

LEADING CHANGE IN PUBLIC HIGHER EDUCATION

A PROVOST REPORT ON TRENDS AND ISSUES

FOCUSING ON RACE & ADVANCING EQUITY

NOVEMBER 2015

"I challenge all of us — students, faculty and staff, and my leadership team — to own both our personal responsibility for the culture of our campus, and the institutional challenges we need to address to combat the racism, both individual and institutional, that persists here and throughout our society."

In April 2015, President Ana Mari Cauce called the University of Washington to action and invited us all to share in her commitment "to work in greater and more comprehensive ways to address the UW's own institutional issues, and to strive for equity and fairness for all in our community." She redoubled the University's longstanding commitment to equity, inclusion and social justice with the launch of the [Race & Equity Initiative](#).

The initiative is a tri-campus effort that builds on a rich history of work at the UW to ensure access and academic success for diverse populations. While it recognizes that there are many dimensions of diversity, this initiative includes a special focus on race, an issue our students as well as our faculty and staff have made a priority. In light of national violence against unarmed black men and the resulting Black Lives Matter movement, race makes for one of the most pressing conversations — and the most difficult.

But we are undaunted.

As a public university, we have a special responsibility to convene the difficult conversations in areas of social importance — conversations that lead to action. This is especially true of race and equity.

As President Cauce has asked, "If not us, who? If not now, when?"

This report highlights examples of people and programs that inspire us to take action against bias and to work for equity in our personal and professional lives. In the tradition of a great research university, we are seeking to answer the difficult questions. In addressing bias and racism, we are challenging ourselves to reflect on our own actions, to connect with our communities, and to become informed of the richness of our differences so we can be better colleagues and allies for each other.

As the Race & Equity Initiative develops, we will continue to share examples of colleagues engaged in this work. We will turn to each other for inspiration as we work to build greater personal connections across differences, address institutional bias and racism, and create more welcoming and just communities.



Gerald J. Baldasty

Interim Provost and Executive Vice President
Professor, Department of Communication
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Student activism furthers an on-going commitment to equity. Photo: Emile Pitre.

STRENGTHENING COMMUNITY AND ADDRESSING CLIMATE



"This is *our* community — to truly fulfill our public promise of both access and excellence, we must make progress on diversity. Stereotypes and bias are in the air we breathe. They are part of our societal fabric. We've got to begin by not being part of the problem, or less a part of it. We can only do that by recognizing it and acknowledging that it resides in us. We can't just will it or ignore it away — we have to become culturally aware and self-aware in order to make our campus community more inclusive and just."

—Ana Mari Cauce, UW President

How do we create a culture of understanding on our three campuses so that everyone feels safe, welcome, respected and supported to succeed?

Inclusion and diversity are core values at the University of Washington. We care deeply about recruiting and retaining the absolute best students, faculty and staff. And excellence, by definition, is diverse, relying on a multiplicity of perspectives to avoid group think and enhance creativity and innovation. This is essential to our academic culture of collaboration. When groups lack diversity, we all lose.

Yet not all members of our UW community are truly able to be themselves and realize their potential. Policies and practices that pre-date many of us nevertheless remain to perpetuate institutional bias. And the social practices described in books such as "'Why Are All the Black Kids Sitting Together in the Cafeteria?': And Other Conversations about Race" are evident in our dining halls, dormitories and study groups. Some stay and feel frustrated; some leave in search of places where they can better succeed; still others never come at all.

It is our goal to address institutional bias at the UW that creates barriers, and to reach out to members of our community — from prospective students to alumni, from faculty to staff — so they can realize their full potential in a welcoming, supportive environment.



"Each member of the UW Tacoma family has the individual responsibility to build and sustain respectful and supportive relationships, through which intolerance, discrimination and social injustice are confronted and resolved."

—Mark Pagano,
Chancellor, UW Tacoma



"We need to engage with diverse communities to understand the societal structures that influence people's lives and make their backgrounds different from ours. If we can understand each other, we can work together to improve not only our University, but improve our world."

—Maria Abando, Senior, Biology Major; Chair, OMA&D Student Advisory Board



"Through our numerous and diverse clubs and organizations, we are creating significant opportunities for students to learn from, grow with and have meaningful experiences with those different from themselves."

—Denzil Suite,
Vice President for Student Life



"Some of our most important questions have no one single answer, and we're ill-equipped to tackle them if we don't create a climate in which everyone can contribute, and in which divergent perspectives can be shared and considered through discussion."

—Angelina Snodgrass Godoy, Director, Center for Human Rights

UNDERSTANDING AND SUPPORTING UNDOCUMENTED STUDENTS AT THE UNIVERSITY OF WASHINGTON

An interview with Dr. Gabriel Gallardo, Interim Vice President for Minority Affairs and Interim Vice Provost for Diversity, and Marisa Herrera, Executive Director of Community Building and Inclusion, Office of Minority Affairs and Diversity:



*Gabriel Gallardo and Marisa Herrera at the Leadership Without Borders Center.
Photo: Jill Reddish.*

Q How many undocumented students are at the UW, and what are their needs?

A Gabriel Gallardo: There are probably 150-200 undocumented students at the UW. A student is considered undocumented if he or she is not a legal permanent resident and does not possess a current green card, visa or other form of legal documentation. Our exact population is difficult to pin down because there are many challenges in getting accurate information. Since 2003, when [House Bill 1079](#) became state law and allowed eligible undocumented students to pay in-state tuition, the UW became home to even more of these students.

Undocumented students face a lot of fear and remain one of the most underserved populations at colleges and universities across the country. They don't share their status with faculty or advisers and sometimes they won't even tell their peers. This can be terribly isolating, and they remain unaware of the resources we have to help them. This group of students is one of our demographics. Excellence by definition is inclusive, and so our goal of "inclusive excellence" includes working with and for our undocumented students.

Terms to know:

- Deferred Action for Childhood Arrivals (DACA): Effective 2012, allows qualified undocumented students to apply for a work permit
- Real Hope Act: Effective 2014, allows eligible undocumented students to access the State Need Grant program
- WASFA: The form undocumented students fill out to apply for the State Need Grant

Q How does the UW provide support?

A GG: Supporting this population requires faculty and staff who have access to a large variety of information and resources paired with a fundamental awareness of how to be an effective and sensitive ally for these students. So we take a holistic approach — from training academic support staff in access, retention and financial aid to connecting students with housing services, health and wellness, and peer support groups.

Marisa Herrera and Magdalena Fonseca from the [Samuel E. Kelly Ethnic Cultural Center](#) have been spearheading this work for over 10 years, but until recently, much of it was under the radar — understandable, given the importance of protecting the identity of undocumented students.

In April 2015, UW leadership wrote a [letter for the National Institutions Coming Out Day](#) affirming support for the right of undocumented youth to seek education at our state's public universities. We as a university took a significant step towards making public our support and commitment for undocumented students — and to provide faculty and staff with the necessary training and resources to fully support this population.

Q What is the Leadership Without Borders (LWB) Center and what happens there?

