Graduate Departmental Diversity Committee Meeting  
3:00 – 4:30 PM, February 18, 20015 @ School of Social Work, Room 305B

Present:

1. Gino Aisenberg, Graduate School  
2. Cynthia Morales, GO-MAP  
3. Joaquin Herranz Jr., Evans School of Public Affairs  
4. Shawn Wong, English  
5. Sean Quinn, Sociology  
6. Susan Withers, Geography  
7. Alex Wakeman, Student at Evans  
8. Gloris Estrella, Student in Public Affairs  
9. Felicia Ishino, Communication  
10. Ernie Lefler, Speech & Hearing Sciences  
11. Edith Wong, Pharmacology  
12. Judy Howard, Social Sciences, Arts & Sciences  
13. Bill Mahoney, Pathology  
14. Steve Berard, Pathology  
15. John Palmieri, Mathematics  
16. Mike Furr, Linguistics  
17. Christine di Stefano, Political Science  
18. Mark Kot, Applied Mathematics  
19. Leilani Nishime, Communication  
20. Jill Rand, College of the Environment  
21. Michelle Trudeau, Environmental and Forest Sciences  
22. Noah Simon, Biostatistics  
23. Wendy Thomson, Bioengineering  
24. Marta Scatena, Bioengineering  
25. Erika Samson, Communication  
26. Tim Thornton, Biostatistics  
27. India Ornelas, Health Services  
28. Vickie Corrin, Rehabilitation Medicine  
29. Sarah Westcott McCoy, Rehabilitation Medicine  
30. Laurie Carlsson, Law  
31. Horacio de la Iglesia, Biology  
32. Elizabeth Umpress, Business  
33. George Lovell, Political Science  
34. Paul Neubert, Molecular Engineering & Sciences  
35. Jessica Sullivan, Speech & Hearing Sciences  
36. Troy Bonnes, Communication  
37. Genevieve Aguilar, Graduate School  
38. Vanessa Alvarez, GO-MAP

Background  
The group last convened in March 2014 with the objective of supporting diversity efforts across campus. In particular, there was a desire to help identify lessons learned and successes experienced in departments with the aim of helping identify effective practices.

Decline Survey  
Cynthia Morales from GO-MAP shared some news and information with attendees on the Decline Offer Survey implemented by The Graduate School. We want to see why prospective graduate students are saying no to the UW. Some of these reasons are tied to funding. However, there are some areas where departments can have a direct impact. In particular, the timing of admissions offers could be modified. UW offers tend to come in about a month later than other schools. Another key element is follow up once admission has been offered. There was little to no follow to students in some instances whereas other schools provided frequent contact from various sources, including faculty and students, even alumni. More details about the decline offer survey can be found in the MyGradProgram. Some departments have been administering their own decline survey. These include Health Services, Biostatistics, Bioengineering, English and the Evans School.
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GO-MAP Funding

GO-MAP provides funding to numerous URM graduate students nominated by their department. For the 2014-15 academic year, GO-MAP awarded approximately $1.5 million (this number includes tuition awards and fellowships). The fellowship awards process for the 2015-16 academic year was just finished; GOP awards were based on departmental diversity plans. The majority of attendees at the meeting indicated that their department has a diversity plan in place. There were some great ideas being implemented across departments that GO-MAP will send out to the group. For example, one department required an implicit bias training before having participants take part in the admissions process. GO-MAP will identify promising practices from GOP applications and share for all departments to view.

Graduate School Diversity Efforts

The #blacklivesmatter movement has impacted us as individuals, as communities, and as a nation. The movement has spurred important conversations about race and racism, structural violence, law enforcement, privilege, and inequalities. The Graduate School, in partnership with various stakeholders and leaders, is planning a series of events for students, staff, and faculty to engage in sustained conversations to build just relationships and to promote positive social change. We are inviting graduate students to discuss their roles as change agents in racial and social justice. We will invite faculty to participate in dialogues about their experiences and create spaces for opportunities to discuss race and diversity issues in the classroom to help students contribute their voices in engaging diversity and inclusion, and we will invite staff to share their experiences and ideas for creating positive work climate.

Supporting Diversity Work in Departments

Participants identified five main areas of support they are needed to effectively continue diversity work in departments. These areas of support are: 1) admissions and recruitment 2) funding 3) faculty 4) shifting culture, and 5) communication resources. Admission and recruitment efforts need to have implicit bias training available for admissions committee participants. It would helpful to identify diverse alumni that could help departments with their recruitment efforts. There also needs to be a way to utilize field research activities as a recruitment technique. Funding is a significant barrier for departments in recruiting students. More top off and travel awards are necessary for students. A clearinghouse of grant opportunities is necessary for departments. Departments are also interested in working proactively with Advancement to help identify targets for funding. Faculty need additional support for addressing diversity in the classroom. It would be helpful to utilize the faculty selection process for some kind of diversity training. There needs to be a culture shift within departments to help achieve diversity goals. One way to go about this is to require diversity training for all new faculty and staff in the same manner that sexual harassment training is required. Additional resources for improving department culture would be helpful. Lastly, resources to communicate to departments and students about diversity are needed. A webpage that includes events and resources on and off campus are needed.