. The report today includes a summary of efforts to increase racial/ethnic diversity in the student body and the faculty.

STUDENT DIVERSITY

All three campuses are actively engaged in efforts to increase the number of students from underrepresented minority (URM) backgrounds who apply to and ultimately accept the offer of admission to the university. In addition to the numerous pre-college activities throughout campus, OMA&D administers nine major pre-college programs that currently serve over 13,000 underrepresented students statewide:

- Gaining Early Awareness for Undergraduate Programs Educator Development Initiative (GEAR UP EDI)
- Three GEAR UP grants (Two Valleys One Vision, Sky's the Limit and Rural Investment in STEM Education)
- Washington State Mathematics, Engineering, Science Achievement (WA MESA)
- Educational Talent Search (ETS)
- Upward Bound
- TRIO Training
- OMA&D Recruitment & Outreach Unit.

These programs work together with the UW, legislators, stakeholders, educators, communities and families to ensure underrepresented students in grades K-14 have access to and are prepared for higher education.

Nearly all OMA&D pre-college programs are federally funded and work with students for preparation and enrollment at the college of their choice. However, the UW benefits by creating a UW college-ready cohort that will explore the university through campus visitation opportunities and participation in short-term academic

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#### Office of Minority Affairs and Diversity – Diversity Outreach at UW (continued p. 2)

enrichment programs. Each of these pre-college programs maintains specific focus pertaining to the students and communities they serve.

During the year, OMA&D direct recruitment consists of a variety of activities including:

- High School visits by OMA&D admissions and recruitment counselors to target schools.
- Targeted campus visitation programs for each URM population (EEE, Readiness for Islander Success in Education, Native American Student Days, Essence of Success, and Shades of Purple.) Shades of Purple is a new event and pre and post-student participant surveys show students benefitted significantly in preparing for applying to UW.
- Training and supervision of student volunteers and ambassadors to assist with both direct recruitment and middle school campus visits.
- Collaborative recruitment events with UW schools and colleges including Business, Engineering, Social Work, Health Sciences, etc.
- Collect and enter data of each URM prospect into the UW Student Prospect Systems.
- Collaboration with various community groups and agencies to enhance enrollment prospects and opportunities.

Over the last five years, the number of applications received from URM students at the Seattle campus has increased by 70%, offer rates have increased by 60% and UW freshman underrepresented enrollment has increased by 29%. However, enrollment yield for URM students remains a challenge.

#### *Attachments:*

UW Student Diversity

Pre-College Programs and Resources for Students, 2011-12

UW Freshman Applicants:

African American, 1998-2012

Pacific Islander, 2000-2012

Latino, 1998-2012

Native American, 1998-2012

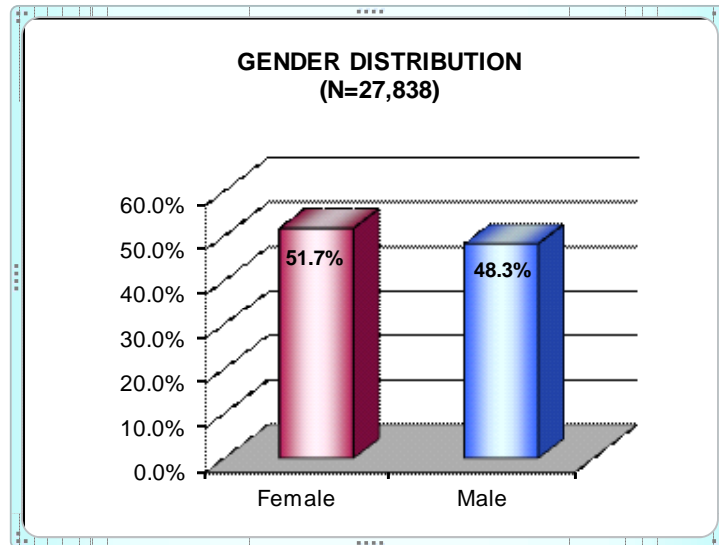
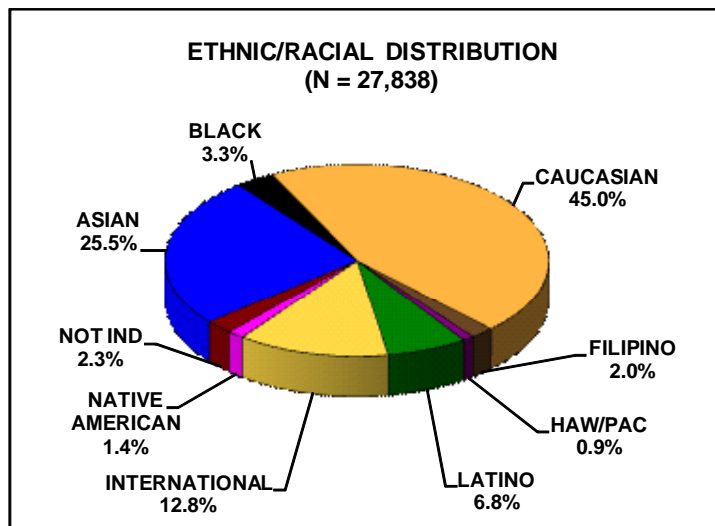
# *UW Student Diversity*

Prepared by:  
Assessment Unit Staff  
Office of Minority Affairs & Diversity  
October 29, 2012

UNDERGRADUATE ENROLLMENT DATA AS OF THE 10TH DAY OF AUTUMN 2012

SEATTLE CAMPUS

ETHNICITY	FEMALE	MALE	TOTAL
ASIAN	3,742	3,357	7,099
BLACK	506	410	916
CAUCASIAN	6,211	6,327	12,538
FILIPINO	303	247	550
HAW/PAC	137	125	262
LATINO	1,043	838	1,881
INTERNATIONAL	1,948	1,603	3,551
NATIVE AMERICAN	212	176	388
NOT IND	299	354	653
<b>TOTAL</b>	<b>14,401</b>	<b>13,437</b>	<b>27,838</b>
ALL URM *	1,898	1,549	3,447
STUDENTS OF COLOR**	5,943	5,153	11,096



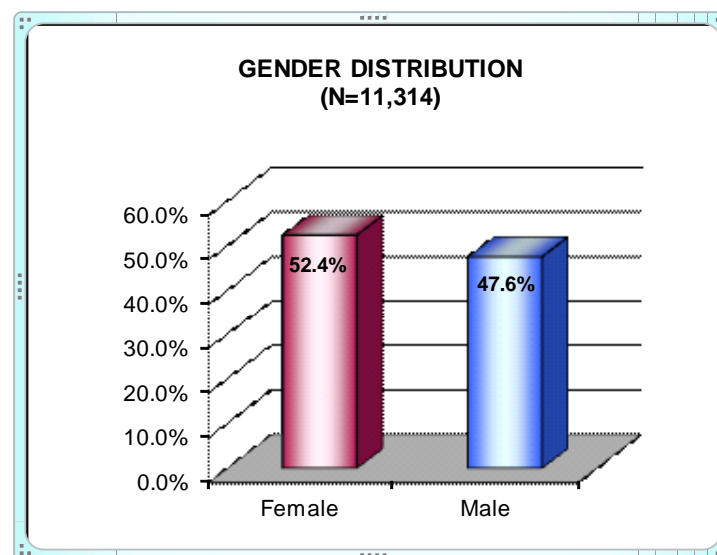
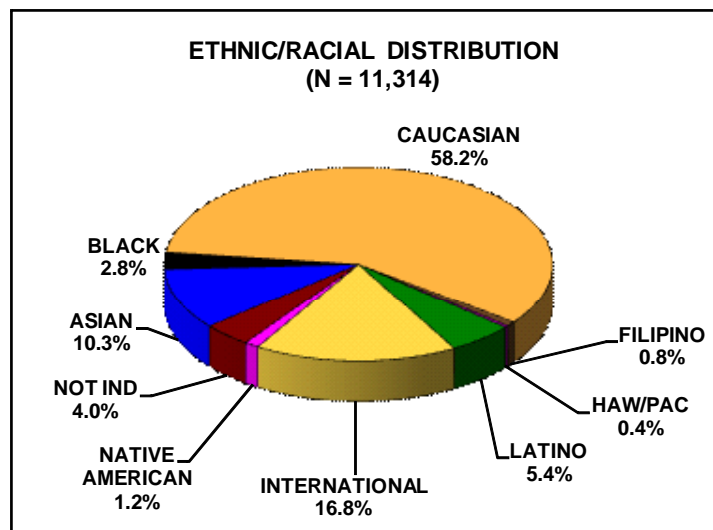
\* URM = Underrepresented Minorities (i.e., Black, Haw/Pac, Latino & Native American)

\*\* STUDENT OF COLOR = Asian, Black, Filipino, Haw/Pac, Latino & Native American

GRADUATE ENROLLMENT DATA AS OF THE 10TH DAY OF AUTUMN 2012

SEATTLE CAMPUS

ETHNICITY	FEMALE	MALE	TOTAL
ASIAN	661	504	1,165
BLACK	180	141	321
CAUCASIAN	3,479	3,110	6,589
FILIPINO	49	39	88
HAW/PAC	25	16	41
LATINO	340	272	612
INTERNATIONAL	894	1,011	1,905
NATIVE AMERICAN	86	50	136
NOT IND	218	239	457
<b>TOTAL</b>	<b>5,932</b>	<b>5,382</b>	<b>11,314</b>
ALL URM *	631	479	1,110
STUDENTS OF COLOR**	1,341	1,022	2,363



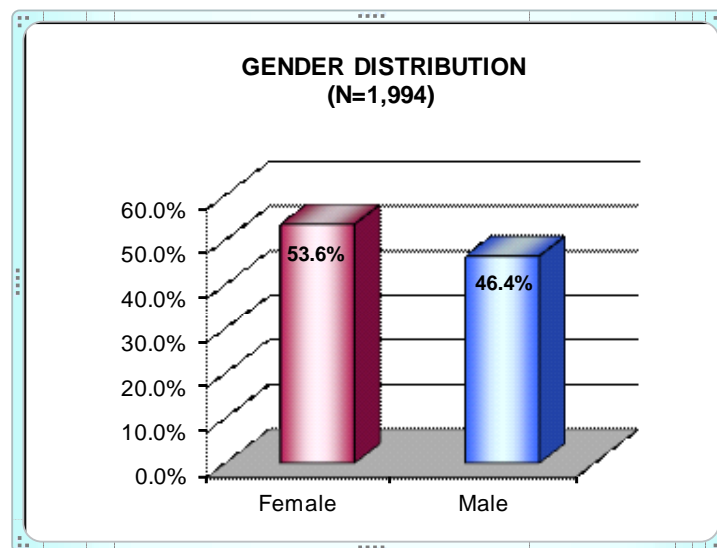
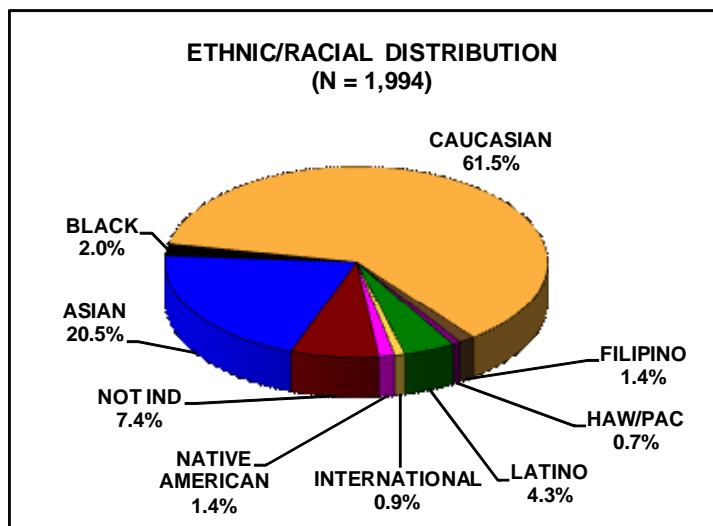
\* URM = Underrepresented Minorities (i.e., Black, Haw/Pac, Latino & Native American)

\*\* STUDENT OF COLOR = Asian, Black, Filipino, Haw/Pac, Latino & Native American

PROFESSIONAL ENROLLMENT DATA AS OF THE 10TH DAY OF AUTUMN 2012

SEATTLE CAMPUS

ETHNICITY	FEMALE	MALE	TOTAL
ASIAN	259	150	409
BLACK	25	15	40
CAUCASIAN	616	610	1,226
FILIPINO	15	12	27
HAW/PAC	8	6	14
LATINO	42	44	86
INTERNATIONAL	12	5	17
NATIVE AMERICAN	13	14	27
NOT IND	78	70	148
<b>TOTAL</b>	<b>1,068</b>	<b>926</b>	<b>1,994</b>
ALL URM *	88	79	167
STUDENTS OF COLOR**	362	241	603



\* URM = Underrepresented Minorities (i.e., Black, Haw/Pac, Latino & Native American)

\*\* STUDENT OF COLOR = Asian, Black, Filipino, Haw/Pac, Latino & Native American



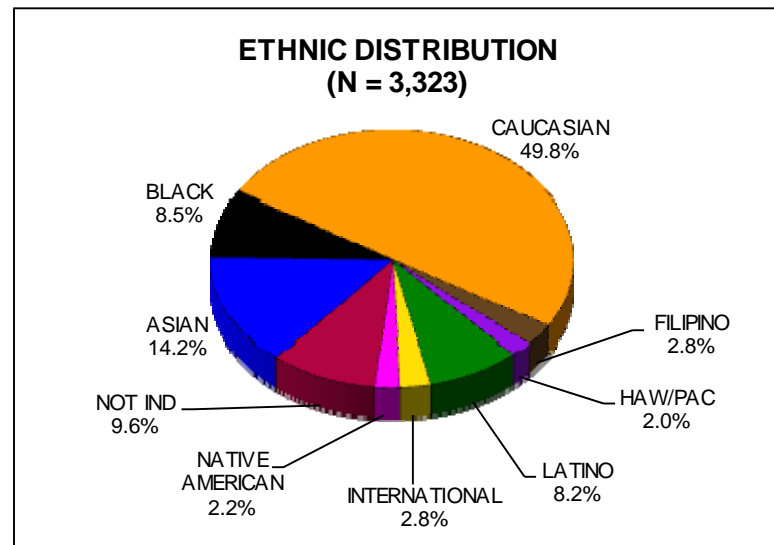
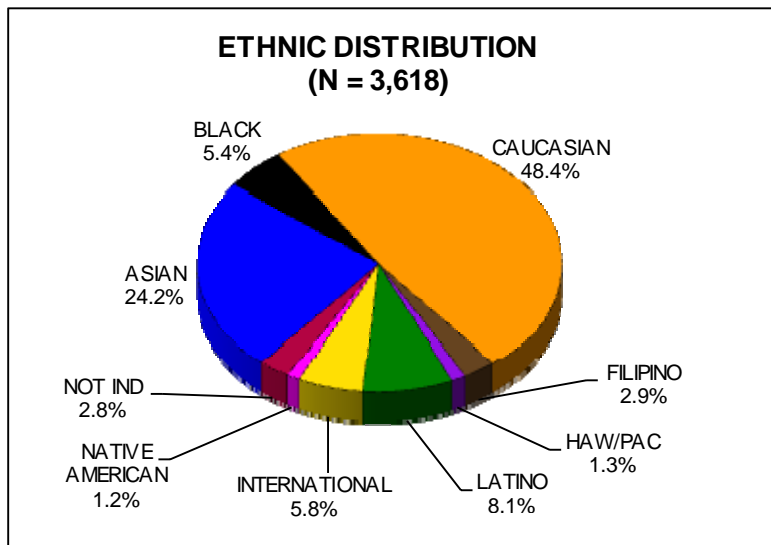
## UNDERGRADUATE ENROLLMENT DATA AS OF THE 10TH DAY OF AUTUMN 2012

### BOTHELL CAMPUS

ETHNICITY	FEMALE	MALE	ALL UW
ASIAN	396	479	875
BLACK	104	91	195
CAUCASIAN	897	854	1,751
FILIPINO	49	55	104
HAW/PAC	23	24	47
LATINO	179	113	292
INTERNATIONAL	95	116	211
NATIVE AMERICAN	20	22	42
NOT IND	48	53	101
<b>TOTAL</b>	<b>1,811</b>	<b>1,807</b>	<b>3,618</b>
ALL URM*	326	250	576
STUDENT OF COLOR**	771	784	1,555

### TACOMA CAMPUS

ETHNICITY	FEMALE	MALE	ALL UW
ASIAN	240	231	471
BLACK	149	132	281
CAUCASIAN	889	765	1,654
FILIPINO	54	39	93
HAW/PAC	42	24	66
LATINO	173	101	274
INTERNATIONAL	37	55	92
NATIVE AMERICAN	46	28	74
NOT IND	159	159	318
<b>TOTAL</b>	<b>1,789</b>	<b>1,534</b>	<b>3,323</b>
ALL URM*	410	285	695
STUDENT OF COLOR**	704	555	1,259



\* URM = Underrepresented Minorities (i.e., Black, Haw/Pac, Latino & Native American)

