



UW Tacoma Climate Survey **Faculty Implementation Plan Team** **Final Narrative Report**

May 14, 2021

Faculty Team Members

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ACKNOWLEDGEMENTS

Members of the UW Tacoma Climate Survey Faculty Implementation Plan team would like to thank Chancellor Mark Pagano for appointing us to serve on this team and allocating professional development funds to us for this work. We are most appreciative of the following colleagues who volunteered to participate in individual interviews and share their time, knowledge, and expertise to enhance the content of our plan: Dr. Jill Purdy, Dr. Divya McMillin, Dr. Cheryl Greengrove, Ms. Lisa Isozaki, Mr. Justin Wadland, Ms. Casey Byrne, Dr. Atlaf Merchant, Dr. Bonnie Becker, Ms. Amanda Figueroa, Dr. Sharon Fought, Dr. Ali Modarres, Dr. Anne Bartlett, Dr. K. Rachel Endo, Dr. Marcie Lazzari, Dr. Jeff Cohen, Dr. Rajendra Katti, Dr. Sarah Hampson, Dr. Turan Kayaglu, Dr. Diana Falco, Dr. Ingrid Walker, Dr. Jeremy Davis, Dr. Zoe Barsness, Dr. Stephen Norman, (Faculty of Color: Dr. Sonia De La Cruz, Dr. Kenneth Cruz, Ms. Tanya Velaquez, Dr. Ariana Ochoa Camacho, Dr. Janelle Hawes, Maria-Tania Bandes-Becerra Weingarden, Dr. Linda Ishem, Dr. Weichao Yuwen, and Dr. Divya McMillin. We are most of Ms. Sara Contreas for the administrative support she has provided to our team throughout the 2020-21 academic year. A special thank you to Mr. Andrew J. Seibert for always promptly sending any requested Faculty Assembly reports or other documents to our team.

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SUMMARY OF PROBLEMS

The UW Tacoma Climate Survey Faculty Implementation Plan Team identified a total of 16 major problems affecting the experiences of tenure and non-tenure track faculty on our campus including: Unreported sexual harassment with 100% of cases not reported; unwanted sexual experiences, exclusionary, intimidating, offensive, and/or hostile conduct; under-reporting of exclusionary behavior due to fear; lack of formalized mentoring programs in schools; lack of institutional trust (prevents reporting of hostile, intimidating and exclusionary behaviors); racist policies, practices, behaviors; biases in hiring practices (including unjust hiring practices); non-tenure track faculty are fearful of speaking up due to fears of retaliation or retribution; low representation of BIPOC faculty on Executive Council; nearly half of academic personnel (48%) considered leaving UW Tacoma (in 2018); lack of support for BIPOC faculty; unjust promotion and tenure practices; employment-related disciplinary actions; negative workplace climate; and an underutilized and ineffective Bias Incident Reporting System. Details regarding seven (7) of the delineated problems are discussed in this narrative report. However, it is important to note that the sixteen (16) identified problems are not the only climate problems encountered by faculty at UWT. Sexual misconduct in the work place is a serious problem, as demonstrated by the exponential growth in

#METOO allegations of sexual harassment and assault. Higher education is not immune to these broader trends. In 2018 the Equal Opportunity Commission (EEOC) reported that in 2018 sexual harassment complaints rose 13.6 percent over the previous year.

What is sexual harassment? Sexual harassment can be unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that explicitly or implicitly affect an individual's employment experience. These acts can also rise to the level of sexual harassment when they unreasonably interfere with an individual's work performance or create a hostile or offensive work environment. Sexual harassment is a form of sexual discrimination that violates Title VII of the Civil Rights Act of 1964. Title VII applies to employers with 15 or more employees. Some state laws provide such protection to individuals in work places with fewer employees. Federal courts and agencies have recognized that existing discrimination bans also prohibit discrimination based on sexual orientation and gender identity. Findings from a 2015 survey by the Association of American Universities revealed that graduate and professional students are very vulnerable to sexual harassment from faculty within university programs; female graduate students who experienced sexual harassment stated that the offender was a teacher or graduate advisor. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex at education institutions. Title IX is

applicable to education programs or activities that receive financial assistance (“recipients”) and specifically prohibits discrimination on the basis of sex, including sexual harassment. Until August 14, 2020 there have been no binding federal regulations related to sexual harassment under Title IX, only administrative guidance issued by the U.S. Department of Education’s (DOE’s) Office for Civil Rights. The University of Washington Tacoma is not immune to the problem of sexual harassment. Several examples of participant’s responses from qualitative data are provided to elucidate the selected problems discussed in this section of our report.

Unreported Sexual Harassment is a problem that exists in all schools at UWT. One hundred (100) percent of the cases are not reported. (Rankin & Associates, Consulting, 2020). One theme that emerged explaining none reporting of sexual harassment is *Lack of Trust*. One respondent shared, “Because no one believes you when you report. Been there, done that. Tired of expending my energy. I know who does what and I warn others about them.” Another respondent added, “Nothing happens at UWT when misconduct is reported, especially when the perpetrator is a White person in a position of power. I’ve seen it happen too many times and didn’t waste my energy.” Other respondents noted, “Because when I spoke to administrators, they blew it off. One literally made a joke about it to my face.” “This person has been reported before by many people and nothing has

happened,” and “The person doing this has been reported and investigated for sexual harassment several times over the years. Don’t feel that reporting it again will do any good.” The direct quotes from respondents correlate with responses from UWT administrators and deans during individual in-depth interviews when questioned about what they were doing to address sexual harassment; none of these leaders had a plan to address this problem. Their response was to recommend that faculty, students, and staff file a Bias Incident Report and/request a UCIRO investigation. Reporting outside UW Tacoma provides legal recourse as well as support and a buffer for faculty, students, and staff who experience sexual harassment and do not trust the current internal system to address this ongoing problem.

Unwanted Sexual Experiences was another identified problem. Rankin and Associates (2019), defined “unwanted sexual experiences” as “[u]nwelcomed touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.” Eight percent of respondents reported that they had experienced unwanted sexual contact/conduct including 6% reporting sexual harassment (i.e. unwelcome comments, jokes, innuendos, remarks about personal appearance,

pressure to engage in sexual activity, or unwanted requests for dates); 2% experienced stalking (i.e., following me, on social media, texting, phone calls); 2% unwanted touching; 1% relationship violence (i.e., verbal, emotional, or physical abuse by a dating or intimate partner), 1% unwanted sexual contact without penetration; and less than 1% unwanted sexual contact that included penetration (i.e., oral, vaginal, or anal) while a member of the UW Tacoma community.

Exclusionary, Intimidating, Offensive, and/or Hostile Conduct were experienced by 39% of Academic Personnel. A higher percentage of Underrepresented Minority respondents (35%) than White/European American respondents (10%) experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their racial identity. The principal factors that predicted the experience of exclusionary, intimidating, offensive, and/or hostile conduct by Academic Personnel was position status, gender/gender identity, and racial identity.

Under-Reporting of Exclusionary Behavior Due to Fear is another problem. One theme emerged from non-tenure track faculty is *fear*. “The person(s) involved are tenured, whereas I am not. There were several witnesses present in the meeting, but I did not feel comfortable advocating for myself for fear of retribution. I was embarrassed and had wished that I did not speak up/become emotional,” Other non-tenure track faculty explained reasons for under-reporting

as “[concern over the] impact it would have on future things like course scheduling and assignments, yearly faculty evaluations, and promotion,” and “because the political ramifications are too great. Lecturers are subject to every other faculty who out-ranks them.” Other respondents added, “Fear of retaliation, of not wanting to seem like a ‘troublemaker,’ and “Fear of retribution and sense that it would not change anything.” The *fear* theme also emerged for tenure track faculty. One respondent shared, “I was concerned that I did not have the resources to follow through on the arduous process of filing a report and was worried about retribution from my senior colleagues/supervisor. I had ZERO confidence that the institution would do anything other than attempt to avoid a lawsuit and it actually cares little about equity or hostile climate.” Another tenure track respondent added, “I felt that my job or a friend’s job who also works for the university would be in jeopardy.” Other respondents included, “fear of retaliation,” “I felt scared I will be persecuted as discussion was on lack of qualification of new leadership,” and “In one incident, I was a target of verbal attack from a female student in my class multiple times. I found I was so vulnerable as a faculty member because it was risky to confront her directly in class, as I was worried about the potential outcome of distancing a bigger group of students and was concerned about my teaching eval score.”

Lack of Formalized Mentoring Program in Schools also surfaced in our work. Although mentoring programs exist in some schools, UW Tacoma has never developed and implemented a campus-wide mentoring system. Mentoring continues to be a “buzzword” in higher education. Mentoring of junior faculty by senior faculty is not new (Luna & Cullen, 1995). In fact many universities have had mentoring programs since the 1960s. Mentoring programs benefit faculty and their institutions. Mentoring resonates among Black, Indigenous, and other faculty of color and women who tend to be excluded from interpersonal means of career development in the academy. It is important to articulate the program goals, benefits, and direct outcomes when a formalized campus-wide mentoring program is developed and implemented at UW Tacoma (see action item per implementation plan). It is very important to have an evaluation component to determine the extent to which the program is achieving its goals and assess whether any changes are necessary to enhance it.

Biases in Hiring Practices (Including Unjust Hiring Practices) were reported by faculty. “Specifically, on a hiring committee I saw a perfectly viable, experienced candidate of color who was trained internationally get passed over in favor of a white person with little experience, but who was ‘hip’ with new ideas in pedagogy.” “Faculty members have said things

like, 'we will not welcome her' about a Latinx candidate that was the top choice of the committee. In another meeting when a black male candidate was top choice a known racist colleague asked 'so what are we doing now picking a color out of the crayon box' to make hiring decisions. Although most faculty members are white, this person asked, 'what about people like me?' other respondents added, "I was on a hiring committee once where the chair disqualified the candidate as 'too urban for us.' Do I need to specify that the highly qualified candidate was African American? In another instance I have also seen in email hostile remarks targeting the spouse of a person of color at UWT," As noted by another respondent, "Hiring practices tend to be biased and not based on consistent and objective practices. For example, there have been numerous white individuals hired who's educational and employment experiences are not comparable to individuals of color. However, the white individuals are the ones hired. Often white individuals are hired because they are friends of some administrator." Another comment was, "I was present when two faculty members 'negotiated' the expressed racial/ethnic identity of a candidate based on their language proficiency. This was highly distressing."

Low Representation of BIPOC Faculty on Faculty Assembly Executive Council is a problem that was discussed with the Chair of Faculty Assembly, Dr. Sarah Hampson and Vice Chair of Faculty Assembly, Dr. Turan Kayaoglu during their in-depth interview with our team on March 18, 2021. One recommendation

from the team was for the Chair and Vice Chair make personal appeals directly to BIPOC faculty in each School to encourage their participation in the FA Executive Council. The Chair and Vice Chair have already started to visit each UWT School and reach out to BIPOC faculty.

METHODOLOGY

Several methods were utilized to develop the implementation plan for faculty. For example review and secondary data analysis of the following: (1) UW Tacoma Assessment of Climate for Learning, Living, and Working Final Report, (2) UW Tacoma Diversity Fellows Statement, (3) UW Tacoma Academic Affairs Summary, (4) UW Tacoma Individual Reports from Seven Schools, and (5) 2018-19 & 2019-20 Faculty Assembly DEI School/Unit Reports Submitted by Executive Council Representatives.

Additional data were collected via in-depth individual interviews with the following: Dr. Jill Purdy, Executive Vice Chancellor for Academic Affairs (EVCAA) (February 4, 2021); Dr. Divya McMillin, Associate Vice Chancellor for Innovation & Global Engagement (March 25, 2021); Dr. Cheryl Greengrove, Associate Vice Chancellor for Research & Ms. Lisa Isozaki, Director, Office of Research (January 21, 2021); Mr. Justin Wadland, Interim Director, Library (January 26, 2021); Dr. Bonnie Becker, Associate Vice Chancellor for Student Success and Ms. Amanda Figueroa,

Senior Director, Student Transition Program (February 18, 2021); Ms. Casey Byrne, Director of Academic Personnel (February 9, 2021); Dr. K. Rachel Endo, Dean, School of Education (March 9, 2021); Dr. Rajendra Katti, Dean, School of Engineering & Technology (March 16, 2021); Dr. Anne Bartlett, Dean, School of Interdisciplinary Arts & Sciences (March 4, 2021); Dr. Ingrid Walker, Associate Dean for Student Support & Curriculum and Dr. Jeremy Davis, Associate Dean for Faculty Development and Academic Initiatives (March 23, 2021); Dr. Atlaf Merchant, Dean, Milgard School of Business (February 16, 2021); Dr. Zoe Barsness, Associate Dean for Academic Affairs & Dr. Stephen Norman, Associate Dean for Administrative Initiatives, Milgard School of Business; Dr. Sharon Fought, Dean, School of Nursing & Healthcare Leadership (February 2, 2021); Dr. Marcie Lazzari, Acting Dean and Dr. Jeffrey Cohen, Acting Dean of Finance and Operations, School of Social Work & Criminal Justice (March 16, 2021); Dr. Ali Modarres, Dean, School of Urban Studies (February 25, 2021); Dr. Diana Falco, Co-Chair, Non Tenure Track Faculty (March 18, 2021); Faculty of Color: Dr. Sonia De La Cruz, Dr. Kenneth Cruz, Ms. Tanya Velaquez, Dr. Ariana Ochoa Camacho, Dr. Janelle Hawes, Maria-Tania Bandes-Becerra Weingarden, Dr. Linda Ishem, Dr. Weichao Yuwen, and Dr. Divya McMillin (March 25, 2021); Dr. Sarah Hampson, Chair and Dr. Turan Kayaoglu, Vice Chair, UW Tacoma Faculty Assembly (March 18, 2021). Dr. Marian S. Harris and Dr. Anaid Yerena also met with campus leaders on May 19th and 20th.

During the interviews several suggestions were made to varied leaders regarding DEI that could be implemented prior to release of the Faculty Implementation Plan. For example, during our interview with Mr. Justin Wadland, Interim Director, UW Tacoma Library, we suggested that he develop a DEI Plan for the library and peruse the University of Michigan DEI Plan which is an exemplary one. We also suggested to the Co-Chair of Non-Tenure Track Faculty that she reach out and inform faculty about the current search for part-time teaching professors in the Criminal Justice program and ask them to assist her in recruitment efforts to find qualified faculty of color. This suggestion about recruitment of faculty of color was also given to the Associate Deans in the Milgard School of Business. Finally, in the interview with Dr. Cheryl Greengrove, Associate Vice Chancellor for Research and Ms. Lisa Isozaki, Director of Research they reiterated the importance of returning summer revenue to schools that is generated by varied schools to fund faculty research projects. Dr. Greengrove discussed the dire need of additional need of funding for faculty research. Ms. Isozaki expressed the need for a variety of scholarship to be valued and supported including the arts and humanities and allocation of funding for this type of scholarship.

RECOMMENDED ACTION ITEMS

The UW Tacoma Climate Survey Faculty Implementation Plan Team recommend the following action items based on findings from the UW Tacoma Assessment of Climate for Learning Living, and Working, review/secondary analysis of the UW Tacoma Diversity Fellows Statement, UW Tacoma Climate Survey Academic Affairs Summary & Individual School Reports, 18 Individual In-Depth Interviews and two meetings with campus leaders:

Problem #1: Unreported Sexual Harassment **Recommended Action**

- Outside Legal Expert- Consult with the nation's largest anti-sexual violence organization – **RAINN (Rape, Abuse & Incest National Network)** – Contact Clara Kim, Vice president of Consulting Services at clarak@rainn.org.
- Review Faculty Assembly Bylaws (Faculty are mandated reporters.)
- Advocate for UW Tacoma faculty to serve on Title IX Steering Committee (President appoints committee members.)

Problem #2: Unwanted Sexual Experiences **Recommended Actions**

- Review existing Best Practices from other institutions to ascertain a model to Adapt for UWT (e.g. UW Dean of Social Work).
- Provide resources for all new faculty (tenure track and non-tenure track) during orientation on how to address these types of issues.
- Assure that students are aware of existing resources to address sexual harassment during new student campus-wide and School-specific orientation.
- Participate in **RAINN Day (annual colloquium for students)** [website](#).
- Recommend Faculty Assembly enact changes to in bylaws addressing sexual harassment.
- Recommend that all syllabi have a statement addressing sexual harassment (EVCAA must develop statement).

- Deans must intermittently review syllabi
- School Administrator will check syllabi
- Recommend that SafeCampus training be included in new faculty orientation.
- Review awareness and effectiveness of existing resources – *SafeCampus*.
- Offer safe spaces on campus for victims to connect and address healing (Academic HR).
- Develop individualized plans for safe spaces in each school.
- Deans must document actions taken to address allegations of sexual harassment coming out of their Schools.
- Deans must submit an annual report to EVCAA documenting actions taken to address sexual harassment that comes out of their Schools.
- EVCAA must develop a standardized form for all Deans to report sexual harassment occurring in their Schools.

Problem #3: Exclusionary, Intimidating, Offensive, and/or Hostile Conduct
Recommended Actions

- Review existing by-stander intervention training and make available to individual Schools/units on campus. An example of training:
<https://www.ihollaback.org/bystander-resources/>
- [Support the Faculty Code revision \(currently underway\) to address disciplinary actions.](#)

Problem #4: Under-Reporting of Exclusionary Behavior Due to Fear
Recommended Actions

- Recommend Microaggression Intervention Training for all faculty (includes part-time and full-time faculty) by Dr. Derald Wing Sue (Professor of Psychology and Education, Teacher's College, Columbia University derald@tc.columbia.edu).
- Recommend Implicit Bias Training – Consultant from The Kirwan Institute for the Study of Race and Ethnicity, Ohio State University; Home- [Kirwan Institute for the Study of Race and Ethnicity \(osu.edu.\)](#)
- Update Faculty Code addressing retaliation.
- Recommend compiling and providing a resource list of legal support for faculty.