A Marisa Herrera: [The LWB Center](#) offers undocumented students a defined space on campus where they can feel they belong, whether they are doing homework, using our textbook lending library or just hanging out. It's where students can go for referrals and information about services, or simply talk to someone about their worries and concerns. We are even starting quarterly leadership development workshops specifically for this population, which makes this model unique in the nation.

Our goal is to build a comprehensive pathway to support undocumented students so that as more students are receiving aid and deciding where to enroll, they will see the UW as a worthwhile investment and feel confident about coming here.

Q What role do faculty play? What can faculty do to help?

& A MH: Many times, faculty are the first point of contact between the UW and a student, and a lot can depend on just one interaction. Think about an undocumented student who wants to go to medical school and who asks a professor for advice. If that faculty member isn't well-resourced in campus support for undocumented students and how to navigate it, an opportunity has been lost for that student. We're trying to prevent missed opportunities, so we work with faculty and staff across campus to raise awareness about where to direct students to the resources that can make all the difference for them. Faculty can also take our Undocu Ally training or donate books to our LWB Textbook Lending Library.

Q What creates an unwelcoming environment compared to a welcoming one?

& A MH: Everything from the language used in an application or a syllabus to having a sticker on your wall that says this is a safe space. It's important for our students to know that they don't have to be in the shadows and that, whether they choose to disclose their status or not, they will be supported. For example, we're conscientious about circumstances where a social security number is required. [Graduate Opportunities & Minority Achievement Program \(GO-MAP\)](#) worked with The Graduate School so that undocumented students can fill out that application in a manner appropriate for their status. We've also had a student tell us how empowered she felt when one of her professors had a non-discrimination clause in the syllabus that included "national origin and citizenship status." That requires a small effort but can potentially make a big difference for a student, both inside and outside of the classroom.

GG: We want to increase awareness, especially about terminology. We don't expect everyone to become an expert in the complex politics or changing realities of undocumented students and their families, but we are here to provide guidance. These students are talented and do the work. We know they can succeed if they have the access and support they need.



CARLOS ESCUTIA

Sophomore, Pre-Medicine/Psychology

Extracurriculars include UW Autism Center internship and Student Dreamer Success Coordinator at the Leadership Without Borders Center.

NEVER DOUBT YOURSELF

"I always believed there was a college for me. It wasn't until my senior year of high school that I found how much my status as an undocumented student would affect my life because I was not eligible for federal financial aid. This was a huge blow. I kept thinking, 'How in the world would I afford college?'"

"Everything changed with the Real Hope Act. With access to the State Need Grant, I was able to afford college. Now I feel like I have a place where I can come for help, guidance and companionship. Through all

the opportunities UW provides, I have discovered the career I want. A degree in psychology is merely the first step; upon graduating, I will attend the UW School of Medicine to train as a physician to pursue a career as a psychiatrist. Especially for undocumented students pursuing higher education, it is important to truly have confidence in yourself!"



LARISSA REZA-GARCIA

Senior, Social Welfare with a minor in Diversity

Extracurriculars include MESA Washington, Washington Dream Coalition and Mentor Power for Success.

COLLEGE HAS EMPOWERED ME

"I received a call from my high school's college readiness program asking if I had filled out the application to UW yet. I didn't know how to tell her I wasn't going to a university. Writing the essay, I cried the whole time because it was the first time I came out as undocumented.

"But one day that big envelope arrived, and I am now about to graduate with a degree in social work. My parents never had a chance to attend college. I am here on their behalf. I stand in a place of privilege because many of my undocumented brothers and sisters aren't

here. Even so, I wish faculty would realize how intimidating it can be to go to them for help. We have to figure out so much on our own, on top of studying, working and extracurricular activities. Obtaining a graduate degree won't be easy because once again I will have to learn a new system that isn't fully equipped to help undocumented students. But I have already overcome so much. I know I can do this."

UW TACOMA AND ITS COMMUNITY PAVE PATHWAYS TO PROMISE



Washington Governor Jay Inslee visits Tacoma's Stadium High School in 2014 to congratulate students admitted to UW Tacoma at a Pathways to Promise celebration. Pathways to Promise is a college-going-culture-building network of programs sponsored by UW Tacoma. Photo: Cody Char.

What does it mean to “create a college-going culture” in a community struggling with high student dropout rates? Recognizing the effects of oppressive barriers such as structural discrimination and the cycle of poverty, among other factors, UW Tacoma is fighting to make educational equity a reality for its community.

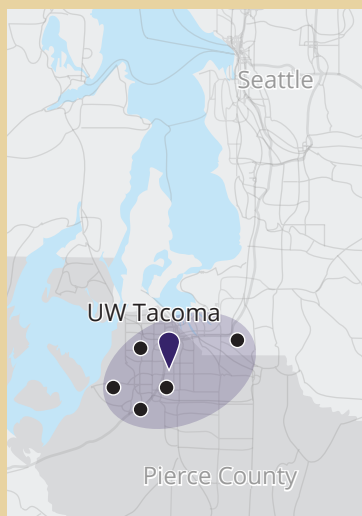
Dr. Cedric Howard, vice chancellor for Student and Enrollment Services, and his colleagues are working to make UW Tacoma a “catalyst and spark to revitalize education in this community and change the mental model of what it means to be a student.”

Effecting cultural change takes time — time dedicated to building trust and approaching issues from multiple angles. Programs and partnerships between individual faculty members, classes or school programs have existed for years and laid a foundation in the community for broader, institutional efforts that form the new [Pathways to Promise](#) network of programs.

Addressing community needs to increase college access

For underrepresented minorities, first-generation students, young adults who joined the military right out of high school, and even working adults with a few community college credits, the path to a bachelor's degree can seem full of barriers. In fact, when the UW Tacoma campus was established in 1990, the Tacoma community had struggled for decades with a high dropout rate in its schools and a low percentage of students pursuing higher education — only 18% of Pierce County residents held a bachelor's degree or higher.

Determined to change those statistics and to live up to its public mission, UW Tacoma focused on listening to the needs of its community and finding solutions through creative programs and partnerships. “UW Tacoma has never had the ‘town and gown’ split,” says Sharon Parker, assistant chancellor for equity and diversity.



SERVING LOCAL STUDENTS

Washington state and Pierce County residents: 94% of UW Tacoma students come from the state of Washington, with the top five high schools for entering first-year students within five miles of campus.

Creating a network of outreach serving distinct populations

Through Pathways to Promise, UW Tacoma is taking a holistic, community-centered approach to addressing issues of structural and institutional racism that impact college access and success. From recruitment to student engagement, faculty and administrators examine policies and practices for a pipeline of prospective students from K-12, community colleges, local organizations and the military.

It is the only program of its kind in the state to formalize a link between a four-year institution and public schools; Pathways to Promise includes partnerships with five area school districts, including Tacoma Public Schools. In a recent article in the [News Tribune](#), Superintendent Carla Santorno praised UW Tacoma for bringing “direct services to our kids. I’ve worked with a lot of universities from an urban school setting. It’s one of the most rich partnerships that I’ve been a part of.”