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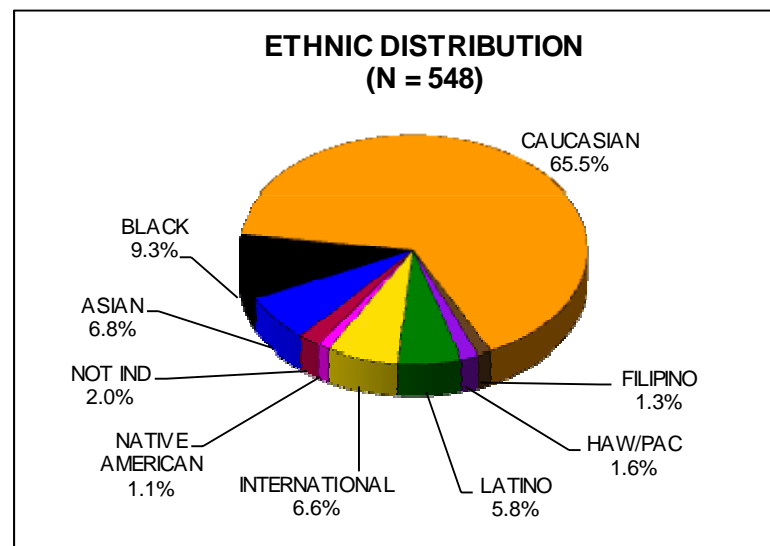
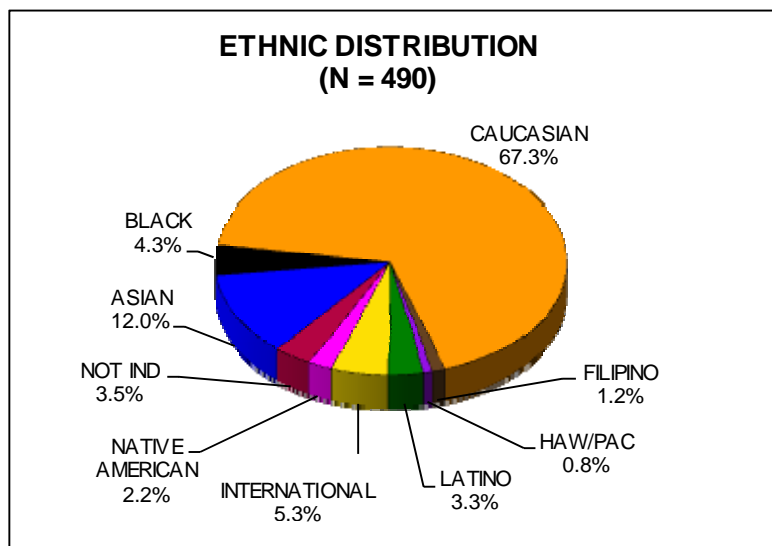
**GRADUATE ENROLLMENT DATA AS OF THE 10TH DAY OF AUTUMN 2012**

**BOTHELL CAMPUS**

ETHNICITY	FEMALE	MALE	ALL UW
ASIAN	24	35	59
BLACK	16	5	21
CAUCASIAN	214	116	330
FILIPINO	5	1	6
HAW/PAC	3	1	4
LATINO	11	5	16
INTERNATIONAL	16	10	26
NATIVE AMERICAN	8	3	11
NOT IND	10	7	17
<b>TOTAL</b>	<b>307</b>	<b>183</b>	<b>490</b>
ALL URM*	38	14	52
STUDENT OF COLOR**	67	50	117

**TACOMA CAMPUS**

ETHNICITY	FEMALE	MALE	ALL UW
ASIAN	23	14	37
BLACK	37	14	51
CAUCASIAN	256	103	359
FILIPINO	5	2	7
HAW/PAC	5	4	9
LATINO	24	8	32
INTERNATIONAL	17	19	36
NATIVE AMERICAN	3	3	6
NOT IND	8	3	11
<b>TOTAL</b>	<b>378</b>	<b>170</b>	<b>548</b>
ALL URM*	69	29	98
STUDENT OF COLOR**	97	45	142

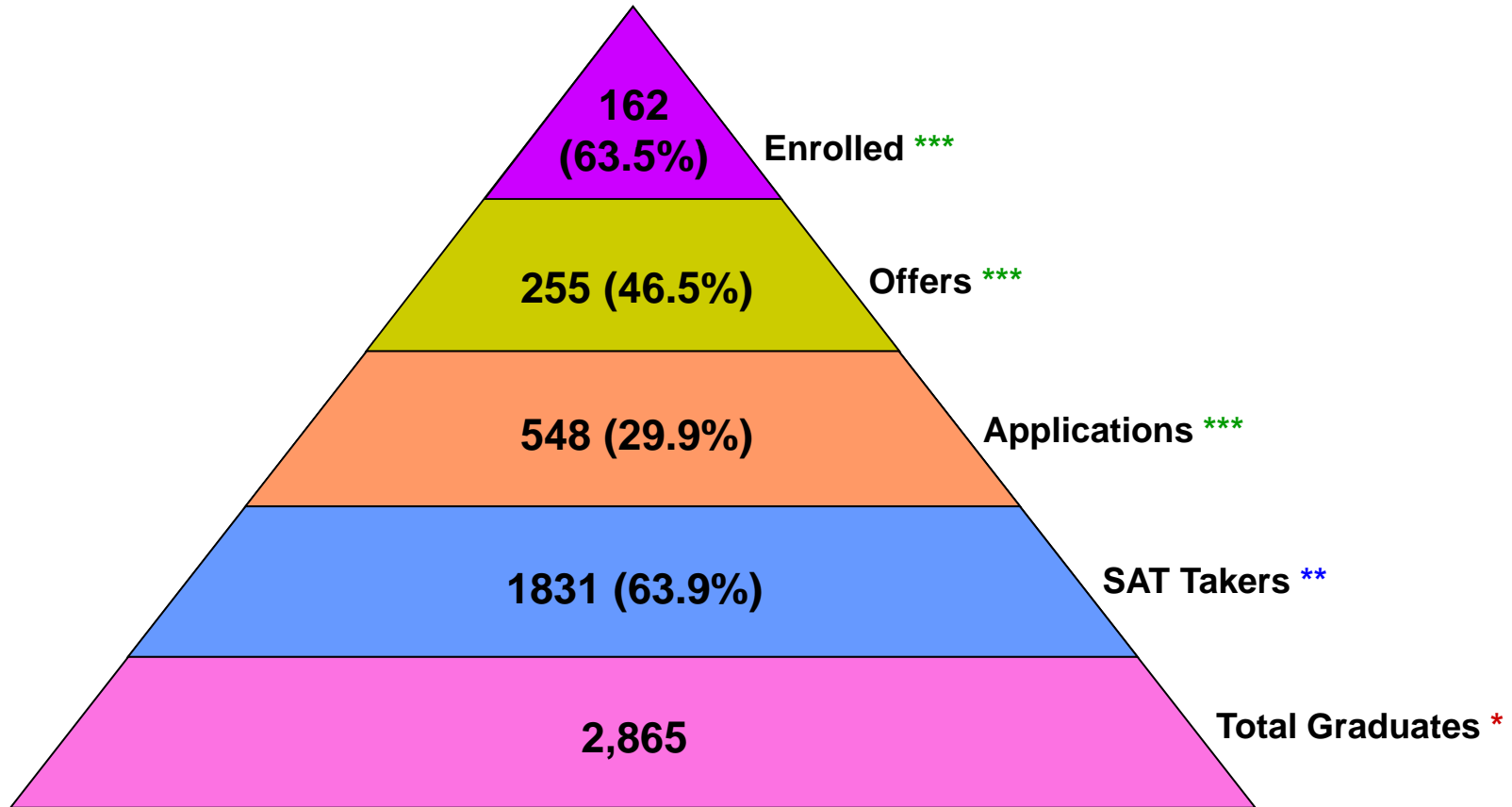


\* URM = Underrepresented Minorities (i.e., Black, Haw/Pac, Latino & Native American)

\*\* STUDENT OF COLOR = Asian, Black, Filipino, Haw/Pac, Latino & Native American

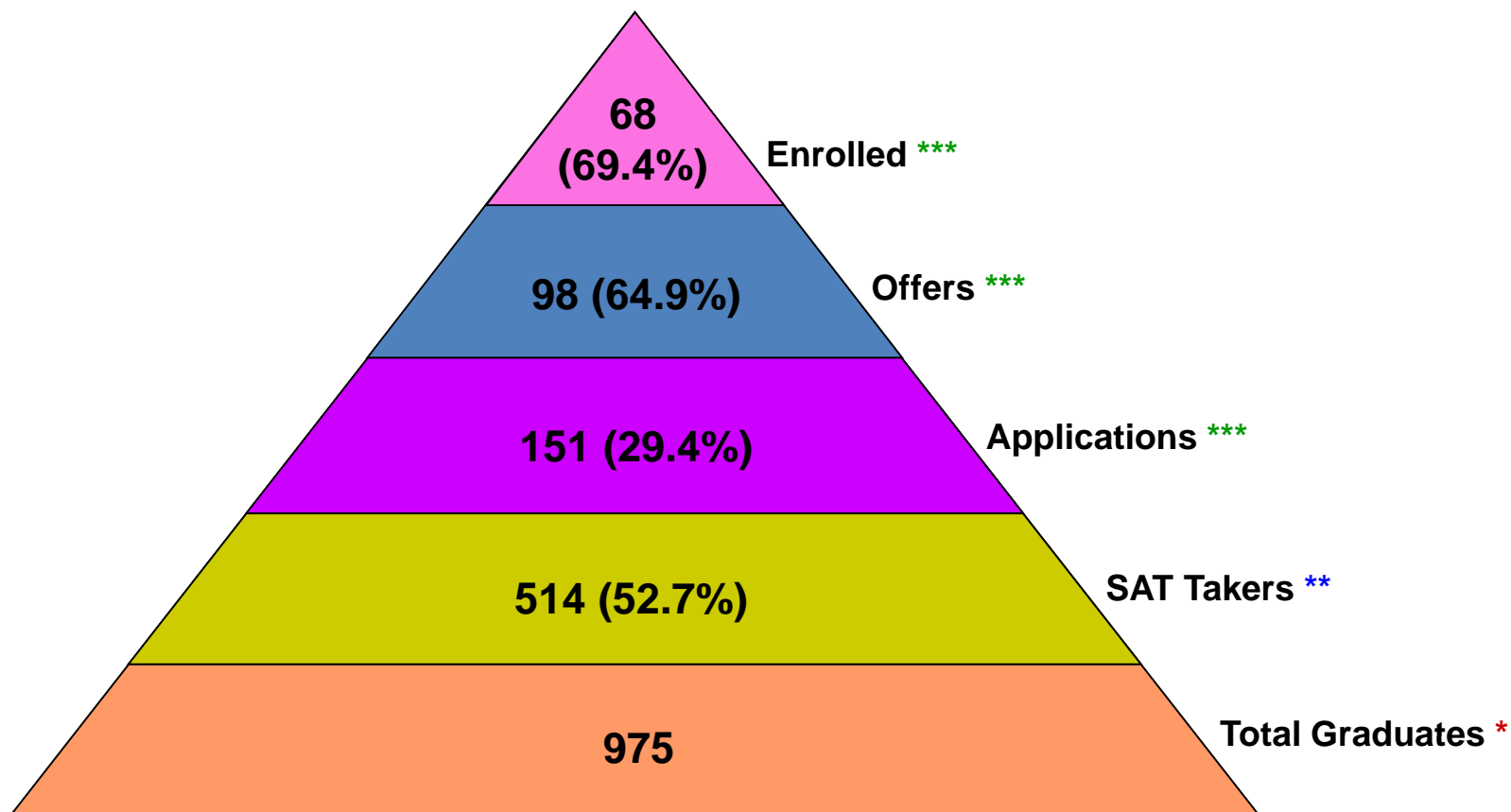


Washington State **Residents** African American Freshman UWS Enrollment Pyramid  
Enrollment Period: 2011



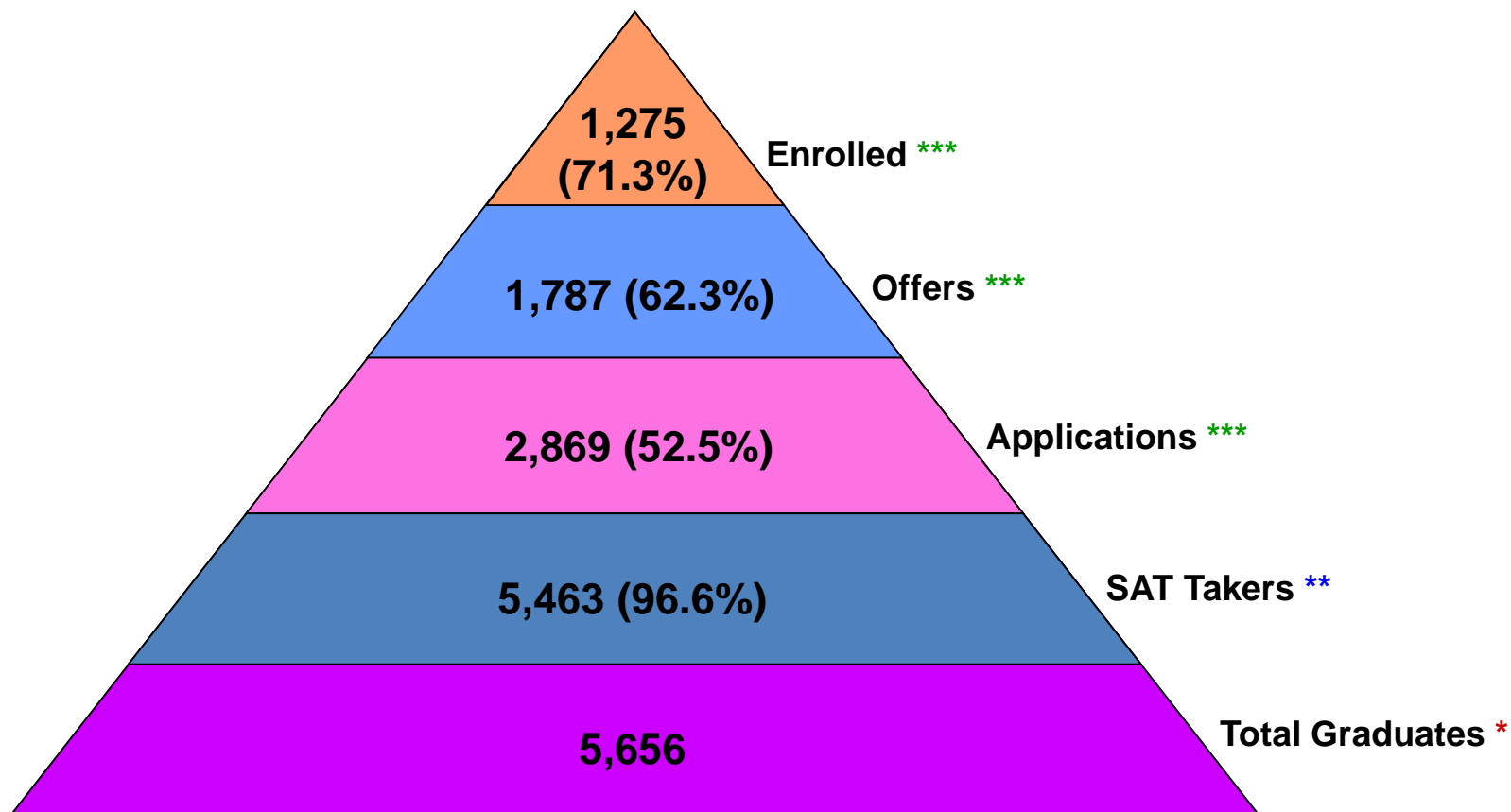
Sources: \* OSPI Graduation & Drop-out Statistics, class of 2011  
\*\* College Board SAT Connect to College Success, year 2011  
\*\*\* UW Data Management Office

Washington State **Residents** Native American Freshman UWS Enrollment Pyramid  
Enrollment Period: 2011