Problem #5: Lack of Formalized Mentoring Programs in Schools

Recommended Action

- Recommend developing a campus-wide mentoring system for all faculty, especially underrepresented faculty.

Problem #6: Lack of Institutional Trust (Prevents reporting of hostile, intimidating and exclusionary behaviors)

Recommended Actions

- Inform UW President and Provost of activities occurring on campus – have a system of reporting out to UWT leaders.
- The Chancellor must document actions taken to address occurrences of hostile, intimidating and exclusionary behaviors.
- The Chancellor must submit an annual report to the Provost documenting actions to address hostile, intimidating and exclusionary behaviors. A copy of the report must be submitted to the President of UW.
- Create a standardized form for reporting incidences of hostile, intimidating and exclusionary behaviors that result in lack of trust.

Problem #7: Racist Policies, Practices, Behaviors

Recommended Actions

- Recommend Microaggression Intervention Training. An example of an expert for this training is Dr. Derald Wing Sue (professor of Psychology and Education, Teacher's College, Columbia University). deralds@tc.columbia.edu.
- Recommend Implicit Bias Intervention Training by the Kirwan Institute for the Study of Race and Ethnicity, Ohio State University: [Home –Kirwan Institute for the Study of Race and Ethnicity \(osu.edu\)](http://Home-KirwanInstitutefortheStudyofRaceandEthnicity.osu.edu).
- Recommend antiracism trainings and follow-up with the People's Institute for all Deans and UWT leaders to include the Chancellor.
- Recommend antiracism trainings by the People's Institute for faculty and staff. To be followed up by USC Race and Equity Institute contractors.
- Recommend that the Chancellor purchases the Singh, A.A. (2019) – *The Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing*. New Harbinger Publications. At least one copy for every School.
- Recommend that Schools start engaging in the work from the Handbook as part of their annual retreat activities and meetings throughout the academic year.

Problem #8: Biases in Hiring Practices (Including unjust hiring practices)

Recommended Actions

- Each School must establish a process for working with and managing internal applicants. The process must include communication strategies and timing of interviews.
- Create a **Diversity Oversight Committee**. Faculty search plans should be reviewed by the Diversity Oversight Committee. The principal guiding question for the review can be: *"How will this hire help facilitate anti-racist practices, pedagogy, and DEI work as it relates to recruiting and retaining students?"*
- EVCAA should create a standardized DEI hiring plan template for all search committees.
- All Schools/units must develop and submit a specific and acceptable DEI plan for hiring. School/unit will not be allowed to move forward with searches until the plan is reviewed by the Diversity Oversight Committee.
- If Schools refuse to develop a specific and acceptable DEI plan for hiring, then they will not be allowed to proceed with their search process, and we recommend the EVCAA terminate the search process.
- Recommend that final approval is given by EVCAA as she/he is responsible for arresting/stopping searches if no written DEI plan is included.
- An impartial 3rd party should provide an outside perspective and serve on every search committee throughout the entire process. This person can be a member of the Diversity Oversight Committee, a UWT Community Engagement Advisory Board Member, or the Vice Chancellor for Equity and Inclusion.
- The impartial 3rd party should report directly to the EVCAA throughout the search.
- Ensure that DEI goals are not simply one category within the candidate review rubric but include components of these goals into each review category.

Problem #9: Non-Tenure Track Faculty are Fearful of Speaking Up Due to Fears of Retaliation or Retribution

Recommended Actions

- Recommend compiling and providing a resource list of legal support for faculty and present this information on the Faculty Assembly website. The resource list should be disseminated by the Non-Tenure Track Faculty Forum to all full-time and part-time non-tenure track faculty.

- Recommend mandatory orientation for all non-tenure track faculty (part-time and full-time) when hired, that includes information outlining the Faculty Code, their Rights and Responsibilities, and avenues and resources for seeking redress as employees of the UW.
- Recommend that the Non-Tenure Track Faculty Forum Co-Chairs provide annual training on Faculty Code, Rights and Responsibilities and avenues and resources for seeking redress as employees of the UW.

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- All part-time faculty must be invited to New Faculty Orientation.

Problem #10: Low Presentation of BIPOC Faculty on FA Executive Council
Recommended Action

- UW Tacoma Faculty Assembly Chair and Vice Chair must personally appeal directly to BIPOC faculty to encourage participation in Executive Council and visit each School to invite participation on the Executive Council.

Problem #11: Nearly Half of Academic Personnel Considered Leaving UW Tacoma in 2018
Recommended Actions

- Conduct an exit interview to acquire information from personnel who are leaving the institution.
- Data from exit interviews must be reported out at the Winter/Spring full Faculty Assembly meetings.
- EVCAA should meet with Deans when faculty resign or leave. EVCAA must discuss in detail the reason(s) for departure. The information should be reported to the Vice Provost for Academic Personnel.
- Connect faculty with tri-campus affinity groups with whom they identify (e.g., UW Black Faculty Collective).
- Develop and financially support affinity groups at UW Tacoma based on faculty identification.
- Implement a faculty workload assessment/policy.
- Complete a market research on faculty compensation.
- Review salary equity across structures and fields. Salary parity needs to be addressed by the Chancellor.
- Revisit, to consider removing, the “offer in hand” policy/practice for people to be able to negotiate retention offers.
- Schools to work with the Office of Academic Personnel for support on human resource topics and initiatives.

Problem #12: Lack of Support for BIPOC Faculty**Recommended Actions**

- Create a multi-tiered mentoring partnership program that focuses on retaining and supporting new BIPOC faculty with a focus on equity-centric mentorship model. The model must include 1:1 mentor-mentee matches. Mentors may be from other units or other universities.
- Recommend cluster hiring of diverse faculty.
- Institutionalize the practice of the EVCAA meeting with faculty of color on a regular basis throughout the academic year.
- Offer comprehensive faculty development.

Problem #13: Unjust Promotion and Tenure Practices**Recommended Actions**

- Recommend that someone outside the process provides mentorship and support to faculty members moving through the review process.
- Recommend that all full-time faculty fully understand the Faculty Code and requirements –seminars and meetings must continue with the Faculty Committee on Appointment Promotion and Tenure (APT), and these should be mandatory for all faculty.
- Host annual trainings (conversations) at School/unit levels for faculty going up for review.
- Recommend a review of current tenure and promotion policies and practices at the School/unit-level in accordance with Faculty Code.

Problem #14: Employment Related Disciplinary Actions**Recommended Actions**

- Develop a faculty handbook detailing faculty's roles and responsibilities and this resource must be disseminated to ALL current and new faculty.
- Provide new faculty training and resources on their roles and responsibilities.

Problem #15: Negative Workplace Climate**Recommended Actions**

- Recommend training for faculty, administrators, and deans in the domains of conflict management/resolution and professional communication including in-person, email, and text.
- Recommend Schools/units design written and signed working agreements on communication during formal and informal meetings, and in day-to-day interactions.

Problem #16: Bias Incident Reporting System

Recommended Action

- An audit and overhaul/redevelopment of the Bias Incident Reporting System.

Concluding Commentary

The problems and recommended action items illuminated in this report are the beginning phase of ongoing work that will start during the 2021 summer session. The fundamental evolution needed to transform the University of Washington Tacoma climate for faculty will be a long, slow, and deep process. We cannot continue to allow racism and oppression to flourish within this institution of higher learning nor maintain the status quo. The faculty team has developed action items that will produce measurable and positive outcomes for all UW Tacoma faculty (tenured, tenure-track, non-tenure track (full-time and part-time). The hard work of transformation will be worth every minute.

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APPENDIXES

APPENDIX A
Team Meeting Agendas

UW Tacoma Climate Survey Faculty Implementation Plan Team Meeting
October 22, 2020
10:00-11:30 a.m.
Zoom

Agenda

Welcome & Land Acknowledgement **10:00-10:20 a.m.**

Introductions

Scheduling Team Meetings

- Timelines for Work
- Race & Equity Principles
- Team Member Compensation

Dr. Marian S. Harris

Microsoft Team Site **10:20-10:30 a.m.**

- Articles
- Other Documents

Dr. Sharon S. Laing

Implementation Plan Template **10:30-10:40 a.m.**

Dr. Marian S. Harris

Discussion of Problems/Initial Work **10:40-11:30 a.m.**

to Develop Plan

Dr. Sharon S. Laing & All

Adjourn

UW Tacoma Climate Survey Faculty Implementation Plan Team Meeting

November 12, 2020

9:00-10:30 a.m.

Zoom

Agenda

Priority Business

9:00-9:20 a.m.

- Extended Timeline for Completion of Faculty Implementation Plan
- Action Items with Projected Cost for 2021-22 Budget Request

Dr. Marian S. Harris

Microsoft Team Site

9:20-9:30 a.m.

- Articles
- Other Documents

Dr. Sharon S. Laing

Data Sources, Problem Identification

9:30-10:30 a.m.

Action Items

All

Adjourn

UW Tacoma Climate Survey Faculty Implementation Plan Team Meeting
December 10, 2020
9:30 – 11:30 a.m.
Zoom

Agenda

Welcome & Land Acknowledgement Dr. Marian S. Harris	9:30 – 9:35 a.m.
School Reports & Collection of Additional Data Dr. Marian S. Harris	9:35 – 9:50 a.m.
Faculty Assembly Executive Council DEI Reports Dr. Marian S. Harris & Dr. Sharon S. Laing	9:50 – 10:15 a.m.
Timelines for Work/2021 Winter Quarter Meetings Dr. Marian S. Harris & All	10:15 – 10:30 a.m.
Implementation Plan/ Problems & Development of Action Items Dr. Sharon S. Laing & All	10:30 – 11:30 a.m.

Adjourn

UW Tacoma Climate Survey Faculty Implementation Plan Team Meeting

January 7, 2021

9:00-11:00 a.m.

Zoom

<https://washington.zoom.us/j/9869625087>

Agenda

Welcome & Land Acknowledgement Dr. Marian S. Harris	9:00-9:05 a.m.
Timeline for Completion of Plans, Information and Format for Final Reports Dr. Marian S. Harris	9:05-9:20 a.m.
Google Doc Folder/Files Dr. Sharon S. Laing	9:20-9:25 a.m.
2021 Winter Quarter Teaching Schedules All	9:25-9:35 a.m.
Findings from Schools & DEI Reports, Action Items – Implementation Plan All	9:40-10:10 a.m.
Interview Questions for EVCAA, Deans, Etc. – All	10:10-11:00 a.m.

Adjourn

UW Tacoma Climate Survey Faculty Implementation Plan Team Meeting
February 2, 2021
8:30 – 10:00 a.m.
Zoom

Agenda

Welcome & Land Acknowledgement Dr. Marian S. Harris	8:30 – 8:35 a.m.
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Review of Implementation Plan Table Dr. Marian S. Harris	8:35 – 8:45 a.m.
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Review of Problems & Draft Implementation Plan Dr. Sharon S. Laing & All	8:45 – 9:45 a.m.
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Additional Interviews & Other Meetings Dr. Marian S. Harris	9:45 – 10:00 a.m.
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Others Reporting to Dr. Purdy
Bonnie Becker & Amanda Figueroa
Casey Byrne
Deidre Raynor

Deans
Anne Bartlett
K. Rachel Endo
Sharon Fought
Rajendra Katti
Marcie Lazzari & Jeff Cohen
Atlaf Merchant
Ali Modarres

Adjourn

UW Tacoma Climate Survey Faculty Implementation Plan Team Meeting

March 11, 2021

10:00-11:30 a.m.

Zoom

<https://washington.zoom.us/j/9869625087>

Agenda

Welcome & Land Acknowledgement **10:00-10:05 a.m.**
Dr. Marian S. Harris

Timeline for Completion of Interviews **10:05-10:20 a.m.**
& Implementation Plan
Dr. Marian S. Harris

Interview Questions for Associate Deans **10:20-10:45 a.m.**
(Milgard & SIAS), Faculty of Color,
and FA Chair & Vice Chair
ALL

Implementation Plan/Additional **10:45-11:00 a.m.**
Problems & Action Items
Dr. Sharon S. Laing

2021 Winter Quarter Teaching Schedules **11:00-11:10 a.m.**
& Dates for Team Meetings
All

Final Report & Town Hall **11:10-11:30 a.m.**
Action Items – Implementation Plan
All

Adjourn

UW Tacoma Faculty Implementation Plan Team Meeting

April 24, 2021

10:00 a.m. – 2:00 p.m.

Zoom

Agenda

Welcome & Land Acknowledgement

10:00-10:10 a.m.

Purpose of Meeting

Dr. Marian S. Harris

Continued Work to Complete/Refine

10:10 a.m.-2:00 p.m.

Implementation Plan

All

Adjourn

UW Tacoma Faculty Implementation Plan Team Meeting

April 26, 2021

1:30 – 3:30 p.m.

Zoom

Agenda

Welcome & Land Acknowledgement

1:30-1:35 p.m.

Purpose of Meeting

Dr. Marian S. Harris

Continued Work to Complete/Refine

1:35-3:30 p.m.

Implementation Plan

All

Adjourn

UW Tacoma Faculty Implementation Plan Team Meeting

April 27, 2021

3:00 – 5:00 p.m.

Zoom

Agenda

Welcome & Land Acknowledgement

3:00-3:05 p.m.

Purpose of Meeting

Dr. Marian S. Harris

Added Action Items, Target Dates,

3:05-5:00 p.m.

Responsible Entity, and Monitoring/

Responsible Entity to Implementation Plan

All

Adjourn

UW Tacoma Faculty Implementation Plan Team Meeting
April 28, 2021
2:00 – 5:00 p.m.
Zoom

Agenda

Welcome & Land Acknowledgement **2:00-2:05 p.m.**
Purpose of Meeting
Dr. Marian S. Harris

Added Action Items, Target Dates, **2:05-5:00 p.m.**
Responsible Entity, and Monitoring/
Responsible Entity to Implementation Plan
All

Adjourn

UW Tacoma Faculty Implementation Plan Team Meeting

April 29, 2021

10:00 a.m. – 12:00 p.m.

Zoom

Agenda

Review/Discussion of Final Implementation
Plan Prior to Submission

10:00 a.m. -12:00 p.m.

All

Adjourn

APPENDIX B
Team Meeting List of Tasks

UW Tacoma Climate Survey Faculty Implementation Plan Team Meetings

Tasks	Date
Review/Secondary Data Analysis of UW Tacoma Diversity Fellows Statement	October 22, 2020
Review/Discussion of UW Tacoma Climate Survey Final Report	November 12, 2020
Review/Secondary Data Analysis of 2018-19 & 2019-20 Faculty Assembly School/Unit Reports Submitted by Executive Council Representatives	December 10, 2020
Planned for Interviews with Associate Vice Chancellor for Research, Director of Research, and Interim Director of Library	January 7, 2021
Review of Implementation Plan Table, Review of Faculty Problems and Begin Development of Initial Draft of Implementation Plan for Faculty, and Discussion of Interview Questions for Others Reporting to EVCAA Dr. Jill Purdy including Deans	February 2, 2021
Discussed Timeline for Completion of Interviews & Implementation Plan, Developed Interview Questions for Associate Deans (Milgard & SIAS), Faculty of Color, and FA Chair & Vice Chair, and Developed Dates for 2021 Team Meetings	March 11, 2021
Continued Work to Complete/Refine Implementation Plan	April 24, 2021
Continued Work to Complete/Refine Implementation Plan	April 26, 2021
Added Action Items, Target Dates, Responsible Entity, and Monitoring/Responsible Entity to Implementation Plan	April 27, 2021 April 28, 2021
Review/Discussion of Final Implementation Plan & Attachments Prior to Submission	April 29, 2021

APPENDIX C
Academic Affairs Climate Survey Summary

When UW launched the Climate Survey in autumn 2019, university leaders stated a 30% response rate goal to increase generalizability of the data. The Office of Educational Assessment (OEA) is providing reports to all units regardless of their response rates. We believe in honoring the contribution of all UW community members who participated in the study, and we think Academic Affairs can learn from their responses. However, we recommend caution in generalizing results for participant groups whose response rates are below 30%.

Summary

The University of Washington administered a climate survey to all faculty, staff, and students across all campuses during Autumn Quarter 2019. This report summarizes key findings for Academic Affairs (including Library).

Of the 61 possible participants from Academic Affairs, 45 responded to the survey, resulting in an **overall 73.8% response rate**, compared to the Tacoma campus overall response rate of 29.7%. Section 1 details the response rates and demographics among the different populations in Academic Affairs starting on page 2.

Section 2 details response to the overall climate in Academic Affairs. According to the survey responses, **64.4% of Academic Affairs participants are comfortable with the climate at UW**, compared to 73.9% from the Tacoma campus. Additionally, **84.4% of staff from Academic Affairs indicated they are comfortable with the climate in their program or work unit**, while 61.7% of Tacoma campus faculty and staff felt this way. Further findings for overall climate can be found starting on page 3.

Turning to harassment and unwanted sexual experience, the survey revealed that **15.6% of Academic Affairs participants have personally experienced exclusionary, intimidating, offensive, and/or hostile conduct**, while 16.2% of the Tacoma campus sample indicated this experience. Additionally, **31.1% of Academic Affairs participants have observed exclusionary, intimidating, offensive, and/or hostile conduct**, compared to 20.5% of the Tacoma campus sample. Finally, **8.9% of Academic Affairs participants have personally experienced sexual misconduct of some kind while at UW**, while 8.0% of the Tacoma campus sample indicated this experience. Further findings for these experiences can be found in Section 3 starting on page 6.

Section 4 highlights key findings related to staff perspectives. Overall, **70.5% of staff participants from Academic Affairs would recommend UW as a good place to work**, while 62.8% of the Tacoma campus sample indicated this. Further findings for staff and faculty perspectives can be found starting on page 11.

