

UNIVERSITY *of* WASHINGTON | TACOMA

CLIMATE SURVEY STAFF IMPLEMENTATION TEAM

FINAL NARRATIVE REPORT



UW TACOMA CLIMATE SURVEY – STAFF IMPLEMENTATION TEAM – FINAL NARRATIVE
REPORT

MAY 14, 2021

BE BOUNDLESS



REVIEW OF DATA GATHERING

ALL-STAFF FOCUS GROUP FORUM

The Staff Implementation Team conducted a variety of data gathering activities between December 2020 and May 2021, with UW Tacoma classified and professional staff. Each method used allowed for as many staff as possible to participate in meaningful conversations and to provide feedback about their experiences and knowledge of professional development funding opportunities, mandatory DEI trainings, and other areas of staff development. On Dec. 15, 2020, from 11:30 a.m. - 12:30 p.m., an all-staff focus group forum was held. There were eighteen people in attendance including the staff implementation team and four break-out rooms were created and managed by three of the staff implementation team members (Ashley Walker, Diana Lopez, and John Burkhardt), and a member of the UW Tacoma Staff Association (Chris Fuentes, Awards Chair). Staff team co-chairs Angela Jones and Hannah Wilson monitored each break-out room as timekeepers and to ensure conversation and feedback were delivered. Each group was presented with four questions and discussions followed for each item as time permitted. The questions were as follows:

- Have you seen effective ways to break down the silos that exist between staff in different campus units?
- What professional growth opportunities would you benefit from in your position/unit, and would you utilize or encourage others to utilize those opportunities if funding was readily available?
- If UW Tacoma initiated a mandatory DEI training for staff (e.g., employees & managers), would you be willing to attend? Why or why not?
- How do you feel about existing staff communications channels on campus? What channels work well? What channels aren't working? Do you have any suggestions for improving communications on campus?

Within the one hour of time allotted for the forum, not all questions were answered by each group. However, each group provided ideas for breaking down silos that exist on campus. These are a few of the themes that were discussed:

- Some staff feel as though leadership tends to work out conflict but does not include "worker bees".
- There must be more interaction between leadership and those doing the work.
- Staff expressed appreciation for the Staff Association and the work they do to encourage collaboration across units on campus via staff socials and meetings.
- Collaboration between other units and schools on campus is important. An example given was the RealLit book club that involves staff, faculty, and students.

Meaningful responses and feedback were also provided for the other questions listed above and all were considered in the development of the staff team's implementation action plan (see Appendix A).

CONVERSATION WITH ACADEMIC PERSONNEL & UW TACOMA HUMAN RESOURCES

The staff team held a conversation with representatives from Academic Personnel and UW Tacoma Human Resources on Dec. 9, 2020, from 1-2 p.m. The team met with Casey Byrne, director, Academic Personnel, and Trish Fiacchi, Director, UW Tacoma Human Resources. A series of questions were developed and presented for the discussion, and answers were provided by both HR teams (see Appendix A). The goal of this meeting was to learn about the differences between academic and staff HR policies and procedures. Discussion topics included:

- Implementing diversity, equity and inclusion (DEI) recruiting strategies and mandatory training for faculty and staff at UW Tacoma
- Campus-wide professional development funding opportunities
- UW Tacoma's implementation of new-employee training in preventing and responding to sexual misconduct

We found that the Human Resources team leverages both Tacoma campus and central UW HR resources and pipeline, in terms of hiring and retention toolkits for staff and DEI training opportunities for both faculty and staff. There is not a UW Tacoma-centered hiring and retention toolkit for our campus and no known tracking system for required training for staff. HR also mentioned utilizing [UW POD](#) courses for anti-bias and anti-racism trainings.

CONVERSATION WITH SCHOOL OF EDUCATION ADMINISTRATOR

The Staff Implementation Team held a meeting with the UW Tacoma School of Education administrator on Dec. 10, 2020, from 3-4 p.m. We discussed what is working well in their division in terms of supporting School staff, inclusivity in budget planning, diverse and inclusive hiring practices for staff and faculty recruitment, and professional development funding and training opportunities for staff. Under Dean Rachel Endo's leadership, the School has created a culture where staff feel appreciated and feel as though their opinions and concerns are considered in executive-level decisions. Staff are made aware of professional development funding available to them and are encouraged to use funding each fiscal year.

Following our meeting with the School administrator, the Staff Implementation Team reached out to other schools and non-academic units, and we received responses from the following:

- School of Nursing
- SIAS
- School of Social Work
- School of Urban Studies
- Milgard School of Business
- Student Affairs

The following list of questions was presented to the School of Education and the units and schools listed above:

- Do you have a professional development budget set aside for each staff member?
- What is your department's policy for providing professional development funding for staff?
- Does your unit/department have a policy around equitable hiring practice?
- When considering efficient and equitable hiring practices, what is constraining your unit from making changes?

- When considering efficient and equitable practices that support staff, what is constraining your unit from making changes?
- How would you like to be able to better support your staff?
- How can we approach leadership to ask for these changes and to help staff feel more supported?

Based on the responses received from each unit and school, there is not a uniform process across all units for staff professional development funding, equitable hiring practices, and support from leadership to help staff feel more supported (see Appendix C).

CATALYST SURVEY

The staff implementation team developed a Catalyst survey in conjunction with the all-staff focus group forum held in December 2020. The questionnaire was sent in early December to all staff, utilizing the Staff Association's classified and professional staff database. The survey contained six questions and we received 33 responses from staff (see Appendix B). Some of the major themes that emerged from the questionnaire are:

- Some staff are not aware of opportunities for promotion and growth in their units/divisions
- Professional development funding and resources are not transparent and communicated
- Staff feel supported by their supervisors
- Campus-related involvement activities are encouraged
- Staff are not aware of unit-level DEI plans, but DEI efforts are discussed in some departments
- There is a clear division of power between faculty and staff in relation to decision making in units/divisions/schools.

CUSTODIAL STAFF FORUMS

Hannah Wilson, Staff Implementation Team co-chair, held an in-person forum for the UW Tacoma custodial staff on April 20, 2021, at 11 a.m., with three custodial staff in attendance, and a virtual forum was held using Zoom on April 15, 2021, at 3 p.m., with one custodial staff in attendance (see Appendix A). Overall, the custodial staff who attended and responded to the questions feel supported as UW Tacoma employees and feel a sense of belonging, believe mandatory DEI training would be beneficial to them and their supervisors, and some are not aware of or familiar with the Staff Association and the work done on behalf of all staff.

BIPOC COMMUNITY CONVERSATION AND SOLUTIONS: CLIMATE SURVEY ACTION PLAN

The Staff Implementation Team held a BIPOC community conversation and solutions forum on Wednesday, April 21, 2021, from 11 a.m. - 12 p.m. An email invitation was sent in early April to BIPOC staff on campus, utilizing the Center for Equity and Inclusion's BIPOC listserv. We received seven RSVPs and had a total of six attendees in addition to Team members. We presented a few action items from the Climate Survey Implementation Plan and solutions were discussed and listed for each item (see Appendix A). Overall, the BIPOC staff who attended the forum were appreciative of the work the Staff Implementation Team is doing on the climate survey implementation plan and provided meaningful solutions, addressing the issues presented.

BIAS INCIDENT REPORTING TOOL MEETING WITH DR. JIMMY McCARTY

The Staff Implementation Team met with Dr. Jimmy McCarty, director, UW Tacoma Center for Equity & Inclusion, and members of the Bias Incident Reporting Committee, on Thursday, April 22, 2021, from 3-4 p.m. We discussed the process of both reporting an incident utilizing the Bias Incident Reporting Tool (BIRT) and the response to the submission by the committee.

The themes that emerged from the meeting were:

- The committee can only facilitate responses
- The committee is not a “response” committee and is not punitive
- The Bias Incident Reporting Committee (BIRC) would like a level of uniformity and clarity across campus for an understanding of how units can respond
- The concept of restorative justice needs to be introduced to campus. Hiring staff support (1-1.5 FTE) is highly encouraged
- The visibility of the BIRT needs to be increased on the UW Tacoma home page

FACULTY SEARCHES: CONVERSATION WITH FACULTY ASSEMBLY AND ACADEMIC PERSONNEL

The Staff Implementation team met with Dr. Sarah Hampson, Chair, Faculty Assembly Executive Committee, Casey Byrne, Director, UW Tacoma Academic Personnel and Andrew Seibert, Faculty Assembly Coordinator, on Friday, May 7, 2021, from 11-12 p.m. We discussed staff involvement in faculty searches and limitations or barriers to including staff participation in faculty searches.

Themes that emerged from the meeting were:

- The UW Faculty Code does not directly address staff participation in faculty searches. There is no language that limits staff participation in faculty searches
- There was consensus that staff should be part of faculty search committees when the positions being recruited work directly with and/or supervise staff
- Staff in the hiring unit should have the opportunity to meet final candidates and provide feedback on the recruitment
- Participants agreed to work on adding language to the Faculty Advancement Handbook to encourage staff participation in faculty searches
- The UW Tacoma Faculty Assembly and the Staff Association will work together to ensure schools follow this implementation.
- UW Tacoma Academic Personnel will work with UW Tacoma HR to collaborate on recruitment and search training for both staff and faculty
- The Faculty Assembly will work with the Faculty Councils in each School to encourage implementation

ACTION PLAN

ACTION PLAN ITEM #1: MANDATORY DEI TRAINING FOR STAFF

Although 74% of survey respondents were “very comfortable” or “comfortable” with the overall environment at UW Tacoma (Campus Climate Assessment Project, UW Tacoma Final Report May 2020), a finding of both the climate assessment and subsequent data collection by the UW Tacoma Staff Implementation Team was a desire on the part of faculty, staff and students for training requirements on topics such as anti-racism and diversity, equity and inclusion topics.

For example, in the 2020 climate assessment, 25% of staff respondents thought that diversity and equity training for staff was not available at UW Tacoma, while 75% of staff respondents thought it was. Of those that thought it was not available, 87% thought it would positively influence the climate if it were available. Of those that thought it was available, 81% believed it positively influenced the climate.

Also, in the 2020 climate assessment, 76% of staff respondents thought that sexual and gender harassment training for staff was available at UW Tacoma, and 24% thought it was not available. 81% of those who thought it was available believed it positively influenced campus climate; 78% of those who did not believe it was available thought it would positively influence climate if it were available.

Rankin & Associates, the authors of the 2020 climate assessment, concluded that “one theme emerged from the respondent response population: more training.”

Respondent comments included statement such as: “Providing diversity, equity and inclusion training for ALL; not just staff! Faculty, Staff, Leadership, etc. should all be involved,” “The most important factor that’s grossly missing at UW Tacoma is diversity, equity and inclusion emphases in all factions. Faculty/staff training would be a great starting point, but we really need leaders who grasp these concepts rather than speaking off the cuff and making comments that perpetuate the language and systems of oppression,” and “Providing diversity, equity and inclusion training for staff AND faculty ... THIS SHOULD BE A REQUIREMENT; NOT AN OPTION.”

The Staff Implementation Team received additional feedback on mandatory DEI and anti-racism training during numerous focus group meetings described elsewhere in this report. The themes that emerged from this feedback included a desire for a training requirement to be universal, not just for staff and not just an elective. People also felt the training needs to be substantive; developed by experts in the field; relevant to the UW Tacoma campus setting and context; and refreshed on a regular basis to keep up with legal and policy changes.

During the 2021 legislative session, the Washington state legislature passed, and Gov. Jay Inslee signed, Senate Bill 5227 (“Engrossed Second Substitute Senate Bill 5227: Requiring diversity, equity, inclusion, and antiracism training and assessments at institutions of higher education.”)

This new law requires professional development for faculty and staff on diversity, equity, inclusion and anti-racism and also require student training on DEI and anti-racism at the six public baccalaureate and 34 community and technical colleges that make up the public institutions of higher education in Washington state.