Pathways to Promise applies multiple tactics to improve educational access and success

- **Close partnerships facilitate creative solutions to teach prospective students skills for goal-setting and navigating complex systems such as admissions and financial aid:**
 - » Partnerships that guarantee admissions to high school students who meet the criteria foster the idea among students that college can be a realistic goal for the future. “We want to eliminate the idea that college is not attainable,” says Howard.
 - » While Tacoma Public School 11th graders took the PSAT and 12th graders took the SAT, UW Tacoma provided college planning curricula for 9th and 10th graders to make sure that all students were involved in college prep.
 - » The University partners with local high schools and foundations by developing customized curricula to prepare students for writing college and scholarship essays.
 - » Career Advisers in the Veterans Support Office help service men and women plan for their education in several ways. At Joint Base Lewis-McChord, they administer a career assessment 18 months before personnel are scheduled for discharge.
 - » The Duel Enrollment program at Tacoma Community College brings together a cohort of students to meet regularly with a UW Tacoma academic adviser so they can effectively plan ahead for a smooth transition.
- **Relationships with prospective students’ families create community trust, raise expectations:** UW Tacoma admissions advisers develop programming specific to the needs of local middle and high schools. They get to know students and answer questions from their families. “If parents, grandparents, aunties and uncles think this is a good place, they’ll encourage their kids to go,” says Parker.
- **Bringing students to campus reduces anxiety, increasing a sense of belonging:** For students who never envisioned college as a part of their future, a campus visit can go a long way toward picturing themselves as college students. Hosting programs on campuses helps prospective students meet staff, get to know campus and see what college life is like. They realize they can belong, reducing the risk they will experience imposter syndrome, a situation where students might feel like a fraud and prevent themselves from being successful.
- **Creating a seamless experience aids retention:** “As little hand-off as possible,” is how Howard describes his plan for the experience of new students, which is especially critical for first-generation students. For admitted students, UW Tacoma looks for ways to ease the tough transitions that can often get in the way of student success and make them more likely to leave. The student orientation leaders transition into peer mentors for all new University students. High-impact practices such as the experiential learning that happens through peer mentorship provide dual benefits of increasing retention for both mentors and mentees, results that are especially pronounced for underrepresented minorities and first-generation college students.
- **A cycle of service teaches best practices, improves retention and supports a college-going culture:** For example, the Great Futures Fund partnership with the Boys and Girls Club of South Puget Sound helps participants plan for their futures. UW Tacoma students mentor Club members, helping with school work and applying for college. If Club members are admitted to UW Tacoma, the Great Futures Fund provides a one-year scholarship. After their first year in college, the students then have paid service internships at Boys and Girls Clubs where they, in turn, work with younger students.

Building a college-going culture

Many factors are involved in real and lasting culture change, and while the University’s efforts are part of a larger community endeavor, the results are undeniable. At Lincoln High School in Tacoma, less than 50 percent of the class of 2010 graduated. In 2014, nearly 80 percent of seniors graduated. Other schools have seen similar results. By listening to the needs of its partners, working side-by-side to help K-12 students, veterans, first-generation, underrepresented minorities and others see themselves as college students, and bringing the expertise and knowledge of the UW to the issues at hand, UW Tacoma’s investment in its community is paying off. Together with its community, UW Tacoma is providing meaningful access to education, the cornerstone for creating a more equitable society.



The Math-Science-Leadership Program brings middle and high school students to campus for a free three-week summer program where they conduct research in a lab at the Center for Urban Waters in Tacoma. Photo: Shoshana Glickman.

TEACHING ABOUT RACE & EQUITY



"Societal progress is more of a conversation than a destination. At a university, we tackle difficult conversations every day while teaching the skills to do so. It is with this energy that we challenge ourselves to engage in self-reflection and work to increase our competency around issues of race and equity."

—Jerry Baldasty, Interim Provost and Executive Vice President

How do we ensure all members of the UW community are educated and informed about the historical and social factors that lead to bias and racism so they are prepared to take action to address them?

It's not enough to not be actively biased or racist. In order to not perpetuate injustice in our lives, our workplaces and our communities, we must ensure that we understand the complexities of race and equity and actively seek to develop cultural competence. In an institution of higher education, it is our job to foster both the knowledge and the desire to know more.

Students unfamiliar with injustices from the past will not recognize their effects on the people, institutions and communities around us today. Faculty uncomfortable bringing current events related to race and equity into classroom discussions deprive students of the opportunity to engage in thoughtful analysis of difficult issues. Staff involved in hiring or admissions can unknowingly leave out deserving individuals from campus opportunities.

Advancing racial equity involves taking a close look at what goes on in our classrooms, what readings and content we choose to focus on, and teaching in ways that do not exclude students, accidentally or intentionally, from opportunities to learn. It involves making issues of race and equity a significant part of the curriculum, as the UW has done through the diversity requirement. And it means committing, as an institution of higher learning, to a way of learning about the issues so we can both identify and address bias and racism when we encounter them.

Many of you have already begun the work. You've organized and participated in teach-ins with our faculty, you've held rallies and marches, you're serving on working groups and task forces addressing issues from wage disparity to barriers to access and so many other factors that lead to racial and societal inequity.



"The UW is known for innovation. Innovators need to be cognizant that the creative capacity of a functional team scales directly with the diversity of that team. Having diversity and equity at the table is key to maximizing productivity and efficiency."

—Vikram Jandhyala, Vice Provost for Innovation, Professor, Electrical Engineering



"The classroom is where professors encourage students to stretch and challenge themselves, to figure out who they are, and to think about their role in society. Faculty members have a responsibility to address these issues. Not all of us may be trained to do so, but that does not absolve any of us."

—Joy Williamson-Lott, Professor, History of American Education, Associate Dean, Graduate Studies, College of Education



"The Intellectual House (wətəb?altxʷ) stands as a supportive structure for learning and conversations from different backgrounds and cultures to be heard on campus — safe spaces for the many marginalized groups on campus and their valuable endeavors."

—Jacqueline Hayes, Junior, American Indian Studies; Turtle Mountain Band of Chippewa Indians; Chair, First Nations American Indian Student Commission



