

2024-2025 EXCELLENCE IN GRADUATE EDUCATION SERIES

Across the Student Lifecycle: The Graduate Equity Progress Tool

Presented by the Graduate School of the University of Washington

Welcome!

THIS SERIES CAME TOGETHER IN PARTNERSHIP WITH

The Graduate Schools' Offices of Equity & Justice (OE&J),
Graduate Student Equity & Excellence (GSEE),
and Graduate Student & Postdoc Affairs (GSA)

Land Acknowledgement

We acknowledge the ancestral homelands of peoples who walked here before us and those who still walk here. Our offices in The Graduate School, like the whole of the University of Washington and all of our lives and institutions, exist on Indigenous land.

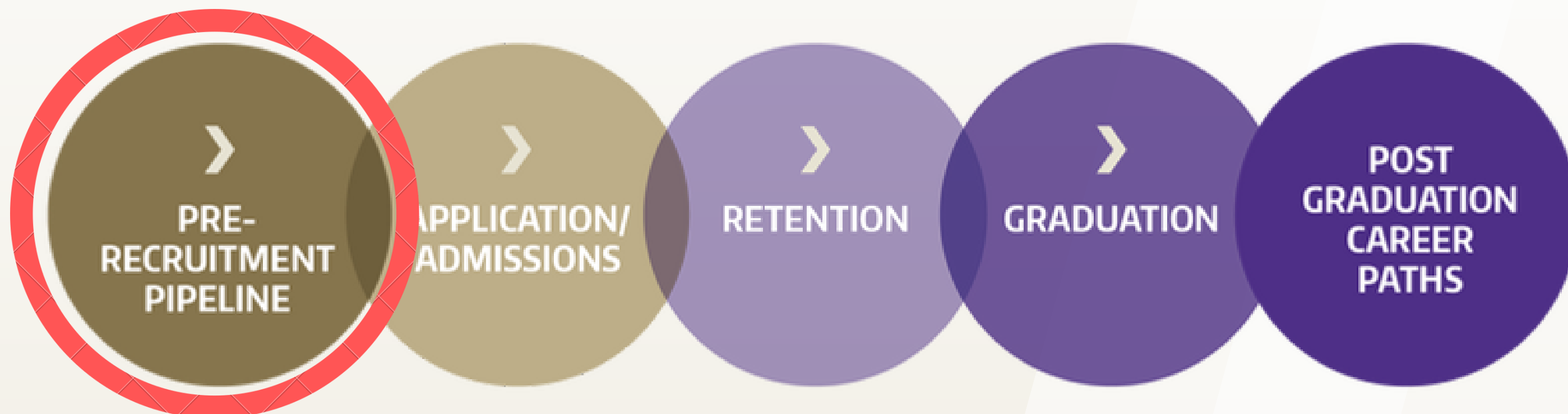
We acknowledge the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip, Muckleshoot, Snoqualmie, & Puyallup nations. This land acknowledgement is but one small act in the ongoing process of working to be in good relationship with the land and the people of the land.

Land and water acknowledgment without action on the ground is a cheap, performative form of allyship. What are you doing today to be a good ancestor?

This land acknowledgement was originally scripted by the graduate students in the Center for Communication, Difference, & Equity.

The Graduate Equity Progress (EP) Tool

- Assists units/departments in pinpointing strengths & areas for growth in efforts to create a just, diverse, and inclusive environment for students.
- Provides both assessment of and resources to improve each stage of the graduate student lifecycle.
- Inspired by the HR/POD DEI Rubric.



Today's Agenda

I. Framing

II. Tool Preview: Pre-Recruitment Pipeline

III. Best Practices on Campus

IV. Announcements & Reminders

V. Q&A

VI. Closing

Pre-Recruitment: Getting the House in Order

Why is pre-recruitment so important?