During the same legislative session, the state legislature provided funds to implement SB5227. The UW Office of Planning & Budget reported on April 29, 2021 (“OPB Planning & Budgeting Brief: Final Compromise 2021-23 Biennial Operating and Capital Budgets”) that the legislature has allocated to UW \$146,000 in FY22 and \$158,000 in FY23 “for diversity, equity, inclusion (DEI) and anti-racism professional development for faculty and staff, DEI and anti-racism student training, and DEI campus climate assessments at the public institutions of higher education, pursuant to Engrossed Second Substitute Senate Bill 5227. This is expected to be ongoing, with funding levels increasing into the following biennium.”

The Staff Implementation Team expects these DEI and anti-racism training programs will be developed at the tri-campus level.

RECOMMENDATION

We recommend that the UW Tacoma Office of Equity & Inclusion continue to monitor the implementation of SB5227 at UW and UW Tacoma, in collaboration with the cross-campus climate survey implementation team that will be carrying out the work of this report.

ACTION PLAN ITEM #2: STAFF INVOLVEMENT IN CAMPUS SEARCHES

The lack of staff involvement in executive searches on campus has been an ongoing concern for staff. It became more evident when the current Chancellor's Search Advisory group was created. The search is administered by the UW President and Provost, and the request from UW Tacoma to add more staff representation was denied, which left some staff feeling there is an imbalance of staff representation vs. faculty representation on campus executive and faculty searches. There is not a university-wide policy in place that would encourage staff involvement on executive level searches.

Inclusive search committees that involve staff, both classified and professional, in all executive-level campus searches are needed. This includes, but is not limited to, chancellor, vice chancellors, deans, directors and faculty searches. There is a concern that staff members work and report to people in these positions, but on most occasions, they are not given the opportunity to meet or interview the candidates. If feedback is solicited from staff, it is only provided as an option after viewing a public or campus-wide presentation.

As stated by one respondent to the Staff Implementation Team Catalyst survey (see Appendix B), "Staff members usually are the ones that everyone else on campus goes to when they need to troubleshoot problems. Yet staff get little to no say in campus governance. We are not included in the campus decision-making culture/structure as often as our faculty counterparts."

Another respondent requested "fair and equitable searches instead of appointments to high-level positions with high salaries." Another respondent envisioned "more collaboration opportunities for faculty and staff to work alongside each other and to change the culture that staff are here to support faculty."

RECOMMENDATIONS

Currently, the process for selecting members of search committees is different in each school, unit, or division, with each dean and committee chair making their own decision on who should be involved in the search and selection process.

The Staff Implementation Team recommends the following changes to the search committee selection process for both staff and faculty searches:

- Implement a campus-wide policy that all search committees follow. We recommend a minimum of two staff members on each committee, composed of both classified and professional staff
- Hiring officials should work directly with the Staff Association Executive Board for staff name recommendations
- For faculty searches, we recommend that the Faculty Assembly Chairs and the Director of Academic Personnel establish best practices around staff involvement in faculty searches. We recommend these best practices be added to the Faculty Advancement Handbook
- All staff members from an administrative or academic unit should be given the opportunity to participate in the candidate selection process and provide feedback on final candidates
- Candidate campus interview schedules should include a staff session with the opportunity for staff to provide written feedback

The Faculty Assembly Executive Committee chair is committed to working with the Academic Councils in each school to help push this initiative and implement this culture change. The Staff Association and the Faculty Assembly have also pledged their dedication to collaborate as a united front to eliminate the barriers between both stakeholders.

The overall goal is to amplify staff voices, to build and elevate working relationships between staff and faculty. We believe this collaboration will benefit both staff and faculty, and will provide an opportunity for relationship building.

ACTION PLAN ITEM #3: PROFESSIONAL DEVELOPMENT FUNDING & GROWTH

EQUITABLE OPPORTUNITIES AND FUNDING DISBURSEMENT FOR CLASSIFIED AND PROFESSIONAL STAFF

Professional development funding and growth opportunities for UW Tacoma staff vary depending on the unit, division, or school, and are subjects of concern by staff on campus. A lack of uniformity exists across campus regarding professional development funding, availability, and access to additional funding opportunities for employees. In some units, the amount of professional development funding varies depending on whether the employee is classified or professional.

Of the staff who completed the Staff Implementation Team's Catalyst survey, answering the question 'How would you rate your understanding of how your department allocates professional development resources', 21% have no understanding at all, while 39% believe their department's process is transparent and equitable (see Appendix B).

In the All-staff Focus Group Forum held on Dec. 15, 2020, some staff believe their departments do not have a professional development budget set aside for employees. Their perception is that staff are encouraged to ask for funding if they find training or conference opportunities of interest, and if funding is available, they may be approved (See Appendix A).

STAFF GROWTH

Opportunities for growth are very limited across campus and continue to be a point of contention for staff retention. One respondent to the Staff Implementation Team Catalyst Survey (see Appendix B) said: "I think there are very few opportunities for promotion and growth across the campus. I would have to think that if someone is in a position for several years, they may have taken on additional responsibilities or elevated the position. It seems that periodic reviews of positions should be done."

Staff require opportunities where they can grow, learn and explore new skills, as well as share their expertise across campus. Another respondent to the Catalyst survey said, "In my current position, after one year I have been promoted and received a raise. I also have been cross-trained in numerous areas. This did not happen in the 10 years that I worked in Admissions. This was not supported or encouraged."

Another respondent to the survey said, "There are no formal opportunities for promotion in my unit, but staff are encouraged to seek and participate in work that aids in desired growth. However, this typically lacks financial incentive. For most staff I interact with, it's the campus-wide opportunities that are lacking."

A number of respondents to the Catalyst survey noted the challenge of salary compression. Because of market forces, new employees are often hired at similar or higher salaries than staff members who have been working on the campus for years. Staff wages also remain largely stagnant because there are no real mechanisms for giving significant raises that would correspond with a promotion based on experience.

RECOMMENDATIONS: PROFESSIONAL DEVELOPMENT

The staff implementation team recommends that the Climate Survey Advisory Board (the successor committee to the current Implementation Teams) be charged to develop and address professional development funds for all staff on campus and a centralized funding source as follows:

- Funds made available to each staff member, regardless of job classification, equal to or greater than the levels currently established by some units. The current model followed by most units is: \$500 annually for classified staff; \$1,200 annually for professional staff.
- Investigate how union contracts interact with professional development funds for classified staff.
- An ongoing accessible and transparent process for professional development funds for all staff: classified and professional.
- Interdepartmental cross-training opportunities for staff to develop new skills and explore other interests.

RECOMMENDATIONS: STAFF GROWTH

The Staff Implementation Team recommends:

- Inter-departmental cross training opportunities for staff to develop new skills and explore other interests. Examples could include:
 - collaborating on a week-long project;
 - swapping positions with other staff for a duration of time between academic & non-academic unit employee workgroups.

This should be a campus wide program available to all for units/departments to utilize as they see fit. Unit administrators can put out a message to all staff when they require assistance or additional expertise. Each staff member will be responsible for making the connection with the unit's administrator. The work should be compensated, both for the trainer and the trainee, and funding should come from the units/department's Special Project Funds or Professional Development Funds.

- UW Tacoma should work to eliminate barriers for staff promotion and re-classification for unclassified staff. We recommend that UW Tacoma HR work with central UW HR to create transparency and consistent structures for staff promotion.
- UW Tacoma should adopt a system around performing internal audits on job positions, to identify and address equity issues. Each school or department can be tasked to do this within their own unit.
- The use of supportive communications on campus messaging around career ladder opportunities on campus. The Staff Association's goal with the Staff on the Move Microsoft Team's channels is to do just that. This tool can be used for that, but there a campus culture must be fostered where each unit and school promotes the advancement of their own staff. This culture would foster open communication and information sharing between deans, directors, vice chancellors, supervisors and administrators when positions in their school or unit are open. These opportunities can be announced at chancellor's cabinet meetings, town halls or equivalent meetings.

- Trainings and workshops offered by central UW HR or by administrative and academic units on other campuses are not always easily accessible to UW Tacoma staff. We recommend that UW Tacoma HR bring these trainings and workshops to the UW Tacoma campus where possible, and that these trainings be tailored to the UW Tacoma context and made available online as well as in person.

ACTION PLAN ITEM #4: HIRING AND RETENTION POLICIES AND PRACTICES

The Staff Implementation Team met with the UW Tacoma Human Resources (HR) and Academic Personnel leads to address and discuss the needs and deficiencies surrounding DEI training and learning opportunities as a source of support to fighting systemic racism as it relates to the hiring and retention policies and practices of staff on the UW Tacoma campus.

Currently, the UW Tacoma HR unit sponsors a variety of optional diversity training and workshops for campus faculty, staff, and students. However, as mentioned above, all current UW Tacoma DEI training currently is optional and, if implemented within each campus unit, then authorization and approval is required from the individual unit's leadership. We also learned that the present reporting structure of UW Tacoma limits any authority HR would have to mandate DEI training within campus units.

The Staff Implementation Team Catalyst Survey asked the following question: "What meaningful change would you like to see on the UW Tacoma campus? Please provide your response in the space below, along with any additional feedback you would like to provide that was not addressed above."

We received many responses. One anonymous response stood out: "HR needs to really step up and be a decision maker. I feel like our HR team is complacent and I never feel like they are supportive of or advocate for staff."

RECOMMENDATIONS

The Staff Implementation Team makes the following recommendations regarding staff hiring and retention:

- UW Tacoma should hire an additional HR staff member, whose focus is on DEI in hiring and implementation of DEI in HR policies.
- All search committees should be required to complete anti-bias training similar to that provided by the Seattle HR Talent Management Team.
- All UW Tacoma HR staff should complete anti-bias and DEI-related training.
- UW Tacoma HR should create a UW Tacoma DEI hiring toolkit, that is easily accessible for units to follow, similar to the UW Seattle HR staff diversity hiring toolkit.
- UW Tacoma should participate in tri-campus implementation of SB5227 (see Action Item #1), to mandate DEI and anti-racism training for all faculty, staff and students.
- UW Tacoma HR should mandate adding a DEI and anti-racism conversation to the UW Tacoma performance evaluation process.

ACTION PLAN ITEM #5: STAFF COMMUNICATION CHANNELS

Antiquated staff communications channels were raised as an issue of concern in our outreach. UWTline is used primarily to promote campus events and deliver important campus news, but it does not provide staff a place to collaborate outside their units. When staff were asked during the All-Staff Focus Group Forum (see Appendix A) how to better improve communication channels on campus, UWTline was brought up multiple times:

- “Replacing UWTline with something more organized, more 21st century.”
- “UWTline - I feel people see it after the fact”
- “A lot goes through UWTline and not all of it pertains to staff so many overlook it”

RECOMMENDATION

The Staff Implementation team recommends the implementation of new and engaging communication channels for staff.

- The Staff Association recently launched a Microsoft Teams channel for staff use. If well received by staff, it will serve as a model for facilitating and communicating cross-unit work and announcements highlighting UW Tacoma staff. Whenever possible, consistent lines of communication should be used across campus, so all staff have access to the same information and resources.

ACTION PLAN ITEM #6: TRACKING REQUIRED AND OPTIONAL TRAINING

UW Tacoma staff already have many required training courses, and a myriad of optional trainings available to them. A desire for additional training focused on bias, equity, and work culture emerged as a theme in staff feedback to the climate survey.

When the Staff Implementation Team asked UW Tacoma HR if there was one place supervisors or employees could go for a record of training staff have completed or needed to complete, HR reported:

“Unfortunately, there is not currently one system that contains all training completed by staff. UW Professional & Organizational Development keeps records for any training they provide, and I believe supervisors can ask for records for their staff. When we had a training manager for our campus, she worked with the UW Tacoma Professional Development Center to utilize their registration system to keep records for our campus training offerings. UW Tacoma IT has their own system for tracking their required training, and we have had some conversations about the possibility of expanding their system to track other training. There are challenges since UW training is delivered by a number of areas.” [see Appendix A]

RECOMMENDATION

To enable employees and supervisors to have a clear understanding of required and optional training available to them, we recommend implementation of a transparent and accessible records management process for employee training.