APPENDIX D

Individual School Climate Survey Summary

School of Education

School of Engineering & technology

Milgard School of Business

School of Interdisciplinary Arts & Sciences

School of Nursing & Healthcare Leadership

School of Social Work & Criminal justice

School of Urban Studies

When UW launched the Climate Survey in autumn 2019, university leaders stated a 30% response rate goal to increase generalizability of the data. The Office of Educational Assessment (OEA) is providing reports to all units regardless of their response rates. We believe in honoring the contribution of all UW community members who participated in the study, and we think School of Urban Studies can learn from their responses. However, we recommend caution in generalizing results for participant groups whose response rates are below 30%. To protect participant anonymity, we hide the unit-level values in demographic tables for groups between zero and four. In item response tables, we list "n < 5" for any item where between one and four participants responded.

Summary

The University of Washington administered a climate survey to all faculty, staff, and students across all campuses during Autumn Quarter 2019. This report summarizes key findings for Urban Studies.

Of the 132 possible participants from Urban Studies, 62 responded to the survey, resulting in an **overall 47.0% response rate**, compared to the Tacoma campus overall response rate of 29.7%. Section 1 details the response rates and demographics among the different populations in Urban Studies starting on page 2.

Section 2 details response to the overall climate in Urban Studies. According to the survey responses, **77.4% of Urban Studies participants are comfortable with the climate at UW**, compared to 73.9% from the Tacoma campus. Additionally, **80.0% of faculty from Urban Studies indicated they are comfortable with the climate in their program or work unit and 86.7% of faculty and students are comfortable with the climate in their classes**, while 61.7% of Tacoma campus faculty and 82.7% of faculty and students felt this way, respectively. Further findings for overall climate can be found starting on page 4.

Turning to harassment and unwanted sexual experience, the survey revealed that **17.7% of Urban Studies participants have personally experienced exclusionary, intimidating, offensive, and/or hostile conduct**, while 16.2% of the Tacoma campus sample indicated this experience. Additionally, **34.4% of Urban Studies participants have observed exclusionary, intimidating, offensive, and/or hostile conduct**, compared to 20.5% of the Tacoma campus sample. Finally, **14.8% of Urban Studies participants have personally experienced sexual misconduct of some kind while at UW**, while 8.0% of the Tacoma campus sample indicated this experience. Further findings for these experiences can be found in Section 3 starting on page 11.

Section 4 highlight key findings related to faculty and staff perspectives. Overall, **62.5% of faculty participants from Urban Studies would recommend UW as a good place to work**, compared to 56.7% of the Tacoma campus sample. Further findings for staff and faculty perspectives can be found starting on page 17.

Turning to the student experience, **undergraduate students from Urban Studies rated their perceived academic success at 4.36 on a five-point scale**, while the entire Tacoma undergraduate sample rated their success at 4.02. Likewise, **graduate students from Urban Studies rated their perceived academic success at 3.97 on a five-point scale**, compared to 4.18 for graduate students from the larger Tacoma sample. Further findings for the student experience can be found in Section 5 starting on page 22.

When UW launched the Climate Survey in autumn 2019, university leaders stated a 30% response rate goal to increase generalizability of the data. The Office of Educational Assessment (OEA) is providing reports to all units regardless of their response rates. We believe in honoring the contribution of all UW community members who participated in the study, and we think School of Social Work and Criminal Justice (SWCJ) can learn from their responses. However, we recommend caution in generalizing results for participant groups whose response rates are below 30%.

Summary

The University of Washington administered a climate survey to all faculty, staff, and students across all campuses during Autumn Quarter 2019. This report summarizes key findings for School of SWCJ.

Of the 461 possible participants from School of SWCJ, 198 responded to the survey, resulting in an **overall 43.0% response rate**, compared to the Tacoma campus overall response rate of 29.7%. Section 1 details the response rates and demographics among the different populations in School of SWCJ starting on page 2.

Section 2 details response to the overall climate in School of SWCJ. According to the survey responses, **72.7% of School of SWCJ participants are comfortable with the climate at UW**, compared to 73.9% from the Tacoma campus. Additionally, **41.7% of faculty and staff from School of SWCJ indicated they are comfortable with the climate in their program or work unit and 75.1% of faculty and students are comfortable with the climate in their classes**, while 61.7% of Tacoma campus faculty and staff and 82.7% of faculty and students felt this way, respectively. Further findings for overall climate can be found starting on page 4.

Turning to harassment and unwanted sexual experience, the survey revealed that **17.7% of School of SWCJ participants have personally experienced exclusionary, intimidating, offensive, and/or hostile conduct**, while 16.2% of the Tacoma campus sample indicated this experience. Additionally, **23.7% of School of SWCJ participants have observed exclusionary, intimidating, offensive, and/or hostile conduct**, compared to 20.5% of the Tacoma campus sample. Finally, **7.1% of School of SWCJ participants have personally experienced sexual misconduct of some kind while at UW**, while 8.0% of the Tacoma campus sample indicated this experience. Further findings for these experiences can be found in Section 3 starting on page 11.

Section 4 highlights key findings related to faculty and staff perspectives. Overall, **78.9% of faculty participants from School of SWCJ would recommend UW as a good place to work**, compared to 56.7% of the Tacoma campus sample. Further findings for staff and faculty perspectives can be found starting on page 17.

Turning to the student experience, **undergraduate students from School of SWCJ rated their perceived academic success at 4.15 on a five-point scale**, while the entire Tacoma undergraduate sample rated their success at 4.02. Likewise, **graduate students from School of SWCJ rated their perceived academic success at 4.14 on a five-point scale**, compared to 4.18 for graduate students from the larger Tacoma sample. Further findings for the student experience can be found in Section 5 starting on page 22.

When UW launched the Climate Survey in autumn 2019, university leaders stated a 30% response rate goal to increase generalizability of the data. The Office of Educational Assessment (OEA) is providing reports to all units regardless of their response rates. We believe in honoring the contribution of all UW community members who participated in the study, and we think School of Interdisciplinary Arts and Sciences (IAS) can learn from their responses. However, we recommend caution in generalizing results for participant groups whose response rates are below 30%.

Summary

The University of Washington administered a climate survey to all faculty, staff, and students across all campuses during Autumn Quarter 2019. This report summarizes key findings for School of IAS.

Of the 2991 possible participants from School of IAS, 869 responded to the survey, resulting in an **overall 29.1% response rate**, compared to the Tacoma campus overall response rate of 29.7%. Section 1 details the response rates and demographics among the different populations in School of IAS starting on page 2.

Section 2 details response to the overall climate in School of IAS. According to the survey responses, **74.2% of School of IAS participants are comfortable with the climate at UW**, compared to 73.9% from the Tacoma campus. Additionally, **51.2% of faculty and staff from School of IAS indicated they are comfortable with the climate in their program or work unit and 82.5% of faculty and students are comfortable with the climate in their classes**, while 61.7% of Tacoma campus faculty and staff and 82.7% of faculty and students felt this way, respectively. Further findings for overall climate can be found starting on page 4.

Turning to harassment and unwanted sexual experience, the survey revealed that **14.8% of School of IAS participants have personally experienced exclusionary, intimidating, offensive, and/or hostile conduct**, while 16.2% of the Tacoma campus sample indicated this experience. Additionally, **19.6% of School of IAS participants have observed exclusionary, intimidating, offensive, and/or hostile conduct**, compared to 20.5% of the Tacoma campus sample. Finally, **10.0% of School of IAS participants have personally experienced sexual misconduct of some kind while at UW**, while 8.0% of the Tacoma campus sample indicated this experience. Further findings for these experiences can be found in Section 3 starting on page 11.

about 2 points higher than Milga

higher than campus-wide experience

Section 4 highlights key findings related to faculty and staff perspectives. Overall, **53.3% of faculty participants from School of IAS would recommend UW as a good place to work**, compared to 56.7% of the Tacoma campus sample. Likewise, **31.3% of staff participants from School of IAS would recommend UW as a good place to work**, while 62.8% of the Tacoma campus sample indicated this. Further findings for staff and faculty perspectives can be found starting on page 17.

Turning to the student experience, **undergraduate students from School of IAS rated their perceived academic success at 4.00 on a five-point scale**, while the entire Tacoma undergraduate sample rated their success at 4.02. Likewise, **graduate students from School of IAS rated their perceived academic success at 4.18 on a five-point scale**, compared to 4.18 for graduate students from the larger Tacoma sample. Further findings for the student experience can be found in Section 5 starting on page 22.

When UW launched the Climate Survey in autumn 2019, university leaders stated a 30% response rate goal to increase generalizability of the data. The Office of Educational Assessment (OEA) is providing reports to all units regardless of their response rates. We believe in honoring the contribution of all UW community members who participated in the study, and we think School of Engineering & Technology (SET) can learn from their responses. However, we recommend caution in generalizing results for participant groups whose response rates are below 30%.

Summary

The University of Washington administered a climate survey to all faculty, staff, and students across all campuses during Autumn Quarter 2019. This report summarizes key findings for SET.

Of the 886 possible participants from SET, 268 responded to the survey, resulting in an **overall 30.2% response rate**, compared to the Tacoma campus overall response rate of 29.7%. Section 1 details the response rates and demographics among the different populations in SET starting on page 2.

Section 2 details response to the overall climate in SET. According to the survey responses, **77.6% of SET participants are comfortable with the climate at UW**, compared to 73.9% from the Tacoma campus. Additionally, **56.3% of faculty and staff from SET indicated they are comfortable with the climate in their program or work unit and 84.1% of faculty and students are comfortable with the climate in their classes**, while 61.7% of Tacoma campus faculty and staff and 82.7% of faculty and students felt this way, respectively. Further findings for overall climate can be found starting on page 4.

Turning to harassment and unwanted sexual experience, the survey revealed that **11.6% of SET participants have personally experienced exclusionary, intimidating, offensive, and/or hostile conduct**, while 16.2% of the Tacoma campus sample indicated this experience. Additionally, **10.2% of SET participants have observed exclusionary, intimidating, offensive, and/or hostile conduct**, compared to 20.5% of the Tacoma campus sample. Finally, **2.7% of SET participants have personally experienced sexual misconduct of some kind while at UW**, while 8.0% of the Tacoma campus sample indicated this experience. Further findings for these experiences can be found in Section 3 starting on page 11.

Section 4 highlights key findings related to faculty and staff perspectives. Overall, **72.7% of faculty participants from SET would recommend UW as a good place to work**, compared to 56.7% of the Tacoma campus sample. Likewise, **30.0% of staff participants from SET would recommend UW as a good place to work**, while 62.8% of the Tacoma campus sample indicated this. Further findings for staff and faculty perspectives can be found starting on page 17.

Turning to the student experience, **undergraduate students from SET rated their perceived academic success at 3.97 on a five-point scale**, while the entire Tacoma undergraduate sample rated their success at 4.02. Likewise, **graduate students from SET rated their perceived academic success at 4.09 on a five-point scale**, compared to 4.18 for graduate students from the larger Tacoma sample. Further findings for the student experience can be found in Section 5 starting on page 22.

When UW launched the Climate Survey in autumn 2019, university leaders stated a 30% response rate goal to increase generalizability of the data. The Office of Educational Assessment (OEA) is providing reports to all units regardless of their response rates. We believe in honoring the contribution of all UW community members who participated in the study, and we think Milgard School of Business can learn from their responses. However, we recommend caution in generalizing results for participant groups whose response rates are below 30%.

Summary

The University of Washington administered a climate survey to all faculty, staff, and students across all campuses during Autumn Quarter 2019. This report summarizes key findings for Milgard School of Business.

Of the 872 possible participants from Milgard, 255 responded to the survey, resulting in an **overall 29.2% response rate**, compared to the Tacoma campus overall response rate of 29.7%. Section 1 details the response rates and demographics among the different populations in Milgard starting on page 2.

Section 2 details response to the overall climate in Milgard. According to the survey responses, **80.0% of Milgard participants are comfortable with the climate at UW**, compared to 73.9% from the Tacoma campus. Additionally, **80.7% of faculty and staff from Milgard indicated they are comfortable with the climate in their program or work unit** and **86.0% of faculty and students are comfortable with the climate in their classes**, while 61.7% of Tacoma campus faculty and staff and 82.7% of faculty and students felt this way, respectively. Further findings for overall climate can be found starting on page 4.

Turning to harassment and unwanted sexual experience, the survey revealed that **12.2% of Milgard participants have personally experienced exclusionary, intimidating, offensive, and/or hostile conduct**, while 16.2% of the Tacoma campus sample indicated this experience. Additionally, **18.1% of Milgard participants have observed exclusionary, intimidating, offensive, and/or hostile conduct**, compared to 20.5% of the Tacoma campus sample. Finally, **4.0% of Milgard participants have personally experienced sexual misconduct of some kind while at UW**, while 8.0% of the Tacoma campus sample indicated this experience. Further findings for these experiences can be found in Section 3 starting on page 11.

Section 4 highlights key findings related to faculty and staff perspectives. Overall, **45.5% of faculty participants from Milgard would recommend UW as a good place to work**, compared to 56.7% of the Tacoma campus sample. Likewise, **84.6% of staff participants from Milgard would recommend UW as a good place to work**, while 62.8% of the Tacoma campus sample indicated this. Further findings for staff and faculty perspectives can be found starting on page 17.

Turning to the student experience, **undergraduate students from Milgard rated their perceived academic success at 3.95 on a five-point scale**, while the entire Tacoma undergraduate sample rated their success at 4.02. Likewise, **graduate students from Milgard rated their perceived academic success at 4.31 on a five-point scale**, compared to 4.18 for graduate students from the larger Tacoma sample. Further findings for the student experience can be found in Section 5 starting on page 22.



When UW launched the Climate Survey in autumn 2019, university leaders stated a 30% response rate goal to increase generalizability of the data. The Office of Educational Assessment (OEA) is providing reports to all units regardless of their response rates. We believe in honoring the contribution of all UW community members who participated in the study, and we think School of Education (SOE) can learn from their responses. However, we recommend caution in generalizing results for participant groups whose response rates are below 30%.

Summary

The University of Washington administered a climate survey to all faculty, staff, and students across all campuses during Autumn Quarter 2019. This report summarizes key findings for SOE.

Of the 190 possible participants from SOE, 62 responded to the survey, resulting in an **overall 32.6% response rate**, compared to the Tacoma campus overall response rate of 29.7%. Section 1 details the response rates and demographics among the different populations in SOE starting on page 2.

Section 2 details response to the overall climate in SOE. According to the survey responses, **61.3% of SOE participants are comfortable with the climate at UW**, compared to 73.9% from the Tacoma campus. Additionally, **65.4% of faculty and staff from SOE indicated they are comfortable with the climate in their program or work unit and 87.7% of faculty and students are comfortable with the climate in their classes**, while 61.7% of Tacoma campus faculty and staff and 82.7% of faculty and students felt this way, respectively. Further findings for overall climate can be found starting on page 4.

Turning to harassment and unwanted sexual experience, the survey revealed that **32.3% of SOE participants have personally experienced exclusionary, intimidating, offensive, and/or hostile conduct**, while 16.2% of the Tacoma campus sample indicated this experience. Additionally, **27.4% of SOE participants have observed exclusionary, intimidating, offensive, and/or hostile conduct**, compared to 20.5% of the Tacoma campus sample. Finally, **13.1% of SOE participants have personally experienced sexual misconduct of some kind while at UW**, while 8.0% of the Tacoma campus sample indicated this experience. Further findings for these experiences can be found in Section 3 starting on page 11.

Section 4 highlights key findings related to faculty and staff perspectives. Overall, **42.9% of faculty participants from SOE would recommend UW as a good place to work**, compared to 56.7% of the Tacoma campus sample. Further findings for faculty and staff perspectives can be found starting on page 17.

Turning to the student experience, **graduate students from SOE rated their perceived academic success at 4.19 on a five-point scale**, compared to 4.18 for graduate students from the larger Tacoma sample. Further findings for the student experience can be found in Section 5 starting on page 22.



When UW launched the Climate Survey in autumn 2019, university leaders stated a 30% response rate goal to increase generalizability of the data. The Office of Educational Assessment (OEA) is providing reports to all units regardless of their response rates. We believe in honoring the contribution of all UW community members who participated in the study, and we think School of Nursing & Healthcare Leadership (NHL) can learn from their responses. However, we recommend caution in generalizing results for participant groups whose response rates are below 30%.

Summary

The University of Washington administered a climate survey to all faculty, staff, and students across all campuses during Autumn Quarter 2019. This report summarizes key findings for NHL.

Of the 264 possible participants from NHL, 72 responded to the survey, resulting in an **overall 27.3% response rate**, compared to the Tacoma campus overall response rate of 29.7%. Section 1 details the response rates and demographics among the different populations in NHL starting on page 2.

Section 2 details response to the overall climate in NHL. According to the survey responses, **87.5% of NHL participants are comfortable with the climate at UW**, compared to 73.9% from the Tacoma campus. Additionally, **83.3% of faculty and staff from NHL indicated they are comfortable with the climate in their program or work unit and 92.5% of faculty and students are comfortable with the climate in their classes**, while 61.7% of Tacoma campus faculty and staff and 82.7% of faculty and students felt this way, respectively. Further findings for overall climate can be found starting on page 4.

Turning to harassment and unwanted sexual experience, the survey revealed that **9.9% of NHL participants have personally experienced exclusionary, intimidating, offensive, and/or hostile conduct**, while 16.2% of the Tacoma campus sample indicated this experience. Additionally, **8.3% of NHL participants have observed exclusionary, intimidating, offensive, and/or hostile conduct**, compared to 20.5% of the Tacoma campus sample. Finally, **4.2% of NHL participants have personally experienced sexual misconduct of some kind while at UW**, while 8.0% of the Tacoma campus sample indicated this experience. Further findings for these experiences can be found in Section 3 starting on page 11.