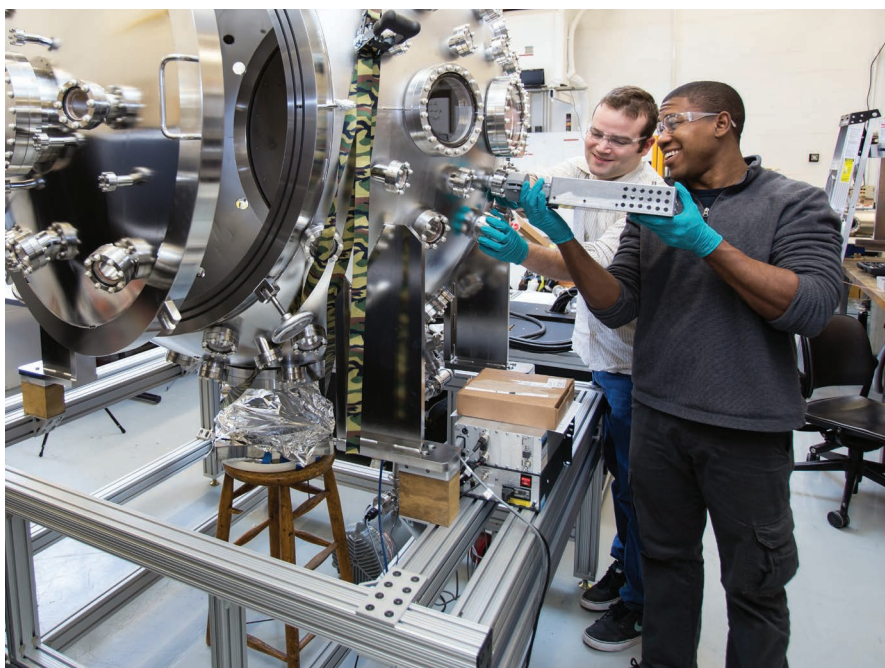
"Graduate students play a unique role curating safe spaces for meaningful conversations by providing different perspectives to faculty while at the same time often leading discussions with undergraduates in a smaller setting as we ourselves learn more."

—Alex Bolton B.A. '03, M.P.A. '05, J.D. expected '16; GPSS President

PROMOTING EQUITY IN ENGINEERING RELATIONSHIPS

In 2009 a program with the potential to change the way we address diversity challenges in STEM was founded in the College of Engineering on the Seattle campus. The [Promoting Equity in Engineering Relationships \(PEERs\)](#) program embraces diversity in its many forms – race, ethnicity, gender, sexual orientation, ability and more. It is popular with students for the way it addresses such a broad spectrum within the context of engineering. PEERs anchors discussions with data, teaches communication skills, and focuses on real-world applications of race and equity issues that engineering students will likely face.

Joyce Yen, program/research manager for UW ADVANCE Center for Institutional Change, has led the PEERs program with Sapna Cheryan, associate professor of psychology, since it was originally established with a National Science Foundation grant.



The College of Engineering prepares students for a workforce in which diversity is increasingly important to teamwork, design and outcomes. Photo: Matt Hagen.

Making topics of diversity and inclusion relevant to the engineering discipline

Rather than bringing in external faculty for a diversity course, Yen and Cheryan found a new model to avoid the disengagement that is common with “outsourcing.” They developed a curriculum grounded in the social sciences but highly relevant to engineering. PEERs was a one-credit seminar until 2015, when they launched a three-credit model to fulfill the diversity requirement and saw enrollment increase. “Students appreciate being able to stay in their own department for the diversity requirement, so it reaches students who wouldn’t have taken a course on diversity on their own,” says Yen. After the class, students can continue as PEERs leaders (*see gray sidebar*) and raise awareness in other ways.



Students in PEERs rely on research and gain communication tools to address diversity and inclusion in engineering. Photo courtesy of Joyce Yen.

The program has intentionally evolved to give students the tools to thrive within a flawed system while working to change it. “It creates a community where engineering students can see they’re not the only ones who find things challenging,” says Cheryan. “The research has shown that [this awareness] can protect students from feeling like they don’t belong and dropping out.”

Because engineering students are trained to always look to the data, “The main focus in PEERs is based on research, not intuition or what their parents told them,” explains Cheryan. “We want to replace misconceptions with accurate notions.”

The pragmatism of diversity in engineering

Yen and Cheryan’s curriculum also emphasizes the practical implications of learning about diversity, such as the state of the engineering field. “They might enter companies that are extremely homogenous,” says Cheryan. “So it’s possible that students might very rarely have to think about diversity, but PEERs will hopefully force these students to think about it and identify things they can do.”

Yen also points out how the communication and leadership tools which students gain will help them succeed. “Our graduates will go out and have influence in the work force – maybe they’ll start their own company. And we ask them, ‘Wouldn’t you rather be in a place where everyone feels included?’” explains Yen. From managerial challenges to user design and testing, “there are real consequences to not having empathy or understanding the experiences of others.”

Implicit bias, privilege, stereotype threat and intelligence theories are core concepts explored by PEERs:

Being explicit about implicit bias

Implicit biases are attitudes or stereotypes that we carry around with us unconsciously. Implicit biases often come across as structural discrimination, which encompasses the norms and practices of the systems in which we live, as opposed to institutional discrimination, the policies within a system that perpetuate bias.

A former PEERs student, Ahlmahz Negash, Ph.D. candidate in electrical engineering, described, “As a black female engineer, I did not feel out of place being the only female in a class. However, the few times I’ve discussed diversity in engineering with male colleagues, they responded negatively. They felt that programs to promote diversity are not necessary – that if women are interested in engineering, they will study it. Most people only know and recognize institutional barriers. PEERs provided me with [the data] to show that structural barriers can be just as damaging as institutional barriers.” The PEERs unit on implicit bias connects with the unit on privilege by demonstrating that, as Cheryan explains, “you can be well intentioned but still perpetuate bias.”

Recognizing privilege

Learning about privilege helps students understand the ways they may have been a recipient of unearned benefits throughout their lives and to understand and recognize implications of structural inequality in our society. Students are challenged to think about why they are where they are in life, how that has influenced their choices and opportunities, how they’ve been the recipient of advantages, and that success is not solely determined by how hard someone works. “We don’t even realize all the different dimensions of privilege – that’s what privilege is,” says Cheryan.

Giving a name to stereotype threat

Stereotype threat is the concept that a person is afraid of either living up to a negative stereotype or falling short of a positive one. For example, one positive stereotype is “Asians are good at math,” so an Asian student who is experiencing stereotype threat might feel burdened by the expectation to always understand mathematical concepts.

Mayoore Jaiswal, an electrical engineering graduate student, describes a negative stereotype that was once made about her: “A visiting professor asked me if the project that I was working on was hard because of my gender. I was lost for words. The PEERs experience helped me to gather my thoughts quickly and give a constructive reply.”

“A lot of the underrepresented minorities and women in the class have felt a stereotype threat but didn’t know what to call it. Seeing the research helps them label it, which decreases its negative power when it occurs,” Cheryan explains.

Recognizing intelligence is not fixed

“There is a growing body of research showing intelligence is malleable, not fixed. Your brain is a muscle and you have to exercise it by studying and working,” says Cheryan. People who think intelligence is fixed tend to avoid difficult tasks and the associated negative feedback. This can lead students to convince themselves that they don’t belong in that class, lab or workplace, or assume it is easy for everyone else. “In fact, grit, the ability to stick with something, is more predictive of success than IQ,” she says. These tools provide underrepresented students and others who might begin to doubt their ability the tools to reframe a poor exam grade as a sign to work harder or seek support, rather than believing they don’t belong.

PEERs: A THREE STEP MODEL

- 1 Inform and educate:** Students take a three-credit course to learn about issues of diversity and inclusion within the engineering field.
- 2 Create experts:** After taking the course, students can apply to become PEERs leaders and give presentations to their peers about diversity.
- 3 Develop students as change agents:** Engineering students gain the tools to recognize and address diversity issues in college and in their careers.