ACTION PLAN ITEM #7: BIAS INCIDENT REPORTING

Since its implementation on campus, the Bias Incident Reporting Tool (BIRT) and process has undergone many improvements, but it was still identified as subject of concern by many staff. Forty-six percent of staff respondents to the 2020 Climate Survey thought that there was no process at UW Tacoma to report or resolve conflicts. (Campus Climate Assessment Project, UW Tacoma Final Report May 2020). Across campus there is a lack of clarity about the process; staff do not always know what to expect when a bias report is filed and are frustrated with perceived lack of action to reported incidents.

In our meeting with Jimmy McCarty and the Bias Incident Reporting Committee (BIRC), we learned that UW Tacoma views its reporting process as a means of tracking bias on campus, and as an opportunity to provide mediation and intervention as requested by those experiencing acts of bias. This philosophy is not widely understood by staff, leading to the misperception that acts of bias are being reported, but no one on campus is responding to them. The first recommendation is that staff on campus be better educated in the bias reporting process as it is used by the UW Tacoma campus. The BIRC and the Center for Equity & Inclusion manage reports and are responsible for contacting affected parties after an act of bias, but it is up to units and divisions to respond when further action is required.

Units and divisions have different policies and procedures around bias incident response. This leaves staff in each unit dependent on their unit-level response, even after speaking with a member of the BIRC. The view that campus does not respond to acts of bias is perpetuated by the perceived and real inequities that exist between different campus populations.

One respondent to the Staff Implementation Team Catalyst Survey (see Appendix B) said, "There is a set disciplinary process for staff; for faculty it seems as if they can say and do what they want regardless of how unprofessional and inappropriate. It may be addressed (we don't always see it) but consequences are not such that it changes behavior or the campus culture."

RECOMMENDATIONS

The Staff Implementation Team recommends that each division and unit at UW Tacoma develop a bias incident response plan. These plans will address individual and departmental needs but maintain a level of uniformity with the rest of campus to ensure fair treatment of staff across units. Plans will be centrally and publicly accessible on the UW Tacoma website.

We recommend that UW Tacoma hire 1.5 FTE to oversee campus-level restorative justice training, which could be a valuable tool for unit response to reported incidents of bias.

We recommend that the Bias Incident Reporting Tool be featured more prominently on the UW Tacoma website, such as in the "tools" dropdown in the banner.

We recommend that training about the BIRT be added to the onboarding process for all new hires.

APPENDIX A

STAFF FORUMS AND STAKEHOLDER MEETINGS

ALL-STAFF FOCUS GROUP FORUM

Conducted over Zoom, Dec. 15, 2021, 11:30 a.m. – 12:30 p.m.

Group 1

Q: Have you seen effective ways to break down the silos that exist between staff in different campus units?

- Have people meet each other across campus.
- Staff Association and events that groups like that put on – bringing staff together from different units. Value in social events. Have met a lot of people that way.
- COVID-19 makes the whole thing very difficult. A certain regression must have occurred.
- Have informal cross-training sessions – like have someone from Advancement come in to speak to team meetings to give intro to what advisors do.
- Staff Association had a “staff connection” program.
- Silos in terms of programming – there is not necessarily a cohesive approach for the university in their curriculum, etc.
- There needs to be an executive vision for doing it – can't succeed on a unit-by-unit basis.
- There needs to be more cross-pollination of: “Here is what our vision is, here is what we see as a need.”
- Various initiatives have been proposed but have not come to fruition.
- When campus was smaller, everybody knew everybody else. Now, not so much. The larger you grow, the less communication there seems to be from the top down. UWTLLine used to be used to introduce new staff to the rest of the campus community.
- Infrastructure at UW Tacoma does not grow to match the growth of student body.
- Some groups get together and bring in guests, but may be only similar client-focused groups. Like, student-centered staff will host other student-centered staff.
- An example: a student doing high-level cryptographic studies whose path did not lead anyone to believe she could be doing that.
- Effective ways of breaking down silos:
 - Department talks
 - Doing things virtually may be an opportunity, not a hindrance. Keeping virtual venues open would be good even beyond COVID-19

Q: What professional growth opportunities would you benefit from in your position/unit, and would you utilize or encourage others to utilize those opportunities if funding was readily available?

A: [The group didn't have time to address this topic.]

Q: If UW Tacoma initiated a mandatory DEI training for staff (e.g., employees & managers), would you be willing to attend? Why or why not?

A: [The group didn't have time to address this topic.]

Q: How do you feel about existing staff communications channels on campus? What channels work well? What channels aren't working? Do you have any suggestions for improving communications on campus?

- Staff Association has talked a lot about using Teams to a greater extent.
- Replacing UWTLLine with something more organized, more 21st century.
- Other institutions – WSU, Green River, have staff/faculty intranets. The intranet home page would be the landing page for everyone.
- MyUW is too Seattle focused.
- Problem about creating an Intranet is someone must maintain it - \$, admin time.
- We teach so many skills and we use so few of them ourselves.

Group 2

Q: Have you seen effective ways to break down the silos that exist between staff in different campus units?

- Start breaking silos down when collaboration opportunities are created. Strategic plan initiative seemed to be a good start. Working with folks in the Pantry and Advancement to create fun recipe videos.
- When working with someone on a project and sometimes it's disrupted, we are a campus built on relationships, but sometimes when we get into task mode, we lose that. We are thinking about our image instead. How can we be more vulnerable to these silos? Encourage others to ask questions and acknowledge faults. Figuring out how to work with others by building bridges and creating vulnerability. There needs to be a piece of acknowledgement instead of holding people accountable.
- Holding leadership accountable. Leadership works out conflict, but do not include "worker bees". There needs to be more interaction between leadership and those who are actually doing the work.
- What about the silos within giant divisions and not just focusing on the campus?
- Look at internal silos, instead of focusing on external first.

Q: What professional growth opportunities would you benefit from in your position/unit, and would you utilize or encourage others to utilize those opportunities if funding was readily available?

- Tuition remission policies and the UWT investment in employees. We want to improve but are also restricting access to those (our employees) who are helping to improve.
- Compared to other institutions, you and your family get access to tuition exemption.
- Some units operate differently and it's not a centralized form of access. It's based on a unit's budget availability.
- Supervisors need to provide opportunities or research opportunities.
- 10 years as an employee and didn't know PD was available
- Budgets are so different that PD isn't always available for all units/employees, especially if units are small
- Classified employees are less likely to receive PD
- PD varies depending on the type of PD is begin attended – national conference vs. Giving a presentation
- PD accessibility varies for leadership staff vs non-leadership staff. Leadership receives more benefits than non-leadership staff.
- We need more consistent practice on campus.

Q: If UW Tacoma initiated a mandatory DEI training for staff (e.g., employees & managers), would you be willing to attend? Why or why not?

- All staff? You better make faculty go as well!!!
- Mostly POC attend these training courses.
- I am not going to mandatory DEI training with an HR rep who doesn't know what's going on. I need someone who reflects me and understands what is going on in my community and in the world. Someone who understands that racism isn't a verbal statement, but comes in many ways, shapes and forms.
- POC need to feel supported and can't go to these meetings as an educator. Where is the support for POC.
- Yes, it should be mandated but it needs to be intentional and not just a check box.
- DEI should be responsive engagement
- White vs POC experiences are very different, and this should be acknowledged
- What is the goal of DEI and who is the audience? One solution and one training it's the resolution.
- Well intentioned isn't enough.

Q: How do you feel about existing staff communications channels on campus? What channels work well? What channels aren't working? Do you have any suggestions for improving communications on campus?

- The staff association should be elevated to an equitable class. It's currently voluntary and it should be reframed. Faculty association has "power", how come staff association does not? UWT is not one of these campuses.
- Outside of the staff association, how does information get shared? Within and outside of units? Information isn't shared well.
- Top-down communication doesn't work and hasn't been working.

- Staff association should be a paid position.

Additional comments

- Vacuum of influence. Leadership needs to be articulate better instead of finger pointing.

Group 3

Q: Have you seen effective ways to break down the silos that exist between staff in different campus units?

- Social ways for sure, there should be encouragement within units to cross collaborate with other units. Staff Association socials are great.
- Supervisors should encourage and support campus events so that staff aren't avoiding them because they feel it's frowned upon
- Worked with UW for 28 years and there has always been the need to cross-collaborate, as we grow we definitely need to make sure we are collaborating more
- Working in the library does provide the opportunity to work with other units because of the services we provide; RealLit group is a great example (others agreed)

Q: What professional growth opportunities would you benefit from in your position/unit, and would you utilize or encourage others to utilize those opportunities if funding was readily available?

- My position is unique so Leadership pro devo would be great since I work directly with faculty leadership; also mental health trainings especially bc of the Pandemic, perhaps a Mental Health day training for all
- Being off campus because of the Pandemic has actually provided more time to take pro devo trainings but once we are back on campus it is harder to get away to do trainings; more leadership and computing trainings (google docs, word docs, excel, etc.) are needed; We should be working hard to retain tuition exemption for staff.
- Really likes the idea of required classes for leadership roles, as well as, refresher trainings (equity trainings)
- We should push more for local trainings because driving to Seattle is a waste of time and some people are still expected to return to UW Tacoma campus to continue work, it's exhausting and information retention is minimized
- Let's take advantage of faculty & staff with these expertise to help do local trainings (others agreed)

Q: If UW Tacoma initiated a mandatory DEI training for staff (e.g., employees & managers), would you be willing to attend? Why or Why not?

- I absolutely will attend and it should be a requirement for all staff and faculty
- I left my last unit because of the White-centered community which mimicked a white supremacy environment so I greatly agree with mandatory DEI training; let's model it and set expectations and those who don't follow can slowly remove themselves
- I agree, we all have biases so we need these trainings

Q: How do you feel about existing staff communications channels on campus? What channels work well? What channels aren't working? Do you have any suggestions for improving communications on campus?

- Just recently Andrew was seeking a UWT Staff list serve; he doesn't see UWTLline emails on time because he pays more attention to his personal account
- MS Teams would be nice to try
- We need to address the issue where staff don't feel comfortable speaking up because their superiors are present in meetings/events
- UWTLline - I feel people see it after the fact
- The library uses Slack a lot as a primary communication tool and seems to work pretty well
- A lot goes through UWTLline and not all of it pertains to staff so many overlook it
- When we are in a space with all of campus (Faculty & Students) the staff voice seems to muddled or put to the side, how do we bring staff's voices to the forefront?

Group 4

Q: Have you seen effective ways to break down the silos that exist between staff in different campus units?

- One effort that has been very good about engaging staff across campus is Staff Reads. A grassroots, informal group of staff who come together to read a book and meet to discuss (important topics). It is an opportunity to engage with colleagues outside of your own units.
- They is low cost and the impact is valuable.
- "I seek opportunities out like this"
- One program that I participated in another institution was a certificate HR program, multi-workshop series for management, to learn skills on supervising staff and students. Great PD and it was free. I felt like my campus and leadership was investing in my career/PD.
- UW POD opportunities have been great.
- I believe Courage's Conversations came about from one of the strategic goals. Richard Wilkerson led this. Someone was invited to lead each session, 4 sessions total. I believe I ran for 3 years. It included staff and faculty, again a great way to engage with others on campus.
- Our department once created an internal book club that helped build community, we no longer do it.
- I would like to see workshops for women and staff of color, we need to provide more leadership opportunities for them. National conferences?
- I always seek out technology workshops, training, etc., as this can always be helpful in my position and in any position. This can help with cross training.

Q: What professional growth opportunities would you benefit from in your position/unit, and would you utilize or encourage others to utilize those opportunities if funding was readily available?