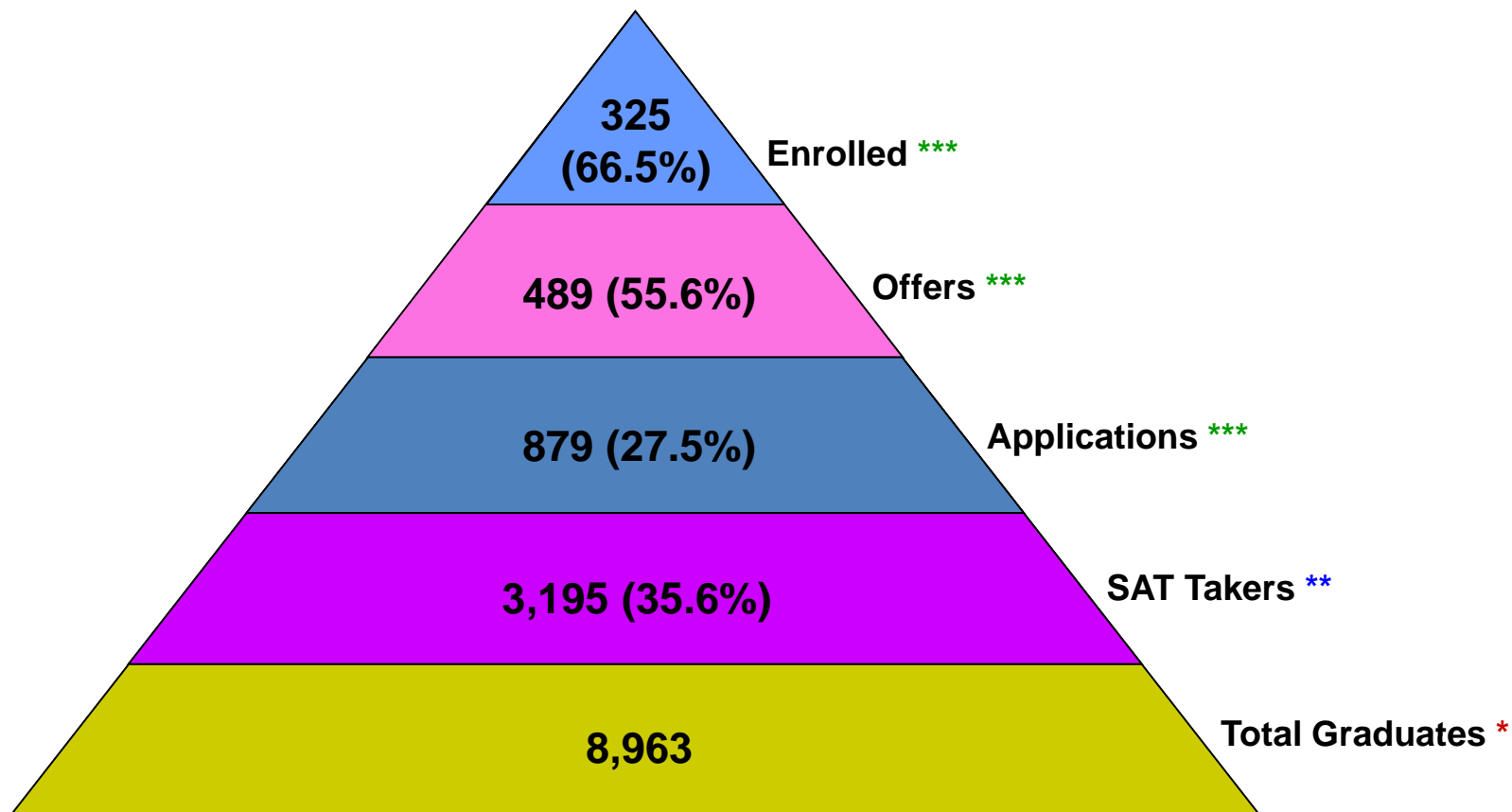
Sources: \* OSPI Graduation & Drop-out Statistics, class of 2011  
\*\* College Board SAT Connect to College Success, year 2011  
\*\*\* UW Data Management Office

Washington State **Residents** Asian/Pacific Islander Freshman UWS Enrollment Pyramid  
Enrollment Period: 2011



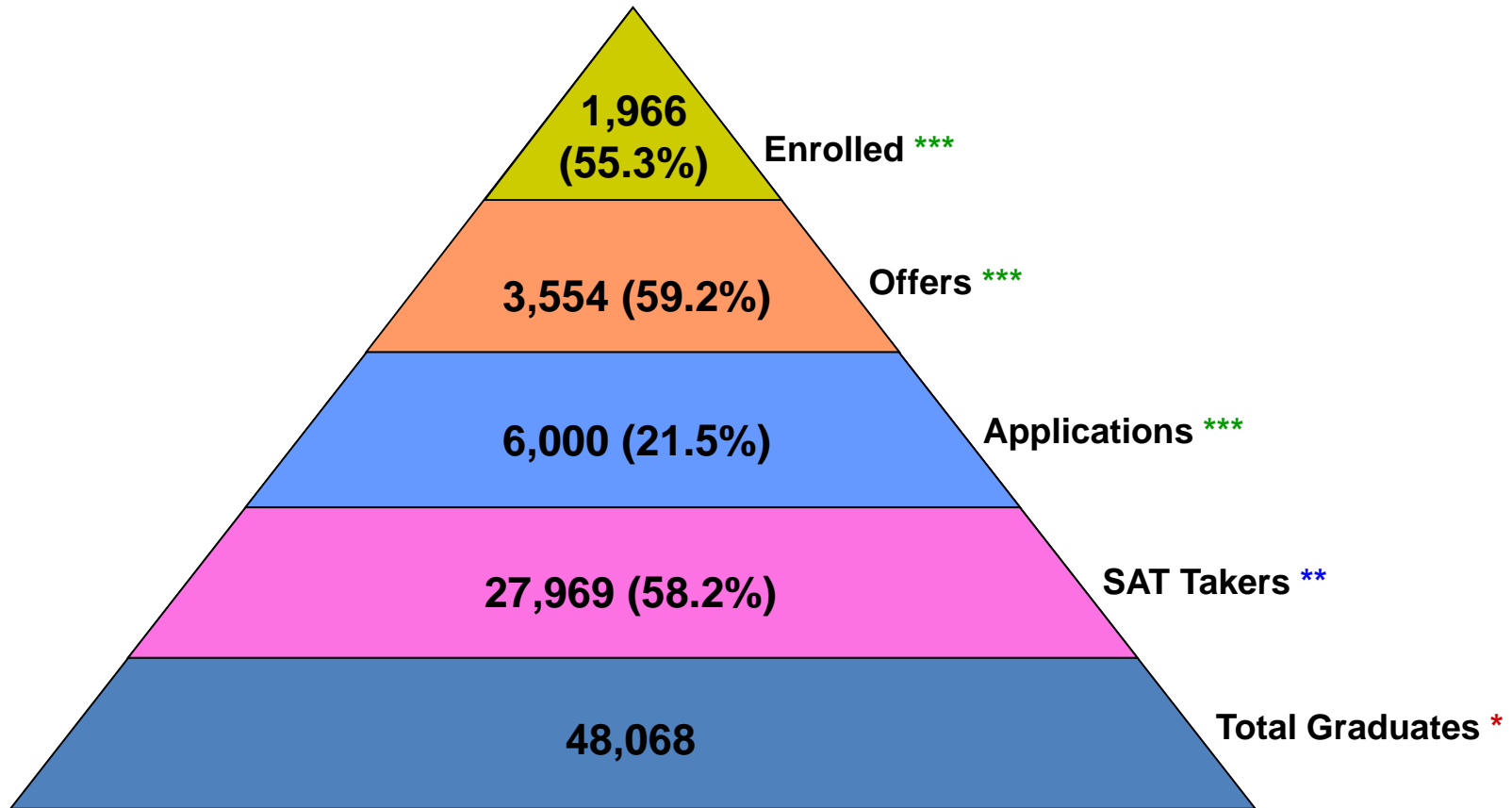
Sources: \* OSPI Graduation & Drop-out Statistics, class of 2011  
\*\* College Board SAT Connect to College Success, year 2011  
\*\*\* UW Data Management Office

### Washington State **Residents** Latino Freshman UWS Enrollment Pyramid Enrollment Period: 2011



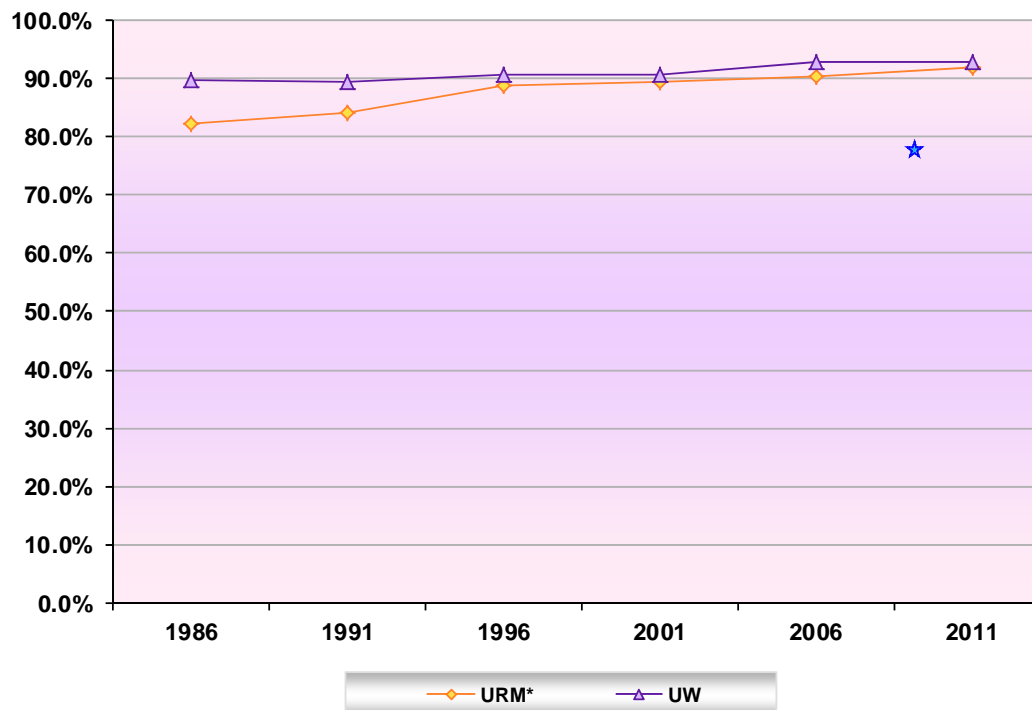
Sources: \* OSPI Graduation & Drop-out Statistics, class of 2011  
\*\* College Board SAT Connect to College Success, year 2011  
\*\*\* UW Data Management Office

Washington State **Residents** White/Not Indicated Freshman UWS Enrollment Pyramid  
Enrollment Period: 2011



Sources: \* OSPI Graduation & Drop-out Statistics, class of 2011  
\*\* College Board SAT Connect to College Success, year 2011  
\*\*\* UW Data Management Office

**SEATTLE CAMPUS**  
**1st-Year Retention Rates (Entering Freshman Cohorts) at 5-Year Intervals**  
**URM\* vs Student Body**  
**Cohort Years: 1986, 1991, 1996, 2001, 2006, and 2011**



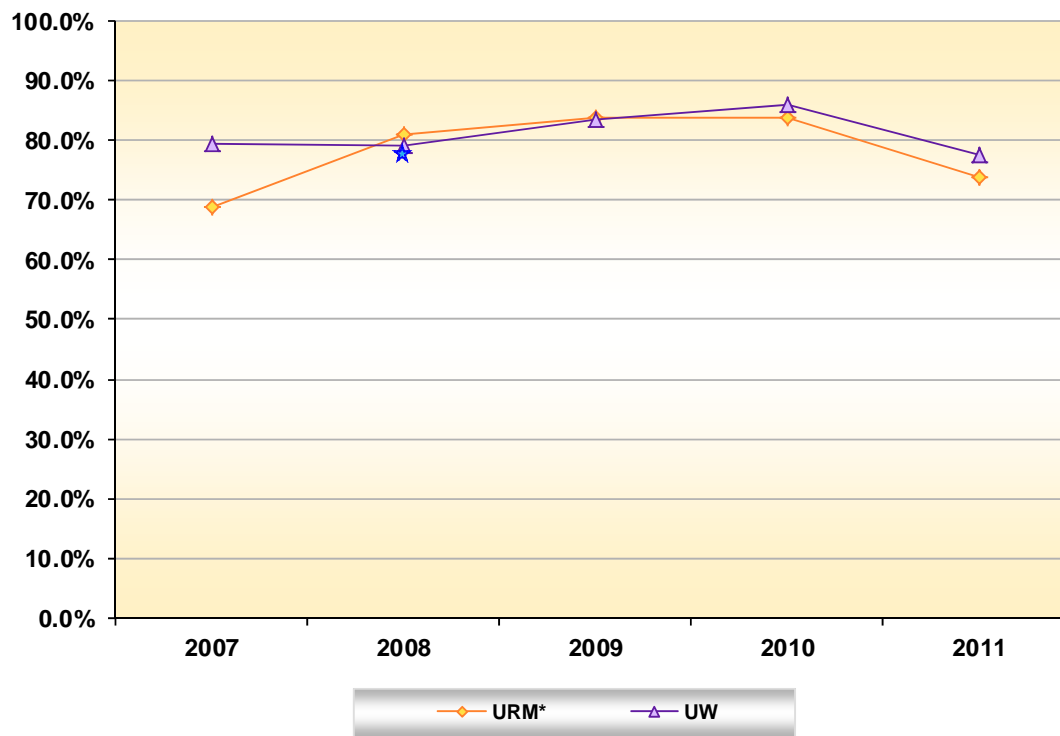
★ 2008 = 78.6% NATIONAL AVERAGE\*\*

YEAR	URM*	UW
1986	82.1%	89.8%
1991	84.2%	89.5%
1996	88.8%	90.7%
2001	89.5%	90.5%
2006	90.2%	92.9%
2011	91.8%	92.9%

URM\* = Underrepresented Minorities (i.e., Black, Hawaiian/Pacific Islander, Latino, and Native American)

\*\*Source: Enrollment in Postsecondary Institutions, Fall 2009; Graduation Rates, 2003 & 2006 Cohorts; and Financial Statistics, Fiscal Year 2009, First Look NCES-2011

**BOTHELL CAMPUS**  
**1st-Year Retention Rates (Entering Freshman Cohorts) Trend**  
**URM\* vs Student Body**  
**Cohort Years: 2007, 2008, 2009, 2010 and 2011**



★ 2008 = 78.6% NATIONAL AVERAGE\*\*

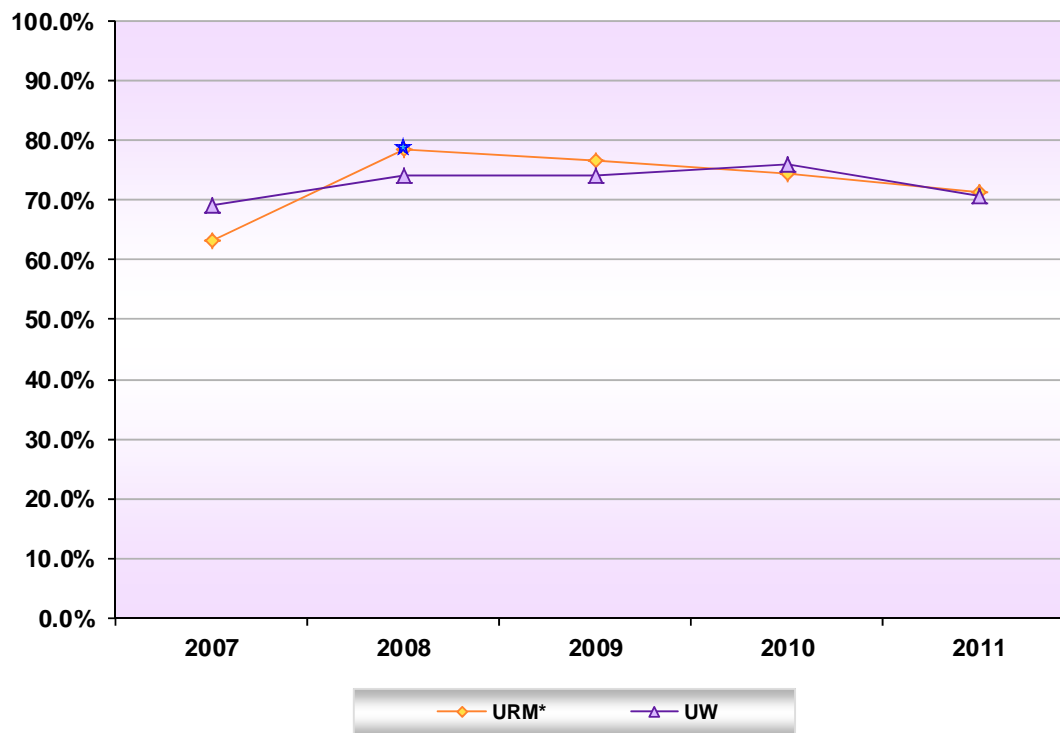
YEAR	URM*	UW
2007	68.8%	79.5%
2008	81.0%	79.0%
2009	83.7%	83.5%
2010	83.8%	85.9%
2011	74.0%	77.5%

URM\* = Underrepresented Minorities (i.e., Black, Hawaiian/Pacific Islander, Latino, and Native American)

\*\*Source: Enrollment in Postsecondary Institutions, Fall 2009; Graduation Rates, 2003 & 2006 Cohorts; and Financial Statistics, Fiscal Year 2009, First Look NCES-2011



**TACOMA CAMPUS**  
**1st-Year Retention Rates (Entering Freshman Cohorts) Trend**  
**URM\* vs Student Body**  
**Cohort Years: 2007, 2008, 2009, 2010 and 2011**



★ 2008 = 78.6% NATIONAL AVERAGE\*\*

YEAR	URM*	UW
2007	63.3%	69.0%
2008	78.4%	74.2%
2009	76.7%	74.0%
2010	74.6%	76.0%
2011	71.4%	70.6%

URM\* = Underrepresented Minorities (i.e., Black, Hawaiian/Pacific Islander, Latino, and Native American)