- Creating a solid foundation of support for all students, particularly URM ones
- Evaluating your department and its readiness to meet the needs of diverse student populations
- Identifying already-existing expertise and resources within the department to support DEIJ policies and practices



Recruitment: Getting Students to the Door

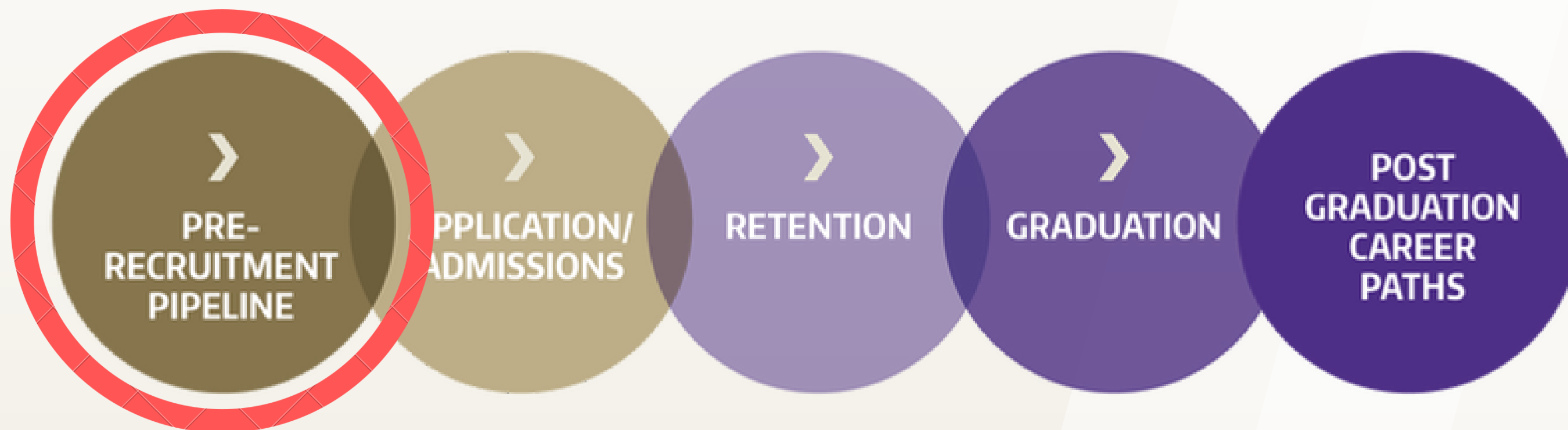


Why is a robust recruitment pipeline so important for attracting URM students?

- Getting information in front of students who might not otherwise be aware of your program
- Using multiple avenues of recruitment creates a department filled with more diverse thoughts and lived experiences

The Pre-Recruitment Section

- Evaluates currently-existing policies and practices of a given department around DEIJ principles, accessibility, and building the recruitment pipeline
- Provides the opportunity for users to look at the hard data around admissions and enrollment, allowing them to better understand who the program currently serves
- Most importantly, the score for each section directs users to targeted resources that can help with action planning and adjustments to current practices



EP Tool Preview: Pre-Recruitment Pipeline Section

Question 1

Data-Driven Practices

Phase 1: The department **does not** have a standard method in place to gather and analyze demographic data and **does not** use quantitative or qualitative methods to measure DEIJ in the unit.

Phase 2: The department **is developing** a method to gather and analyze demographic data to establish a baseline and **is exploring** ways to use quantitative and qualitative methods to measure DEIJ in the unit.

Phase 3: The department **has established** but not put into practice a standard method to gather and analyze demographic data and **has established** a baseline to assess and measure changes over time. The department **uses** both quantitative and qualitative data methods to assess and measure DEIJ in the unit.

Phase 4: The department **has implemented** a standard method to gather and analyze demographic data and **has established** a baseline to assess and measure change over time. The department **uses** both quantitative and qualitative data methods to assess and measure DEIJ. In addition, the unit **assesses and measures** its data against DEIJ data in its respective field.

EP Tool Preview: Pre-Recruitment Pipeline Section

Question 18

Professional Development/DEIJ Resources

Phase 1: The department **never or rarely** offers DEIJ development courses, training, and workshops for faculty, staff, or graduate students. The department **does not inform** faculty, staff, or graduate students about external opportunities for DEI development (i.e., Graduate School DEIJ series), and **there are no incentives** for attendance.

Phase 2: The department **encourages** faculty, staff, and graduate students to attend external DEIJ development courses, training, and workshops throughout the year, but **does not offer** internal trainings and/or does not curate offerings for departmental needs/areas of growth. There are **no incentives** for attendance.