Section 4 highlights key findings related to faculty perspectives. Overall, **80.0% of faculty participants from NHL would recommend UW as a good place to work**, compared to 56.7% of the Tacoma campus sample. Further findings for faculty perspectives can be found starting on page 17.

Turning to the student experience, **undergraduate students from NHL rated their perceived academic success at 4.21 on a five-point scale**, while the entire Tacoma undergraduate sample rated their success at 4.02. Likewise, **graduate students from NHL rated their perceived academic success at 4.39 on a five-point scale**, compared to 4.18 for graduate students from the larger Tacoma sample. Further findings for the student experience can be found in Section 5 starting on page 22.

APPENDIX E
Identification of Problems in Individual School-Level Reports

Identification of Problems in Individual School-Level Reports

School of Engineering and Technology (*Marian Harris*)

Table of Identified Problems

Identified Problem	New Problem? (indicate with X)	Old problem? (indicate with X)
Experienced sexual misconduct		X
Experienced exclusionary, intimidating, offensive, and/or hostile conduct	X	
Observed exclusionary, intimidating, offensive, and/or hostile conduct	X	

Suggested questions for Dr. Katti based on your review of the School-level report

Question #1: What have you done to stop intimidating, hostile and/or offensive conduct in SET?

Question #2: What is done about experiences of sexual misconduct at SET?

Question #3: Does SET have a DEI Plan? If answer is 'no,' why is there not a DEI Plan?

Question #4: Why are there no African American/Black faculty in SET?

School of Urban Studies (Marian Harris)

Table of Identified Problems

<i>Identified Problem</i>	<i>New Problem? (indicate with X)</i>	<i>Old problem? (indicate with X)</i>
<i>Experienced exclusionary, intimidating, offensive, and/or hostile conduct</i>	X	
<i>Experienced sexual misconduct</i>		X
<i>Existence of hierarchy i.e., some views valued more than others</i>	X	

Suggested questions for Dr. Modarres based on your review of the School-level report

Question #1: Does SUS have a DEI Plan? If answer is 'no,' why is there not a DEI Plan?

Question #2: What have you done to stop experiences of exclusionary, intimidating, offensive and/or hostile conduct in SUS?

Question #3: What have you done to stop experiences of sexual misconduct in SUS?

Question #4: What have you done to alleviate the existence of hierarchy i.e., some voices values more than others?

School of Interdisciplinary Arts and Sciences (*Gordon Brobbey*)

Table of Identified Problems

Identified Problem	New Problem? (indicate with X)	Old problem? (indicate with X)
14.8% of SIAS participants have personally experienced intimidating, exclusionary, and/or hostile conduct		X
10% have personally experienced sexual misconduct of some kind (higher than the UWT campus 8%)		X
Academic personnel are primarily white (73.3%; campus 70%) and female (62.9%; 59.8%)	X	
Tenure and promotion criteria clear to less than half (46.6%; campus 56.4%) of tenured and tenure-track faculty Only 35.7% (37.9% campus) of tenured and tenured-track faculty feel tenure and promotion standards are applied equally to all faculty		X
Just 19% of faculty feel their jobs are secure (lower than campus 27.5%)	X	

Suggested questions for Dr. Bartlett based on your review of the School-level report

Question #1:

Participants in your unit reported having personally experienced sexual misconduct of some kind at a higher rate than the UWT campus sample. What policies or steps are you initiating to address this disturbing finding?

Question #2:

A lower percentage (35.7% compared with 37.9% campus-wide) of both tenured and tenure-track faculty in your unit reported that tenure and promotion standards are equitably applied. What concrete steps are being taken to ensure equity in the tenure and promotion process?

Question #3:

Academic personnel are primarily white (73.3%) and female (62.9%). Any intentional efforts to diversify academic personnel to include more BIPOC faculty?

Questions from DEI Report

1. Beyond ensuring that faculty job ads are vetted for equity and diversity verbiage and application received are vetted, what is being done to ensure the same in the composition of search committees and in the interview process?
2. Your unit's DEI Plan for 2019-2020 reveals that you constituted a Teaching Evaluation Taskforce to study and submit a 'renewed rubric'. What is the status of that work? To what extent do you expect the 'renewed rubric' to mirror and/or differ from the existing UWT teaching evaluation rubric?

School of Nursing and Healthcare Leadership *(Anthony Falit-Baiamonte)*

School of Nursing and Healthcare Leadership

Academic Personal – Demographics:

Academic Personal are 88.9% female (compare to UW-T campus Academic Personal, 54%) and 77.2% white (compare to UW-T campus Academic Personal, (60.2%).

15 of 18 (83.3%) of Academic Personal participated in the survey (compare to UW-T campus Academic Personal, 53.6%). 86.7% of the survey participants are female (compare to UW-T campus Academic Personal, 59.8%); 80% are white (compare to UW-T campus Academic Personal, 70%).

Students – Demographics:

Undergraduate Students – 86.3% female (compare to UW-T campus undergrads, 51.8%); 62.3% non-white (compare to UW-T campus undergrads, 60.8%); 57.9% 1st Generation (compare to UW-T campus undergrads, 56.4%)

Graduate Students - 92.9% female (compare to UW-T campus grads, 64%); 46.4% non-white (compare to UW-T campus grads, 54.6%);

***** Demographic Problems:***

-faculty is 17% less diverse than overall UW-T faculty

- graduate students are 8.2% less diverse than overall UW-T graduate students
- SNHCL graduate students are 15.9% less diverse than SNHCL graduate students

- Faculty – Undergraduate Student “Race Gap”: 39.5%

- Faculty – Graduate Student “Race Gap”: 23.6%

- 2019—2020 SNHCL DEI report states that the school has one of “the most diverse student populations on campus”. In terms of race, this is not necessarily true: undergraduate students are only 1.5% more diverse than UW-T campus undergrads and graduate students are 8.2% less diverse than overall UW-T graduate students.

**** Climate Survey Problems:**

1) 40% of Academic Personal seriously considered leaving UW (compare to UW-T campus Academic Personal, 46.6%). Among Academic Personal who seriously considered leaving, 33% cited “lack of sense of belonging” as a reason (compare to UW-T campus Academic Personal, 28.9%); 33% cited “low salary/pay rate” as a reason (compare to UW-T campus Academic Personal, 44.7%).

2) 21.4% of Academic Personal reported Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (compare to UW-T campus Academic Personal, 38.6%). 5.4% of undergrads and 5.95 of graduate students reported Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (compare to UW-T campus undergrad, 10%; 14.2% grads).

Among Academic Personal who reported Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct , 50% cited "Gender/Gender Identity" as a reason (compare to UW-T campus Academic Personal, 27.1%).

3) 8.3% of all SNHCL participants Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (compare to UW-T campus participants, 21.4%). Among SNHCL participants who reported Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct, 50% cited "Racial Identity" (compare to UW-T campus participants, 38%).

4) 5.6% of Academic Personal and 3.8% of students reported some kind of sexual harassment (compare to UW-T campus Academic Personal, 12.3%; 6.6% students).

**** Table of Identified Problems**

<i>Identified Problem</i>	<i>New Problem</i>	<i>Old Problem</i>
<i>Faculty is 17% less diverse than overall UW-T faculty</i>	<i>?</i>	<i>?</i>

<i>Faculty – Undergraduate Student “Race Gap”: 39.5%</i>		
<i>Faculty – Graduate Student “Race Gap”: 23.6%</i>		

<p><i>40% of Academic Personal seriously considered leaving UW (compare to UW-T campus Academic Personal, 46.6%).</i></p> <p><i>Among Academic Personal who seriously considered leaving, 33% cited "lack of sense of belonging" as a reason (compare to UW-T campus Academic Personal, 28.9%);</i></p> <p><i>33% cited "low salary/pay rate" as a reason (compare to UW-T campus Academic Personal, 44.7%)</i></p>		
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21.4% of Academic Personal reported Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (compare to UW-T campus Academic Personal, 38.6%).

5.4% of undergrads and 5.95 of graduate students reported Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (compare to UW-T campus undergrad, 10%; 14.2% grads).

Among Academic Personal who reported Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct , 50% cited "Gender/Gender Identity" as a reason (compare to

<p><i>UW-T campus Academic Personal, 27.1%)</i></p>		
<p><i>8.3% of all SNHCL participants Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (compare to UW-T campus participants, 21.4%).</i></p> <p><i>Among SNHCL participants who reported Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct, 50% cited "Racial Identity" (compare to UW-T campus participants, 38%)</i></p>		
<p><i>5.6% of Academic Personal and 3.8% of students reported some kind of sexual harassment (compare to UW-T campus Academic Personal, 12.3%; 6.6% students)</i></p>		

<i>Faculty – Undergraduate Student “Race Gap”: 39.5%</i>		
<i>Faculty – Graduate Student “Race Gap”: 23.6%</i>		

<p><i>40% of Academic Personal seriously considered leaving UW (compare to UW-T campus Academic Personal, 46.6%).</i></p> <p><i>Among Academic Personal who seriously considered leaving, 33% cited "lack of sense of belonging" as a reason (compare to UW-T campus Academic Personal, 28.9%);</i></p> <p><i>33% cited "low salary/pay rate" as a reason (compare to UW-T campus Academic Personal, 44.7%)</i></p>		
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21.4% of Academic Personal reported Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (compare to UW-T campus Academic Personal, 38.6%).

5.4% of undergrads and 5.95 of graduate students reported Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (compare to UW-T campus undergrad, 10%; 14.2% grads).

Among Academic Personal who reported Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct , 50% cited "Gender/Gender Identity" as a reason (compare to

<p><i>UW-T campus Academic Personal, 27.1%)</i></p>		
<p><i>8.3% of all SNHCL participants Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (compare to UW-T campus participants, 21.4%).</i></p> <p><i>Among SNHCL participants who reported Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct, 50% cited "Racial Identity" (compare to UW-T campus participants, 38%)</i></p>		
<p><i>5.6% of Academic Personal and 3.8% of students reported some kind of sexual harassment (compare to UW-T campus Academic Personal, 12.3%; 6.6% students)</i></p>		

**** DEI**

2018-2019 DEI report includes SNHCL Statement of Diversity, SNHCL Principles of Inclusion, SNHCL endorsement of UW Tacoma Statement of Commitment to Diversity.

2019-2020 DEI report notes that during the 2013-2017 time period there was a focus on hiring faculty the represent SNHCL's underrepresented and underserved student populations. During this period there were 6 new hires, 80% of these hires have been from populations that reflect the diversity of SNHCL student populations. The report includes materials that describe SNHCL's approach to Targeted Recruitment and Reducing Bias in the Search Process.

Milgard School of Business (Anaid Yerena)

Table of Identified Problems

Identified Problem	New Problem? (indicate with X)	Old problem? (indicate with X)
majority of respondents were male and white! (54% of professors responded) (p. 2)	x	
80.0% of Milgard participants expressed comfort with the climate at UWT, compared to 73.9% of Campus' participants	?	?
tension with supervisor/manager OR coworkers listed as a reason for considering leaving UWT (p. 9)	x	
PREVALENCE of experienced exclusionary, intimidating, offensive, hostile conduct (p. 12) and observed (p. 15)		x
Majority white respondents identified race and/or ethnicity (second to position) as the reason for the conduct (p. 13 & 16)		x
Tenure and promotion standards are not considered to be applied equally across faculty (p. 18)	x	
faculty's opinions are not taken seriously by leadership (p. 18)		x

Suggested questions for Dr. Merchant based on your review of the School-level report

Question #1:

How are conflicts that involve faculty addressed? (What is the process? Who is involved? What are the accountability mechanisms in place?)

Question #2:

What specific practices does MSB have in place to address the limited racial diversity of faculty in your school?

Question #3:

School of Social Work and Criminal Justice (Sharon Laing)

Table of Identified Problems

Identified Problem	New Problem? (indicate with X)	Old problem? (indicate with X)
Only 36.8% of academic personnel in SSWCJ expressed comfort with the climate in the School (by extension, 63% of academic personnel are not comfortable). This comfort level is 26% below all UWT faculty expressing comfort with the campus		X
78.9% of SSWCJ faculty expressed comfort with climate in their classes, however, this figure is 4% lower than the number of UWT faculty expressing comfort in their respective classes.		
42.1% of SSWCJ academic personnel seriously considered leaving UWT, this figure is 5.5% below the general UWT faculty which is positive but still a substantial number		X
26% of SSWCJ faculty <u>experienced</u> exclusionary, intimidating and hostile conduct in the past year; this figure is about 12% lower than reports by UWT faculty overall, but still a source of concern <ul style="list-style-type: none"> The top two reasons for exclusionary experience were (1) person's position - 85.7%, and (2) racial identity - 57% 		X
23.7% of SSWCJ personnel <u>observed</u> exclusionary behaviors in the School and this figure is 3% higher than reports of general UWT faculty (20.5%)		X

7.1% of all members in SSWCJ experienced any type of sexual misconduct; this is about 1% lower than reports among UWT faculty overall and the majority of this does occur for students and less so for faculty.		X
14.4% fewer SSWCJ TT academic personnel compared to general UWT personal who qualify for a delay in tenure, feel empowered to do so ; (28.6 vs 43%)		X
17% fewer SSWCJ TT faculty perceive that research is valued at UWT compared to general faculty at UWT (33.3% vs 50.4%)		
41.2% more SSWCJ TT faculty feel burdened by service responsibilities compared to colleagues with similar expectations compared to general UWT TT faculty (88.9% vs 47.7%)		
Non-TT faculty are 9.1% less likely to perceive teaching to be valued at UWT compared to their colleagues on the UWT campus (66.7% vs 75.8%)		
26% more Non-TT SSWCJ faculty perceive that they perform more work to help students than do their colleagues versus other non-TT UWT faculty (66.7% vs 40.7%)		

DEI Reports

Though the School of Social Work and Criminal Justice (SSWCJ) reported several initiatives addressing A-R DEI, is it unclear how the initiatives are being implemented and whether they are achieving their desired outcomes.

Example #1: SSWCJ report on an Equity and Inclusion Committee, but it is unclear about what type of work this committee is charged with, whether it has engaged in interventional work, what were the outcomes of such work and whether there has been an evaluation of the efficacy of the committee in supporting inclusionary practices in the school.

Example #2: SSWCJ report of engaging in 'shared leadership' in order to demonstrate inclusivity of faculty and staff, however, no presentation of what this 'shared leadership' looks like is offered and it is unclear how this may advance equity and inclusion in the school. This is particularly problematic as only 37% of academic personnel expressed comfort with the climate of the SSWCJ.

Example #3: SSWCJ reported encouraging faculty to attend workshops to address equity in hiring practices. It would be helpful if the titles and nature of such workshops were identified; explanation of the follow-up work that occurred post-workshop and an assessment of the effectiveness of the workshops on hiring practices.

Example #4: SSWCJ reported Faculty Activity Reports as a measure to support student success. It would be helpful to report how these tools are/were used to support student success.

Summary: Though SSWCJ report several initiatives within their DEI report, there is a dearth of detail on the implementation of the presented initiatives and an assessment of how the presented strategies do support diversity, equity and inclusion efforts of the school.

Follow-up Interview Questions with Dean of School of Social Work and Criminal Justice

Question #1:

As a follow-up to the question of whether you 'have anti-racism and/or anti-DEI policies in your school' can you discuss how the policy addresses specific concerns identified in your School? This question is relevant, because 25% of SSWCJ faculty identified exclusionary and intimidating behaviors as problematic, with a substantial majority (57%) targeting **racial identity** as the source of such exclusionary behaviors.

Question #2:

Were you aware of the fact that the number of academic personnel who feel comfortable with the climate in SSWCJ is substantially lower (25%) than the number of overall UWT faculty who feel comfortable with the climate in their respective schools? Can you identify reasons for this substantial figure and might there be strategies to improve the feeling of comfort and belonging among your faculty members?

Question #3:

Are you aware of reasons why 42% of SSWCJ academic personnel would consider leaving the school and is this a significant concern?

School of Education (Sharon Laing)

Table of Identified Problems

Identified Problem	New Problem? (indicate with X)	Old problem? (indicate with X)
11.3% SoE faculty report being comfortable with the climate on UWT campus relative to general UWT faculty population (42.9 % vs 54.2%)		X
13.8% more SoE faculty report personally experiencing exclusivity, intimidating, offensive or hostile conduct that interfered with their work at UWT compared to the general UWT faculty population (52.4% vs 38.6%) <ul style="list-style-type: none"> Among the highest rated reasons for the negative conduct are (1) ethnicity and racial identity 		X
11.62% more SoE faculty/staff experienced any type of sexual misconduct compared to general UWT faculty/staff population (24% - 6 persons versus 12.3% -60)		X
13.4% more SoE faculty/staff report experiencing sexual harassment compared to general UWT faculty/staff population (23.1% - 6 versus 9.7% - 48)		X
20.6% fewer SoE faculty reported feeling supported during the TT process/years compared to general UWT faculty population (28.6% vs 49.2%)		X
13% more SoE faculty report doing more work to help students relative to their peers compared to the general UWT faculty population (50% vs 36.8%)		

15.9% fewer SoE faculty report that the performance evaluation process is clear compared to the general UWT faculty population (28.6% vs 44.5%)		

DEI Reports

The School of Education reported several initiatives addressing A-R DEI.

Example#1: 3-year Equity Action Plan for Recruitment and Retention

- Diversity educator workforce
- Deepen cultural competencies of all SoE members.

Example #2: Race, Equity and Justice Committee

- Implement equity action plan
- Design and assess climate, policy and practices of SoE
- Accountability recommendations to address equity, access, and systems of oppression related to race, class, gender, religion, sexuality and other cultural groups
 - Assess resources for equitable access
 - Develop and facilitate mentorship activities
 - Review curriculum for alignment with school's mission

Example #3: Update of recruitment materials

- More ethnically and racially diverse representation in program
- Curriculum audit across core courses for equity content.