\*\*Source: Enrollment in Postsecondary Institutions, Fall 2009; Graduation Rates, 2003 & 2006 Cohorts; and Financial Statistics, Fiscal Year 2009, First Look NCES-2011

**UW SEATTLE  
6-YR GRADUATION RATES OF 2006 COHORT**

ETHNICITY	Freshman Cohort			Transfer Cohort		
	Cohort	Grad Data		Cohort	Grad Data	
ASIAN	1,400	1,159	82.8%	234	200	85.5%
BLACK	155	111	71.6%	76	57	75.0%
CAUCASIAN	2,899	2,315	79.9%	809	677	83.7%
FILIPINO	137	108	78.8%	24	19	79.2%
HAW/PAC	36	20	55.6%	4	4	100.0%
LATINO	309	236	76.4%	84	65	77.4%
INTERNATIONAL	138	108	78.3%	279	135	48.4%
NATIVE AMERICAN	70	48	68.6%	25	21	84.0%
NOT IND	252	202	80.2%	126	100	79.4%
<b>TOTAL</b>	<b>5,396</b>	<b>4,307</b>	<b>79.8%</b>	<b>1,661</b>	<b>1,278</b>	<b>76.9%</b>
<b>URM**</b>	<b>570</b>	<b>415</b>	<b>72.8%</b>	<b>189</b>	<b>147</b>	<b>77.8%</b>

URM\*\* = Underrepresented Minorities (i.e., Black, Hawaiian/Pacific Islander, Latino & Native American)

**UW BOTHELL  
6-YR GRADUATION RATES OF 2006 COHORT**

ETHNICITY	Freshman Cohort			Transfer Cohort		
	Cohort	Grad Data		Cohort	Grad Data	
ASIAN	39	26	66.7%	27	22	81.5%
BLACK	7	5	71.4%	10	7	70.0%
CAUCASIAN	56	35	62.5%	206	176	85.4%
FILIPINO	5	2	40.0%	6	5	83.3%
HAW/PAC	1	1	100.0%	3	2	66.7%
LATINO	11	6	54.5%	19	17	89.5%
INTERNATIONAL	1	1	100.0%	3	3	100.0%
NATIVE AMERICAN	1	1	100.0%	4	4	100.0%
NOT IND	11	6	54.5%	56	49	87.5%
<b>TOTAL</b>	<b>132</b>	<b>83</b>	<b>62.9%</b>	<b>334</b>	<b>285</b>	<b>85.3%</b>
<b>URM**</b>	<b>20</b>	<b>13</b>	<b>65.0%</b>	<b>36</b>	<b>30</b>	<b>83.3%</b>

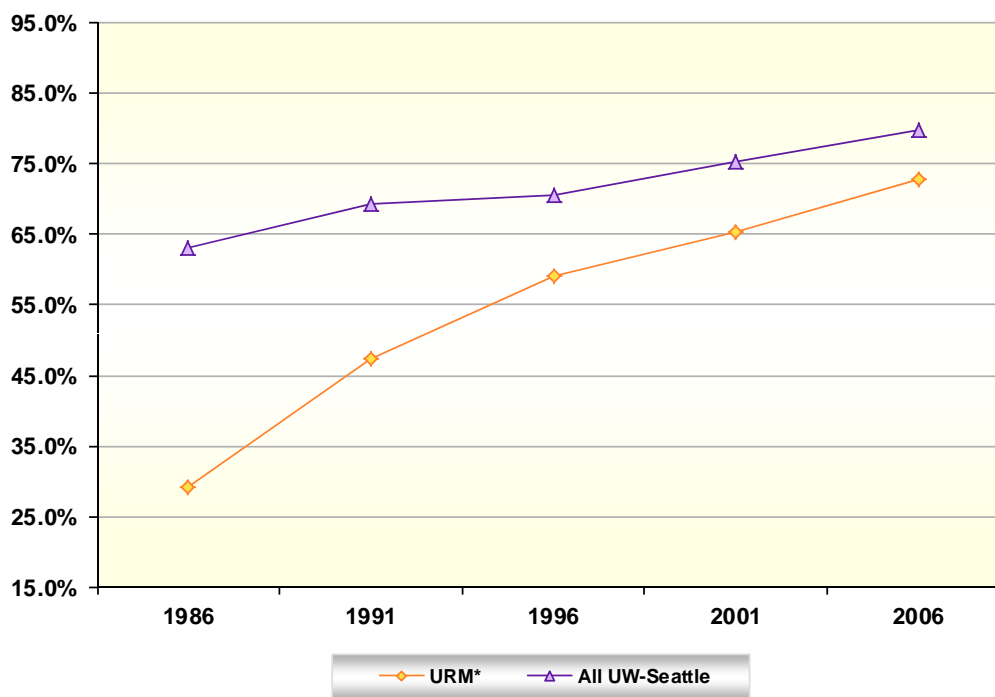
URM\*\* = Underrepresented Minorities (i.e., Black, Hawaiian/Pacific Islander, Latino & Native American)

**UW TACOMA  
6-YR GRADUATION RATES OF 2006 COHORT**

ETHNICITY	Freshman Cohort			Transfer Cohort		
	Cohort	Grad Data		Cohort	Grad Data	
ASIAN	34	19	55.9%	47	40	85.1%
BLACK	21	6	28.6%	29	23	79.3%
CAUCASIAN	72	39	54.2%	318	257	80.8%
FILIPINO	14	2	14.3%	18	13	72.2%
HAW/PAC	3	0	0.0%	3	3	100.0%
LATINO	12	6	50.0%	32	26	81.3%
INTERNATIONAL						
NATIVE AMERICAN	3	1	33.3%	8	8	100.0%
NOT IND	30	12	40.0%	86	63	73.3%
<b>TOTAL</b>	<b>189</b>	<b>85</b>	<b>45.0%</b>	<b>541</b>	<b>433</b>	<b>80.0%</b>
<b>URM**</b>	<b>39</b>	<b>13</b>	<b>33.3%</b>	<b>72</b>	<b>60</b>	<b>83.3%</b>

URM\*\* = Underrepresented Minorities (i.e., Black, Hawaiian/Pacific Islander, Latino & Native American)

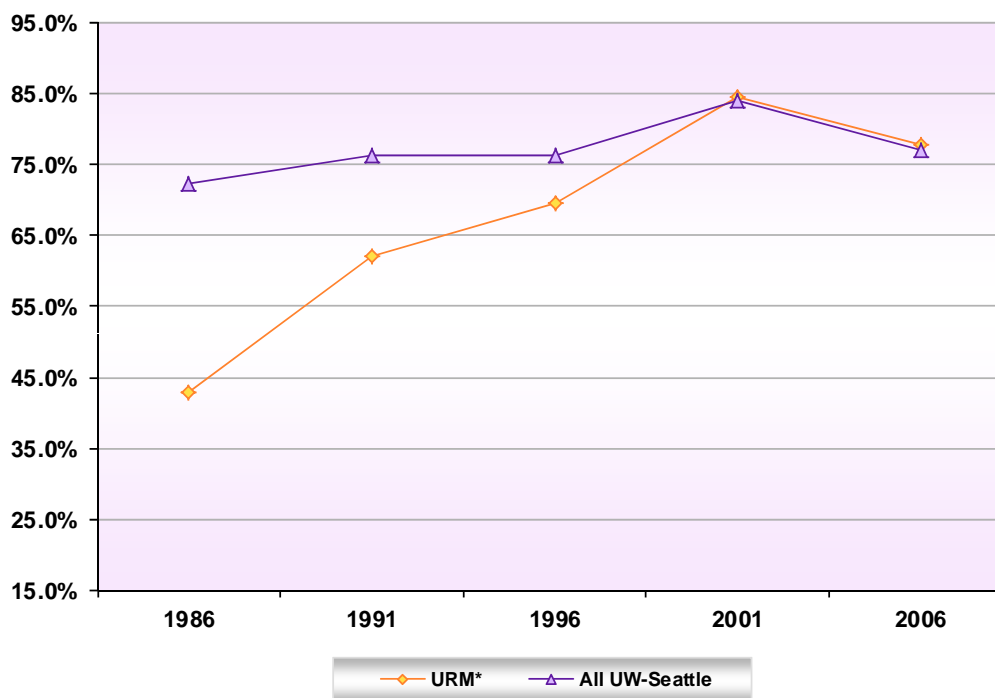
**SEATTLE CAMPUS**  
**6-Year Graduation Rates (Entering Freshman Cohorts) at 5-Year Intervals**  
**URM\* vs Student Body**  
**Cohort Years: 1986, 1991, 1996, 2001, and 2006**



YEAR	URM*	All UW-Seattle
1986	29.2%	63.2%
1991	47.5%	69.3%
1996	59.2%	70.5%
2001	65.3%	75.3%
2006	72.8%	79.8%

URM\* = Underrepresented Minorities (i.e., Black, Hawaiian/Pacific Islander, Latino, and Native American)

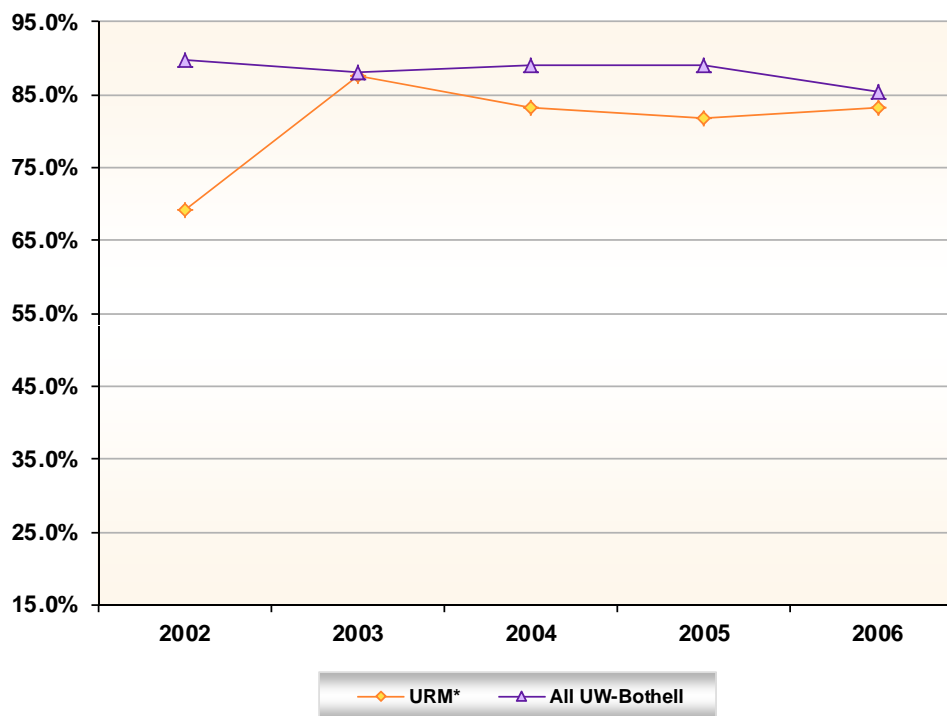
**SEATTLE CAMPUS**  
**6-Year Graduation Rates (Entering Transfer Cohorts) at 5-Year Intervals**  
**URM\* vs Student Body**  
**Cohort Years: 1986, 1991, 1996, 2001, and 2006**



YEAR	URM*	All UW-Seattle
1986	42.9%	72.3%
1991	62.0%	76.4%
1996	69.5%	76.2%
2001	84.4%	84.1%
2006	77.8%	76.9%

URM\* = Underrepresented Minorities (i.e., Black, Hawaiian/Pacific Islander, Latino, and Native American)

**BOTHELL CAMPUS**  
**6-Year Graduation Rates (Entering Transfer Cohorts)**  
**URM\* vs Student Body**  
**Cohort Years: 2002, 2003, 2004, 2005 and 2006**

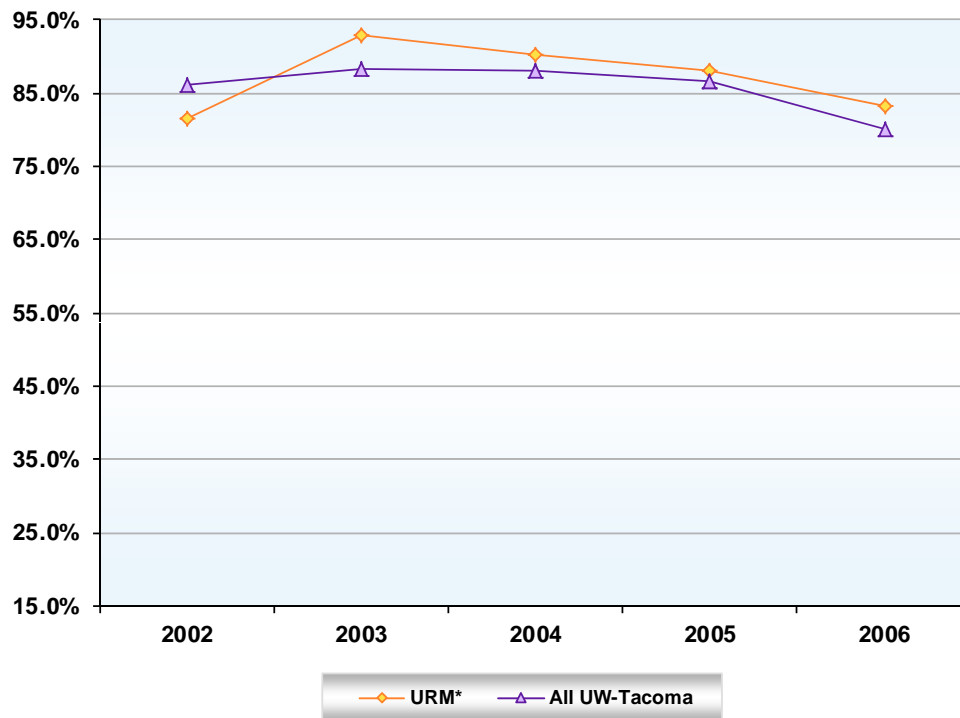


YEAR	URM*	All UW-Bothell
2002	69.2%	89.8%
2003	87.5%	88.2%
2004	83.3%	89.0%
2005	81.8%	89.1%
2006	83.3%	85.3%

URM\* = Underrepresented Minorities (i.e., Black, Hawaiian/Pacific Islander, Latino, and Native American)



**TACOMA CAMPUS  
6-Year Graduation Rates (Entering Transfer Cohorts)  
URM\* vs Student Body  
Cohort Years: 2002, 2003, 2004, 2005 and 2006**



YEAR	URM*	All UW-Tacoma
2002	81.6%	86.2%
2003	92.9%	88.2%
2004	90.2%	88.1%
2005	88.0%	86.5%
2006	83.3%	80.0%

URM\* = Underrepresented Minorities (i.e., Black, Hawaiian/Pacific Islander, Latino, and Native American)

Pre-college programs are a great way for prospective students to get engaged with the University of Washington (UW), identify and explore career pathways, and get introduced to college preparation and planning.

The Office of Minority Affairs and Diversity's Recruitment and Outreach Unit wants to help you identify resources on campus that can help prepare you for your future. Below is a list of pre-college programs and resources on campus as well as state and nation-wide college and career planning tools. It is never too early to start exploring!