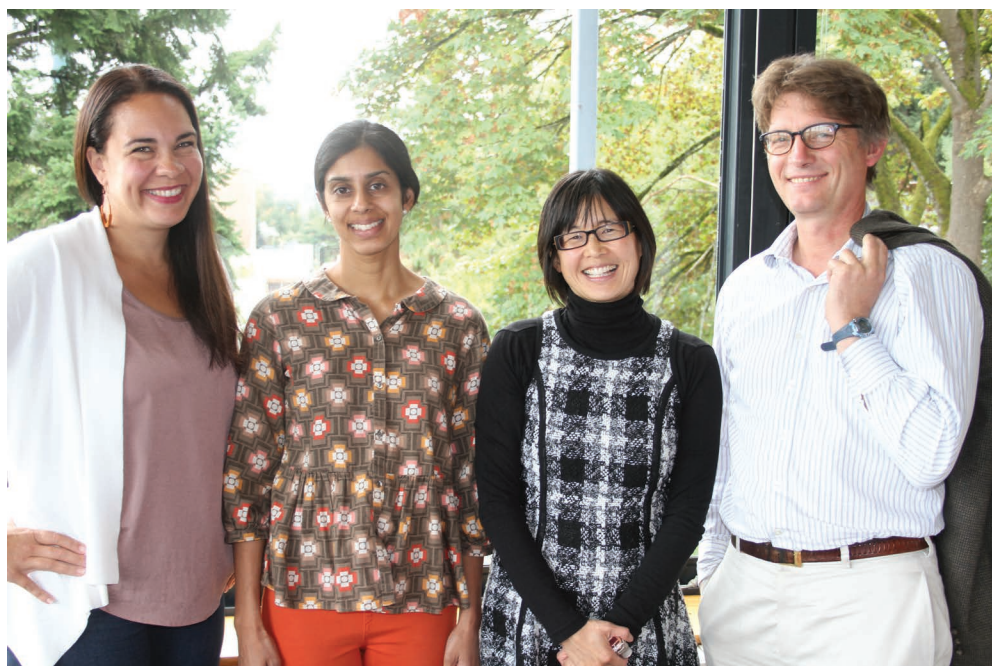
PEERs leaders teach K-12 students at Engineering Discovery Days in April 2015. Photo courtesy of Joyce Yen.

FACULTY DIVERSITY SCHOLARS SUPPORT INCLUSIVE TEACHING

“How can a quantitative class, such as a course with chemicals and test tubes, actually change inside a pro-race-and-equity framework?” Dr. Robin Evans-Agnew, assistant professor in Nursing and Healthcare Leadership programs at UW Tacoma, poses this question as part of his role as a [Faculty Diversity Scholar](#). Such questions and more are central to the role of the Faculty Diversity Scholars, selected from across the three campuses for their expertise in race and equity pedagogy for a pilot program developed by the [Center for Teaching and Learning](#)

(CTL) for the 2014-15 academic year. With the advent of the new diversity requirement, Faculty Diversity Scholars acted as resources for other faculty members who were adapting, developing or reframing courses to align with the new diversity course requirement.

The Faculty Diversity Scholars supported curriculum transformation and inclusive teaching across all three campuses in multiple ways. From serving as panel participants and advisors for department events to working one-on-one with a department's staff, faculty and graduate students, Faculty Diversity Scholars helped different departments learn to assess climate issues and find ways forward toward an inclusive learning environment.



Faculty Diversity Scholars (from left to right): Ralina Joseph, associate professor of communication; Sapna Cheryan, associate professor of psychology; Joyce Yen, program/research manager for UW ADVANCE; Robin Evans-Agnew, assistant professor in Nursing and Healthcare Leadership programs, UW Tacoma. Not pictured: Anu Taranath, senior lecturer in English and Comparative History of Ideas (CHID); and Wadiya Udell, associate professor of community psychology, UW Bothell. Photo: Ignacio Lobos.

DIVERSITY REQUIREMENT

On May 24, 2013, a long-time student-led effort to pass a [diversity course requirement](#) for all UW undergraduates came to fruition. Students entering in fall 2014 and later must meet this graduation requirement, which includes three credits of coursework that focus on the sociocultural, political and economic diversity of human experience at local, regional or global scales.

The faculty legislation states, “The requirement is meant to help the student develop an understanding of the complexities of living in increasingly diverse and interconnected societies.” Courses that fulfill the diversity requirement focus on cross-cultural analysis and communication, and historical and contemporary inequities such as those associated with race, ethnicity, class, sex and gender, sexual orientation, nationality, ability, religion, age, veteran status and socioeconomic status. Course activities encourage critical thinking about topics such as power, inequality, marginality and social movements, and support effective cross-cultural communication skills.

The passage of the diversity requirement is the culmination of 25 years of work. UW students initiated three previous proposals that encountered resistance at various stages of the approval process. The proposal that ultimately passed originated in 2010 and was led by the UW Students for Diversity Coalition. The coalition's membership featured students from several campus organizations, including the Black Student Union, First Nations, Filipino American Student Association and Movimiento Estudiantil Chicano/a de Aztlán. Their proposal was initially approved by the Associated Students of the UW in the fall of 2012. The proposal was also discussed and worked on by the Faculty Council on Multicultural Affairs, Faculty Council on Women in Academia, Faculty Council on Academic Standards, Senate Executive Committee and Faculty Senate. [Read more about the diversity requirement at the UW.](#)

The scholars have responded to questions and requests for assistance such as:

Am I ready to facilitate a tricky classroom discussion myself?

Take a little time to prepare yourself and become comfortable with feeling uncomfortable, recommend the scholars. “Know your own touchy spots,” suggests Dr. Wadiya Udell, associate professor of community psychology at UW Bothell. “Faculty members who successfully engage in these discussions are those who anticipate conflict, are comfortable managing conflict within the classroom and can work with extreme opinions on the topic without shutting down discussion.”

What do I do if I think a microaggression happens in my classroom?

“Faculty need to interrupt any iterations of racism, sexism, classism and homophobia in the classroom. Such interruptions should happen firmly, but with kindness and compassion for all in the room,” says Dr. Ralina Joseph, associate professor of communication and director of the Center for Communication, Difference and Equity.

I’m still confused about why inclusive pedagogy is necessary in my class.

“Inclusive pedagogy should not be thought of as pandering or lowering standards. Inclusive pedagogy acknowledges human diversity,” says Udell. “People are different. Not everyone in a classroom learns the same way or engages in the same manner. It is important that faculty attempt to teach to the broad range of students in a course, not only those who fit their preferred learning and teaching style.”

How do I know if my department needs a climate assessment?

“If you’re even asking the question, you probably do,” says Dr. Anu Taranath, senior lecturer in English and CHID. “Ask around, ask as many people as you can. Listen between the lines, between the silences, read the frustrations, the hopes for what might be possible. And if some people say ‘no,’ ask yourself why they might say that, what’s at stake.”