Example #4: Equitable search committee practices

- Anti-bias training
- Readings and resources provided to faculty

Example #5: Mentorship-partnership program to retain new faculty

- 1:1 mentor-mentee matches (new faculty matched to SoE faculty senior faculty mentor)
- 1:1 meeting with new faculty and Dean
- Quarterly entire faculty luncheon.

Example #6: Quarterly professional development share-out for faculty and staff in meetings

Follow-up Interview Questions with Dean of School of Social Work and Criminal Justice

Question #1:

It is understood that the SoE has implemented DEI policies, can you discuss how/if the policies address specific concerns around exclusionary and intimidating behaviors, because 13.8% of SoE faculty report exclusionary and intimidating behaviors as being problematic, with a substantial majority (60%) targeting **racial identity and ethnicity** as the primary sources of such exclusionary behaviors.

Question #2:

About 6 persons in SoE reported sexual misconduct/sexual assault, which is 11% -13% higher than the figure for the general UWT faculty/staff community. Were you aware of these concerns in the SoE and what do you think must be done in order to address these issues?

APPENDIX F
Additional Data Collection Activities

UW Tacoma Climate Survey Faculty Implementation Plan Team
ADDITIONAL DATA COLLECTION ACTIVITIES

List of Activities	Date
Review/Secondary Data Analysis of UW Tacoma Diversity Fellows Statement	October 22, 2020
Review/Secondary Data Analysis of UW Tacoma Climate Survey Academic Affairs Summary & Individual School Reports	December 6 th , 7 th , 8 th & 15 th , 2020
Review/Secondary Data Analysis of 2018-19 & 2019-20 Faculty Assembly DEI School/Unit Reports Submitted by Executive Council Representatives	December 10, 2020
Interview Dr. Cheryl Greengrove, Associate Vice Chancellor for Research & Ms. Lisa Isozaki, Director, Office of Research	January 21, 2021
Interview Justin Wadland, Interim Director, UW Tacoma Library	January 26, 2021
Interview Dr. Jill Purdy, Executive Vice Chancellor for Academic Affairs	February 4, 2021
Interview Ms. Casey Byrne, Director of Academic Personnel	February 9, 2021
Interview Dr. Atlatf Merchant, Dean, Milgard School of Business	February 16, 2021
Interview Dr. Bonnie Becker, Associate Vice Chancellor for Student Success & Ms. Amanda Figueroa, Senior Director, Student Transition Program	February 18, 2021
Interview Dr. Sharon Fought, Dean, School of Nursing & Healthcare Leadership	February 25, 2021
Interview Dr. Ali Modarres, Dean, School of Urban Studies	February 25, 2021
Interview Dr. Anne Bartlett, Dean, School of Interdisciplinary Arts & Sciences	March 4, 2021
Interview Dr. K. Rachel Endo, Dean, School of Nursing	March 9, 2021
Interview Dr. Marcie Lazzari, Acting Dean & Dr. Jeffrey Cohen, Acting Associate Dean of Finance and Operations School of Social Work & Criminal Justice	March 16, 2021
Interview Dr. Rajendra Katti, Dean, School of Engineering & Technology	March 16, 2021
Interview Dr. Sarah Hampson, Chair & Dr. Turan Kayaoglu, Vice Chair, UW Tacoma Faculty Assembly	March 18, 2021
Interview Dr. Diana Falco, Co-Chair, Non Tenure Track Faculty Forum	March 18, 2021
Interview Dr. Ingrid Walker, Associate Dean for Student Support and Curriculum & Dr. Jeremy Davis, Associate Dean for Faculty Development and Academic Initiatives School of Interdisciplinary Arts & Sciences	March 23, 2021
Interview Dr. Zoe Barsness, Associate Dean for Academic and Student Affairs & Dr. Stephen Norman, Associate Dean for Administrative Initiatives Milgard School of Business	March 25, 2021
Interview (Four Breakout Sessions) Faculty of Color	March 25, 2021
Interview Dr. Divya McMillin, Associate Vice Chancellor for Innovation & Global Engagement	March 25, 2021

APPENDIX G
UW Tacoma Diversity Fellows Statement

**Developing a Race and Equity Agenda
for the UWT Campus and Community**

DIVERSITY FELLOWS STATEMENT

to UWT Faculty Assembly

January 12, 2016

Prepared by:

Anthony Falit-Baiamonte
Emily N. Ignacio
Christopher B. Knaus
Huatong Sun

Executive Summary

People of color employed by the University of Washington Tacoma face (1) barriers well-documented in higher education literature and in reports previously convened by the University of Washington; (2) the passive aggressiveness of local culture in UWT and in the Pacific Northwest; (3) seemingly permanent inertia manifested by colleagues and leadership who ignore thoughtful research reports (like this one) of campus diversity issues and/or who take little action to address their personal and professional concerns; and (4) a context of faculty and university policies that do not fundamentally address the causes, nor practice of, racial exclusion and oppression.

This report clarifies this larger racialized context, and in regard to faculty-related diversity and equity issues at the University of Washington Tacoma, the Diversity Fellows offer three recommendations to guide further implementation:

1. Continual, ongoing, critical analyses of policies and procedures-in-practice related to faculty diversity;
2. Implementation of best practices that reflect these analyses, with specific regard to hiring, promotion, tenure, mentoring, service, and curricular decisions; and
3. Concrete accountability measures that address the many circumstances where faculty and administrator practice might conflict with the intent of these policies.

Based upon research conducted on the experiences of faculty of color, as well as convened reports at UW Seattle and UW Tacoma, we offer the following implementation actions:

1. Align our mission of "Urban Serving" with the current Strategic Planning Process and develop a consensus of "Urban Serving" that reflects the University of Washington's Race and Equity Initiative.
 - a. Integrate race and local communities into the definition.
 - b. Integrate service with communities of color into the definition and into the merit review process.
 - c. Integrate the urban serving mission throughout campus, including in hiring and retention reviews, student admissions criteria, curriculum, and new program proposals.
 - d. Launch a race and community accountability panel to the Chancellor.
2. Launch a UWT University Level Diversity Committee that reports directly to the Chancellor.
 - a. Conduct an annual equity audit that includes the experiences of community, students, faculty, and staff of color.
 - b. Assess the instruction of DIV courses and review DIV course proposals.
 - c. Assess faculty recruitment efforts.
 - d. Formally assess diversity-related merit review processes.
 - e. Provide a forum for raising incidents emanating from individual, institutional, and structural racism.
3. Expand faculty retention efforts, with a particular focus on recognizing and mitigating the many micro-aggressions faculty of color face.

- a. Provide support for faculty who engage in work related to access and success for traditionally underrepresented students (and communities).
- b. Institute a faculty diversity orientation (UWT and/or UW-wide).

Report

At a time when UW Tacoma is working hard to increase the student retention rate, we see an even more urgent need to retain engaging, diverse faculty and hire faculty who are open to cultivating cultural humility and who are well prepared in and wish to practice culturally relevant and responsive approaches. The need to recruit and retain diverse faculty is central to the UW system-wide commitment to equity and diversity. The integration of efforts to recruit and retain diverse faculty are also essential to both foster and model how to create an inclusive, welcoming learning environment for the UWT community.

We believe that the UWT Faculty Handbook, in alignment with the UW faculty code, encompasses the spirit of the University of Washington's commitment to diversity (please see the charge letter in the Appendix). The commitment to diversity has been systematically elevated by a recognition of the role of addressing race and equity through President Ana Mari Cauce's Race and Equity Initiative and the Resolution of faculty support for Diversity, Equity, and Inclusion released by the Executive Council of UWT Faculty Assembly. It is important to note that such equity-driven statements are the result of continued faculty and student efforts to improve the faculty experience by valuing a diversity of racial and ethnic identities, academic approaches, and professional activities. Relatedly, in our estimation, the UWT Handbook does not have obvious nor intentional negative impacts on faculty of color. Indeed, the popular discussion about UWT is focused on celebration of our vast diversity, both regionally and within the UW system. For example, a recent article in the *Business Examiner* (October 2015) celebrates UWT as being particularly committed to diversity:

"In addition to having diversity, UWT is also committed to diversity. This is made apparent by the existence of the Office for Equity and Diversity, the Diversity Task Force and the Diversity Resource Center, as well as events such as the MLK Day Unity Breakfast and the annual Diversity Summit."

Despite our public commitment to "diversity" and "inclusivity," such statements and policies fail to recognize and address the hostile racial climate that is consistently described through numerous UW reports and clarified extensively through higher education research. Ignoring these experiences by not addressing racial inequities or oppression by merely touting a commitment to "diversity" and "inclusivity" only contributes to this hostile climate. These conversations not only silence those who experience racial oppression at all levels (individual, institutional, and system-wide), but also compromises the larger on-campus (cross-country) struggles for increased faculty representation of the very students on which UWT prides itself, and further mutes the concerns of uneven implementation of the policies designed to address racial inequalities.

What we find is that, historically, altering and refining policy language simply does not address the underlying campus (and societal) racism that shapes the experience of people of color (and social justice-oriented) faculty members. Deeper, this refining does not

acknowledge the personal and structural barriers caused by individual and institutional practices within the university, the department or program, and within each respective discipline. Even the most well-intended policies that originally aimed to address inequities can and have been read and implemented in such a way that maintains institutional and/or structural inequalities. Much of this is because policies, procedures and practices (1) are focused on individual intent; (2) are framed in broad “diversity” and/or “inclusivity” language as lip service; and/or (3) reflect systemic oppression. As such, they do not address larger structural barriers related to racism (and sexism), and, if policies/procedures to address racism are in place, they are not systematically or evenly implemented.

We argue that without a greater acknowledgement and intentional focus on addressing racism (such as micro-aggressions, institutional barriers, and regional cultural contexts that reflect systemic racism) that negatively impacts faculty of color, policy and procedural change will be ineffectual. Indeed, we suggest that the many already-identified barriers to recruiting and retaining faculty of color are often ignored while policies and practices that may have been intended to support all faculty are strategically and/or unevenly followed through and applied, particularly with regards to underrepresented groups. Despite UW Tacoma’s commitment to diversity and inclusion, because of the pervasive nature of racism and a pervasive insistence that our commitment to diversity and inclusion, in and of itself, addresses racism, merely changing policies is, at best, insufficient to address the larger context of racism within higher education. At worst, it supports racism and racial oppression.

Based upon this context, we offer three guiding recommendations:

1. Continual, ongoing, critical analyses of policies and procedures-in-practice related to faculty diversity; and
2. Implementation of best practices that reflect these analyses, with specific regard to hiring, promotion, tenure, mentoring, service, and curricular decisions; and
3. Concrete accountability measures that address the many circumstances where faculty and administrator practice might conflict with the intent of these policies.

Context of Faculty of Color

Despite committed efforts and resources, the percent of tenured underrepresented faculty of color (American Indian/Alaskan Native, Black, Latino, Asian, and Pacific Islander) at the UW has remained stagnant at approximately 10% for the past decade. In 2011, out of the total of 1,970 tenure and tenure-track faculty at the UW, 79% were white, 2.6% Black, 4% Latina/o, 12% Asian/Pacific Islander, and .5% Native Americans/Alaskan Natives.¹ In 2014, UWT tenure/tenure-track faculty reflect similar patterns: while 16% of faculty are Asian, only a statistically insignificant number identify as Pacific Islander, just 1% are Native American (reflective of two 2014 hires), 7.9% are Hispanic/Latino, and 4% are Black.² Interestingly, and contrary to national trends, the lecturer pool at UWT is actually less racially diverse than tenure and tenure track faculty (85% of

¹ From Graduate School Diversity Report 2013 Update (Aisenberg, 2013).

² From UW Affirmative Action Office, 2015.

lecturers are White³). The situation of underrepresented faculty stands in stark contrast to the diversity of the both the UWT student population and the population of the surrounding communities. This disparity limits the recruitment and retention of diverse students and also hampers UWT's community engagement efforts.

With an increasing emphasis on global education at UW, a global vision of diversity should be in place as non-white international faculty face different forms of racism (from white and non-white North American peers). While the campus becomes increasingly global, little space for formal discussion about balancing local and global diversities exists, furthering the burden on the few isolated international faculty of color.

Faculty Underrepresentation and Continued Racial Barriers

A commitment to Race and Equity must include a commitment to developing a respect and understanding of cultural differences and learning about and understanding the differential impacts of oppression. Since this commitment is not systematically integrated into UWT's curriculum, faculty assessment, or in student support efforts, efforts to increase diversity and inclusivity ring hollow (at best) and maintain or exacerbate racial oppression.

The one-hour mandatory training offered by Academic Affairs for faculty hiring committees is necessary but insufficient to address the deep, racialized assumptions that are built into academic fields and related assessments of academic merit. A contributing factor to recruitment and retention of underrepresented faculty of color is that while increasing efforts are being implemented to ensure faculty searches all adhere to diversity practices, these practices are being implemented by a faculty who have not interrogated the systemic racism that pervades the assessment of candidates and who are not well-versed in the actual barriers to serving as a faculty member of color at a predominantly white university.

A commitment to "inclusivity" and "diversity" without a genuine commitment to equity and combatting oppression empowers those already in power. For example, when searches have contained language that - by virtue of the research interests listed - would have opened up the pool to more diverse faculty, faculty members have "flagged" such language as inappropriate in that it allegedly limits the academic freedom of the faculty conducting the searches to find what are framed as "appropriate" faculty members. In other words, academic freedom often contains racialized ideas of research/teaching projects and interests, and the lack of acknowledging such racialized assumptions creates additional barriers to recruiting and retaining underrepresented faculty. Similarly some insensitive review criteria could undermine faculty diversity efforts⁴. In another case, while research repeatedly finds that faculty of color tend to be rated lower than their

³ Many lecturers began as non-competitive hires recruited through local networks, which (underrepresented) scholars of diversity typically have difficulty accessing. An increasing reliance on the lecturers for teaching at the UWT campus could suggest that the overall faculty workforce will be less diversified in the future.

⁴ For example, "Teacher Evaluations Could Be Hurting Faculty Diversity at Universities" (Pratt, C., *The New York Times*, December 16, 2015).

white peers in student evaluations due to racism, a same benchmark is used to assess the teaching effectiveness of all faculty.

A UW Graduate School report shows that faculty research and scholarship pertaining to race and diversity is generally less valued and often limited to the pursuits of faculty of color. This is reflected in the annual review discussions, and, as stated above, this sentiment has greatly affected even the searches that attempt to identify diversity needs at the onset. It is clear from both UW reports and higher education research that race and gender are not necessarily seen as significant issues, much less specialized areas of study. In fact, they are deemed the opposite: as something anyone can research and teach by virtue of living in our societies, reinforced by the well-intended implementation of Diversity-identified courses that may be taught by faculty with little to no academic experience in diversity. This is in addition to the reality that faculty are being tasked with evaluating diversity-related indicators without having expertise (or even familiarity) with such. These factors contribute to a limited and often superficial dialogue regarding race and diversity that devalues race scholarship.⁵

Decades of research documents the long-term negativity underrepresented faculty face in predominantly white universities. The social and professional isolation faced by underrepresented faculty of color (or social justice oriented faculty), from being the only person of color in a program, department, or meeting, to serving as a mentor to many of the social justice oriented students creates a tangible personal and professional set of barriers. The unrecognized overburdens of being a racially isolated faculty member lead to decreased retention and increased burnout. The impact of desegregating an academic program places an unfair, unacknowledged, and yet demanding burden upon underrepresented faculty (and race scholars). The barriers associated with such unacknowledged desegregation efforts are well-documented by what the higher education field refers to as micro-aggressions and the cumulative impact of racial battle fatigue. One particular edited text (Racial Battle Fatigue in Higher Education: Exposing the Myth of Post-Racial America) provides dozens of narratives of faculty of color and the personal and professional struggles of navigating everyday micro-aggressions and the structural barriers to serving either as race-scholars or being positioned as such, regardless of professional expertise. These impacts are replicated at the UWT campus and across the UW system.

Overall, it remains both challenging and burdensome for underrepresented faculty of color to continually advocate for equity from within academic programs and across the campus when their voices and efforts, whether solicited (and requested) by upper level administration or initiated by themselves, often go unnoticed. At times, UW faculty of color present personal and professional concerns with little action taken⁶. The same frustration is shared by some UWT faculty of color who find thoughtful research reports of campus diversity issues (like this one) ignored almost immediately after being released. The seemingly permanent inertia manifested by colleagues and leadership

⁵ From *UW Graduate School Diversity Report 2013 Update* (Aisenberg, G., 2013).

⁶ From *Graduate School Diversity Report 2013 Update* (Aisenberg, 2013)

weakens morale and contributes to a sense of invisibility and alienation of underrepresented faculty of color. In some cases, this type of invisibility has led to the departure of faculty of color.

Recommendations

Based upon research conducted on the experiences of faculty of color, as well as convened reports at UW and UWT, we offer the following recommendations:

- 1. *Align our mission of "Urban Serving" with the current Strategic Planning Process and develop a consensus of "Urban Serving" that reflects the University of Washington's Race and Equity Initiative.***

UWT publically defines itself as an "urban serving" University, however the understanding of what it means to be "Urban Serving" varies widely across campus. The Strategic Planning process that is currently underway at UWT should provide the campus with a common definition and understanding of what Urban Serving means at UWT. It is essential that this definition and vision reflects and is responsive to local and regional historically underrepresented and currently underserved communities. This common understanding should inform the strategic plan of all units and programs at UWT, and be integrated into the assessment and evaluation processes for all programs and employees. This definition of "urban serving" should be written into the UWT Handbook, so that every Strategic Planning process at the university and department levels in the future will be able to turn to it for as a reference.