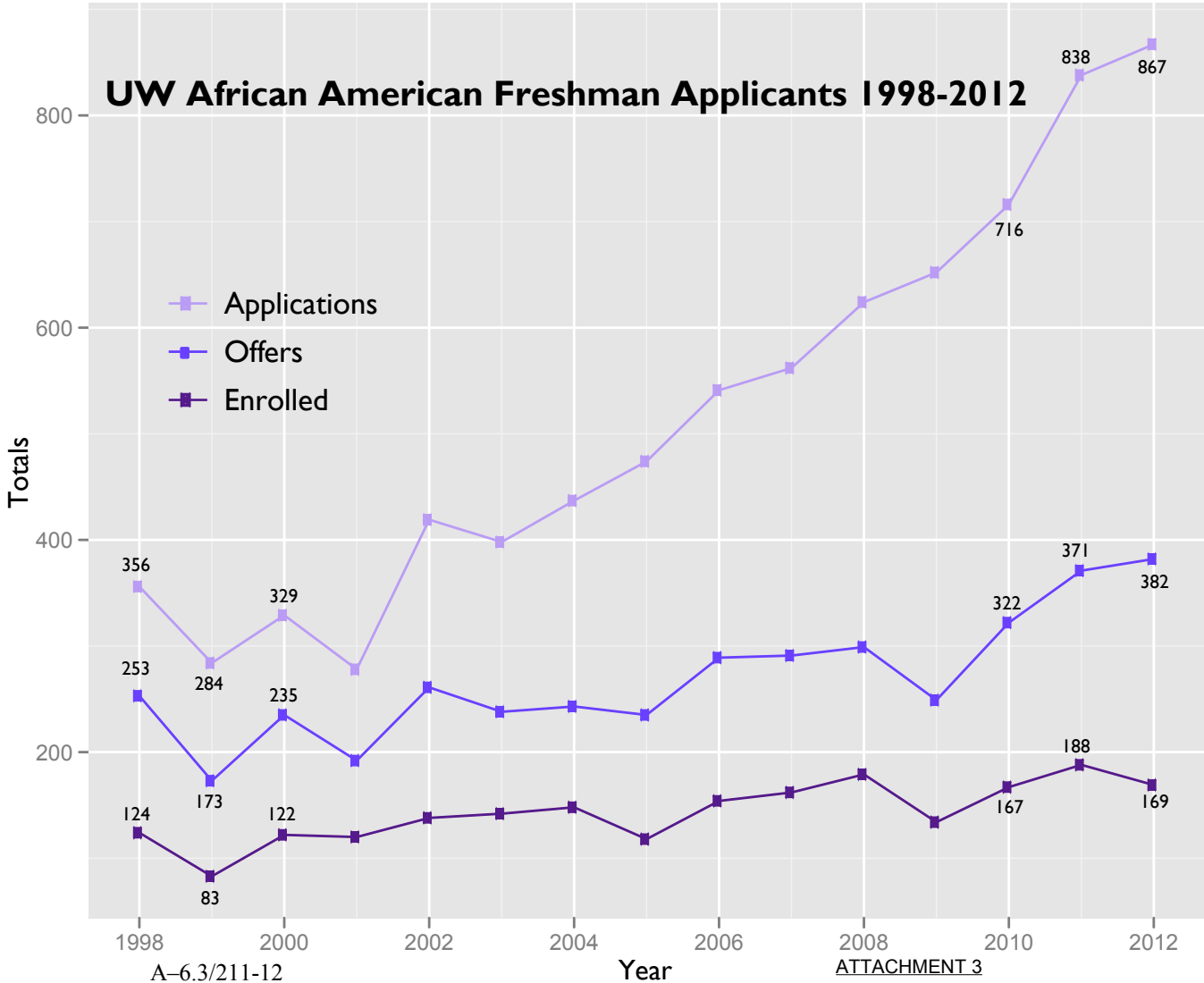
<b>UW Pre-College Programs</b>	<b>Website</b>	<b>Short Description</b>
College of Engineering K-12 Programs	<a href="http://www.engr.washington.edu/alumcomm/k12.html">http://www.engr.washington.edu/alumcomm/k12.html</a>	Provides programs that introduce elementary through high school age students to the world of engineering with a particular emphasis on reaching underrepresented populations.
School of Medicine's Summer U-DOC Program	<a href="http://depts.washington.edu/omca/leadership/UDOC.html">http://depts.washington.edu/omca/leadership/UDOC.html</a>	A high school summer enrichment program for students from disadvantaged backgrounds and/or students underrepresented in medicine that seeks to foster, affirm and encourage students' interest in the healthcare professions.
Young Executives of Color (YEOC)	<a href="http://www.foster.washington.edu/academic/undergrad/Pages/YEOC.aspx">http://www.foster.washington.edu/academic/undergrad/Pages/YEOC.aspx</a>	A nine-month college pipeline program focused on assisting high school students of color in a comprehensive curriculum including: college readiness, professional development and leadership activities, and lectures rooted in business disciplines.
Dream Project	<a href="http://depts.washington.edu/uwdrmprj/">http://depts.washington.edu/uwdrmprj/</a>	Offers assistance on the college admissions process to high school students from 16 selected schools in the Seattle area.
Women's Center Making Connections Program	<a href="http://depts.washington.edu/womenctr/programs/making-connections/program-overview/">http://depts.washington.edu/womenctr/programs/making-connections/program-overview/</a>	Provides educational resources for high school students including monthly meetings, mentoring, tutoring, college admission preparation, campus visits, corporate visits, and scholarship programs.
Native Youth Enrichment Program	<a href="http://www.iwri.org/nyep/">http://www.iwri.org/nyep/</a>	Offers a 4-week summer program focused on science, technology, engineering, and math (STEM) career pathways for 7 <sup>th</sup> -10 <sup>th</sup> grade students from the Seattle area school districts.
DO-IT	<a href="http://www.washington.edu/doi/Student/college.html">http://www.washington.edu/doi/Student/college.html</a>	Offers information and support for students with disabilities looking to transition from high school to college.
Street Law	<a href="http://www.law.washington.edu/streetlaw">http://www.law.washington.edu/streetlaw</a>	Taught by current UW Law students, the program engages high school students from Seattle Public Schools in a critical examination of their legal responsibilities and rights.
Accounting Career Awareness Summer Residency Program	<a href="http://www.acapseattle.org/">http://www.acapseattle.org/</a>	Offers a one-week program for Sophomores, Juniors or Seniors in high school at the University of Washington School of Business. It introduces the students to accounting, finance, economics and management.

Seattle Digital Literacy Initiative Summer Institute	<a href="http://www.seattledigitalliteracy.org/">http://www.seattledigitalliteracy.org/</a>	Offers a weeklong intensive Summer Institute hosted by the University of Washington and administered by the Common Language Project. Provides courses in audio and video production, web tools such as blogging and online writing, and basic media editing software.
Nurse Camp	<a href="http://nursing.uw.edu/nursecamp">http://nursing.uw.edu/nursecamp</a>	Offers a free week-long program for high school sophomores or juniors interested in exploring the nursing field with a particular emphasis in increasing access and opportunities in nursing to minority and low-income students.
Summer Youth Programs	<a href="http://www.summer-camp.uw.edu/">http://www.summer-camp.uw.edu/</a>	Offers a variety of summer courses and day camps for students in K-12.

Check out these links to learn about lots of other programs and tools to help you with college planning!

Other Pre-College Resources	Website	Short Description
Office of Minority Affairs & Diversity Pre-College & Recruitment	<a href="http://depts.washington.edu/omad/">http://depts.washington.edu/omad/</a>	Offers a variety of programs across WA state for first-generation, economically disadvantaged, and underrepresented minority students.
UW K-12 Resource Guide	<a href="http://www.outreach.washington.edu/k12guide/">http://www.outreach.washington.edu/k12guide/</a>	A database of educational resources for students, families, teachers, schools, and administrators.
UW College of Arts and Sciences Teaching and Learning Engagement (CASTLE)	<a href="http://www.artsci.washington.edu/castle/">http://www.artsci.washington.edu/castle/</a>	An online web resource that highlights k-12 UW campus efforts that provide support for students, teacher education, and collaborative learning.
UW School of Medicine Office of Multicultural Affairs: Pathway in Health Careers Guide	<a href="http://depts.washington.edu/omca/new/images/PdfFile/APathWithPromise2.pdf">http://depts.washington.edu/omca/new/images/PdfFile/APathWithPromise2.pdf</a>	Provides information on high school/college summer programs, premedical, pre-dental, pre-nursing information, and volunteer opportunities.
Washington State Higher Education Coordinating Board	<a href="http://www.hecb.wa.gov/">http://www.hecb.wa.gov/</a>	The Higher Education Coordinating Board is a center for thought, policy development, and action on behalf of students and higher education institutions in Washington, working to ensure greater levels of access, affordability, excellence, and accountability.
Washington State GEAR UP	<a href="http://www.gearup.wa.gov/">http://www.gearup.wa.gov/</a>	Provides tools, tips, and advice on college planning for middle school and high school students.
KnowHow2GO	<a href="http://www.knowhow2go.org/">http://www.knowhow2go.org/</a>	Provides resources and information about college planning for middle school and high school students.
College Board: You Can Go!	<a href="http://youcango.collegeboard.org/">http://youcango.collegeboard.org/</a>	Provides college planning tools for middle school and high school students.

# UW African American Freshman Applicants 1998-2012



# UW Pacific Islander Freshman Applicants 2000-2012

- Applications
- Offers
- Enrolled

Totals

2000

A-6.3/211-12  
11/8/12

2002

2004

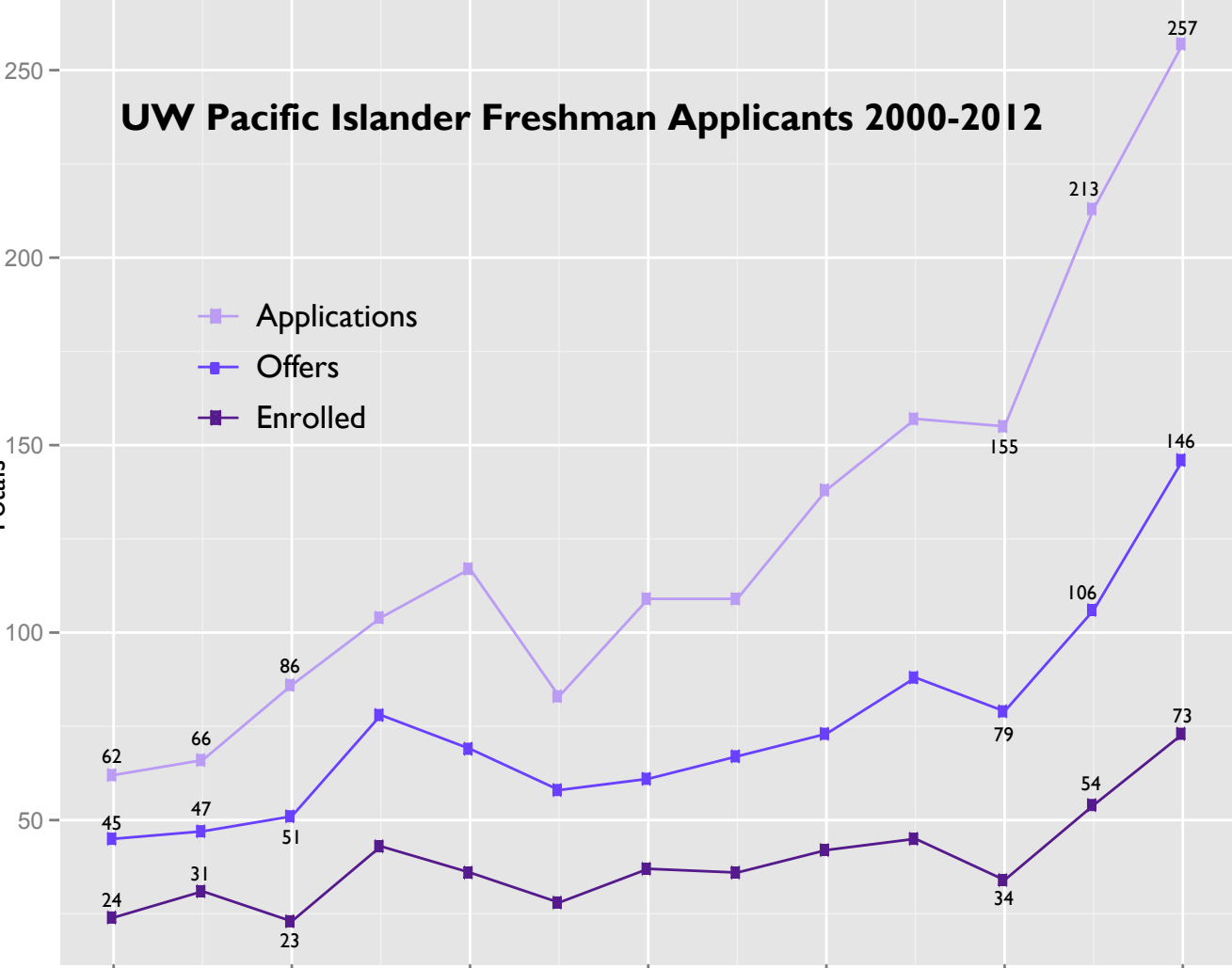
Year

2006

2008

2010

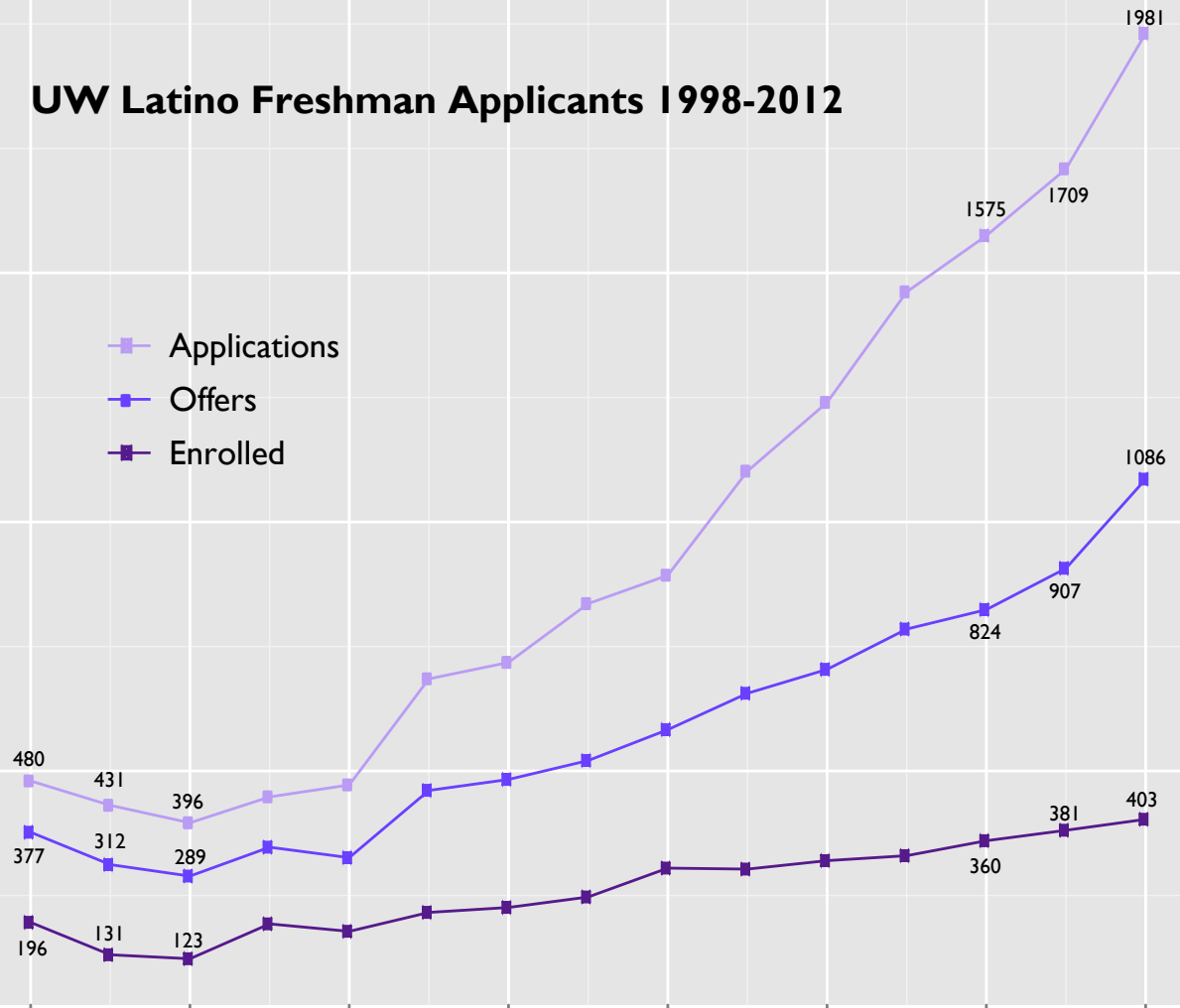
2012



# UW Latino Freshman Applicants 1998-2012

Totals

- Applications
- Offers
- Enrolled



# Diversity at the University of Washington

UW Board of Regents Discussion  
November 8, 2012



# Overview

- Diversity in the Student Body at UW
- Faculty of Color at UW
- Questions and Discussion