- Our staff can benefit from attending in National conferences. The CEI (James) is a great resource. I would also like to see a training on Leadership, but with alternative leadership meaning, one that has an inclusion and equity component to it.
- Some staff and faculty participate in the American Leadership Forum. UW Tacoma should have something similar where there is also a DEI emphasis.
- A concern is the lack of time staff have; everyone is overworked.
- Another concern if that this campus starts programs and then nothing ever happens, such as the Data fellow training. I did it, I was supposed to train others, but nothing ever happened with that. Lack of time, again, is an issue.
- It feels like we are always short staffed, so that means more work and less time for us to do PD.
- Classified and Professional staff should have the same opportunities for PD.
- My dean is very supportive, and we have funding set aside for each staff and faculty to do PD, but I have never used it.
- Supervisors should be supportive and check-in with their staff. Maybe, Pause and ask is this the right time for PD? People should not feel pressured to do it.

Q: If UW Tacoma initiated a mandatory DEI training for staff (e.g., employees & managers), would you be willing to attend? Why or why not?

- If it is mandatory, yes. It should be offered to all new staff as part of the onboarding.
- Happy to attend but the content needs to be relevant. Quality is important and it should be UWT focused (not outdated). This should be information that we can apply at work. Maybe include videos and readings that can be discussed and applied into our everyday work.

Q: How do you feel about existing staff communications channels on campus? What channels work well? What channels aren't working? Do you have any suggestions for improving communications on campus?

- UWLine works for me, I am old school, I still really like email. I read the Staff Associations Newsletters and emails.
- MS Teams is new to us, not very familiar with it yet, but it is on my computer.

- Content is important, people will adapt to change.

UW TACOMA HR

Conducted over Zoom, Wed., Dec. 9, 2020, 1 – 2 p.m.

Q: What campus-wide professional development funds currently exist? What is the process for staff applying for those funds?

- Staff Association Scholarships (Funded through the Strategic Plan) \$500, but you can apply for more
- Nothing else from central campus
- Funds tied to the Distinguished Staff Awards

Q: What campus-wide policies exist to guide/oversee unit level professional development funding?

- No campus wide polices for funding. Unit level guidelines exist for staff.
- Staff must be proactive and ask for funds, while faculty have funds set aside without asking.
- Up to 24 hours per quarter for PD (UW Level policy, outlined on POD site)
- School set aside PD funds each year for faculty. Practice rather than policy. Tied to research obligations.

Q: How is UW Tacoma involved in the development of the UW New Employee Training in Preventing and Responding to Sexual Misconduct?

- There is an update to the training right now to take into account the 2020 Title IX regulations.
- UW Tacoma HR staff were asked to provide feedback.
- Development is currently behind schedule

Q: Is there a reason why UW doesn't have a DEI mandatory training for faculty and staff?

- UW Seattle Finance is instituting mandatory DEI training for Finance staff and supervisors (from Angela)
- UW Welcome days has a module on DEI. Welcome video. Bias awareness training.
- UW Welcome days is required for faculty and staff
- New faculty get a half day with SEED program around bias and student needs.
- Part time or temp lecturers do not attend new faculty orientation. They may or may not do UW Welcome days, possibly depending on their FTE and benefits eligibilities
- Working with program manager to begin work to develop a part-time lecturer orientation

Q: What do you think it would take for UW Tacoma to have its own, full time, Title IX coordinator?

- Casey serves on a Title IX group. It has been asked.
- UW Seattle wants a central Title IX process
- Having our own Title IX office would mean building resources on our campus that don't currently exist
- It would be hard to justify the need on our campus given the current environment
- 'Person-facing' Title IX experience on our campus could be work on without changes on the wider policies

Q: Does UW Seattle have a model around DEI Hiring? DEI metrics?

- UW Seattle has Diversity Hiring toolkit. UWT HR gives it to hiring managers.
- Tacoma has sponsored Diversity Hiring training for our campus
- UW HR 'Diversity at the UW' has links to best practices and hiring for diversity

Q: What would be our first step in building and implementing a Diversity, Equity, and Inclusion Recruiting Strategy for UW Tacoma? Do we need to consult with UW Seattle HR?

Q: Considering staff equity and the context of union contracts, is there a way of eliminating the disparity of leave use amongst classified staff (i.e., inclement weather)?

- Inclement weather – anyone who feels they can't come in due to weather can use leave to stay home.
- Remote work options may continue after Covid-19 closure ends
- Suspended operations – staff can't come because campus is closed. Overtime-eligible staff must use leave at this time (paid for hours worked)

Q: Annual training exists, facilitated by Chad Allen, about bias in the faculty recruiting process.

- This has involved about 75% of the search committees
- Program Managers are invited.
- A handbook tailored to UW Tacoma that is available to UW Tacoma

Q: Affirmative Action Plan is sent to the Chancellor annually. This includes goals we have, and what barriers exist to creating a diverse application pool. Comes from the Office of Academic Personnel.

- HR offers a search briefing to hiring managers. The challenge of when staff searches are done make a single campus wide training challenging.
- Can a toolkit be developed for staff searches at UWT? Posted to the website
- One exists, hosted by UW HR
- Short of 'mandatory' how can we ensure more hiring committees take advantage of these resources
- What trainings are required on campus is a leadership decision.
- The reporting structure of UWT limits the authority HR has to mandate actions inside units
- Jill has incorporated DEI work into the position descriptions of Deans & Directors
- Based on the UW staff demographic report are there action steps planned
 - The report is very new
 - UW may have plans already. Trish is involved in conversations about the report

Q: What would be our first step in building and implementing a Diversity, Equity, and Inclusion Recruiting Strategy for UW Tacoma? Do we need to consult with UW Seattle HR?

- A first step would be some analysis to identify what is working and where we have challenges and opportunities for improvement. Some areas to think about:
 - Are there specific groups we want to target?
 - Are there specific positions, employee types or levels we would want to focus on?
 - Are there challenges with recruiting a diverse pool? If so, what resources can support increasing the diversity of our pools?
 - Are there opportunities related to hiring decisions? Would hiring managers benefit from more direction, support or resources?
- UWHR may be available as a resource for consultation and advice related to our DEI hiring needs and strategies.
- The Office of Equity and Inclusion may also be a resource/collaborator for developing strategies.
- We would need to work with UWHR for any additional data not already included in the UW Staff Demographic Baseline Report.
- We need to identify networks and sources that UW Tacoma can build relationships with and actively participate in to create pipelines for applicants - this should be done years before we have searches and open positions

Q: What percentage of staff at UW Tacoma are represented by a union?

- Currently about 38% of staff on our campus are classified and represented by a union.

Q: How do supervisors have access to the training their staff have taken, both mandatory and optional?

- Unfortunately, there is not currently one system that contains all training completed by staff. POD keeps records for any training they provide, and I believe supervisors can ask for records for their staff. When we had a training manager for our campus, she worked with the Professional Development Center to utilize their registration system to keep records for our campus training offerings. UW Tacoma IT has their own system for tracking their required training, and we have had some conversations about the possibility of expanding their system to track other training. There are challenges since UW training is delivered by a number of areas.

Q: How feasible would a benefit of paid leave between Christmas and New Year's be on our campus?

- There are challenges to implementing such a benefit. As a state agency, we may be required to keep our campuses open to serve the public except for holidays recognized by the state.

- Changes to benefits require negotiations with impacted unions. Since our unions cover all three campuses it is unlikely that the University would be willing to negotiate that benefit only for UWT, or that the unions would agree to the benefit only for UWT. Establishing that benefit for all of UW would have larger implications because there are units that cannot shut down (e.g. UW Medicine, UWPD, Campus Safety, etc.).
- There would be an indirect cost to the university related to reduced productivity. There could also be additional direct costs related to providing premium pay to those who are still required to work.
- To offset the cost of this added benefit, a consideration may be to eliminate other paid holidays during the year in exchange for the additional paid time off between Christmas and New Year's. Again, that would require negotiations, approvals, etc...

Q: Will/can UW Tacoma adopt the implicit bias training for hiring managers and interviewers? If so, can this be mandatory? ([HR Implicit Bias Training Website](#))

- We are always happy to utilize resources available to provide training to our staff. Hopefully implicit bias training will be available online, as-needed, free of charge, so we can promote it and encourage broad participation from hiring managers and committees. Refer to our earlier conversation about getting leadership buy-in related to implementing campus-wide requirements.
- An implicit bias training approach for all employees would be great, but may also need to be tailored to specific positions i.e. staff, faculty, administration so that they components of each of the interviews are addressed (i.e. public presentations etc.)

School of Education

Conducted over Zoom, Dec. 10, 2020, 3 - 4 p.m.

Q: What is a specific change that has been made in the School of Education to support staff? What steps were taken to implement that change?

- Example: Advisors in SOE. Creating a culture where the faculty care about staff and their opinions. Faculty will advocate to have staff voices heard. This culture starts with the Dean, who sets an example for faculty.
- Being a small unit helps, so the Dean can know the staff
- Servant leadership – removing obstacles for staff
- The Dean asks staff to be her proxy at campus leadership meetings
- Only faculty can vote on curriculum, but staff feedback is welcomed in those votes

Q: What has the SOE done to ensure inclusivity among staff and faculty in the fiscal and budget planning process? For example, are professional development funding opportunities made known to staff each fiscal year?

- Faculty funds have always been transparent.
- Cindy made funds available for staff as well
- When Finance returned a budget with inequity between pro-staff and classified staff, Cindy tried to provide equitable support for all staff.
- Cindy reminds staff they have funds available
- ~\$1,00-1,500 per staff member annually (supplementing classified out of a different budget)

Q: How have things changed in the last few years?

- In 2014 there was an interim leader (who had been in place for 7 years) who had little experience in the field of K-12 schools.
- There was a different culture at the time
- There have been multiple interims in the last few years
- The new Dean has created a new, inclusive culture
- Faculty created an equity action plan
- Beginning to create a new equity action plan

Q: How was the search for a SOE Dean conducted?

- EVCAA (Melissa) made the final selection
- Dean Endo's passion for the topic of equity were made evident in the interview process

Q: How has the SOE implemented inclusive and diverse hiring practices when recruiting both staff and faculty for new positions or filling previous positions?

- Having a work culture and leadership support diverse hiring practices – job descriptions, bias evaluations.
- Faculty searches require more evaluation around insuring a equitable search
- For staff searches 'you get links'
- 150 applications for one open staff job. HR did an initial screening based on search criteria. Dean Endo was concerned that the buckets created by HR were biased or creating bias. Staff reviewed candidates in the 'b' and 'c' pools to pull candidates that should be surfaced for consideration. Everyone on the search committee took implicit bias training.

Q: How can we approach leadership to ask for these changes and to help staff feel more supported?

- "You need champions who will support you," in leadership rolls
- An HR person who was staff advocate

Background on SOE: Cindy has been program administrator since 2017. 14 Faculty. 7 staff. Lots of part-time lectures and teaching associates.

- Associates are in academic positions, part time. They report to the dean, technically, but a staff member directs field placements. Approximately 18-20 employed right now.

CUSTODIAL FORUMS

Conducted in person and over Zoom, April 15, 3p.m. and April 21, 11 a.m.

Notes summarize both forums

Q: Are there things preventing you from doing your job the way you would like? For example - are you given enough time to finish your work? Are you given the right supplies to do your work?

- Has been told how to refill and reorder. When things run low we get more.
- Campus events can be challenging. Not enough time to support them and do the regular work.

Q: Do you feel you understand your rights as an employee, and do you know who you would talk to if you felt you were being treated unfairly?

- "I understand and enjoy my job a lot. I don't feel like there is anyone bothering me or preventing me from doing my work. I was very shy and withdrawn at first, and now I feel like I have more self confidence and willing to ask for help."
- "I feel comfortable going to Tessa."
- People felt comfortable going to Tess, and they felt comfortable going to someone else hire up if necessary. But they would start with a supervisor or lead.