This definition must accommodate the following:

- a. ***Integrate race and local communities into the definition.*** The definition of Urban Serving should explicitly address the relationship between the University and local communities of color. This definition should also position UWT faculty and staff as intentionally reflective of and responsive to local and regional historically underrepresented and currently underserved communities. Because this is so integral to defining the university, the definition - and interpretation of such - should be based upon collaboration with (1) community-based leaders who engage with historically underrepresented and currently underserved communities; (2) student leaders; (3) faculty who have a strong, respectful relationship with the community and students of color; and (4) faculty whose research reflects and/or greatly impacts communities of color.
- b. ***Integrate service with communities of color into the definition and into the merit review process.*** The definition of Urban Serving should explicitly address the relationship between faculty service and local communities of color. Faculty service with local communities of color should be rewarded in merit review process.
 - i. ***Clearly frame urban serving efforts within the faculty code, school, and program guidelines: faculty involvement with local communities of color as part of scholarly work.*** Urban serving efforts should be considered a component of scholarly work, even if the service does not result in an immediate scholarly publication.

- ii. *Conduct research workshops or peer working groups to help interested faculty convert community work into published research.* The Office of Research should support and sponsor community-based, participatory research initiatives that align and extend UWT's urban serving mission. Attendance and/or organizing these workshops should be reflected in merit review processes.
- iii. *Clearly frame urban serving efforts within the faculty code, school, and program guidelines in relation to teaching expectations.* Faculty should be expected to, and supported in, integrating urban serving into course design, course outcomes, and teaching approaches.
- iv. *Clearly frame role of Deans and Directors in evaluating urban serving criteria to limit perceptions of bias inherent within a leadership infrastructure that does not represent the diversity of UWT's local community.* While we recognize the existence of hierarchical performance reviews, it is important to clarify that many faculty and administrative leaders are not well-versed in the scholarship of diversity, racial oppression, and equity. Thus, we advocate for increased reliance upon peer reviews from established UWT diversity scholars.
- c. *Integrate the urban serving mission throughout campus, including in hiring and retention reviews, student admissions criteria, curriculum, and new program proposals.* Urban serving should be tangibly visible throughout all aspects of the university, including research, teaching, and service for faculty, but also in relation to staff roles and responsibilities, and expectations for students.
- d. *Launch a race and community accountability panel to the Chancellor.* This panel should include local and regional urban serving experts, as well as community leaders, faculty, students, and community partners.

2. *Launch a permanent UWT University Level Diversity Committee that reports directly to the Chancellor.*

This Committee needs a clear and coherent charge and must be staffed by faculty who have established, recognized expertise in equity and diversity to establish ongoing faculty-led diversity accountability measures. The committee will also include UWT staff and administrators with similar demonstrated expertise. While we want to have more people involved as the advocates for diversity on the UWT campus, we need to see the expertise in diversity work developed through a rigorous progress of research, engagement, and reflections. Faculty without deep knowledge of, and experience working with, multiple urban communities undermines and negates the diversity work at UWT. Service on the Diversity Committee should receive 1 full course release per year of service.

- a. *Conduct an annual equity audit that includes the experiences of community, students, faculty, and staff of color.* UW has convened several retention studies over the past decade, as well as isolated reports

on the experience of faculty and staff of color. UWT should lead by example through conducting annual assessments of institutional climate with a specific focus on race. This annual audit includes a diversity in staffing report, student climate survey, and provides statistical updates on the diversity of UWT's students and staff. Based on the annual audit, all campus leaders should undergo a two-year review regarding campus racial climate.

- b. *Assess the instruction of DIV courses and review DIV course proposals.* The University of Washington adopted a diversity course requirement for all undergraduates last year. This requirement includes three credits of coursework that focus on the sociocultural, political and economic diversity of human experience at local, regional or global scales. As has been the practice of universities since its existence, courses should be proposed and taught by experts in that area of scholarship. Thus, these courses must be proposed and taught by faculty who are diversity scholars, as evidenced by their research, service, teaching, and/or professional background. Processes for determining such must be delineated and should be within the purview of the Diversity Committee, particularly the faculty members on the committee as curricular decisions fall under the purview of the faculty⁷.
- c. *Assess faculty recruitment efforts.* Faculty search plans should be reviewed by the Diversity Committee to ensure language that reflects the urban serving mission of UWT. Guiding question for the review could be: "How will this hire help address the urban serving mission while also increasing access and retention of students of color?" Diversity Committee review ensures recruitment efforts and related candidate rubrics adequately include urban serving mission and recognize diversity of candidates as strengths.
- d. *Formally assess diversity-related merit review processes.* This committee formally assesses merit review processes in relation to diversity-related scholarship, teaching, and service. It also provides suggestions for faculty peer reviews, including letters of support.
- e. *Provide a forum for raising incidents emanating from individual, institutional, and structural racism.* Currently, faculty, staff, and students who raise issues and experiences of individual, institutional, and structural racism may face immediate retribution (from peer colleagues and leadership). These microaggressions add to a context of fear and professional risk. Therefore, this committee provides a forum for airing such grievances as a way to mitigate the institutional reaction to those who identify racial exclusion, and further empowers the faculty to raise

⁷ As stated in the legislation, "The requirement is meant to help the student develop an understanding of the complexities of living in increasingly diverse and interconnected societies." (UW Office of Minority Affairs & Diversity). Currently, at UWT, faculty propose "DIV" courses, which are officially designated by the Academic Policy and Curriculum Committee of the UWT Faculty Assembly.

institutional solutions directly to the Chancellor. This process also formally collects data and reports on such incidents.

3. *Expand faculty retention efforts, with a particular focus on recognizing and mitigating the many micro-aggressions faculty of color face.*

Many faculty, including recent hires, experience microaggressions as part of the daily reality of being faculty on a predominantly white campus. Yet there are no current forms of support for navigating within a racialized context, even though additional work continues to be expected of faculty of color, most often without recognition.

- a. ***Provide support for faculty who engage in work related to access and success for traditionally underrepresented students (and communities).***
This can include financial incentives, but also should be reflected in merit reviews.
 - i. Consider additional service pay for faculty of color whose very presence serves to racially desegregate committees and academic programs.
 - ii. Recognize faculty of color have more work to do and carry a larger burden with regards to students of color. This should be reflected in guidelines for tenure and promotion and in merit letters, and best practice should, for example, recognize documented research that clarifies that faculty of color typically receive lower teaching evaluations from white students, while having to mentor larger numbers of students of color.
- b. ***Institute a faculty diversity orientation (UWT and/or UW-wide).*** The orientation activities could include providing workshops on topics such as surviving UWT as a faculty member of color and building ongoing regional support networks linking first year faculty with UWB and UWS faculty of color.

Suggested Timeline for Implementation

1. Release the report to UWT faculty: Winter 2016
2. Call a meeting with the Chancellor: Spring 2016
3. Form a UWT Diversity Committee and by-laws: Autumn 2016
4. Develop an implementation plan: Winter 2017

Appendix

Charge Letter from 2014-2015 Faculty Assembly Chair:

Nov. 25, 2014

...

This campus fellows group will research and make recommendations to Executive Council (EC) on the improving the ways diversity and equity are incorporated into the work of the faculty.

As a member of this campus fellows group, you will research and report on ways faculty-related structures, policies, procedures and practices can address and improve UWT's core campus value of diversity and equity within an urban-serving university context. You will review Faculty Assembly and EC structure, policy, and procedures, as well as other practices, policies, and procedures subject to or that impact areas of faculty oversight, such as hiring and promotion and tenure. At the end of the year, you will make recommendations to improve the ways we incorporate diversity and equity into our professional campus work. Your work should be informed by, but not duplicate the work of the UWT Diversity Task Force.

The fellows will meet during the 2014-15 academic year and prepare a report for the Executive Council of the Faculty Assembly by the end of June 2015 that includes:

1. a review of structures, policies, practices, and procedures under faculty purview, including Faculty Assembly, EC and other faculty-related professional work including hiring and promotion and tenure using the lens of diversity and equity.
2. a suggested action plan with strategic goals and recommendations to improve how diversity and equity are incorporated into Faculty Assembly, EC, and other faculty-related professional work structures, policies, practices, and procedures including hiring and promotion and tenure.
3. an actionable timeline for implementing the improvements.
4. a set of accountability measures for assessing progress toward achieving the goals and recommendations.

APPENDIX H
Faculty Assembly DEI School/Unit Reports for 2018-19 &
2019-20 Academic Years

SSWCJ

From our Director: "We have an Equity and Inclusion Committee (began in 2016-2017 year I think) within SWCJ made up of both CJ and SW faculty, CWTAP field instructors, and SWCJ staff. They have a faculty-approved charge and a menu of action items they can choose to pursue. In addition, in September 2017 the faculty approved revisions to our P&T Guidelines that more fully incorporated equity and inclusion into our Guidelines." The current committee charge is attached here.

Attachments: may be retrieved [here](#).

SoE

The UWT School of Education has a 3-year Equity Action Plan for the recruitment and retention of diverse students through 2020. The two themes of the plan align with the SOE mission and vision and are centered on 1) diversifying the educator workforce and 2) deepening the cultural competencies of all SOE members including staff, faculty, volunteers and community partners. To this end, the recently established SOE Race, Equity and Justice Committee is charged with ensuring the implementation of the Equity Action Plan. Their specific charge is outlined as:

"responsible for ensuring the design, implementation, and assessment of climate, policies, and practices of the SOE. It provides accountability recommendations to address topics of equity, access, and the elimination of systems of oppression in relation to race, class, gender, religion, sexuality, and other cultural groups (e.g., international students, first-generation status, LGBTQIA, and disability) in our operations and programs.

Specific areas addressed by the REJC include but are not limited to the following: 1) Ensuring implementation of and revisions to the SOE's Equity Action Plan, and 2) providing recommendations to the SOE Faculty Council and Dean, as well as assessing facilities and resources for equitable access; developing and facilitating mentorship initiatives; and reviewing curriculum for alignment with the school's mission."

An example of our work can be found in our search process. We have four searches underway and all members of search committees are required to complete the anti-bias training provided through UWT and through the SOE Office of the Dean.

As another example, at the direction of the Dean, the SOE also underwent a major marketing refresh in 2017-2018 to include more ethnically and racially diverse representations of our programs and school in our recruitment materials as well as our website. Next steps include a curricular audit across our core courses for equity content and a school-wide professional development plan around anti-racism and equity.

SIAS

Note race, equity and inclusion and diversity work your unit is implementing. If none, note that as well.

In the Fall of 2017, the Dean's Diversity Advisory Council was created with the charge of creating a Diversity Action Plan for SIAS. SIAS is deeply committed to improve diversity, equity and inclusion. The Diversity Action Plan will have three long term goals: Improve SIAS climate so that every single one of our faculty members feels they belong; Create more inclusive classrooms through training opportunities in inclusive pedagogy for our faculty, and Improve diversity in our hiring, retention and promotion of faculty and staff. The Diversity Action Plan is in its first draft but the plan is to have it ready by the end of this academic year (if not sooner).

One of the initiatives already set in place by the DAC is Ground rules to improve communication, inclusiveness and accessibility in SIAS faculty meetings. The ground rules are shown at the beginning of every meeting to set the tone for our discussions. They emphasize inclusive, fair and productive conversations

SET

Work that has been implemented on race, equity, inclusion, and diversity.
Source of information: Charles Costarella

During late Summer 2018, a committee comprised of myself, Menaka Abraham, DC Grant, Jie Sheng, and Wes Lloyd hosted the annual SET Curriculum Day teaching workshop which included components covering racial micro aggressions and how they might be inadvertently introduced and propagated in the classroom setting of an urban-serving University. Additional presentations were given focused on equity and inclusion and diversity by the committee members. It is this Committee's intention that this component of the Curriculum Day event become regular annual part of the day's presentations so that we might establish an ongoing conversation among faculty. The audience for Curriculum Day is open to all SET faculty but specifically, new hired faculty are strongly encouraged/expected to attend, so this is an effective forum for new faculty orientation to the Urban-serving UWT campus in general and in what ways SET faculty are focused on issues of race, equity, inclusion and diversity in classroom teaching.

CC

SNHCL

Social justice is at the core of UWT Nursing and Healthcare Leadership Program's Mission (Appendix B). Likewise, as part of the UW School of Nursing, we adhere to the UW School of

Nursing Diversity statement (Appendix C). While I cannot represent all of the work that has been implemented on race, equity, inclusion, and diversity; based on my own memory, conversations, and a quick survey of faculty, I generated the following list:

- Several faculty have completed the SEED training and are implementing inclusive teaching practices in their courses.
- The Ebony Nurses Association is represented on the Nursing and Healthcare Leadership Program's Advisory Council.
- Our Diversity, Health and Inequities course was one of the first to receive the "D" designation and it continues to be an important part of our curricula.
- We have a work group updating our APT criteria to include data about Urban Serving, Diversity, Equity, and Inclusion.
- One faculty member reported highlighting diverse cultural practices within courses including the Day of the Dead, Ethiopian death observances, the days of mourning in a Jewish community, etc.
- One faculty member described integration of equity into all courses and doing research about how instructors across the USA integrate equity into their courses,
- One faculty member described working with marginalized populations to develop equitable interventions.
- One faculty member described participating in the faculty group "women of color in the academy who teach diversity courses" funded by the strategic initiative fund.
- One faculty member described teaching a class on aging and using many examples of diversity.
- One faculty member described working with President of nursing association and appoint a diversity task force.
- One faculty member described serving as a pilot user of the Canvas "Ally" application
- One faculty member described teaching about the use of inclusive assessment/ evaluation practices incorporating inclusive assessment/ evaluation practices

Appendix B

UWT Nursing and Healthcare Leadership Mission

The Nursing & Healthcare Leadership Program shares the University of Washington Tacoma mission to provide undergraduate and graduate education for the diverse citizens of the South Puget Sound region. The program supports the interdisciplinary mission of the campus through teaching and scholarly inquiry. Within the overall mission of the campus, the program focuses on the discovery and dissemination of knowledge that promotes health within an ethic of social justice. The curriculum emphasizes and fosters the integration of teaching, inquiry and service through a community of learners. Partnerships with the community assist the program in providing learning environments in which learners build upon their skills and knowledge to strengthen their understanding of local, national and global health issues.

The Bachelor of Science in Nursing and Master of Nursing degrees are offered on all three campuses of the University of Washington - Seattle, Bothell and Tacoma - and fulfill the mission and goals of the University, the School, and the particular campus. Accreditation through the Commission on Collegiate Nursing Education is shared across campuses. This unique, tri-

campus relationship fosters diversity, enhances program access, and assures excellence in nursing education.

Appendix C

UW School of Nursing Statement of Diversity

A fundamental purpose of nursing is the provision of quality and equitable health care to all members, groups, and communities of society. Nursing knowledge and practice must be sufficiently broad in perspective and content to meet the requirements of a diverse, multicultural population. To this end, the University of Washington School of Nursing seeks to attract, admit/hire, and support diverse and racially representative students, staff and faculty members.

A central activity to support this diverse community is adequate preparation to interact with people from all cultures. This focus requires that nursing be responsive to, explicitly value, and incorporate a wide variety of perspectives and experiences. This open and flexible approach is based on respect for all cultures and their members, on examination of our own perspectives, biases, and socialization, and on the ability to examine and adjust our own perspectives, beliefs and behaviors.

We are committed to fostering a climate that is inclusive and welcoming of all groups. We recognize that this effort is a multi-dimensional one that includes: recruitment efforts, policies, curriculum, pedagogy, norms, practices, faculty/staff promotions, decision making, and continuing multicultural and anti-oppression education for faculty and staff members. We also recognize that nursing education and practice in the United States occurs within the social, cultural, and historical context of institutionalized racism (among other forms of oppression). Meeting our purpose thus requires a sustained and multi-dimensional effort.

We are committed to eliminating all forms of oppression resulting from socially and culturally constructed differences in race/ethnicity, sex/gender identity or orientation, socioeconomic status, language, age, physical characteristics, disability, pregnancy, veteran status, country of origin, citizenship, religious or political beliefs, military status, and others.

UW School of Nursing Principles of Inclusion

1. We affirm the inherent dignity of each individual and group.

2. We affirm that group differences are socially, culturally, and historically constructed and hierarchically arranged, resulting in the inequitable distribution of resources among groups. This construction and distribution can be changed and we commit to change it.
3. We affirm our commitment to address difference, privilege and power at the School of Nursing. We will address privilege and power using anti-racist and anti-oppression principles of on-going education, open dialogue, skill building, challenging the status quo, and accountability to people of color and other social groups.
4. We affirm our commitment to increase the numbers of faculty, students and staff from underrepresented groups, and to support their leadership within the school.
5. We affirm our commitment to work toward a climate of inclusiveness on all levels of the School of Nursing.

UW Tacoma Statement of Commitment to Diversity

The Nursing Program at UW Tacoma also supports UW Tacoma's statement of commitment to diversity:

To hold constant a nurturing learning and work environment in the midst of change, each member of our UW Tacoma community has the responsibility to build and sustain respectful and supportive relationships, through which intolerance, discrimination and social injustice are confronted and resolved through non-violent behavior.

The University of Washington Tacoma's commitment to diversity is central to maintaining an atmosphere wherein students, staff, faculty and South Sound residents find abundant opportunities for intellectual, personal and professional growth.

MSB

Note work on race, equity, inclusion, and diversity

All faculty and staff search committees are comprised to reflect diversity and to enhance inclusiveness.

All faculty and staff search committees are informed about the need to honor inclusion and diversity.

All positions are advertised in media that are easily accessible by under-represented minorities.

The Milgard School is requesting that explicit resources be identified by the Chancellor to support salary and professional development requirements associated with hiring diverse faculty and staff.