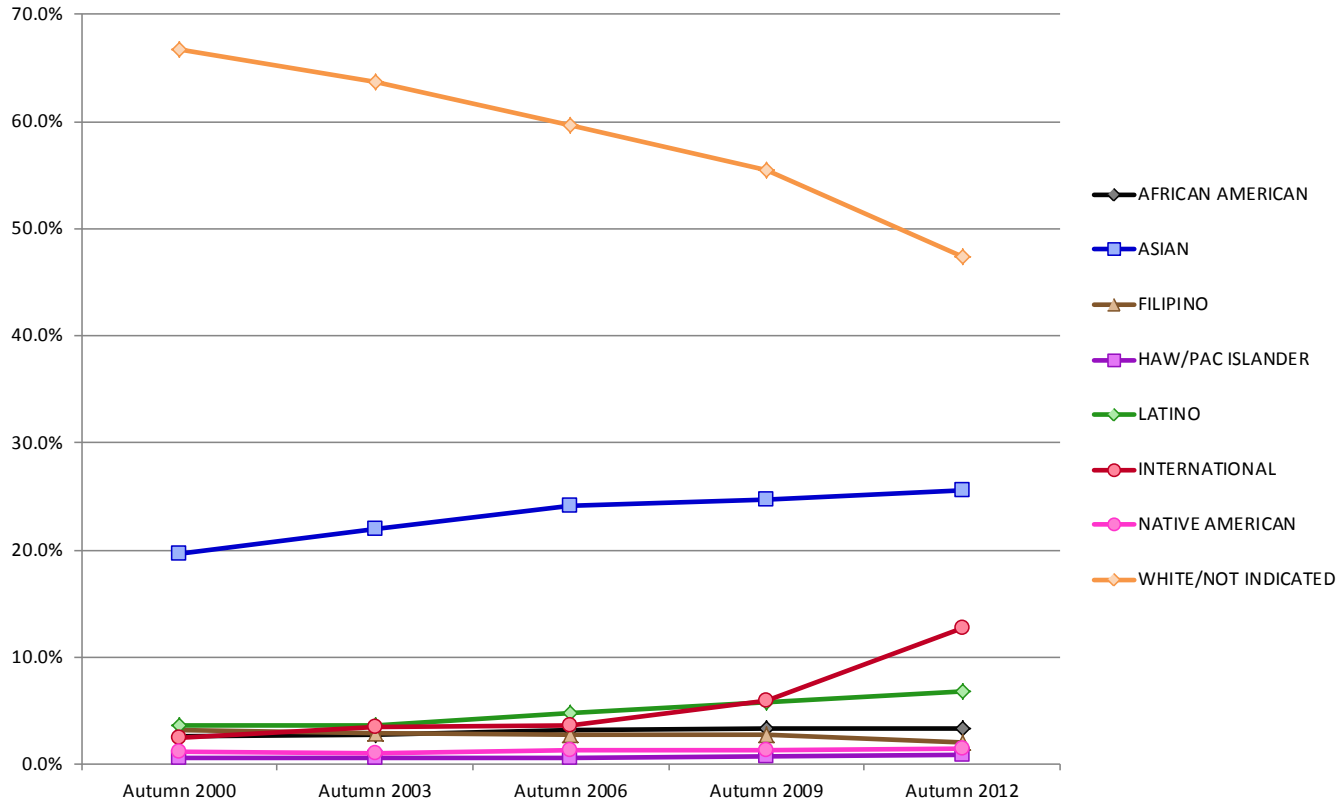
# Diversity in Post-I200 Climate

- Immediately after passage in 1998, the Regents adopted new policies on student recruitment and retention, employment, and financial aid
- Since then UW has:
  - Become more explicit about diversity as a core institutional value
  - Shifted its definition of diversity to be broader than race/ethnicity
  - Moved beyond access to an increased focus on retention, student success and institutional transformation
  - Enhanced assessment and data collection on student outcomes
  - Encouraged campus wide engagement on diversity practices and priorities

# Student Outreach & Recruitment

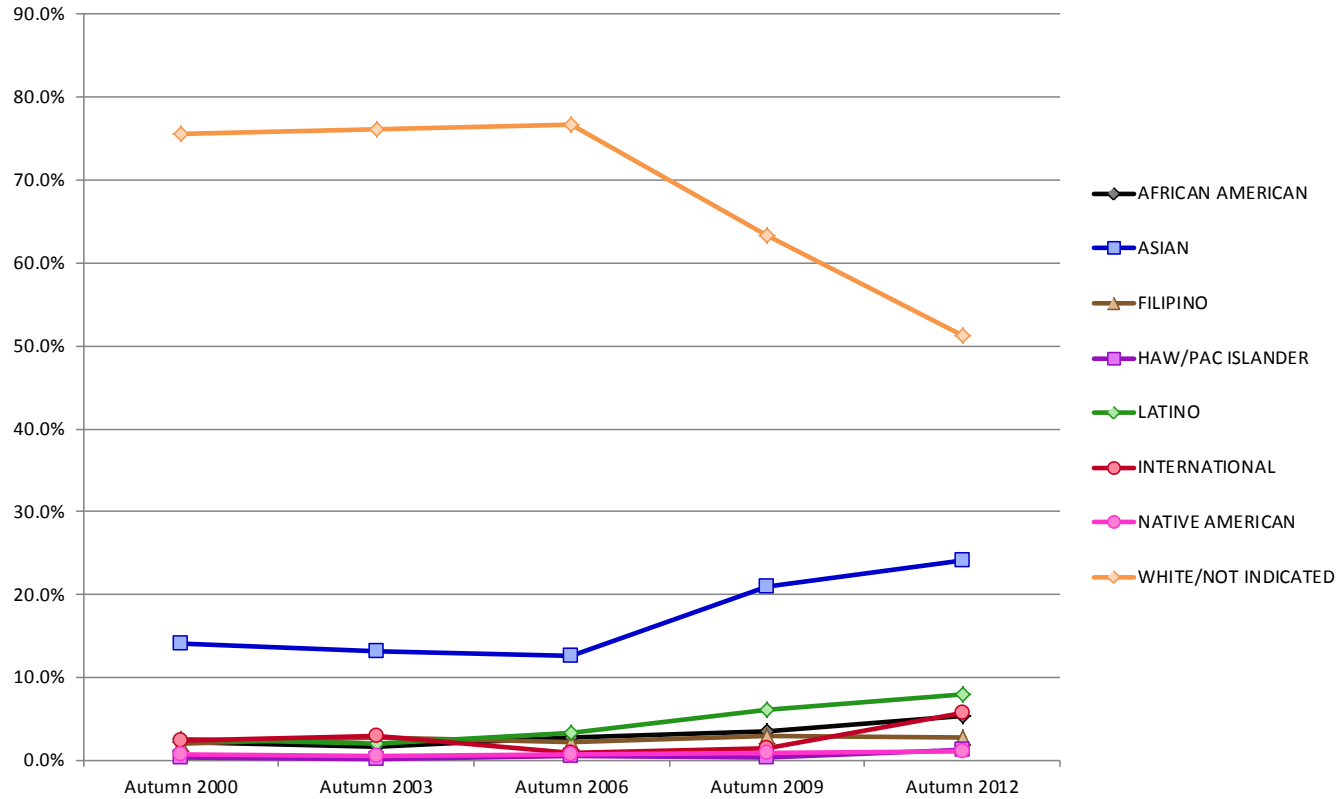
- UW leadership authorized an aggressive outreach and recruitment program to both build the pool of URM students who apply for and accept an offer of admission to the Seattle campus
- Over the past five years, the number of applications received from underrepresented students for Admission at the Seattle campus has increased by 70%, the number of offers have increased by 60% and UW freshman underrepresented enrollment has increased by 29%
- Current UW students are important contributors to outreach and recruitment initiatives

**UW SEATTLE - UNDERGRADUATE ENROLLMENT TREND**



ETHNICITY	Autumn 2000		Autumn 2003		Autumn 2006		Autumn 2009		Autumn 2012	
AFRICAN AMERICAN	675	2.6%	716	2.7%	835	3.2%	929	3.4%	916	3.3%
ASIAN	5,040	19.6%	5,783	22.0%	6,260	24.1%	6,766	24.7%	7,099	25.5%
FILIPINO	811	3.2%	774	2.9%	733	2.8%	746	2.7%	550	2.0%
HAW/PAC ISLANDER	141	0.5%	159	0.6%	162	0.6%	185	0.7%	262	0.9%
LATINO	929	3.6%	949	3.6%	1,259	4.8%	1,604	5.8%	1,881	6.8%
INTERNATIONAL	645	2.5%	910	3.5%	931	3.6%	1,610	5.9%	3,551	12.8%
NATIVE AMERICAN	317	1.2%	280	1.1%	328	1.3%	369	1.3%	388	1.4%
WHITE/NOT INDICATED	17,160	66.7%	16,740	63.6%	15,494	59.6%	15,223	55.5%	13,191	47.4%
<b>TOTAL</b>	<b>25,718</b>	<b>100.0%</b>	<b>26,311</b>	<b>100.0%</b>	<b>26,002</b>	<b>100.0%</b>	<b>27,432</b>	<b>100.0%</b>	<b>27,838</b>	<b>100.0%</b>

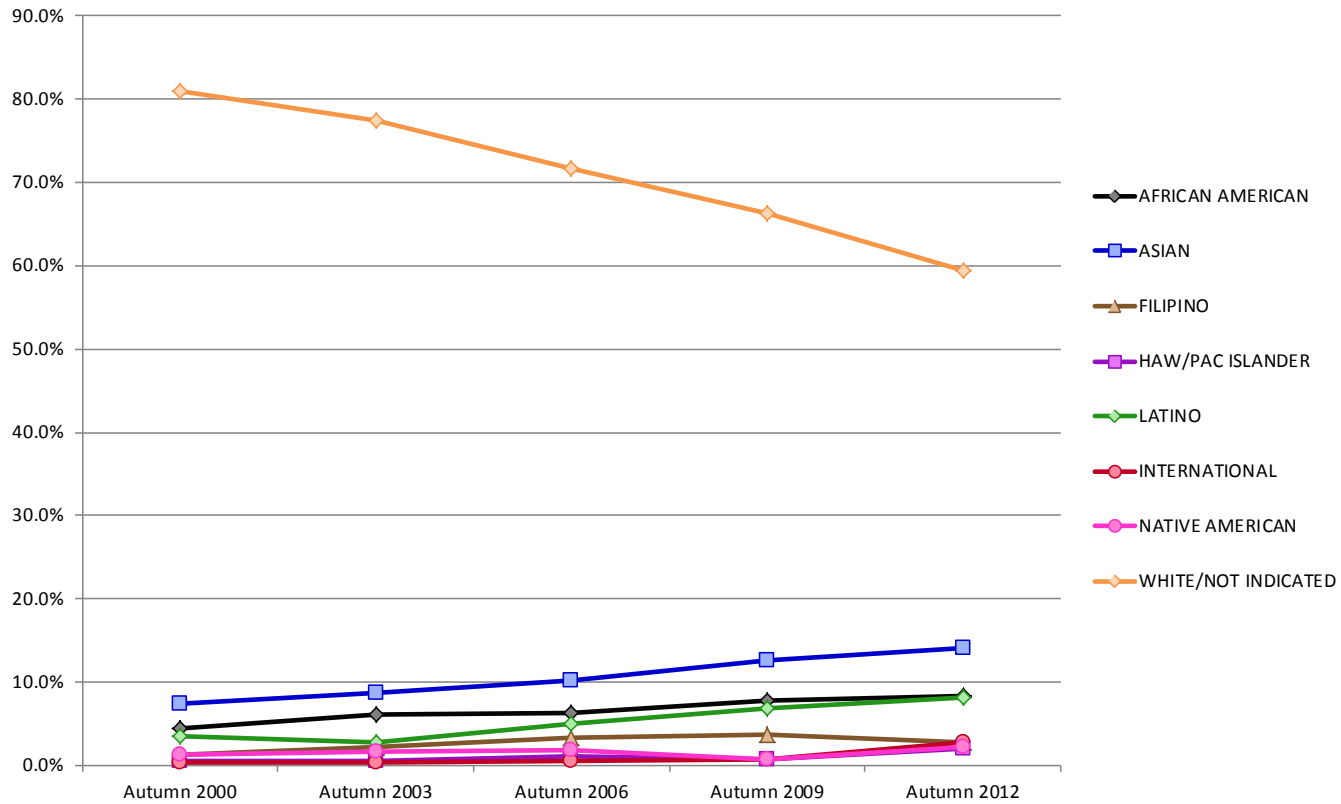
**UW BOTHELL - UNDERGRADUATE ENROLLMENT TREND**



ETHNICITY	Autumn 2000		Autumn 2003		Autumn 2006		Autumn 2009		Autumn 2012	
AFRICAN AMERICAN	28	2.2%	24	1.8%	39	2.7%	83	3.6%	195	5.4%
ASIAN	177	14.1%	179	13.2%	181	12.6%	491	21.1%	875	24.2%
FILIPINO	26	2.1%	37	2.7%	31	2.2%	69	3.0%	104	2.9%
HAW/PAC ISLANDER	4	0.3%	4	0.3%	8	0.6%	11	0.5%	47	1.3%
LATINO	33	2.6%	29	2.1%	48	3.4%	144	6.2%	292	8.1%
INTERNATIONAL	30	2.4%	40	3.0%	14	1.0%	33	1.4%	211	5.8%
NATIVE AMERICAN	9	0.7%	9	0.7%	12	0.8%	23	1.0%	42	1.2%
WHITE/NOT INDICATED	952	75.6%	1,031	76.2%	1,099	76.7%	1,475	63.3%	1,852	51.2%
<b>TOTAL</b>	<b>1,259</b>	<b>100.0%</b>	<b>1,353</b>	<b>100.0%</b>	<b>1,432</b>	<b>100.0%</b>	<b>2,329</b>	<b>100.0%</b>	<b>3,618</b>	<b>100.0%</b>

A-6 and A-7/211-12

**UW TACOMA - UNDERGRADUATE ENROLLMENT TREND**

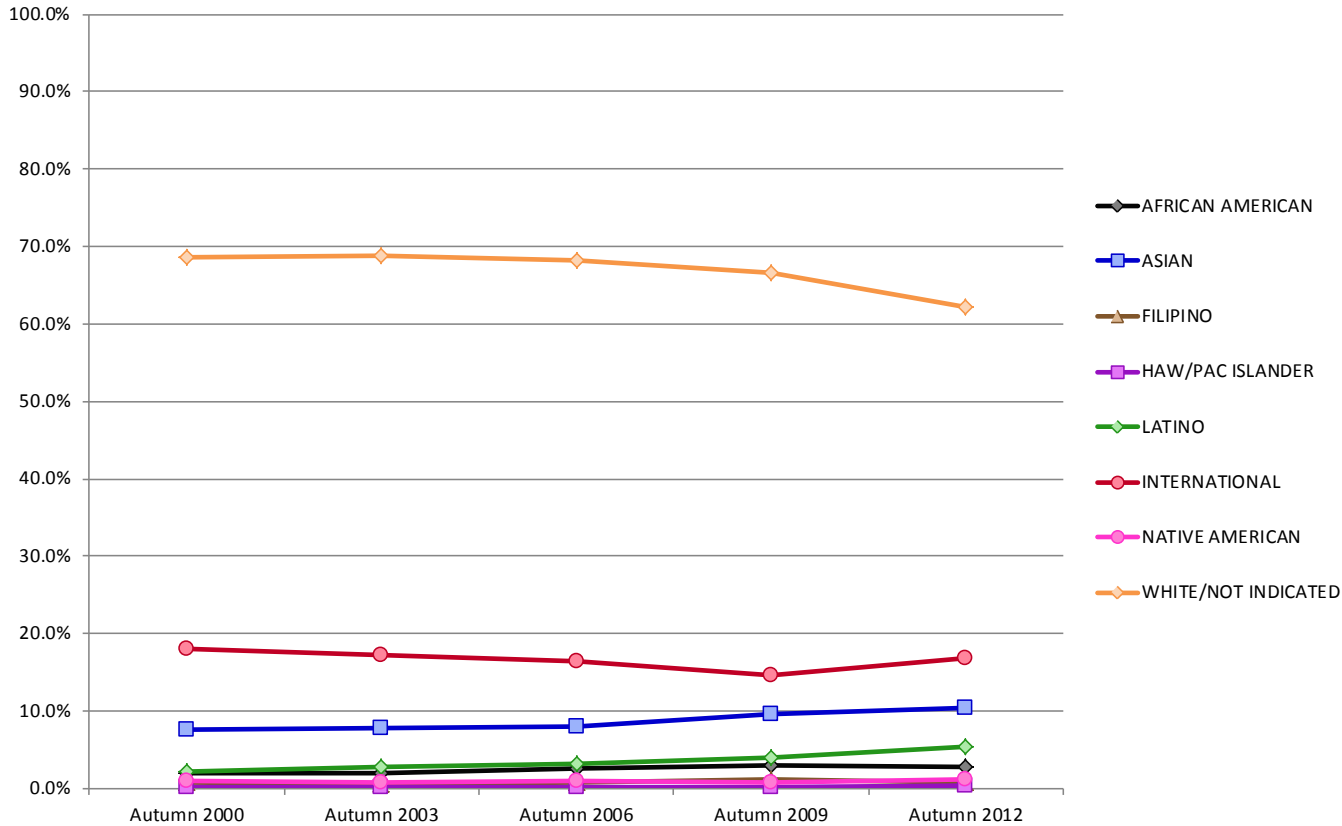


ETHNICITY	Autumn 2000		Autumn 2003		Autumn 2006		Autumn 2009		Autumn 2012	
AFRICAN AMERICAN	58	4.4%	95	6.1%	112	6.3%	200	7.9%	281	8.5%
ASIAN	97	7.4%	134	8.7%	182	10.2%	322	12.7%	471	14.2%
FILIPINO	18	1.4%	34	2.2%	59	3.3%	96	3.8%	93	2.8%
HAW/PAC ISLANDER	7	0.5%	10	0.6%	21	1.2%	20	0.8%	66	2.0%
LATINO	47	3.6%	44	2.8%	89	5.0%	176	7.0%	274	8.2%
INTERNATIONAL	4	0.3%	5	0.3%	11	0.6%	20	0.8%	92	2.8%
NATIVE AMERICAN	17	1.3%	26	1.7%	32	1.8%	20	0.8%	74	2.2%
WHITE/NOT INDICATED	1,058	81.0%	1,198	77.5%	1,278	71.6%	1,676	66.2%	1,972	59.3%
<b>TOTAL</b>	<b>1,306</b>	<b>100.0%</b>	<b>1,546</b>	<b>100.0%</b>	<b>1,784</b>	<b>100.0%</b>	<b>2,530</b>	<b>100.0%</b>	<b>3,323</b>	<b>100.0%</b>