The pilot program has been renewed for another year to build on this work and meet demand. The CTL is receiving a record number of requests for consultations on equity and diversity pedagogies. All CTL consultants also respond to requests with the support of the Faculty Diversity Scholars, as well as offering various CTL resources, consultations and workshops on inclusive teaching.

With a focus on action to bring equity to a diverse classroom, Evans-Agnew acknowledges the many complexities. “This is a work in progress. I certainly feel like my challenge is that my privilege blinds me from what I can see and have a perspective on,” he says. “We have to live in that challenge, be OK being uncomfortable and figure out a way to provide some actions that may be incomplete, partial solutions for things.”



*Faculty Senate committee meeting.
Photo: Jill Reddish.*

FACULTY SENATE RECOMMENDS IMPLICIT BIAS TRAINING

On Feb. 9, 2015, the Faculty Senate passed the [“Resolution Concerning Equity, Access and Inclusion in Hiring,”](#) mandating that all UW faculty search committees be given adequate resources to participate in some form of “Equity, Access and Inclusion in Hiring” training.

The resolution cites current research on faculty excellence and diversity that “suggests that gaps in equity, access and inclusion in hiring are linked to patterns of institutional bias,” and how interactive training can be a solution to counteract these “often unconscious practices.” It also stresses that the UW’s “commitment to diversity work in faculty promotion, tenure assessment and teaching should begin at the point of recruitment and hiring.”

Resources and skills training that are critical for realizing the UW’s diversity vision in hiring are currently being developed with the Office for Faculty Advancement and will include best practices regarding faculty candidate outreach, assessment, recruitment and retention.

TALKING ABOUT RACE & EQUITY



“When we truly listen to the experiences of others, we have the opportunity to engage in deep, personal reflection about their lives and our own narratives. This enables us to gain a greater understanding and appreciation of how the threads of our individual truths weave together to create a community that finds its strength in the diversity of its fabric.”

—Ed Taylor, Vice Provost and Dean,
Undergraduate Academic Affairs

How do we handle difficult conversations about race and equity — both inside and outside of the classroom?

Each of us identifies with multiple communities and different identities — racial and otherwise — and it can be uncomfortable to talk across difference. We may prefer to avoid sensitive topics, or gravitate towards conversations with those we assume share our background or perspectives. Perhaps we shut down when faced with strong opinions, or confuse intuition with fact.

However, in not talking across difference, we deprive ourselves and our communities of opportunities to grow, be challenged and understand more fully the experience of others. While dialogue alone does not solve structural problems, it is a good place to start.

As we talk about bias and racism, we will likely confront our own assumptions. Conversations may range from awkward to profound. Throughout, we aim to approach these conversations in the spirit of inquiry and self-discovery, assuming there's much to learn from each other when we share our stories and really listen to one another.

Through examining our assumptions, beliefs and actions together, we hope to find the courage to recognize our own implicit biases and, perhaps most challenging of all, find the courage to change.



"At UW Bothell, diversity and inclusion is more than a concept. It is ingrained in our identity and the way we engage our community. We address race and equity head-on because our leading-edge educational experience depends on a supportive and welcoming environment where every perspective is valued and respected. We are better together."

—Wolf Yeigh, Chancellor, UW Bothell



"Understanding race, equity and difference is critical, because we need 'all hands on deck' to address the environmental challenges we face. The creativity and innovation required for tackling big questions and vexing problems depends on our ability to fully tap the richness of our differences."

—Lisa Graumlich, Dean,
College of the Environment



"Talking about race and equity might certainly feel uncomfortable, but so is living in a society that means different things for different people. When we engage in meaningful conversations, we're participating in small acts of justice, and big acts of solidarity."

—Anu Taranath, Senior
Lecturer, English/CHID



"Both as student government president and as a member of the Greek community, I see this as a time to stand up and say there are bad things happening and this is time to change. If we as students pride ourselves on brotherhood, and sisterhood, then we have to start with being open and accepting to other communities."

—Tyler Wu, Senior, Psychology;
ASUW president 2015-16; Pi Kappa
Phi fraternity member

EQUITY AND DIFFERENCE SPEAKER SERIES AND CONVERSATIONS ON ACTIVISM, DIFFERENCE AND POWER



Harry Belafonte (front row, center) with UW President Ana Mari Cauce (front row, right) and UW students, faculty and staff after the lecture on Oct. 6, 2015. Photo: Elizabeth Lowry.

The desire to increase the amount — and quality — of dialogue about race and equity has inspired the Graduate School and the UW Alumni Association to pair “[Facilitated Conversations](#)” with selected lectures from the yearly series they traditionally present. Titled “[Equity and Difference: Keeping the Conversation Going](#),” the series exposes and explains transgressions and struggles, both systemic and personal, experienced by so many in our communities today. The series features thought leaders from UW and around the world who are working to confront prejudice and create change.

In the facilitated conversations hosted just before each lecture, audience members meet and talk in small roundtable groups. They can share their personal experiences, discuss new ideas and brainstorm actions and solutions related to the lecturer’s theme.

“Gaining the skills to dialogue with people from diverse backgrounds and across multiple disciplines is fundamental to how our society builds communities that are equitable and inclusive,” says David Eaton, vice provost and dean of the Graduate School. “The objective of this unique series of discussions is to support student involvement and skill-building in these important conversations, and to encourage participation in discussions about difference.”

Leigh Friedman, a senior who participated in the conversation before Harry Belafonte’s lecture, stated, “I loved having students, faculty and administrators at one table. I didn’t realize how helpful that could be in ‘connecting the dots’ of the problem.”

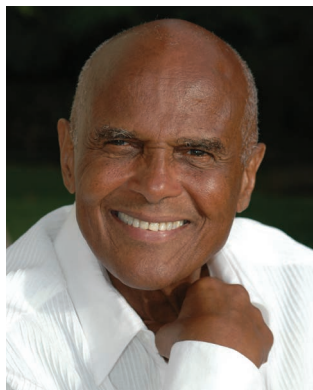
“These facilitated discussions and lectures are absolutely important, not just because they bring members of the UW community together, but because when we are brought together, the emphasis is on the fact that we ARE members of the same community. That fact fosters a great deal of love, making the experience of discussing these issues just as significant as tackling them.”

—Taj Taher
Senior, English/Pre-Medicine
(not pictured)



Facilitated conversation at the Intellectual House on Oct. 6, 2015. Photo courtesy of University Marketing & Communications.

Facilitated Conversations are paired with the following lectures:



October 6, 2015: "Stars for Freedom," Harry Belafonte and the Civil Rights movement

Civil Rights leader, actor, singer and activist Harry Belafonte kicked off the series with an interview by Valerie Curtis Newton of the UW School of Drama. His discussion of the link between artists and activism connects to the recent publication of the University of Washington Press: "[Stars for Freedom](#)," which examines the history of actors who supported the Civil Rights Movement.



January 14, 2016: What's the Difference With 'Difference'?