Library

The Library has undertaken initiatives and efforts to promote equity and inclusion in its activities. This list highlights some of the major work in this area:

- In 2017, the Library drafted and released an Equity Statement:
<https://www.tacoma.uw.edu/library-equity>
- In 2018, the Library has convened a committee to develop policies and procedures for responding to bias incidents that may occur within the Library.
- The Library has collaborated with the Center for Equity and Inclusion on several projects:
 - Hosting the Reel Lit Book Group that uses contemporary fiction to explore social issues: <https://sites.uw.edu/uwtacomalibrary/tag/reel-lit/>
 - Sponsoring a Roaming Reference Service in the CEI
- The Library advocated for and opened an all gender bathroom in the Tioga Library Building.
- As part of the UW Libraries current strategic plan, the overall system is reevaluating its hiring practices, especially for librarians, from the perspective of race, equity, and inclusion.
- Staff members have initiated in or participated in projects that engaged with issues of race, equity, and inclusion more broadly, such as the Tacoma Community History Project. Recent displays have been on immigrant rights and indigenous scholarship.

Urban Studies

Race, equity and inclusion and diversity work your unit is implementing. If none, note that as well. Race, equity, inclusion, and diversity work has been ongoing but relatively uncoordinated. We have had periodic faculty meeting discussions to make plans for activities, workshops, and trainings, but formal actions have been sporadic.

For example, a system for sharing and discussing inclusive pedagogy strategies was discussed and planned, but not yet executed. More formal workshops have been incorporated in the Urban Studies Master of Community Planning curriculum, but not elsewhere in the various degrees. Overall, this is an active topic that receives attention and discussion but only sporadic and periodic action at this moment.

SUS

Implementation of race, equity, inclusion and diversity work

Equity and social justice are foundational to the School of Urban Studies.

Our mission is to engage students, faculty and community to advance critical thinking, social justice, and applied research through the transformative power of higher education. We strive to:

Be a premier School of Urban Studies within a leading urban-serving University.
Teach to engage; research to advance knowledge; act to promote social justice and equitable development.

One of our faculty members (me, Linda Ishem) is a founding member of the SEED (Strengthening Educational Excellence through Diversity) Institute faculty. Three members of our faculty have been SEED fellows. Periodically SUS faculty members read and discuss common articles regarding our core values and the implicit biases and institutional practices that interrupt best intentions. Our faculty recognizes that equity and inclusion is ongoing work, not once and done, and is committed to investing individual and collective time and energy in becoming better facilitators/practitioners of these values. Every SUS faculty member had components of race, equity inclusion and or diversity embedded in their teaching, scholarship or service at the time they were hired as this has been, to a greater or lesser degree, a criterion for selection.

SSWCJ

EQUITY AND INCLUSION

The criminal justice and social work disciplines are all too familiar with the ways in which social and educational structures marginalize and oppress certain groups of people. We also recognize that these inequitable and exclusionary structures are at play within the SSWCJ and UWT. We have regular conversations about what it means to work toward becoming more equitable and inclusive as a School and for our students, staff, and faculty. The SSWCJ efforts can be seen in co-sponsorship of campus events (e.g., Poverty Simulation), including with the Center for Equity and Inclusion. Faculty and staff are involved on campus-wide committees addressing equity issues, such as the Bias Incident Review Committee. Individual faculty participate in conferences and trainings geared toward anti-racism and dismantling white supremacy. More formal efforts related to equity and inclusion are discussed below.

Equity and Inclusion Committee

The SSWCJ Equity and Inclusion Committee formed in 2017 and the faculty approved the following charge in June, 2018:

The Equity and Inclusion Committee of the School of Social Work and Criminal Justice (SWCJ) is charged with creating a menu of recommendations and action items to be brought forward to the larger SWCJ staff and faculty for consideration, feedback and potential implementation. These

recommendations should foster progress toward larger equity and inclusion-related programmatic objectives with respect to

2

underrepresented, marginalized, or system-impacted students, staff, faculty, and community partners based on race, age, color, ethnicity, gender, sexual orientation, gender identity, gender expression, religion, national origin, migratory status, abilities, former incarceration status, veteran status, and socioeconomic background. These programmatic objectives include to:

- *Reduce bias and increase inclusion and support in the on-going recruitment, hiring/admission, and retention processes for staff, faculty, and students at all full time and part-time ranks and degree programs.*
- *Make student, staff, and faculty work related to equity, inclusion, and social justice work more visible, supported, and explicitly rewarded.*
- *Address systematic bias and create clearer mechanisms for surfacing and addressing bias in whatever form it may take for students, staff, faculty, and community partners, resulting in an equitable and inclusive climate.*
- *Proactively cultivate a program climate characterized by cultural humility, and actively support diversity and equity in all of its dimensions.*
- *Review policies emanating from the SWCJ program for their equity and inclusion implications, with an eye toward continuous quality improvement with respect to equity and inclusion goals*

Efforts have largely focused on race/ethnicity considerations, particularly as it relates to school culture as it is experienced by students, staff, and faculty. This year, the committee has focused on changing the way the committee operates in order to be more inclusionary (e.g., sharing leadership and using circles as a meeting process) and developing plans for ways to engage faculty in deep conversation about equity and inclusion concerns in the School and to involve students in committee work.

Hiring processes

We take seriously the need to have faculty who represent that range of identities that our students represent. SSWCJ adheres to UW and UWT expectations on hiring by implementing their recommendations for best practices, attending workshops and applying learnings, and actively seeking to create diverse pools of candidates, within the context of the two disciplines. Search committees are strategic in selecting forums in which to advertise positions.

Faculty Activity Reports

As a way to demonstrate the importance of equity and inclusion work, the annual FAR template includes space for faculty to specifically “describe how your teaching, service and/or scholarship has supported the success of students and communities from racial, ethnic, gender, social class and other backgrounds that are underrepresented, or have contributed to the institutional mission of equity, inclusion, community engagement, and fostering social justice.”

Curricular infusion

In addition to offering courses with the required diversity designation, SSWCJ integrates equity and inclusion critical consideration, especially race/ethnicity related, across the CJ, SW, and MSW curriculum. As a result, faculty and students critically engage with equity and inclusion issues through their disciplinary lens in most classes.

Other forms of diversity

The equity and inclusion work of SSWCJ also includes attention to diversity concerns as it relates to neurodiversity, disability, and justice-system involvement, as well as the intersectionality of identities.

3

Neurodiversity: In 2017, the Simon Family Endowment (SFE) gave funding to support Masters of Social Work students aspiring for a career in social work practice with autistic and intellectually challenged individuals. Student fellows are placed in field practicum agencies that support their learning experience. Since 2019 and in the month of April, SSWCJ and SFE schedule an Autism Acceptance Awareness event on campus to raise awareness and celebrate neurodiversity aimed at creating an engaged community that fosters inclusion and equity for all. Dr. San Nicholas leads this initiative.

Disability: Drs. Kim and Sellmaier, with SSWCJ internal funding, conducted a study of social work students with disabilities, the goal of which was to inform institutional, curricular, and faculty support for social work students with disabilities.

Justice system involvement: The Joseph Gary Jensen Scholarship Fund, created to honor the life of Joseph Gary Jensen who spent 18 years in prison and determined that "it is never too late to turn things around," provides annual scholarships to CJ, SW, and MSW students. Students who have a history of justice system involvement are strongly encouraged to apply. Both CJ and SW faculty teach and research in areas addressing equity issues in the justice system. For instance, wrongful convictions (Dr. Falco), children of incarcerated parents (Drs. Harris and Young), and incarceration (Dr. Toews). SSWCJ is also engaging with a working group of the Formerly Incarcerated Student Association to develop processes to address issues facing formerly incarcerated CJ, SW, and MSW students.

SNHCL

The following memo from Christine Stevens clearly describes how diversity and inclusion are taken into account.

To: Katie Haerling, PhD
Faculty executive Council

From: Christine Stevens PhD
Faculty search chair for 2013- 2014; 2014- 2015; 2015- 2016; 2016 – 2017

Re: How is diversity and inclusion taken into account in the School of Nursing and Healthcare Leadership part-time and full-time hiring processes?"

Since our program has one of the most diverse student populations on campus, we need to hire faculty and staff that represent the underrepresented and underserved student populations. This request for more diverse faculty is a consistent request across our campus. For straight four years, we have developed documented strategies for successful recruitment and search strategies to reduce bias. These strategies resulted in hiring of six new faculty. During these four years of searches (2013-2017), 80% of our hires have been from populations that reflect our diverse student populations.

Targeted Recruitment:

The advertisement for each of these positions were written job descriptions that mention institutional values that support diversity are more likely to yield diverse hires. We sought out experts with scholarship in addressing bias in position descriptions and ads.

Selection of placements for the advertisements was based on the goal of targeting readership in an attempt to increase racial/ethnic diversity of the current Nursing and Healthcare Leadership Program faculty. Advertisements were placed with *The Chronicle of Higher Education*, *Diversity Nursing*, *Colors NW Careers*, *Higher Ed Jobs*, *National Association of Hispanic Nursing*, *Minority Nurse*, *ImDiversity*, and *National Black Nurses Association* in addition to the *Association of University Programs in Health Administration*, *American College of Healthcare Executives*, *Academic Jobs Online* and *Syllabus*, the relevant publication for the American Association of Colleges of Nursing (our professional accreditation organization). The selection of placements for the advertisements was based on the goal of targeting readership to increase racial/ethnic diversity of the current Nursing and Healthcare Leadership Program faculty.

All faculty were informed that networking and development of relationships throughout the year were the most successful in bringing diversity to our candidate pool each year. Former students as well as other professional colleagues and contacts who are doctoral prepared have been contacted personally by Dr. Stevens or another faculty. Those who have contact with current doctoral students, and particularly those from or working with students from diverse backgrounds, were contacted by email and phone. Selected colleagues from other colleges and universities with high ratio of diverse doctoral students were contacted by email and phone. An email and copy of the ad were sent to the Board of the Seattle Mary Mahoney Professional Nurses Organization, an organization committed to "supporting nursing students of African heritage".

Search Committee

There were several strategies used to reduce bias in the search. Every member of the faculty search committee attended training to reduce search bias in initial review of applicants and increase diversity in faculty searches. Dr. Stevens attended additional classes about reducing bias in phone interviews and campus interviews.

The search committee presented the questions for scoring of applications, phone interviews, and on campus interviews with the entire faculty. There was a discussion of anti-bias procedures from the research scholarships about faculty searches to increase entire faculty and staff knowledge about implicit bias in searchers. The entire faculty voted on each of these processes

Submission instructions for each applicant:

1. Letter delineating interest in this position, qualifications, and research interests
2. Brief philosophy of teaching statement; explaining how the philosophy is/will be demonstrated in teaching

3. Statement detailing how the applicant's teaching, service and/or research has supported the success of students from racial, ethnic, and gender backgrounds underrepresented in their academic field
4. List of courses taught and applicant's role in each course
5. Curriculum vitae
6. Contact information for three references

Interview Process

Following each on campus visit, faculty and staff were asked to complete a catalyst survey that rated the candidates on a scale of 1-5 (lowest to highest score). They were asked to comment and score candidates' ability to teach across the curriculum, quality of scholarship, strength of recommendation letters (available to tenure track and senior lecturer faculty only), student centered teaching approach to meet the needs of our increasingly diverse student population, teaching demonstration, and interpersonal communication with faculty, students and staff. There was also room for written comments on the survey. Paper student evaluations were collected directly after the faculty teaching demonstration.

Please do not hesitate to contact me if you have any questions

SIAS

SIAS Race, Equity, and Inclusion Report

I would like to begin this report on diversity work in SIAS with acknowledgement that none of this work would have been possible without the years and years of work from marginalized faculty, largely faculty of color, who tirelessly advocated on behalf of faculty, students, and staff for a more equitable institution.

SAIS Description of Race, Equity, and Inclusivity work

Many SIAS faculty are doing research in diversity and equity, performing service in diversity and equity issues, and learning and applying tools in equitably pedagogy. However, for the purposes of this report, I believe it is important to only focus on how SIAS as an institution supports equity work. Individual faculty equity work without structural support often is at the expense of the marginalized faculty performing the work, where such labor is often unrecognized and unrewarded.

The following is SIAS Race, Equity, and Inclusivity action taken since last year's EC presentation:

- **Teaching Evaluation Task Force:** Understanding that teaching evaluations do not in fact evaluate teaching performance, but instead, reinforce systems of privilege and oppression, the Teaching Evaluation Task Force presented alternate ways for SIAS to evaluate teaching.

- **Faculty Advancement Task Force:** Understanding that our current rubric for promotion and tenure do not adequately account for the work of diversity and equity, the Faculty Advancement Task Force is in the process of submitting to SIAS a renewed rubric that takes into account UWT's vision for equity and diversity.

Diversity and Inclusion in Hiring Processes

All job ads must be vetted by the Associate Dean who confirms that ads meet standards of diversity and inclusion. Once the application window is closed, the Associate Dean examines the pool and again confirms if the pool meets the standards of diversity and inclusion.

Plans for the upcoming year:

- Mini-grants to fund faculty diversity work
- Developing a website which includes documents and resources on equity and diversity
- Coordinate with CEI to support action after the results of the climate survey are public.
- Cultural Transformation Through Inclusive Pedagogy – a 3-part framework: Resource Bank, Interactive Diagnostic, Community

SET

SET's diversity plan aims at creating a culture that is inclusive and promotes the success of students, faculty, and staff. SET's diversity plan matches UW Tacoma's diversity plan which is the following:

- Effectively address bias and racism in staff and faculty hiring practices through trainings and collaborative work
- Increase the recruiting, retention and success of faculty, staff, and students of color
- Organize workshops and discussion forums on race and equity that engage the entire campus
- Conduct campus climate assessment to better understand the student, staff, and faculty experience with respect to race and equity

Some highlights of SET's diversity plan are given below:

- Recruit undergraduates from a diverse body of students. The campus recruitment office recruits students from local community colleges and high schools resulting in a diverse student body at SET. Nearly half of SET's undergraduate students are Pell eligible (47%), more than half are First Generation (56.2%) and more than half are students of color. In 2018-19 the undergraduate student demographics were: 39% Caucasian, 28% Asian, 10% African

American, 5.7% Hispanic, 7.3% two or more races, 2.4% unknown race, 0.3% Hawaiian/Pacific Islander, 0.5% American Indian, and 7% International. Women make up 15.4% of the student population, which is a demographic the School works to attract into high technology fields. Approximately 20% of undergraduate students are underrepresented minorities.

- Give importance to student success and graduation rates while maintaining high standards. Some student success programs in SET include workshops in conjunction with junior courses, hackathons, professional student organizations like NSBE and WICS, research, and internships.
- Recruit faculty who are committed to the success of a diverse body of students. The diverse SET faculty consists of 32% women and is 60% non-Caucasian. Faculty search committee members attend workshops on diverse faculty recruitment.
- Recruit a diverse student body of students in SET's graduate programs. The MSCSS program has 46% women and the MCL program has 32% women.

The PhD program builds directly on the existing MSCSS program. More than 50% of the students in MSCSS program are female (2018-2019 data), indicating that SET is already very successful at attracting students from this traditionally under-represented minority in computer science. For the PhD program, we will recruit from this already diverse student population. The presence of a PhD in Computer Science and Systems program in the South Sound region will be especially impactful for local students from under-represented backgrounds who, for family reasons, are not able to relocate and pursue their PhD degree elsewhere.

- The members of the search committee for the new assistant professor will attend campus workshops on addressing bias and racism in recruiting. Finally, the PhD program will create invaluable opportunities for traditionally underrepresented minority faculty in computer science – including two female assistant professors who were recently hired – to grow in their academic careers and become role models for future students at UWT
- Several MSCSS students presented their research at international events supporting diversity in computer science. They received scholarships from these events to support their attendance:
 - Ariel Todoki, Privacy Preserving Classification of High Dimensional Gene Expression Data, in: Women in Machine Learning (WiML), workshop at NeurIPS2019 Faculty mentors: Anderson Nascimento, Martine De Cock - Raaghavi Sivaguru, An Evaluation of DGA Classifiers, in: Women in CyberSecurity (WiCyS), 2019 Faculty mentors: Martine De Cock, Anderson Nascimento
- Anderson Nascimento and Martine De Cock applied their research on privacy-preserving machine learning to the privacy-preserving detection of hate speech against women and immigrants. They won first place for category and target detection in the Automatic Misogyny Detection competition AMI@EvalIta2018 and published their work at NeurIPS2019, a top conference in machine learning. Story on UWT website: <https://www.tacoma.uw.edu/node/51505>

From Josh Tenenberg, former SET FC
Chair

- Full-time lecturer search in CSS. Search committee produced a document to be used by subsequent search committees to identify locations that seek a diverse candidate pool. In addition, we ran our process following the recommendations for reducing implicit bias of the workshop given to search committees.

[[location of shared document is under review –CC]] – note: at this time, the document referenced by Josh cannot be located (2020-02-27).

- We have a committee in CS that is working on reigniting the BA degree in CSS, trying to broaden the appeal of the major, and targeting in particular students who are interdisciplinary and want a degree that cultivates this.
- In my class, I employ several pedagogies of inclusion, including:
 - learning all student names -- and using them! - diverse and engaged learning methods, what we might term pedagogies of inclusion, such as small group work, in-class writing, different forms of reading and writing, discussions on topics in IT/CS of social significance, pair programming, triplet programming, diverse technical teams.

C
C

SoE

The School of Education has a 3-year Equity Action Plan for the recruitment and retention of diverse students in our teacher certification programs through 2020. The two themes of the plan align with the SOE mission and vision and are centered on 1) diversifying the educator workforce and 2) deepening the cultural competencies of all SOE members including staff, faculty, volunteers and community partners. To this end, the SOE Race, Equity and Justice Committee (REJC) is charged with ensuring the implementation of the Equity Action Plan. Their specific charge is outlined as: "responsible for ensuring the design, implementation, and assessment of climate, policies, and practices of the SOE. It provides accountability recommendations to address topics of equity, access, and the elimination of systems of oppression in relation to race, class, gender, religion, sexuality, and other cultural groups (e.g., international students, first-generation status, LGBTQIA, and disability) in our operations and programs. This plan will be refreshed in autumn 2020 with an expanded focus on all of our programs, not just in our teacher certification tracks.