A-6 and A-7/211-12

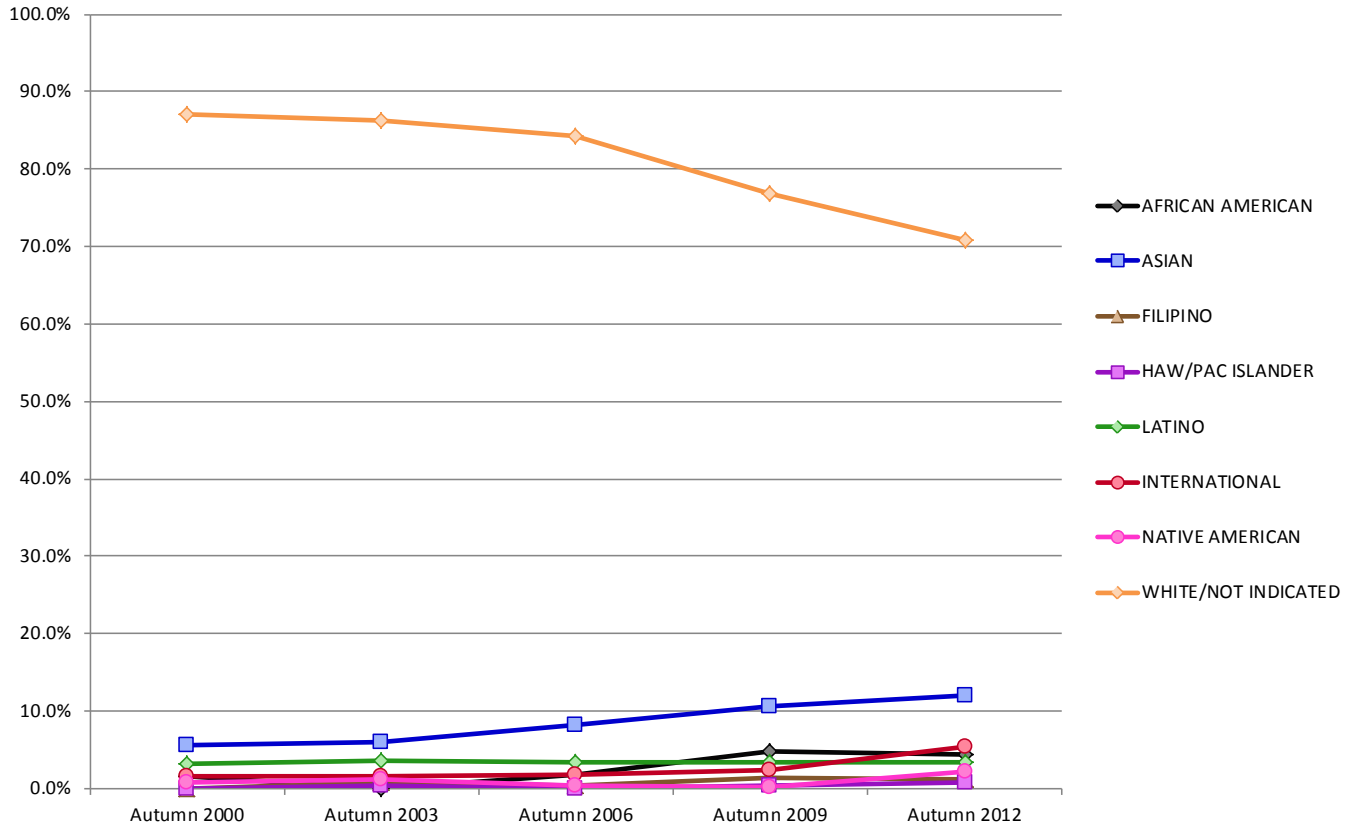
11/8/12  
UW Office of Minority Affairs & Diversity  
Assessment Unit

**UW SEATTLE - GRADUATE ENROLLMENT TREND**



ETHNICITY	Autumn 2000		Autumn 2003		Autumn 2006		Autumn 2009		Autumn 2012	
AFRICAN AMERICAN	160	1.9%	189	2.0%	249	2.5%	308	2.9%	321	2.8%
ASIAN	633	7.5%	733	7.8%	788	8.0%	1,011	9.5%	1,165	10.3%
FILIPINO	64	0.8%	56	0.6%	74	0.7%	118	1.1%	88	0.8%
HAW/PAC ISLANDER	12	0.1%	19	0.2%	18	0.2%	24	0.2%	41	0.4%
LATINO	185	2.2%	261	2.8%	311	3.1%	431	4.1%	612	5.4%
INTERNATIONAL	1,514	18.0%	1,605	17.1%	1,614	16.3%	1,559	14.7%	1,905	16.8%
NATIVE AMERICAN	74	0.9%	64	0.7%	86	0.9%	88	0.8%	136	1.2%
WHITE/NOT INDICATED	5,786	68.7%	6,449	68.8%	6,746	68.2%	7,071	66.6%	7,046	62.3%
<b>TOTAL</b>	<b>8,428</b>	<b>100.0%</b>	<b>9,376</b>	<b>100.0%</b>	<b>9,886</b>	<b>100.0%</b>	<b>10,610</b>	<b>100.0%</b>	<b>11,314</b>	<b>100.0%</b>

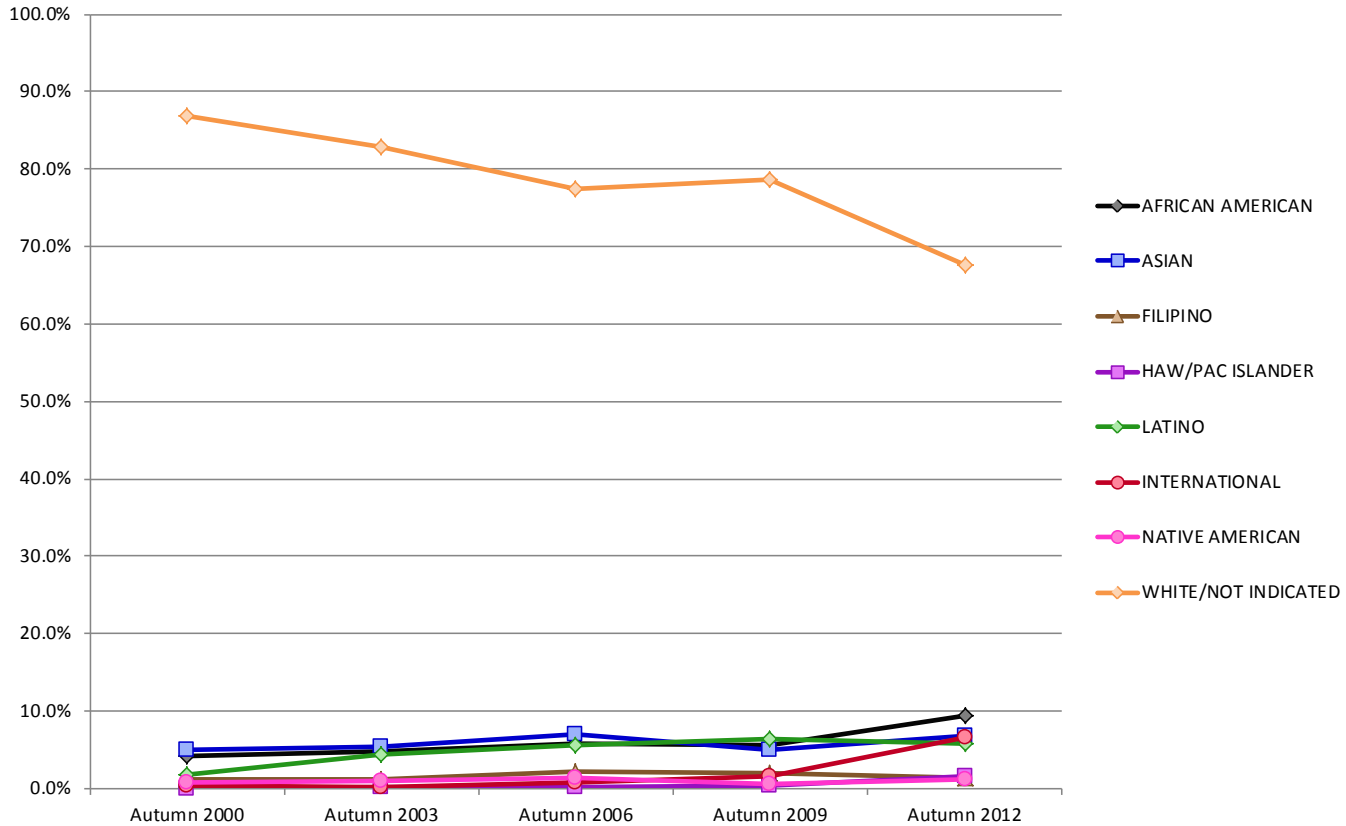
**UW BOTHELL - GRADUATE ENROLLMENT TREND**



ETHNICITY	Autumn 2000		Autumn 2003		Autumn 2006		Autumn 2009		Autumn 2012	
AFRICAN AMERICAN	2	1.6%		0.0%	4	1.7%	21	4.8%	21	4.3%
ASIAN	7	5.6%	15	6.0%	19	8.1%	47	10.6%	59	12.0%
FILIPINO		0.0%	2	0.8%	1	0.4%	6	1.4%	6	1.2%
HAW/PAC ISLANDER		0.0%	1	0.4%		0.0%	2	0.5%	4	0.8%
LATINO	4	3.2%	9	3.6%	8	3.4%	15	3.4%	16	3.3%
INTERNATIONAL	2	1.6%	4	1.6%	4	1.7%	10	2.3%	26	5.3%
NATIVE AMERICAN	1	0.8%	3	1.2%	1	0.4%	1	0.2%	11	2.2%
WHITE/NOT INDICATED	108	87.1%	214	86.3%	198	84.3%	340	76.9%	347	70.8%
<b>TOTAL</b>	<b>124</b>	<b>100.0%</b>	<b>248</b>	<b>100.0%</b>	<b>235</b>	<b>100.0%</b>	<b>442</b>	<b>100.0%</b>	<b>490</b>	<b>100.0%</b>



**UW TACOMA - GRADUATE ENROLLMENT TREND**



ETHNICITY	Autumn 2000		Autumn 2003		Autumn 2006		Autumn 2009		Autumn 2012	
AFRICAN AMERICAN	12	4.2%	20	4.8%	25	5.7%	30	5.5%	51	9.3%
ASIAN	14	4.9%	22	5.3%	30	6.9%	27	5.0%	37	6.8%
FILIPINO	3	1.1%	5	1.2%	9	2.1%	11	2.0%	7	1.3%
HAW/PAC ISLANDER		0.0%	1	0.2%	1	0.2%	2	0.4%	9	1.6%
LATINO	5	1.8%	18	4.4%	24	5.5%	35	6.5%	32	5.8%
INTERNATIONAL	1	0.4%	1	0.2%	3	0.7%	8	1.5%	36	6.6%
NATIVE AMERICAN	2	0.7%	4	1.0%	6	1.4%	3	0.6%	6	1.1%
WHITE/NOT INDICATED	246	86.9%	342	82.8%	338	77.5%	426	78.6%	370	67.5%
<b>TOTAL</b>	<b>283</b>	<b>100.0%</b>	<b>413</b>	<b>100.0%</b>	<b>436</b>	<b>100.0%</b>	<b>542</b>	<b>100.0%</b>	<b>548</b>	<b>100.0%</b>

A-6 and A-7/211-12

11/8/12

# Regents Role in Student Diversity

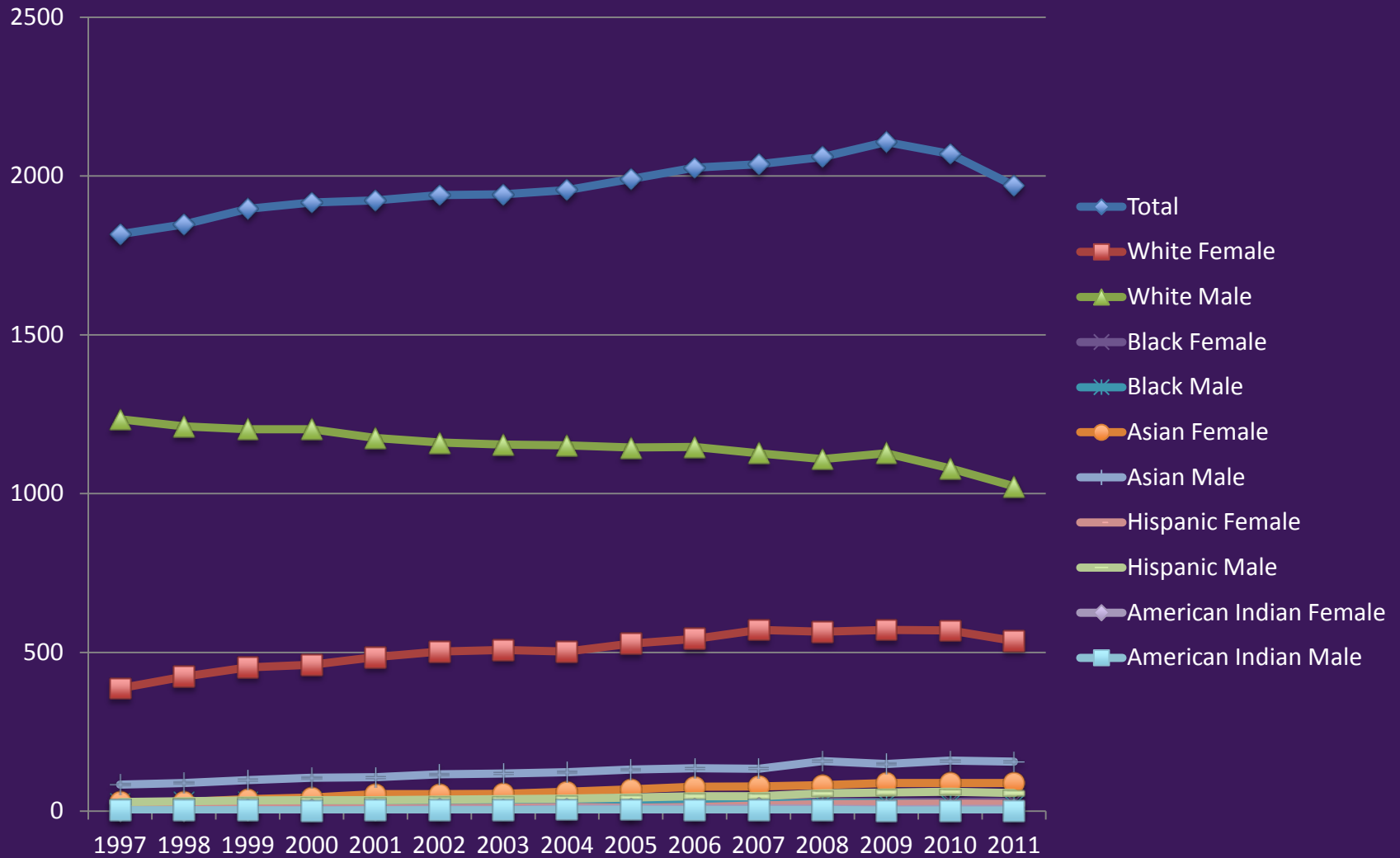
- Communicate with internal and external audiences about the importance of student diversity to UW's pursuit of excellence and innovation
- Set policy priorities and institutional tolerance for legal challenges
- Enhance accountability by keeping diversity on the Regents agenda
- Maintain visibility at signature campus diversity events – EOP Celebration and MAP Breakfast