Q: How would you describe UW Tacoma as a workplace?

- Good place. It has it's up and downs. No complaints.
- I'm proud of where I work. No issues. Working independently. Previous jobs were okay, but this is better. Better job understanding. More cooperative. Wonderful attitude.

Q: Do you think mandatory diversity and equity training would be beneficial for you or your supervisors.

- Seen some examples when people could do better. So training would be a good idea. Seen racist behaviors. So training should be offered.
- Yes, trainings would be beneficial.

Q: Have you ever witnessed or experienced an act of bias or discrimination on campus? If so did you feel like you knew where to report it or felt comfortable reporting it?

- While no individual experienced bias, they were witness to exchanges that made them uncomfortable.

Q: If you were working on a contract before, what changed when you became a UWT employee?

- When I worked as a contract employee it was so-so. I feel much more comfortable now.
- "Became a person rather than a number" Treated better now, doors opened that were closed before.

Q: Are you aware of the Staff Association at UWT, and the work they do on behalf of all staff?

- Not familiar.

Q: What would you like to know about UW Tacoma that might help you be successful in your role?

- At this point I feel fine.

Q: Do you feel a sense of belonging on campus? If not, what could be done differently?

- I very much feel like I belong here. People treat each other well. There are a few folks with different ways. There are some folks who are disrespectful. Try to leave those folks alone.

BIPOC STAFF FORUM

Conducted over Zoom, Wed., April 21, 2021, 11 a.m. – 12 p.m.

PowerPoint presentation, including notes taken during forum

UW Tacoma BIPOC Community Conversation & Solutions: Climate Survey Action Plan

UNIVERSITY of WASHINGTON



Land Acknowledgement

UW Tacoma acknowledges that we learn, live, reflect, and teach on the ancestral lands of the Coast Salish people. As our campus is specifically situated on the traditional homeland of the Puyallup Tribe of Indians, we will make intentional efforts to create inclusive and respectful partnerships that honor Indigenous cultures, histories, identities, and sociopolitical realities.

We in the School of Education also have a moral responsibility to fully acknowledge our Indigenous connections, as well as critically reflect on the histories of dispossession and forced removal that have allowed for the growth and survival of this institution.

Let us continue to advocate for and partner with our Indigenous neighbors as we continue our lifelong work together as a dynamic and inclusive community of educators, leaders, and learners.

<https://www.tacoma.uw.edu/school-education/land-acknowledgement>

UNIVERSITY of WASHINGTON

Problems, Action Items, Monitoring & Responsibility

- > **Problems identified through:**
 - Climate Survey responses
 - Focus groups
 - Surveys
 - Review of historical equity efforts

- > **Action items developed by the team, often using direct input from stakeholders**

- > **Monitoring & Responsibility remain the most uncertain element of the plan, due to leadership transitions at UWT**



Problem Identified & Action Items

Problem: Lack of Mandatory Diversity, Equity, and Inclusion (DEI) training

Action Items:

- > Legislative Bill SB5227 has been introduced and if passed, it would mandate DEI training for faculty, staff, and students at Higher Institutions in WA. Professional Development must begin in the 2022-2023 academic year.

- > Utilize UW POD DEI sessions or contract with an outside DEI training service.

- > Mandatory trainings for HR staff pertaining to systemic racism



Solutions: Lack of Mandatory DEI Training

- > If the SB5277 is not enacted into law, is there a backup plan? Yes, we plan to move forward with our recommendations.
- > We must consider: How are we supporting managers and supervisors in engaging in conversations due to power dynamics and skill sets?
- > Accountability for implementing DEI practices into everyday work. Student Affairs began in summer 2020 to notify staff about adding a new question in their annual performance evaluations about how individual staff members are engaging in personal equity and growth in their personal lives and how that contributes to their professional roles.

W

Problem Identified & Action Items

Problem: Equitable Professional Development Funds for Classified & Professional Staff

Action Items:

>Funding resources for staff PD provided by campus leadership or a centralized funding source.

- Accessible, continual, and transparent process for PD funds for all staff.
- Allocate an annual budget towards PD opportunities for all staff.
- Funds should be equal to or greater than - \$500 for classified staff & \$1,200 for pro-staff

W

Solutions: Equitable PD Funds for all Staff

- > Student psychology services: PD travel is built into position for licensure and annual budgeting is made known at the beginning of the academic year.
- > Example: PD funds in Student Affairs and all units are tied to revenue source which contributes to differences in availability and transparency.
- > IT Services recommendation: Less of promoting PD funds for staff but given more on an as-needed basis. Rather than what is available up front.
- > Setting expectation letting employees know how much funding is available and holding them accountable for using the funding.



Problem Identified & Action Items

Problem: Lack of equitable & sustainable hiring policies and practices within HR and across divisional units

Action Items:

>UW Tacoma to hire an additional HR staff support member whose focus is on DEI policy and implementation. [Reference UWHR DEI Project team](#)

- > All search committees to **require** the completion of anti-bias training offered by the Seattle HR team.
- > HR to create a UW Tacoma focused hiring toolkit for units to follow as a guideline.



Solutions: Lack of equitable Hiring Practices & Policies

- > Interactions between units & UW Tacoma HR comes across as transactional
- > How do units and supervisors even know our HR team are following suggested DEI practices and policies?
- > What does UW Tacoma require when separating HR Staff from HR Academic (faculty) hiring practices? This must be made known to campus and administrators.
- > Current HR reporting for Tacoma: VCFA
- > What is the impact on hiring practices for those who are participating in DEI trainings?
- > Include an annual report from HR that speak to the impacts the DEI trainings are having on the hiring practices on campus for both staff and faculty.
- > What about UWT mirroring the Seattle HR team's policies & practices? This was not encouraged by UWT HR team. Who is responsible for making this decision? How can this be changed and implemented?



Problem Identified & Action Items

Problem: Inconsistent of staff involvement in Executive-Level Campus Searches (e.g., VCFA search, Dean searches)

Action Items:

>Staff representation on all Executive-level searches/campus leadership to work directly with the Staff Association for name selections.

- A minimum of 2 staff members (depending on committee size), both classified and professional staff to be considered and recommended by the Staff Association.



Solutions: Staff Representation on Executive-level Searches

- > Proposed solution of required at least 2 staff (classified & professional)

W

Problem Identified & Action Items

Problem: Bias Incident Reporting Tool: Lack of consistent unit-level responses

Action Items:

- > Unit-level staff training in restorative justice and bias incident responses.
- > Redesigning the process to provide and achieve results by changing the committee to make decisions that will result in resolutions. For example, what happens to the person the report is made against? Is there a follow-up process or is training provided to ensure the incident is not repeated? Who is ultimately held accountable for the incident? And is the reporting entity at risk of retaliation?
- > Report to be made available in a variety of languages for inclusivity

W

Solutions: BIAS Reporting Tool Inconsistency with Unit-level Accountability

- > Creating unit-level responsible leads with details in implementation
- > Not aware of big picture framing and context building among leadership regarding the BIAS tool as a means to improve to build a culture and ethos for success.
- > More of a streamlined process for students who might need resources pertaining to BIAS reports and follow through for accountability.
- > Place BIAS reporting tool on the toolbar on the UWT main webpage: currently not easily accessible. You have to know it exists to find it.
- > Feedback on the BIAS reporting process. No one finds the process to be a positive process on campus. Re-designing as something others see as a learning opportunity rather than a negative process.



Problem Identified & Action Items

Problem: Antiquated Staff Communication Channels (e.g., Uwtline)

Action Items:

> Staff association launched an all-staff Microsoft Teams intranet channel in March 2021.



Solutions: Campus Communications

- > Staff Association has launched Microsoft Teams page for all-staff
- > Uwtline emails often times end up in 'clutter' folders



Problem Identified & Action Items

Problem: Sexual Harassment & Retaliation

Action Items:

- >[Title IX Notice Regarding Sex and Gender Discrimination](#)



Solutions: Title IX

> **No known solutions suggested**



Questions & Discussion

Thank you for attending!

Your Climate Survey Staff Implementation

Team:

Ashley Walker
Angela Jones
Diana Lopez
Hannah Wilson
John Burkhardt

UNIVERSITY *of* WASHINGTON

APPENDIX B

STAFF CATALYST SURVEY

Survey was sent to all UW Tacoma staff in late autumn quarter, 2020

Statistics for UW Tacoma Staff Implementation Team Feedback

Total submissions: 33 * Calculated using numeric values

<p>Long response Question</p> <p>How do you feel about opportunities for promotion and growth in your area of expertise or department/unit?</p>
<p>Total responses (N): 33 Did not respond: 0</p>

Statistics are not calculated for this question type.

<p>Multiple choice - one answer (button) Question</p> <p>How would you rate your understanding of how your department allocates professional development resources? Please select a response below:</p>			<p>Response statistics*</p>	
			<p>Mean</p>	<p>3.52</p>
			<p>Median</p>	<p>4.00</p>
			<p>Mode</p>	<p>5 1/5</p>
			<p>Min/Max</p>	<p>1.60</p>
			<p>Standard deviation</p>	
<p>Numeric value</p>	<p>Total responses (N): Did not respond: 0</p>	<p>Percentage</p>		
<p>1</p>	<p>33</p>	<p>21.21%</p>		
<p>2</p>	<p>7</p>	<p>9.09%</p>		
<p>3</p>	<p>3</p>	<p>6.06%</p>		
<p>4</p>	<p>2</p>	<p>24.24%</p>		
<p>5</p>	<p>8 13</p>	<p>39.39%</p>		
<p>Understanding at all. I understand what resources are available to me, but don't have any insight into the rest of my department. We have an annual allocation, but I don't know how decisions are made. We have an annual allocation and process for distributing, but it is not clear that equity is a priority. The process is transparent and equitable.</p>				

<p>Long response Question</p> <p>Please provide any further comments you have on your understanding of your department's process of allocating professional development resources.</p>
<p>Total responses (N): 17 Did not respond: 16</p>

Statistics are not calculated for this question type.

<p>Multiple choice - one answer (button) Question</p>	<p>Response statistics*</p>
---	-----------------------------

<p>What is your supervisor's response when you volunteer to work on committees or projects you feel match your interest, skill level or expertise?</p>		<p>Mean 1.67 Median 1.00 Mode 1 1/5 1.41 Min/Max Standard deviation</p>																								
<p>Total responses (N): 33 Did not respond: 0</p> <table border="1"> <thead> <tr> <th>Numeric value</th> <th>Answer</th> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>My supervisor is supportive and encourages my involvement.</td> <td>26</td> <td>78.79%</td> </tr> <tr> <td>2</td> <td>I do not feel comfortable asking my supervisor for permission.</td> <td>4</td> <td>12.12%</td> </tr> <tr> <td>3</td> <td>I do not feel encouraged by my supervisor to participate in projects outside of my work duties.</td> <td>1</td> <td>3.03%</td> </tr> <tr> <td>4</td> <td>I get discouraged to participate due to my work load.</td> <td>1</td> <td>3.03%</td> </tr> <tr> <td>5</td> <td>Other:</td> <td>4</td> <td>12.12%</td> </tr> </tbody> </table>		Numeric value	Answer	Frequency	Percentage	1	My supervisor is supportive and encourages my involvement.	26	78.79%	2	I do not feel comfortable asking my supervisor for permission.	4	12.12%	3	I do not feel encouraged by my supervisor to participate in projects outside of my work duties.	1	3.03%	4	I get discouraged to participate due to my work load.	1	3.03%	5	Other:	4	12.12%	
Numeric value	Answer	Frequency	Percentage																							
1	My supervisor is supportive and encourages my involvement.	26	78.79%																							
2	I do not feel comfortable asking my supervisor for permission.	4	12.12%																							
3	I do not feel encouraged by my supervisor to participate in projects outside of my work duties.	1	3.03%																							
4	I get discouraged to participate due to my work load.	1	3.03%																							
5	Other:	4	12.12%																							