Ralina L. Joseph, associate professor of communication, explores how and why the language we use matters both on an individual and a broader level. She looks at the language associated with minority-identity classifications and how changes can speak to shifting principles of naming. Joseph is an adjunct associate professor in the departments of American Ethnic Studies and Gender, Women, and Sexuality Studies, and is the founding director of the new UW Center for Communication, Difference and Equity. [Read more and find registration information.](#)



April 5, 2016: Microaggression: Power, Privilege and Everyday Life

American journalist, culture critic and television personality Touré will visit campus to discuss microaggressions, manifestations of power and privilege in everyday life and the impact on the human experience. Touré is a co-host of *The Cycle* on MSNBC and was also a contributor to MSNBC's *The Dylan Ratigan Show*, and the host of Fuse's *Hiphop Shop* and *On the Record*. [Read more and find registration information.](#)

Resources for facilitators of conversation about race and equity

The [Center for Teaching and Learning](#) (CTL) offers resources for faculty and other discussion leaders with tips on leading tough discussions and creating safe spaces for discussing equity and difference.

- **Creating a safe space** is crucial to engaging in meaningful conversations. It means acknowledging the topics can be uncomfortable for everyone, that mistakes may be made, and reserving the right to have "do-overs" for difficult moments that need more processing. Find more [CTL resources, tips and guides for creating safe spaces](#).
- **Inclusive teaching** means teaching in ways that do not exclude students, accidentally or intentionally, from opportunities to learn. Find more [strategies for inclusive teaching](#).

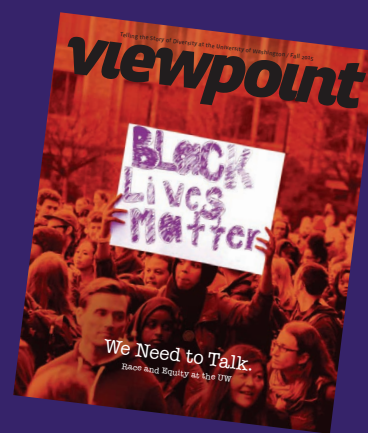
KEEPING THE CONVERSATION GOING

Alongside this series, the Graduate School created a one-credit quarterly seminar to investigate "Engaging Oppression: Living Just Relationships," led by Gino Aisenberg, professor of social work and associate dean of the Graduate School.

The fall seminar focuses on oppression, the winter quarter examines transgressions and struggles, and in the spring the course explores microaggressions.

The course is open to graduate students, faculty and staff, and includes alternating presentations by UW faculty or community leaders with smaller discussion groups facilitated by expert faculty or staff the following week.

For more information, email adao@uw.edu.



The UW Alumni Association's award-winning Viewpoint magazine tells the story of diversity at UW. Produced in partnership with the Office of Minority Affairs & Diversity, it has a circulation of 35,000. The [Autumn 2015 issue](#) covered the creation of the UW's Race & Equity Initiative and the Black Lives Matter movement on campus.

UW BOTHELL'S DIVERSITY WORKSHOPS: FROM DIALOGUE TO ACTION



Terryl Ross, Ph.D., Director of Diversity, University of Washington Bothell

"I hear people say they wish they'd done these workshops earlier. People think I'm going to lecture them or tell them they have to like black people or be 'politically correct.' Instead, we explore what the changes in their community mean, and it becomes real." —Terryl Ross, Ph.D.

At the University of Washington Bothell, Terryl Ross, director of diversity, helps people move from having conversations about race, equity and diversity to taking action. He builds opportunities for dialogue, bringing people from diverse backgrounds together to learn from each other and from experts about race and equity. "People are ready to have a higher-level conversation that leads to real action," says Ross, "and they want to have it in a safe place and with people who are different from them."

As part of this work, Ross has designed several workshops that offer students, faculty, staff and community members the opportunity to learn more about themselves, their fellow participants and the future of their communities. Most importantly, workshop participants work together to choose a course of action based on their shared experience, and leave empowered to do more. This year, ideas generated in previous workshops are being implemented campus-wide at UW Bothell.

"As our society continues on a path toward a more 'color-blind' attitude, more people need to be aware of the subtle ways in which institutional racism is further embedded in our every action," says Karin Clayton (UW Bothell '07), a database coordinator at Wellspring Family Services who attended the UW Bothell [diversity conference](#) Ross organized in spring 2015. "The unconscious ways in which people treat others is, to me, almost more damaging than outright abuse because that person is unaware of their impact on others. Attending events like this will hopefully plant the seed of awareness."

Ross employs several techniques to help participants talk about race and equity. He focuses on both data and identity as tools to start conversations about differences rather than political correctness, and provides people with a common language and examples to talk about the issues. "This stuff is here whether we are in this workshop or not," says Ross. "So, how do we deal with this?"

Telling the story of our changing community through data

Relying on census data, Ross introduces some workshops by telling the story of "two Americas" — two demographic groups roughly equal in size. One tends to be older, whiter, more conservative and interested in health care; the other is younger, ethnically diverse, more liberal and interested in education. By sharing data on these groups' growth trends, political leanings and more, workshop participants begin with a mutual starting place. They aren't asked for their opinions. Instead, they talk about what the demographic trends around increasing diversity can reveal about the future of a community and what they might be seeing in their own neighborhoods. Ross says, "If everyone had a thought bubble over their head about how they see the country, each one would be different. Working with data takes the opinion out and helps people see the patterns and systems. It's powerful because it gives them a common starting point to talk."

Identity as middle ground since everyone has one...or many

Identity is another powerful conversation starter, notes Ross, since everyone has multiple identities — some stronger than others. He finds identity a helpful concept to introduce the topic of race in context. "The more diverse the audience, the better the workshop," says Ross.

Participants in Ross' diversity workshop learn about different dimensions of identity. People have more control over some dimensions than others, and some may change over time, such as education level, family status, religion, military experience or where they live. Others we are born to, such as race, ethnicity, age, mental and physical abilities, or sex at birth.

DID YOU KNOW ?

Nearly 1 in 4 Americans has at least one immigrant parent.

2011 is the first year that the majority of babies born in the U.S. were not white.

80% of new growth in the U.S. is among people of color.

Bellevue is more ethnically diverse than Seattle.

Only about 45 percent of all college freshmen felt their knowledge of other cultures or races was even somewhat strong.

Sources: Brookings Institute, U.S. Census Bureau, *The Measure of America*, *The Next America*, National Survey of College Freshmen

Ross asks participants to plot aspects of their identities on a wheel-shaped chart, from race to family status and everything in between, assigning relative importance to each. Ross says, “It becomes very personal to them. No two people have the same wheel yet they can find interesting commonalities. Both may rate race as very important but they are from different ethnic groups, for example, or maybe they are the same race but one says it matters a lot to them and for the other it doesn’t.” Considering the dimensions of identity prompts genuine questions and real listening about what race and other identities mean to each person.

Developing a common language for talking about race

Ross defines terms and shares examples when he moderates conversations about microaggressions in the workplace and in the classroom. Participants learn that microaggressions are “brief, often unintentional and without intended malice, everyday exchanges that belittle and alienate a member of a marginalized group.” They include actions like confusing a person’s ethnicity with that of a different group; consistently mispronouncing a person’s name; interrupting; only making eye contact or taking questions from people of one group; making jokes aimed at minorities; or dismissing the validity of slights described by minorities.