# Questions/Discussion

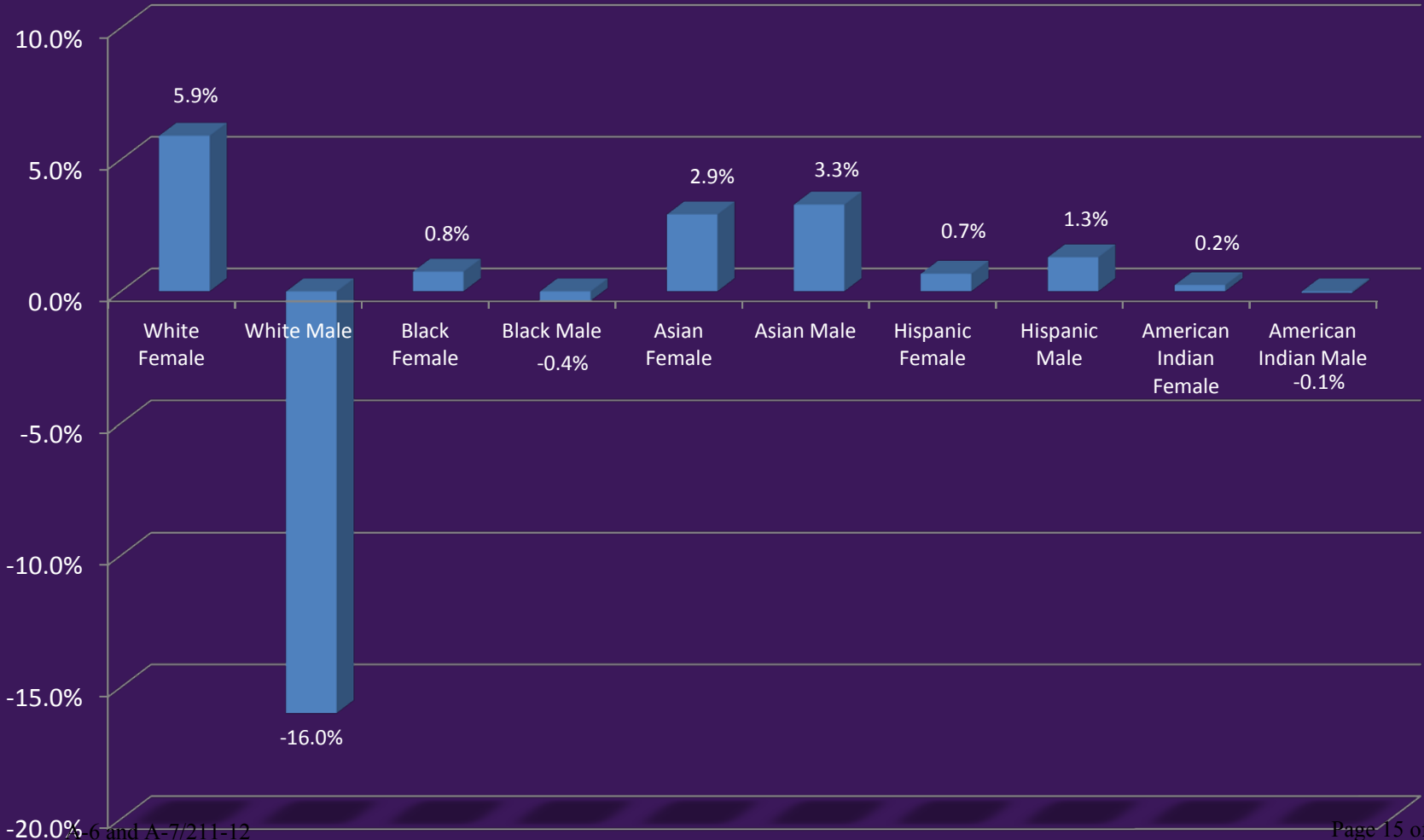
# Faculty of Color at UW

- Excellence requires diverse perspectives and talent
- Faculty of color often serve as mentors and role/models for students of color and pursue research programs that are connected to grand challenge issues in communities of color
- Recruitment and retention of graduate students of color enhanced by UW faculty of color

# Change in Total Tenured and Tenure-Track Faculty, 1997 - 2011



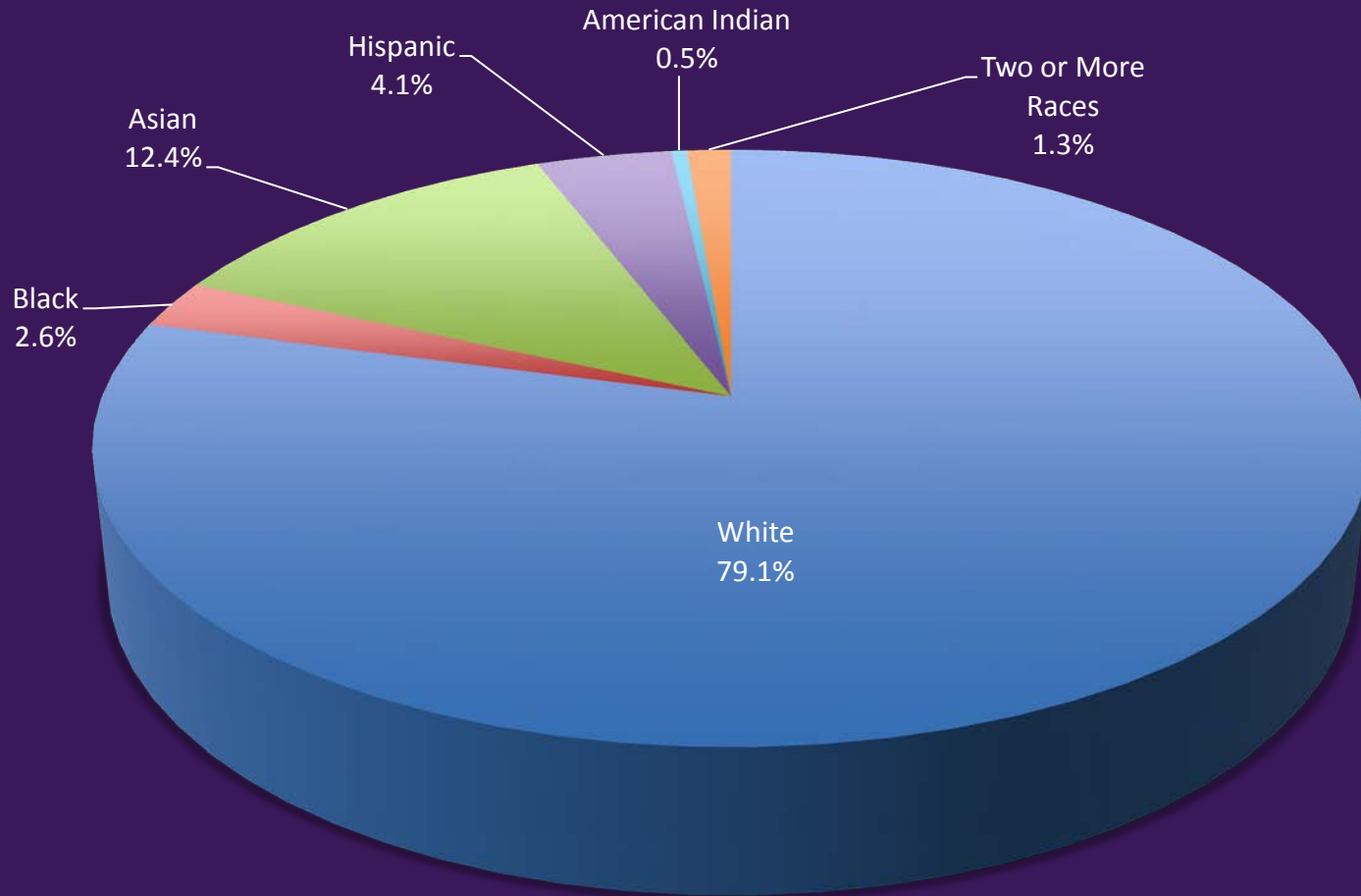
# Percent Change in Tenured and Tenure-Track Faculty, 1997-2011



# Faculty Recruitment & Retention

- Transforming the Discourse on Diversity and Inclusion
  - Provosts, Deans, Department Chairs
  - Expanding Institutional Guidelines: Faculty Code 2012
- Provide Resources
  - Training: Faculty Recruitment Toolkit, Information Sessions
  - Support: Faculty mentoring, Advice to deans, chairs, chairs of search committees
  - Money: Provost, Faculty Recruitment Initiative 2012-13
  - Research: DRI - speaker series, seed grants, faculty and graduate students

# Tenured and Tenure-Track Faculty, 2011



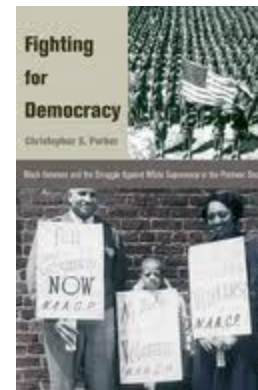
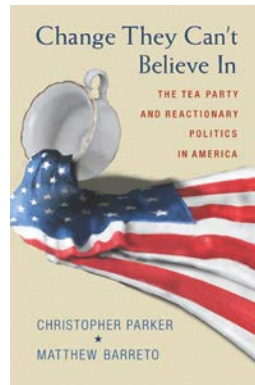


# UW Seattle



**Dr. Christopher Parker**  
Associate Professor  
Political Science  
College of Arts & Sciences

**Research area:** As the Stuart A. Scheingold Professor of Social Justice and Political Science, Dr. Parker's research takes a behavioral approach to historical events. His first book, [Fighting for Democracy: Black Veterans and the Struggle Against White Supremacy in the Postwar South](#) (Princeton University Press, 2009), winner of APSA's Ralph J. Bunche Award, takes a fresh approach to the civil rights movement by gauging the extent to which black veterans contributed to social change. A second book (Princeton University Press, under contract) *The Paranoid Style Revisited: Support for the Tea Party and Contemporary American Politics* (with [Matt Barreto](#)), explores the beliefs, attitudes, and behavior of the Tea Party. A third book examines the ideological and sociological origins of what has come to be known as the urban crisis of the 1960s. In short, it examines the micro-foundations of the disturbances that swept America in the late 1960s.



# UW Bothell



**Research Area:** Health inequities for marginalized populations and focuses on analyzing how these inequities are linked to historical, cultural, socio-political and economic contexts. She examines how socially stratified disadvantages such as oppressive historical relationships, perceived racial discrimination, and low socioeconomic status negatively impact health and health care utilization, particularly for American Indians. Much of her scholarship is theoretically influenced by critical social theory and postcolonialism, and is rooted in decolonizing approaches to research.

**Dr. Selina Mohammed**  
*Associate Professor  
Nursing & Health Studies*



**heli?dx<sup>w</sup>**

helping someone live, giving someone life

A-6 and A-7/211-12  
11/8/12



# UW Bothell



***Dr. Deanna M. Kennedy***  
*Assistant Professor*  
*School of Business*

**Research area:** Her current community work includes heading up a Tribal Leadership Modules and Casebook Project. The project will focus on providing training for leadership and management on tribal lands in the state of Washington. She hopes to bring tribal leaders' stories into the training approach and build on classroom story-telling practices with team activities. She believes this approach may inform better teaching methodologies for many management classrooms. Her past work in this area has focused on Native American knowledge, education, and story-telling. She has collaborated with Native American Business professors across the county to present on storytelling as pedagogy and its application to management education. She has co-authored two papers in the Journal of Management Education.



# UW Tacoma



**Dr. Julia Aguirre**  
Assistant Professor

**Research area:** Culturally responsive teaching and learning, especially as it relates to teacher knowledge and practice. Her work critically examines the role of race/ethnicity, culture, class and language play in math teaching and learning. Her work empowers students, families, communities and teachers to strengthen math access and advancement for all students. She serves as the co-PI for the TEACH Math grant which is dedicated to developing a new generation of k-8 math teachers who can effectively teach math in culturally, linguistically and socio-economically diverse settings.



## Community Math Exploration



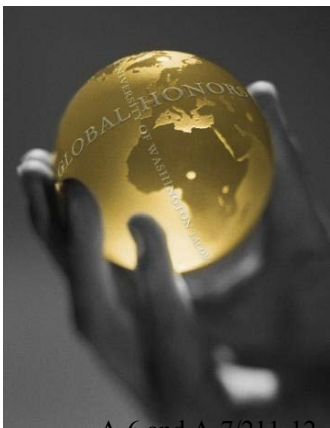


# UW Tacoma

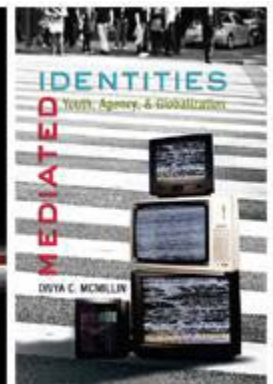
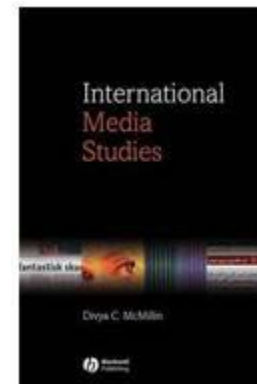


**Dr. Divya McMillin**  
*Assistant Professor*

**Research area:** Examines cultural implications of media globalization, particularly in developing economies. Collaborates with the Bavarian Broadcasting Company to support undergraduate research in transnational media. Serves as the Academic Director of Global Honors, which facilitates merit scholarships to promote global research, leadership and citizenship.



A-6 and A-7/211-12  
11/8/12



# Regents Role in Faculty Diversity

- Communication about the criticality of having a diverse faculty at UW
- Set standards for holding senior leadership accountable for progress

# Questions/Discussion

# Resources for More Information

UW Diversity Portal

<http://www.washington.edu/diversity/>

The College Board Access and Diversity Collaborative

<http://diversitycollaborative.collegeboard.org/>

American Council on Education

<http://www.acenet.edu/higher-education/Pages/Campus-Diversity-and-Inclusion.aspx>

AAC&U Inclusive Excellence

<http://aacu.org/resources/diversity/>

National Center for Institutional Diversity

<http://www.ncid.umich.edu/>

UCLA Civil Rights Project

<http://civilrightsproject.ucla.edu/>



# Contact Information

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(253) 692-5646  
[jwh@uw.edu](mailto:jwh@uw.edu)

Dr. Luis Fraga  
(206) 685-4831  
[lfraga@uw.edu](mailto:lfraga@uw.edu)

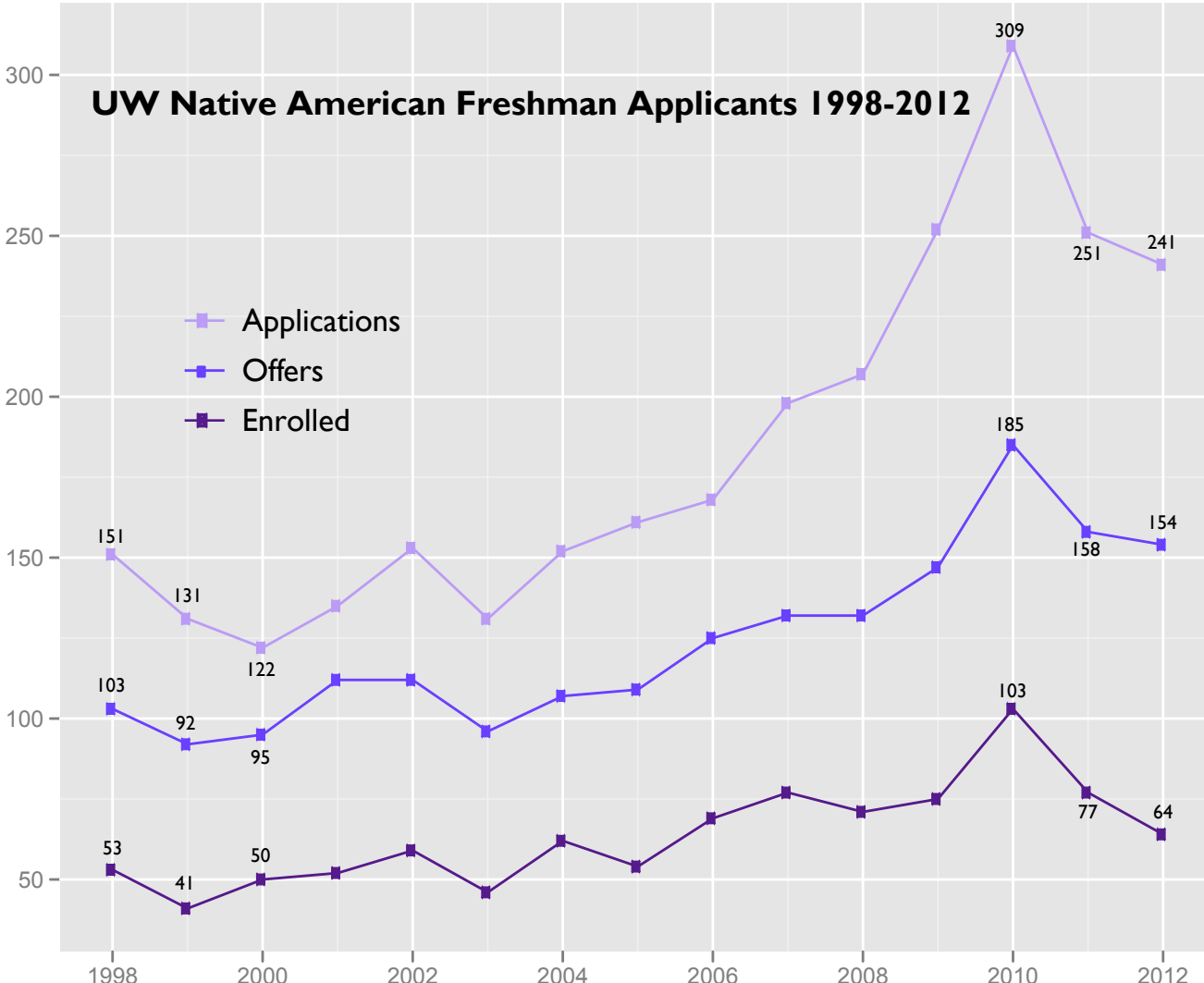
Dr. Bruce Kochis  
(425) 352-5364  
[bkochis@uwb.edu](mailto:bkochis@uwb.edu)

UW Student Ambassadors  
(206) 221-2831  
<http://depts.washington.edu/reach/student-ambassador-program/overview/>

# UW Native American Freshman Applicants 1998-2012

- Applications
- Offers
- Enrolled

Totals



A-6.3/211-12  
11/8/12