<p>Multiple choice - one answer (button) Question</p> <p>Does your unit/department have a Diversity, Equity and Inclusion (DEI) implementation plan?</p>		<p>Response statistics*</p> <p>Mean 2.00 Median 2.00 Mode 1, 2 Min/Max 1/4 Standard deviation 0.97</p>										
<p>Total responses (N): 33 Did not respond: 0</p> <table border="1"> <thead> <tr> <th>Answer</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>I am not aware of any DEI plan in my unit/department.</td> <td>12</td> </tr> <tr> <td>My unit/department is currently in the process of putting a plan in place.</td> <td>6</td> </tr> <tr> <td>My unit/department is committed to DEI work and we have an implementation plan in place.</td> <td>3</td> </tr> <tr> <td>Other:</td> <td>3</td> </tr> </tbody> </table>		Answer	Frequency	I am not aware of any DEI plan in my unit/department.	12	My unit/department is currently in the process of putting a plan in place.	6	My unit/department is committed to DEI work and we have an implementation plan in place.	3	Other:	3	
Answer	Frequency											
I am not aware of any DEI plan in my unit/department.	12											
My unit/department is currently in the process of putting a plan in place.	6											
My unit/department is committed to DEI work and we have an implementation plan in place.	3											
Other:	3											
<p>Numeric value</p> <p>1 2 3 4</p>	<p>Percentage</p> <p>36.36% 36.36% 18.18% 9.09%</p>											

<p>Long response Question</p> <p>What meaningful change would you like to see on the UW Tacoma campus? Please provide your response in the space below, along with any additional feedback you would like to provide that was not addressed above.</p>
<p>Total responses (N): 26 Did not respond: 7</p>

Statistics are not calculated for this question type.

Results for UW Tacoma Staff Implementation Team Feedback (By Question)

Question:
How do you feel about opportunities for promotion and growth in your area of expertise or department/unit?
ParticipantDateResponse
ID# 2023687612/01/2020 1:12 PMasdf
ID# 2023754112/01/2020 4:24 PMOften times, the opportunity for promotion and growth are not available.
ID# 2023921212/04/2020 1:54 PMThey are not evenly distributed among all staff.
ID# 2023953412/02/2020 11:46 AMI am scared. My role could be impacted as a Fiscal Specialist with Financial Transformation coming. It's not clear from the presentations and the blasé attitude of OSP.
ID# 2023953512/02/2020 11:48 AMIn my unit specifically, I feel that my position is not classified properly for the workload I do. While I am looking into this, given the climate, I don't see much opportunity for growth
ID# 2023954512/02/2020 11:47 AMI feel okay about it so far. I've only been here since January but I'm very supported within my unit as far as personal growth/development. I'm not sure how much opportunity there is for actual promotion/advancement within my unit, though, as we are very small and the next step up currently is the Executive Director.
ID# 2023955312/02/2020 11:50 AMI don't see much room for promotion or growth in my department. The only option for promotion would be is my boss were to leave UWT.
ID# 2023959112/02/2020 12:58 PMRight now I do not feel that there is room for promotion but my supervisor constantly encourages growth. I am on a limited time contract so I don't expect for there to be a lot of opportunities to me.
ID# 2023960312/02/2020 11:56 AMneutral
ID# 2023961412/02/2020 12:24 PMIt's an uphill battle. While there is support from my immediate supervisor, there is little support from the department/division head.
ID# 2023962312/02/2020 12:27 PMOpportunities have been encouraged and provided, though it can be challenging to participating in them while completing my required duties. There is far fewer resources allocated to staff than to faculty.
ID# 2023963012/02/2020 12:12 PMLimited promotion opportunities in the department, but growth and promotion beyond this department would be supported.
ID# 2023963612/02/2020 12:19 PMThere are no areas of growth for me in my current department or on campus. The only way for any academic advisor to be promoted is to change fields, or leave UWT.
ID# 2023965912/02/2020 12:22 PMThere are very very few opportunities for me. However, our unit leader works hard to provide them for entry level staff.
ID# 2023968812/02/2020 12:34 PMpromotion or career advancement opportunities are very limited and I feel quite bleak about the future in regards to this. I do feel supported in my ongoing professional development growth but feel no hope that it will lead to improved compensation.
ID# 2023976312/02/2020 5:29 PMGood but dependent on budget.
ID# 2023994912/02/2020 1:47 PMLimited

ID# 20240139	12/02/2020 2:50 PM	PMI think there are very few opportunities for promotion and growth across the campus. I would have to think that if someone is in a position for several years, they may have taken on additional responsibilities or elevated the position. It seems that periodic reviews of positions should be done.
ID# 20241630	12/03/2020 8:09 AM	AMI feel there are empty gestures that give the impression that your work is valued and that you will be moved into the position and pay that matches the actual work you are producing, but it never happens. Just talk that the next budget
Question: How would you rate your understanding of how your department allocates professional development resources? Please select a response below:		
ParticipantDateResponse		
ID# 20236876	12/01/2020 1:12 PM	No understanding at all.
ID# 20237541	12/01/2020 4:24 PM	We have an annual allocation and process for distributing, but it is not clear that equity is a priority. cycle we will make the adjustment. Have heard this for three years now.
ID# 20241701	12/03/2020 8:59 AM	In my current position-after one year I have been promoted and received a raise. I also have been cross-trained in numerous area. This did not happen in the 10 years that I worked in Admissions. This was not supported or encouraged.
ID# 20243068	12/03/2020 4:59 PM	I feel that they do not exist. There is no funding for new positions, and no one leaves due to the economy. Even if someone retires or resigns, the supervisor already knows who they want to hire.
ID# 20244300	12/04/2020 9:37 AM	There not many opportunities for promotion. That's why good people often leave.
ID# 20244684	12/04/2020 11:29 AM	As a manager I struggle with finding opportunities for promotion and growth for my staff. I can offer for them to do professional development, but they don't have time to explore them because of their heavy student advising load. Also, it isn't really clear what promotional opportunity exists after academic advisor. But, I feel within my school leadership values the staff and wants us to develop and if we have a legitimate interest in something they want to help us explore.
ID# 20245268	12/04/2020 1:44 PM	Personally, I have had and see additional opportunities for promotion and growth. As a supervisor, it is challenging to create similar opportunities for my staff due to tone at the top.
ID# 20253976	12/08/2020 12:24 PM	It's a small department, so where there are certainly opportunities for growth, I don't see opportunities for promotion within, but perhaps promotions to another unit or campus.
ID# 20253988	12/08/2020 12:29 PM	Feel fine about it. There is always training that could be done to better one's self. An promoted from management.
ID# 20253991	12/08/2020 12:26 PM	I feel that promotion is out of reach on our campus, as we are so small. There are lots of opportunities for professional growth in our small team, but promotion seems rare.
ID# 20254147	12/08/2020 12:57 PM	Opportunities are limited and there are few to no resources that help staff explore career growth.
ID# 20254393	12/08/2020 3:39 PM	There are limitations. Our unit is small and I am the lead and have been for some time. If I want a promotion, I would need to leave my unit. I enjoy my position so it appears I have limited options.

ID# 20257743	12/09/2020 6:38 PM	There are not any. I have been in the same job for 13 years and I would have to leave UWT to get a promotion. My department tried to promote me and my coworkers but HR literally blocked it saying that if we were promoted, the other folks on campus who have our same titles would also have to be promoted. It is ridiculous because my unit had the money set aside to fund the promotions but would not go forward without the approval of HR.
ID# 20261320	12/09/2020 4:18 PM	There are no formal opportunities for promotion in my unit, but staff are encouraged to seek and participate in work that aids in desired growth. However, this typically lacks financial incentive. For most staff I interact with, it's the campus-wide opportunities that are lacking.
ID# 20265315	12/10/2020 1:59 PM	Not entirely hopeful
ID# 20280044	12/16/2020 4:35 PM	I feel that I would love opportunities for growth and promotion in my department/unit.

Question: Please provide any further comments you have on your understanding of your department's process of allocating professional development resources.		
Participant	Date	Response
ID# 2023687612	01/2020 1:12 PM	asdf
ID# 20237541	12/01/2020 4:24 PM	No response
ID# 20239212	12/04/2020 1:54 PM	No response
ID# 20239534	12/02/2020 11:46 AM	My manager is very supportive about training opportunities.
ID# 20239535	12/02/2020 11:48 AM	No response
ID# 20239545	12/02/2020 11:47 AM	No response
ID# 20239553	12/02/2020 11:50 AM	No response
ID# 20239591	12/02/2020 12:58 PM	No response
ID# 20239603	12/02/2020 11:56 AM	No response
ID# 20239212	12/04/2020 1:54 PM	We have an annual allocation and process for distributing, but it is not clear that equity is a priority.
ID# 20239534	12/02/2020 11:46 AM	No understanding at all.
ID# 20239535	12/02/2020 11:48 AM	No understanding at all.
ID# 20239545	12/02/2020 11:47 AM	The process is transparent and equitable.
ID# 20239553	12/02/2020 11:50 AM	The process is transparent and equitable.
ID# 20239591	12/02/2020 12:58 PM	We have an annual allocation, but I don't know how decisions are made.
ID# 20239603	12/02/2020 11:56 AM	We have an annual allocation and process for distributing, but it is not clear that equity is a priority.
ID# 20239614	12/02/2020 12:24 PM	We have an annual allocation, but I don't know how decisions are made.
ID# 20239623	12/02/2020 12:27 PM	We have an annual allocation and process for distributing, but it is not clear that equity is a priority.
ID# 20239630	12/02/2020 12:12 PM	The process is transparent and equitable.
ID# 20239636	12/02/2020 12:19 PM	The process is transparent and equitable.

ID# 20239659	12/02/2020 12:22 PM	The process is transparent and equitable.
ID# 20239688	12/02/2020 12:34 PM	The process is transparent and equitable.
ID# 20239763	12/02/2020 5:29 PM	The process is transparent and equitable.
ID# 20239949	12/02/2020 1:47 PM	No understanding at all.
ID# 20240139	12/02/2020 2:50 PM	The process is transparent and equitable.
ID# 20241630	12/03/2020 8:09 AM	The process is transparent and equitable.
ID# 20241701	12/03/2020 8:59 AM	I understand what resources are available to me, but don't have any insight into the rest of my department.
ID# 20243068	12/03/2020 4:59 PM	We have an annual allocation and process for distributing, but it is not clear that equity is a priority.
ID# 20244300	12/04/2020 9:37 AM	The process is transparent and equitable.
ID# 20244684	12/04/2020 11:29 AM	The process is transparent and equitable.
ID# 20245268	12/04/2020 1:44 PM	We have an annual allocation and process for distributing, but it is not clear that equity is a priority.
ID# 20253976	12/08/2020 12:24 PM	I understand what resources are available to me, but don't have any insight into the rest of my department.
ID# 20253988	12/08/2020 12:29 PM	We have an annual allocation and process for distributing, but it is not clear that equity is a priority.
ID# 20253991	12/08/2020 12:26 PM	No understanding at all.
ID# 20254147	12/08/2020 12:57 PM	No understanding at all.
ID# 20254393	12/08/2020 3:39 PM	The process is transparent and equitable.
ID# 20257743	12/09/2020 6:38 PM	No understanding at all.
ID# 20261320	12/09/2020 4:18 PM	The process is transparent and equitable.
ID# 20265315	12/10/2020 1:59 PM	We have an annual allocation and process for distributing, but it is not clear that equity is a priority.
ID# 20280044	12/16/2020 4:35 PM	I understand what resources are available to me, but don't have any insight into the rest of my department.