Specific areas addressed by the REJC include but are not limited to the following: 1) Ensuring implementation of and revisions to the SOE's Equity Action Plan, and 2) providing recommendations to the SOE Faculty Council and Dean, as well as assessing facilities and resources for equitable access; developing and facilitating mentorship initiatives; and reviewing curriculum for alignment with the school's mission."

The SOE underwent a major marketing refresh in 2017-2018 to include more ethnically and racially diverse representations of our programs and schools in or recruitment materials and website. Next steps include a curricular audit across our core courses for equity content.

As we take these steps, we are also building our SOE knowledge and skills base. Our school-wide professional development plan around anti-racism and equity can be seen in our quarterly professional development and share outs for faculty and staff embedded in our standing SOE meetings. Our Chair of the REJC, Dr. Robin Minthorn, is currently working with faculty across UWT to create professional development on Indigenous Education. The committee also is looking at developing equity audit protocols (e.g., for courses, partnerships, etc.) for how we engage with other communities. They will bring the protocols back to the SOE to allow for response and contribution so as to co-create an action plan for our future work with diverse communities. The Dean of SOE also, when funding is available, provides support for faculty and staff to attend local conferences focused on anti-racism and equity such as paying for the registration fee for those attending the Western Washington Native Education Consortium in February 2020.

Another example of our work can be found in our search process where the majority of our 6 faculty and staff hires for 2019-2020 resulted in the recruitment of people who are Indigenous and of color. In these searches, all members of search committees were required to complete training in anti-bias recruitment, evaluation and selection processes provided through UWT and through the SOE Office of the Dean. The SOE Dean also provided members with a variety of readings and resources to support this work. The SOE recruitment model includes how to write the descriptions of the positions to target a diverse pool of applicants, and active recruitment and outreach to diverse candidates. The SOE Dean works with all members of the search committee and especially chairs through the hiring process. For example, the Dean examines the initial screened candidate list prior to first calls to ensure that the list is robust. For part time hires, the Dean works with faculty directors to determine parallel structures.

We also have a robust multi-tiered mentoring-partnership program in place that focuses on retaining and supporting new faculty with a focus on an equity-centric mentorship model. The model involves 1:1 mentor-mentee matches (with new faculty being matched to an SOE faculty mentor being above rank), informal quarterly 1:1 meetings with the new faculty and Dean, and quarterly whole-group luncheons (includes the Dean and all mentors and mentees) to connect and discuss topics such as grant support, R,P&T requirements, and navigating academic life. The SOE Dean has also provided funding to allow the 1:1 faculty pairs to meet monthly to discuss the new faculty member's goals and needs over coffee and quarterly meals.

MSB:

Description of race, equity and inclusion and diversity work your unit is implementing. If none, note that as well.

There have been no specific committees set in place to promote race, equity and inclusion. However, there has been a significant increase in gender diversity in the core administrative team – from 12.5% female leaders in 2018-19 to 50% female leaders in 2019-20.

How is diversity and inclusion taken into account in your unit's part-time and full-time hiring processes.

The searches include announcing the position as widely as possible, including specific list serves and publications focused on minority candidates.

APPENDIX I
Project Overview & Draft Proposed University of Washington
Faculty Disciplinary Code

Project Overview (Rev. 4/15/20)

Background

The Task Force was charged in Autumn Quarter 2017 by the then-chair of the Faculty Senate, Thaisa Way, the then-former chair, Zoe Barsness, and the Secretary of the Faculty, Mike Townsend, to comprehensively review and revise existing faculty disciplinary and dispute resolution processes.

The Task Force was created in response to several factors:

- Stakeholder dissatisfaction with the current system

As the diversity and complexity of the University community and its faculty grow in size and complexity, faculty and administrators agree that the current system is not reflective of the values and principles that embody our work and learning environments.

- Faculty discipline and dispute resolution processes have not been comprehensively reviewed and revised in more than 20 years

Faculty Senate leadership in consultation with administrative leadership and other key faculty stakeholders agreed it was time to conduct a full review of the system. Once state of the art, the current system no longer reflects or adequately leverages scholarly and practical advances in conflict management and dispute resolution, evidence-based research in organizational justice, or the evolution of best practices in the labor context. Although discrete revisions have been made in response to regulatory changes, it has not kept up with the demands of the rapidly evolving federal and state regulatory landscape, including under Title IX and federal research funding requirements.

- Completion of significant revisions to the University's Student Conduct Code in Spring 2017

The extensive revisions to the Student Conduct Code assure due process, facilitate timely resolution/redress of concerns, and provide for equitable treatment and fairness. It became clear to faculty involved in that project that the Faculty Code and related processes should undergo a similar revision to be made equally strong.

Expected Benefits of the New System

The expected benefits of the new system include:

- Problem solving early at the lowest level of conflict will be prioritized so that more issues can be resolved in a manner that addresses the parties' interests, yet preserves institutional and communal ability to hold faculty and decision makers accountable;
- Processes will be better aligned with the intensity and type of conflict, issue, or problem being addressed which will reduce the use of institutional and individual resources for lower level issues and preserve these resources for issues that potentially have serious consequences, complexity, or institutional impact;
- Addressing issues at the appropriate level reduces risks and costs associated with escalation and adversarial conflict; and
- Increased transparency of processes and decision making will promote consistency, equity, and fairness of outcomes.



Project Overview

Faculty Senate Task Force on Faculty
Disciplinary Code and Processes

UWT Faculty Assembly Executive Committee
April 17, 2020



SUMMARY TIMELINE FOR CLASS C RESOLUTION AND CLASS A LEGISLATION

Fall 2019 and prior

Models and concepts developed by Steering Committee, Values and Principles Committee

Winter 2020

Presentation of models and concepts to FCFA, FCTCP, EFCs, BoDC and other vetting bodies

Spring 2020

Faculty Senate and SEC review; Class C resolutions introduced

Fall 2020

Review of code language to ensure alignment with models and concepts; Class A legislation introduced

PROCESS PARTNERS

Office of Academic
Personnel

- Faculty Disciplinary Steering Committee
- Values & Principles Committee
- Drafting Committee

Faculty Council on
Faculty Affairs

University Ombud

- Faculty Council on Tri-Campus Policy
- Chairs of the Elected Faculty Councils
- Chairs of the University Faculty Councils
- Board of Deans & Chancellors

School of Medicine

- Faculty Senate Executive Committee
- Faculty Senate
- President

Faculty vote

Compliance
Services

Office of Research Misconduct
Proceedings

Internal Audit

CURRENT STATE

Misconduct

Discipline

Faculty member's behavior is questioned and the University has the obligation to address it

Faculty Code:
Administrative,
Conciliatory and
Adjudicative
Processes

Decision by an administrator that affects terms or conditions of employment

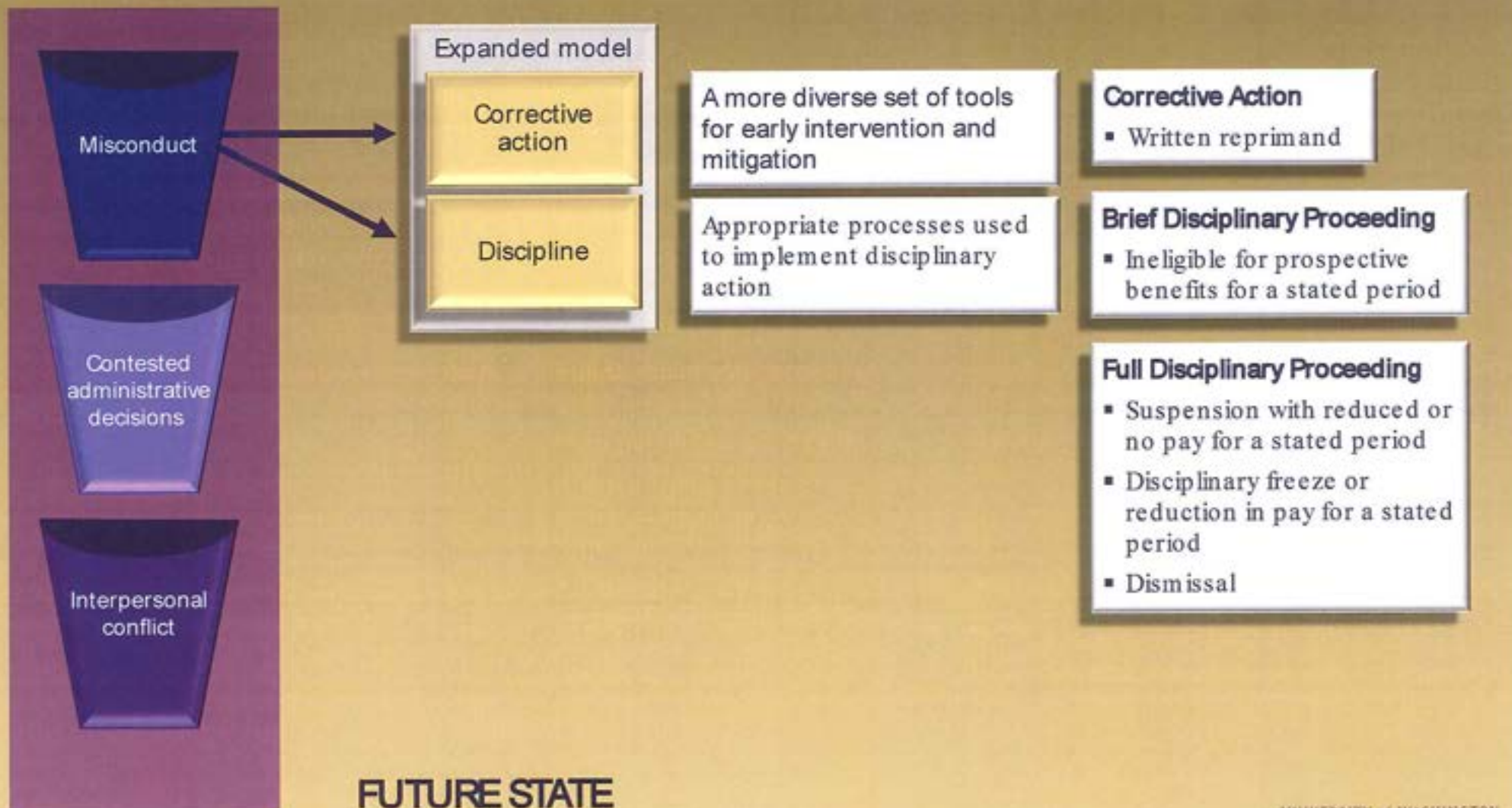
Faculty member disagrees with a decision, or has a problem and needs to engage the administration to solve it

Interpersonal
conflict

Other disputes between/among faculty members

Does not include allegations of misconduct or policy violation

FUTURE STATE



Misconduct

Contested
administrative
decisions

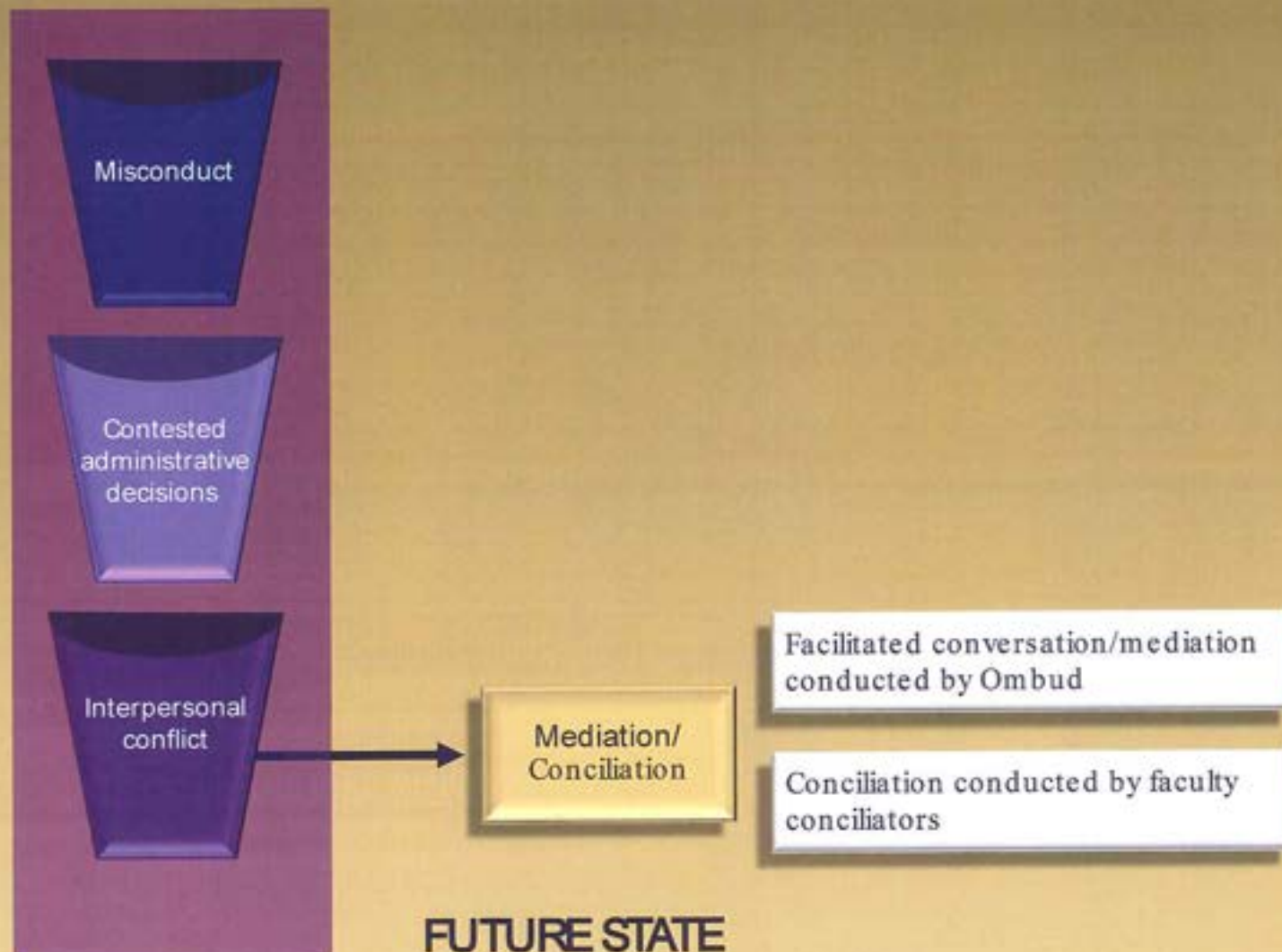
Interpersonal
conflict

Grievance

Concerns about administrative decisions
are addressed at an appropriate level
with those who can solve the problem

Multi-step process that encourages
parties to engage in mutual problem
solving with recourse to more formal
resolution, if necessary

FUTURE STATE



Misconduct

Corrective
action

Disciplinary
action

Contested
administrative
decisions

Grievance

Interpersonal
conflict

Mediation/
Conciliation

FUTURE STATE

Benefits

- Aligns the processes employed with the level/type of conflict being resolved
- Improves the use of resources and time
- Provides for greater transparency and navigability
- Addresses issues at the appropriate level, reducing risks and minimizing costs associated with escalation and adversarial conflict
- Enhances consistency, equity and fairness of outcomes



Questions?

W

FACULTY CODE DRAFTING ROLES

Faculty Council on Faculty Affairs

- **Megan Callow**
Department of English
- **Jeremy Davis**
School of Interdisciplinary Arts & Sciences, UW-T
- **James Gregory**
Department of History
- **Tom Hazlet**
School of Pharmacy
- **Dan Jacobi**
School of Interdisciplinary Arts & Sciences, UW-B
- **Aaron Katz**
Department of Health Sciences
- **Dawn Lehman**
Department of Civil & Environmental Engineering
- **Jack Lee**
Department of Mathematics
- **Jacob Vigdor**
Evans School of Public Policy & Governance
- **Teresa Ward**
School of Nursing
- **Mary Pat Wenderoth**
Department of Biology

Values & Principles Committee

- **Chad Allen**
Office for Faculty Advancement/
Department of English
- **Zoe Barsness**
Milgard School of Business, UW-T
- **Sharon Gordon+**
Physiology & Biophysics, School of Medicine
- **Jack Lee**
Department of Mathematics
- **Jill Lee**
Compliance Services
- **Ian Messerie**
University Complaint Investigation & Resolution Office
- **Carole Palmer**
Information School
- **Gowri Shankar**
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- **Chuck Soane**
Office of the Ombud
- **Robert Stacey**
College of Arts & Sciences
- **Mike Townsend**
School of Law
- **Lea Vaughn+**
School of Law
- **Thaisa Way+**
College of Built Environments

Drafting Committee

- **Zoe Barsness**
Milgard School of Business, UW-T
- **Jack Lee**
Department of Mathematics
- **Mike Townsend**
School of Law

Other key partners

- **Cheryl Cameron**
Office of Academic Personnel
- **Nancy Hovis**
School of Medicine
- **Margaret Shepherd**
Executive Office
- **Barb Van Ess**
School of Medicine

Values & Principles Committee (continued)

- **Sara Webb**
Department of Psychiatry & Behavioral Sciences, School of Medicine
- **Rob Wood**
College of the Environment
- **Ka Yee Young**
School of Engineering & Technology, UW-T

Faculty Disciplinary Steering Committee

- **Robin Angotti+**
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- **Sandra Archibald+**
Evans School of Public Policy & Governance
- **Cheryl Cameron**
Office of Academic Personnel
- **Richard Christie+**
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- **Azita Emami+**
School of Nursing
- **Joe Giffels**
Office of Research
- **Nancy Hovis**
School of Medicine
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- **Jill Purdy**
Executive Vice Chancellor for Academic Affairs, UW-T
- **Valery Richardson**
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- **Lea Vaughn+**
School of Law
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Department of Landscape Architecture