Ross shares examples from media clips. “After sharing a clip with participants, they get it. Groups find it very powerful to discuss a real example. It’s not theoretical,” explains Ross.

Workshop participants develop the language to describe things they may have seen but not understood before. Clayton, the UW Bothell alumna who invited Ross to give a workshop at her office’s “Lunch and Learn” program, had an immediate revelation from that discussion. “I had multiple experiences with a coworker that were uncomfortable. I couldn’t pinpoint what the issue was, but I knew it didn’t feel quite right,” she says. “Afterwards, I realized I was experiencing a microaggression, which enabled me to process the encounters in a different manner.”

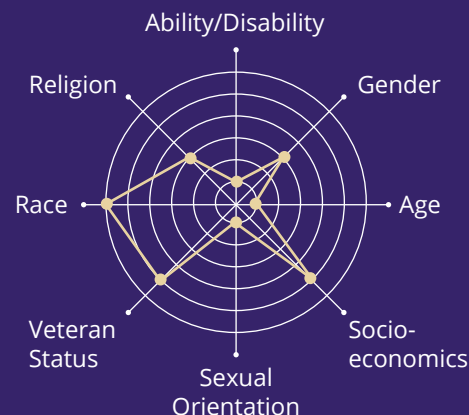
Moving from talk to action

All workshops end with a call to action. Groups craft a plan for how they can start making changes, get involved or develop a community service project that would address the issues they discussed. According to Ross, “The workshop explains a lot and participants feel that they are more grounded — with language to describe things they’ve seen but didn’t understand. I ask, ‘If you could do something, what would it be?’” says Ross. “Last year, a group at UW Bothell decided they wanted to host a dialogue on race so we’re pursuing that this year.”

Increasing opportunities for dialogues on difference

Heading into his second year as UW Bothell’s director of diversity, Ross has received even more requests to hold workshops for groups both on and off the UW Bothell campus. Ross is planning what he calls “Bothell 2.0,” [new programming](#) that includes both the second annual Diversity Week in spring 2016 and an expanded Diversity Conference open to the community. New this year is a dialogue on race, an idea that developed from workshop participants. All of it is designed to increase opportunities for students to find commonalities and see the humanity in people different from themselves.

SAMPLE IDENTITY WHEEL



As a starting place for deeper conversation, workshop participants map and discuss the intersectionality of their own identities. Dimensions with more relative importance to an individual are marked closer to the edges.



Given the growing diversity of Bothell — both the city and the University — these workshops are leveraging a unique opportunity, and serve as a model for creating conversations throughout the entire community. Photos courtesy of Terry Ross.

W RACE & EQUITY | INITIATIVE OVERVIEW

The [Race & Equity Initiative](#) is a clear priority for President Cauce and builds on a long tradition and many existing efforts to address issues of race and equity at the UW. From outreach and engagement to teaching and learning to scholarship and research, the Race & Equity Initiative, launched Spring 2015, aims to both deepen and broaden these efforts across the UW's three campuses under the leadership of Vice Provost and Dean of Undergraduate Academic Affairs Ed Taylor. Read on to learn about the goals, objectives and origins of this initiative.

WHY NOW?

While the UW's commitment to diversity and social justice is not new, and the challenges in addressing these chronic societal issues are great, there is renewed effort and increased urgency in light of the Black Lives Matter movement and related protests across the nation as well as the call from students to UW schools and colleges asking for a University response.

In February 2015, President Cauce marched with the protesters in one of the largest peaceful demonstrations at the Seattle campus since 1968, and felt compelled to take a stand as president. She called the UW community to action in her [April 2015 speech](#): "To make progress on solving the world's greatest challenges, we must also make progress on diversity. This is what universities are all about — places of discovery, of civil discourse, of difficult conversations — where we learn new ways of looking at and acting in the world."



The 1968 protest led to the creation of an office to recruit and advise students of color, a forerunner to the office now known as Office of Minority Affairs & Diversity. Photo courtesy of UW Archives.



The 2015 Black Lives Matter protest presented a list of related demands to UW leadership. Photo courtesy of Student Life.

WHAT ARE THE GOALS?

The initiative's goals are ambitious. It aims to help students, faculty, staff, alumni and community members develop a deep personal understanding of issues related to race and equity, power and privilege in their lives, in their work and in their communities. By providing historical context alongside tools to address bias and racism when witnessed, this initiative helps empower and inspire our community to seek greater understanding across differences. It also sets its sights on addressing institutional bias and racism both within the UW and in the community, including attention to changes in both policy and climate.

Specific actions under way, to date

- [A lecture series](#) on issues of race and equity hosted by the Graduate School and the UW Alumni Association
- Facilitated conversations for students, faculty and staff to discuss personal experiences around race and equity, and explore actions that they can take to address these topics
- Increased support around teaching and learning about diversity, bias and more
- A Hate Bias Report with recommendations and protocols for how the UW responds to campus incidences of biases/discrimination
- Student [roundtables](#) to share updates, gather input and ideas
- Spotighting people and programs who are working at the UW on issues of race and equity, like those featured in this report

Under development for later this year and next

- A single online resource to find an inventory of programs, available information and tools to support diverse UW communities and promote diversity
- Increased community outreach and engagement efforts with the UW's partner communities
- New workshops and trainings for faculty and staff to promote greater personal and professional development around issues of race and equity
- Faculty search committee training on implicit bias, as recommended by a recent Faculty Senate resolution
- A climate assessment to help identify and prioritize areas for further action around improving climate and addressing institutional racism

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Students and staff in the Leadership Without Borders Center. Photo taken by Jill Reddish.

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DIVERSITY RESOURCES AT THE UW

From research to student communities and more, discover the many ways students, faculty and staff make diversity a part of life at the University of Washington. Visit the Diversity Portal to learn more: www.washington.edu/diversity/

Making Change, Transforming Lives

Students, staff and faculty strive to improve the well-being of our communities by mobilizing our collective capacities so that we can better the world around us.

www.washington.edu/diversity/makingchange/

Learning About Difference

The study of diversity fosters understanding of cultural traditions, histories, and influences; sharpens critical and analytic thinking; explores sources of inequality in society; and encourages a vibrant intellectual community free of bias and prejudice.

www.washington.edu/diversity/learning-about-difference/

World Changing Research

UW faculty conduct research on the benefits of cultural diversity, as well as its challenges. This generates new knowledge that has economic, social and cultural impacts, on both local and global scales.

www.washington.edu/diversity/world-changing-research/

Continuing the conversation

We welcome your participation, feedback and suggestions at edtrends@uw.edu.

A Selection of Race & Equity Resources at UW

- [Office of Minority Affairs & Diversity](#)
- [Diversity at UW Bothell](#)
- [Graduate Opportunities & Minority Achievement Program \(GO-MAP\)](#)
- [Office for Equity and Diversity, UW Tacoma](#)

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