ID# 20239614	12/02/2020 12:24 PM	There is no clear communication of the allocation process in my department. A few years ago when staff were allowed to participate in prof. dev., we were required to report back on the training to the rest of the department. This was uncomfortable, to say the least. Interestingly enough, only lower level staff were required to do so. This practice did not last long. But the negative feelings surrounding the inequity still lingers.
ID# 20239623	12/02/2020 12:27 PM	Faculty get first priority on professional development funds and get 650% more than staff do for pursuing professional development. The amounts are decided upon by budget availability and tradition.
ID# 20239630	12/02/2020 12:12 PM	No response
ID# 20239636	12/02/2020 12:19 PM	All staff are given the same \$\$ amount for professional development each year. It is generous compared to some other units.

ID# 20239659	12/02/2020 12:22 PM	No response
ID# 20239688	12/02/2020 12:34 PM	Although this is currently supported and transparent, budget reductions may eliminate this opportunity. This is unfortunate as it has taken years to put this in place and have staff development recognized as important and it now potentially may be eliminated.
ID# 20239763	12/02/2020 5:29 PM	No response
ID# 20239949	12/02/2020 1:47 PM	This is not an area our department focuses on as funding is limited at best.
ID# 20240139	12/02/2020 2:50 PM	No response
ID# 20241630	12/03/2020 8:09 AM	No response
ID# 20241701	12/03/2020 8:59 AM	Again in my current position it has been repeatedly told to me that if I see any professional development that I think I could benefit from, to please ask. I also so my co-workers benefiting from this. In Admission this was not the case. Only the leadership team benefited from PD or professional staff.
ID# 20243068	12/03/2020 4:59 PM	Our unit allocates staff professional development funds according to how Finance and Administration suggested during the FY20 budget process. This leaves Classified Staff with less than half of what is allocated to ProStaff.
ID# 20244300	12/04/2020 9:37 AM	No response
ID# 20244684	12/04/2020 11:29 AM	All staff have a professional development budget of \$1000 annually. If there is an amazing opportunity that we'd like to explore, the school's leadership would allow us to apply for additional funds, especially if it helps support the school's mission.
ID# 20245268	12/04/2020 1:44 PM	We have a formal policy with allocations but it is unclear how to request or seek approval. At times it feels like even though those funds are earmarked, there is not support to take the time the away (need to work extra to have the day out of the office doing prodevo).
ID# 20253976	12/08/2020 12:24 PM	I have not used this resource yet.
ID# 20253988	12/08/2020 12:29 PM	No response
ID# 20253991	12/08/2020 12:26 PM	The majority of my professional development comes from activities funded by the staff association.
ID# 20254147	12/08/2020 12:57 PM	It seems PD resources are given to people who ask, but not everyone is comfortable asking for resources.
ID# 20254393	12/08/2020 3:39 PM	The process and amounts are explained annually at the beginning of the year during the retreat. It is straightforward and clear. Additional clarification can be found on the web and/or in writing. All expenses must conform to University purchase policies and procedures.
ID# 20257743	12/09/2020 6:38 PM	I do not ask for professional development funds very often but I have always been able to get funding for what I ask for. I am not sure how much my limit is or how much money is available to me, but I do trust that if I really want to do something
		I will be able to. The bigger issue is that I do not have time to do any professional development. No one will do my job for me while I am gone.
ID# 20261320	12/09/2020 4:18 PM	No response

ID# 20265315	12/10/2020 1:59 PM	No response
ID# 20280044	12/16/2020 4:35 PM	I am aware that there are funds available, but I don't know how much funding, for what types of PD, how frequent, if there is a limit, when to ask, etc...
Question: What is your supervisor's response when you volunteer to work on committees or projects you feel match your interest, skill level or expertise?		
ParticipantDateResponse		
ID# 2023687612/01/2020 1:12 PM		I do not feel comfortable asking my supervisor for permission.
ID# 2023754112/01/2020 4:24 PM		My supervisor is supportive and encourages my involvement.
ID# 2023921212/04/2020 1:54 PM		I get discouraged to participate due to my work load.
ID# 2023953412/02/2020 11:46 AM		My supervisor is supportive and encourages my involvement.
ID# 2023953512/02/2020 11:48 AM		My supervisor is supportive and encourages my involvement.
ID# 2023954512/02/2020 11:47 AM		My supervisor is supportive and encourages my involvement.
ID# 2023955312/02/2020 11:50 AM		My supervisor is supportive and encourages my involvement.
ID# 2023959112/02/2020 12:58 PM		My supervisor is supportive and encourages my involvement.
ID# 2023960312/02/2020 11:56 AM		I do not feel encouraged by my supervisor to participate in projects outside of my work duties.
ID# 2023961412/02/2020 12:24 PM		Other: My supervisor is supportive, but the dept/div head is/are not supportive.
ID# 2023962312/02/2020 12:27 PM		My supervisor is supportive and encourages my involvement.
ID# 2023963012/02/2020 12:12 PM		My supervisor is supportive and encourages my involvement.
ID# 2023963612/02/2020 12:19 PM		My supervisor is supportive and encourages my involvement.
ID# 2023965912/02/2020 12:22 PM		My supervisor is supportive and encourages my involvement.
ID# 2023968812/02/2020 12:34 PM		My supervisor is supportive and encourages my involvement.
ID# 2023976312/02/2020 5:29 PM		My supervisor is supportive and encourages my involvement.
ID# 2023994912/02/2020 1:47 PM		My supervisor is supportive and encourages my involvement.
ID# 2024013912/02/2020 2:50 PM		Other: I'm choosing other, because while my supervisor is completely supportive, my work load typically is an obstacle.
ID# 2024163012/03/2020 8:09 AM		My supervisor is supportive and encourages my involvement.
ID# 2024170112/03/2020 8:59 AM		My supervisor is supportive and encourages my involvement.
ID# 2024306812/03/2020 4:59 PM		My supervisor is supportive and encourages my involvement.
ID# 2024430012/04/2020 9:37 AM		My supervisor is supportive and encourages my involvement.
ID# 2024468412/04/2020 11:29 AM		My supervisor is supportive and encourages my involvement.
ID# 2024526812/04/2020 1:44 PM		My supervisor is supportive and encourages my involvement.
ID# 2025397612/08/2020 12:24 PM		My supervisor is supportive and encourages my involvement.

ID# 20253988	12/08/2020 12:29 PM	Other: I am sure they are fine with it.
ID# 20253991	12/08/2020 12:26 PM	My supervisor is supportive and encourages my involvement.
ID# 20254147	12/08/2020 12:57 PM	My supervisor is supportive and encourages my involvement.
ID# 20254393	12/08/2020 3:39 PM	My supervisor is supportive and encourages my involvement.
ID# 20257743	12/09/2020 6:38 PM	Other: I am allowed to participate in whatever I want, but I have to put in my regular work hours in addition to whatever professional development I do. Faculty get a stipend if they do extra work. Staff get nothing but extra work, so it isn't really worth pursuing unless it is just for personal satisfaction.
ID# 20261320	12/09/2020 4:18 PM	My supervisor is supportive and encourages my involvement.
ID# 20265315	12/10/2020 1:59 PM	My supervisor is supportive and encourages my involvement.
ID# 20280044	12/16/2020 4:35 PM	My supervisor is supportive and encourages my involvement.
Question: Does your unit/department have a Diversity, Equity and Inclusion (DEI) implementation plan?		
ParticipantDateResponse		
ID# 20236876	12/01/2020 1:12 PM	I am not aware of any DEI plan in my unit/department.
ID# 20237541	12/01/2020 4:24 PM	I am not aware of any DEI plan in my unit/department.
ID# 20239212	12/04/2020 1:54 PM	My unit/department is currently in the process of putting a plan in place.
ID# 20239534	12/02/2020 11:46 AM	I am not aware of any DEI plan in my unit/department.
ID# 20239535	12/02/2020 11:48 AM	My unit/department is committed to DEI work and we have an implementation plan in place.
ID# 20239545	12/02/2020 11:47 AM	Other: We don't have a formal plan but we do discuss DEI efforts related to our work and department with a lens toward improvement
ID# 20239553	12/02/2020 11:50 AM	I am not aware of any DEI plan in my unit/department.
ID# 20239591	12/02/2020 12:58 PM	My unit/department is committed to DEI work and we have an implementation plan in place.
ID# 20239603	12/02/2020 11:56 AM	My unit/department is committed to DEI work and we have an implementation plan in place.
ID# 20239614	12/02/2020 12:24 PM	I am not aware of any DEI plan in my unit/department.
ID# 20239623	12/02/2020 12:27 PM	My unit/department is currently in the process of putting a plan in place.
ID# 20239630	12/02/2020 12:12 PM	I am not aware of any DEI plan in my unit/department.
ID# 20239636	12/02/2020 12:19 PM	My unit/department is currently in the process of putting a plan in place.
ID# 20239659	12/02/2020 12:22 PM	My unit/department is currently in the process of putting a plan in place.
ID# 20239688	12/02/2020 12:34 PM	My unit/department is committed to DEI work and we have an implementation plan in place.
ID# 20239763	12/02/2020 5:29 PM	My unit/department is currently in the process of putting a plan in place.
ID# 20239949	12/02/2020 1:47 PM	I am not aware of any DEI plan in my unit/department.
ID# 20240139	12/02/2020 2:50 PM	My unit/department is currently in the process of putting a plan in place.

ID# 2024163012/03/2020 8:09 AM	My unit/department is committed to DEI work and we have an implementation plan in place.
ID# 2024170112/03/2020 8:59 AM	My unit/department is committed to DEI work and we have an implementation plan in place.
ID# 2024306812/03/2020 4:59 PM	I am not aware of any DEI plan in my unit/department.
ID# 2024430012/04/2020 9:37 AM	My unit/department is currently in the process of putting a plan in place.
ID# 2024468412/04/2020 11:29 AM	My unit/department is currently in the process of putting a plan in place.
ID# 2024526812/04/2020 1:44 PM	I am not aware of any DEI plan in my unit/department.
ID# 2025397612/08/2020 12:24 PM	I am not aware of any DEI plan in my unit/department.

ID# 20253988	12/08/2020 12:29 PM	Other: Not sure that it is important an necessary in these times. An who has the expertise in this area anyway. I don't think anyone.s
ID# 20253991	12/08/2020 12:26 PM	Other: Our unit is very small, but DEI is a core idea we strive for
ID# 20254147	12/08/2020 12:57 PM	I am not aware of any DEI plan in my unit/department.
ID# 20254393	12/08/2020 3:39 PM	My unit/department is currently in the process of putting a plan in place.
ID# 20257743	12/09/2020 6:38 PM	My unit/department is currently in the process of putting a plan in place.
ID# 20261320	12/09/2020 4:18 PM	My unit/department is currently in the process of putting a plan in place.
ID# 20265315	12/10/2020 1:59 PM	My unit/department is currently in the process of putting a plan in place.
ID# 20280044	12/16/2020 4:35 PM	I am not aware of any DEI plan in my unit/department.

Question:
 What meaningful change would you like to see on the UW Tacoma campus? Please provide your response in the space below, along with any additional feedback you would like to provide that was not addressed above.

Participant	Date	Response
ID# 2023687612/01/2020 1:12 PM	asdf	
ID# 2023754112/01/2020 4:24 PM	Equitable growth and promotion opportunities along with transparency of professional development funding for all employees.	
ID# 2023921212/04/2020 1:54 PM	More staff voices being amplified. Staff need/deserve more support from faculty and leadership.	Hiring practices around equity and inclusion.
ID# 2023953412/02/2020 11:46 AM	I am consumed with the financial transformation and possible impacts to my work. So I would like clarity.	
ID# 2023953512/02/2020 11:48 AM	Compared to Colleges in Tacoma, the Classified University of Washington Tacoma employees pay scale is low. Overall, I would like to see a more competitive pay scale and adequate classification. I would also like to see the campus grow in equity and inclusion.	
ID# 2023954512/02/2020 11:47 AM	No response	
ID# 2023955312/02/2020 11:50 AM	No response	
ID# 2023959112/02/2020 12:58 PM	I would like to see more interaction and transparency from the Chancellor and the decision makers on campus especially in regards to budget.	