Phase 3: The department **offers a myriad** of DEIJ development courses, training, and workshops consistently throughout the year. **Offerings are both internal and external**, and curated to departmental needs/areas of growth. **Some incentives are offered** for attendance.

Phase 4: The department **not only offers a myriad** of DEIJ development courses, but also **regularly evaluates and revises** offerings based on feedback from participants. **Incentives for attendance are regularly communicated** and/or promoted.

EP Tool Preview: Pre-Recruitment Pipeline Section

Question 32

Accessibility: Departmental Supports

Phase 1: The unit **does not provide** any guidance regarding the accommodations process for students/ASEs with disabilities in the graduate program handbook or orientation.

Phase 2: The unit **provides minimal** guidance regarding the accommodations process for students/ASEs with disabilities during orientation, but not in the graduate program handbook.

Phase 3: The unit **provides clear** guidance regarding the accommodations process for students/ASEs with disabilities during orientation and in the graduate program handbook, but it is not updated annually.

Phase 4: The unit **not only provides clear** guidance regarding the accommodations process for students/ASEs with disabilities during orientation and in the graduate program handbook that are updated annually, **but also** has designated a point person to provide additional aid as needed.

Operationalizing Tool Results: Pilot Participants' Reflections

- I think **focusing on our alumni connections and relationship building** now that we have many alumni at universities and industries across the country and are mentoring the next generation of students will **help diversify our applicant pool**. *Bioengineering Ph.D. Program, UW Seattle*
- From the tool, departments will learn **the importance of data-driven decision-making in building their pre-recruitment pipelines** and retention efforts (from an equity lens), while being realistic with their goals given institutional and program limitations (resources or lack of, staffing, etc.). They will understand how to identify and engage with potential and current graduate students by leveraging data and results from the tool (conversations, data-driven interface, DEIJ rubric, etc.). Additionally, **the tool will provide teams with a framework to have meaningful conversations and the opportunity to refine/adapt pre-existing pre-recruitment strategies**.
Master's in Policy Studies, UW Bothell

The EP Tool and Targeted Resources



Graduate Equity Progress Tool: Lifecycle Resources

The lifecycle includes the stages: pre-recruitment pipeline, application/admissions, retention, graduation and post-graduation career paths.

Spotlight: Best Practices



- **Alexis Bull, M.Ed.** Outreach, Recruitment, & Retention Specialist in UW Office of Graduate Student Equity & Excellence (GSEE)
- Building the recruitment and retention cycle
 - GSEE Resources
 - Supporting UW UG students interested in graduate school
 - Sharing external databases and opportunities with Graduate Program Advisors & Coordinators

Spotlight: Expertise in the Room!

Adding Resources: Please put in the chat if there's a great strategy you're using right now, any links appreciated!

Reflection: Word Cloud Activity



- Please scan this QR code through your phone's camera and respond to the following questions:
 - What are your current practices for strengthening departmental supports for URM students?
 - What is one thing you think could be improved upon for either department supports or recruitment practices?

Excellence in Graduate Education Series (EGES) 2024-2025

- > November 7, 10-11AM: Graduate Students and Mental Health
- > January 15, 1:30-2:30PM: Application/Admissions
- > February 13, 10-11AM: Retention
- > March 11, 10-11AM: Graduation
- > April 16, 1:30-2:30PM: Post-Graduation Career Paths
- > May 6, 9AM-5PM: Equity in Graduate Education Summit

**After each session, the link to the resources page that includes survey links
and the slides will be sent to registrants!**

Remind your students about...

- Upcoming events:
 - GSEE:
 - *Getting Connected Virtual Student Panel, Oct. 16 3:30 pm*
 - *Getting Connected Reception, Oct. 17 6:30pm @ The Burke Museum*
 - *Power Hour: Resilience in Changing Times, Nov. 6 2pm*
 - GSA:
 - *Coping with Clouds - Oct. 31 (collab. w/ CIRCLE, GSEE, & LiveWell)*
- Subscribing to GSA and GSEE newsletters to get more information about events, resources, and helpful tips for navigating graduate school

Q & A