ID# 2023960312/02/2020 11:56 AM	No response
ID# 2023961412/02/2020 12:24 PM	Divisional and departmental leadership must be held accountable. There should be clear and meaningful ways for leadership to be able to measure their success in improving the UWT climate.
ID# 2023962312/02/2020 12:27 PM	N/A
ID# 2023963012/02/2020 12:12 PM	No response
ID# 2023963612/02/2020 12:19 PM	Racial equity is vital, but I would also like the campus to take an honest look at other areas of inequity. I know it is the nature of higher ed, but faculty should not be the sole decision makers on campus. Especially when decisions directly impact policies that affect staff work (i.e. admissions policy). I also hate to see so much \$\$ spent on outside consultants while ignoring the feedback and input of staff who have working, day-to-day knowledge.
ID# 2023965912/02/2020 12:22 PM	Address equity and power differentiation between faculty and staff ESPECIALLY as it relates to consequences for inappropriate and harmful behavior. There is a set disciplinary process for staff; for faculty it seems as if they can say and do what they want regardless of how unprofessional and inappropriate. It may be addressed (we don't always see it) but consequences are not such that it changes behavior or the campus culture.

ID# 20239688	12/02/2020 12:34 PM	Secure and committed leadership in the chancellors office and in finance. More support and resources (financial in particular) to the smaller academic units. A stronger staff HR department who is more involved in staff growth and development.
ID# 20239763	12/02/2020 5:29 PM	Required training on DEL, not just the courses that are in Prof. Ed.
ID# 20239949	12/02/2020 1:47 PM	Fair and equitable searches instead of appointments to high levels with high salaries. Transparency in all things.
ID# 20240139	12/02/2020 2:50 PM	It feel often that overall staff are an afterthought with regard to professional development opportunities and participation & insight on campus committees. There is an emphasis on students (which of course there should be) and faculty. I think staff feel underappreciated and not valued for their work and contributions. I believe there are many staff who are doing great behind the scenes work that go unnoticed and unrecognized.
ID# 20241630	12/03/2020 8:09 AM	HR needs to really step up and be a decision maker. I feel like our HR team is complacent and I never feel like they are supportive of or advocate for staff.

ID# 20241701	12/03/2020 8:59 AM	I believe there is a bias on campus regarding professional staff vs classified staff. There normally is only room at a table for one classified staff member to serve on committees etc. However, if you look at the structure of UWT there are more people of color in classified positions than professional, which is another bias. I don't feel like all voices are heard not sought out. I never write anything w/out signing my name. While I understand the need for anonymity that is part of the problem why do some feel that they will "get in trouble" or be "labeled" as such for speaking up in plain sight. Therefore, I always sign my name. [redacted] and Proud and not ashamed to be a "Angry Brown Women". Angry for change not violence.
ID# 20243068	12/03/2020 4:59 PM	I would like to see Campus stop bullying from faculty. There are faculty who say their communications are nothing but professional when their tone is clearly intended to bully and projecting anger at a specific audience. Just because someone has a certain title does not give them the right to treat people poorly.
ID# 20244300	12/04/2020 9:37 AM	Let departments make their own decisions on promotions, raises, etc.
ID# 20244684	12/04/2020 11:29 AM	More information about career ladders for professional staff.
ID# 20245268	12/04/2020 1:44 PM	I'm concerned about the hostility growing between non-academic support units. With tightening budgets and economic crisis's, it feels like there is less good will across departments. I'd love to improve the collegiately and collaborative vibes on campus.
ID# 20253976	12/08/2020 12:24 PM	More diversity among PROFESSORS. We seem to have a glut of white women.
ID# 20253988	12/08/2020 12:29 PM	I would like to see this college not be as Liberal as it is. An be more understanding of other's views.
ID# 20253991	12/08/2020 12:26 PM	No response
ID# 20254147	12/08/2020 12:57 PM	Staff leadership development opportunities Increase staff voice in policy-making decisions More collaboration opportunities for faculty and staff to work alongside each other and to change the culture that staff are here to support faculty
ID# 20254393	12/08/2020 3:39 PM	Centrally codify policies and procedures so that certain efficiencies can be made across campus. The campus grew too quickly and there are very few posted policies to use as a resource. The few that are available online are very dated and in need of review.

ID# 20257743	12/09/2020 6:38 PM	<p>Incorporate staff into administrative culture.</p> <p>Staff members usually are the ones that everyone else on campus goes to when they need to troubleshoot problems. Yet staff get little to no say in campus governance. We are not included in the campus decision-making culture/structure as often as our faculty counterparts. While faculty members are accountable to their peers, staff members are at the will of HR. Create transparent and consistent structures for promotion. If institutions can do that for professors and administrators, there is no reason why they cannot do it for the staff. The lack of upward mobility leads to the second problem: Salary compression.</p> <p>Because of market forces, new employees are often hired at similar or higher salaries than staff members who have been working on the campus for years. Staff wages also remain largely stagnant because there are no real mechanisms for giving significant raises that would correspond with a promotion based on experience.</p>
ID# 20261320	12/09/2020 4:18 PM	No response
ID# 20265315	12/10/2020 1:59 PM	I would like to see an audit of pay inequities regarding people of color, especially women, versus white employees and a good faith effort to rectify any inequities found immediately.
ID# 20280044	12/16/2020 4:35 PM	No response

APPENDIX C

EMAIL QUESTIONNAIRES

Sent to unit managers, Winter Quarter 2021

ADVANCEMENT

Q: Do you have a PD budget set aside for each staff member?

- No

Q: What is your department's policy for providing professional development funding for staff?

- There is no set policy. Staff ask their supervisor if an opportunity comes up, if funding is available, they use it.

Q: Does your unit/department have a policy around equitable hiring practice?

- We do not have a policy. But, within the last two years, I have added certain guidelines that we can follow when hiring new staff.
 - Such as posting the jobs on Diversity Recruiting Web Sites. We pay out of our budget to do this.
 - A have added questions around diversity and equity for all candidates when being interviewed for any position.
 - For the candidate selection process, I make sure we have a diverse poll of applicants and ask the direct supervisor to keep that in mind when making their final selection.

Q: When considering efficient and equitable hiring practices, what is constraining your unit from making changes?

- I have support from my leadership to do this, however, it would be helpful to have direct guidance from Tacoma HR on how to best do this. Perhaps have some set policies that everyone across campus uses. Mandatory bias training for all hiring managers.

Q: When considering efficient and equitable practices that support staff, what is constraining your unit from making changes?

- In the sense of PD, a set budget for our staff. We just seem to find the resources when someone needs them, but this might discourage some staff from ever asking, it's not equitable.

Q: How would you like to be able to better support your staff?

- I have asked my department's leadership to set aside funds dedicated to PD, for each staff and for the team.
- Transparency from leadership across campus. Also, allow staff to have a bigger say.
- Ex, in budget cuts, staff might have good input on how to save money in their own department, they are the ones doing the work, and they have a better understanding than most leadership.
- Also, it seems like if and when staff ask for something, they have to fight hard and long for it, but when faculty raise the roof on fire, leadership reacts right away.

Q: How can we approach leadership to ask for these changes and to help staff feel more supported?

- We need a robust and highly motivated HR team. It should be the responsibility of HR to provide additional resources, trainings and PD to support all staff.
- Transparency across campus!
- Leadership needs to remember that without staff, this university doesn't function. Some faculty also need to hear this, time and time again. If that means leadership-asking faculty to decrease their PD budget to give to some PD funds to staff, so be it.

MILGARD SCHOOL OF BUSINESS

Q: Do you have a PD budget set aside for each staff member?

- Yes

Q: What is your department's policy for providing professional development funding for staff?

- Each staff is allocated \$1,000 per fiscal year. More can be requested for a specific purpose.

Q: Does your unit/department have a policy around equitable hiring practice?

- We follow the guidelines as set forth by UW HR.

Q: When considering efficient and equitable hiring practices, what is constraining your unit from making changes?

Q: When considering efficient and equitable practices that support staff, what is constraining your unit from making changes?

Q: How would you like to be able to better support your staff? To provide additional salary when asked to take on additional work regardless of classification.

- I would like to allow for some job-sharing so staff can grow in different areas. This is difficult because we are short-staffed already.

Q: How can we approach leadership to ask for these changes and to help staff feel more supported?

- We need HR support for some creative ideas around career development, professional development, opportunities for growth, temporary pool of employees to draw from, and to help us elevate staff and allow for increased responsibility that is accompanied with pay.

SCHOOL OF NURSING & HEALTHCARE LEADERSHIP

Q: Do you have a PD budget set aside for each staff member?

- Yes

Q: What is your department's policy for providing professional development funding for staff?

- We follow the general guidelines of \$500 per classified staff line and \$1200 per professional staff line. However, all staff are encouraged to bring any professional development interests to the administrator for discussion. All requests are considered and it is rare to turn down a professional development opportunity one of the staff would like to pursue. Professional development funds that exceed the above amounts are discussed further with the dean.

Q: Does your unit/department have a policy around equitable hiring practice?

- Yes

Q: When considering efficient and equitable hiring practices, what is constraining your unit from making changes?

- I believe we have efficient and equitable hiring practices in place. However, if there were additional workshops or something similar we would gladly join to learn more.

Q: When considering efficient and equitable practices that support staff, what is constraining your unit from making changes?

- I believe that we have efficient and equitable practices that support staff. We are a collaborative group and welcome questions, concerns, and issues from all.

Q: How would you like to be able to better support your staff?

- We have a couple staff members that have worked for the university for more than a decade. While they enjoy their positions, they would like to be paid an amount that more closely reflects their many years of service to the university. I have also heard interest in more DEI opportunities for staff to engage in.

Q: How can we approach leadership to ask for these changes and to help staff feel more supported?

- I would wonder if these same concerns are prevalent throughout UW? If so, it might be easier to bring up and leadership might be more willing to address.

SCHOOL OF SOCIAL WORK & CRIMINAL JUSTICE

Q: Do you have a PD budget set aside for each staff member?

- Yes, SSWCJ has a PD budget set aside for each staff member. Funds are confirmed and announced typically at the beginning of each academic year.

Q: What is your department's policy for providing professional development funding for staff?

- Currently, Professional Staff receive \$1200/year and Classified Staff receive \$500/year. The difference in allocation is due to the fact that Classified Staff are not required to travel to national conferences for PD in the same way that Professional Staff do. However, Classified Staff can request additional PD funds if there is an opportunity they wish to pursue and they have exhausted all of their PD funds. All requests for spending professional development funds are reviewed and approved by the supervisor and a budget authority with a Pre-authorization to Travel form or a Professional Development authorization request (if non-travel related).

Q: Does your unit/department have a policy around equitable hiring practice?

- We do not have a SSWCJ specific policy. We follow all UW AHR/HR hiring policies and practices when hiring faculty and staff. SSWCJ has an Equity and Inclusion Committee and one of its charges is 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."

Q: When considering efficient and equitable hiring practices, what is constraining your unit from making changes?

- Nothing is constraining our ability to make changes, however additional resources to support the adoption of best practices would be very welcome.

Q: When considering efficient and equitable practices that support staff, what is constraining your unit from making changes?

- Nothing is constraining our ability to make changes in this regard, however, additional resources to support staff professional development would be very welcome.

Q: How would you like to be able to better support your staff?

- This is a very difficult question during COVID times. Zoom burnout is real. The campus could arrange for some workshops focused on teleworking or zoom fatigue that staff could opt to attend. Strategies for coping with stress can't be underestimated during this time, so offering any sort of PD in this area would be welcome as well. I continue to do my best, be flexible, listen to their needs, and check in with staff as a group and during our individual meetings as well as advocate for them as a leader in our school.
- Another area that has always seemed far from staff reach are opportunities to participate in paid trainings campus-wide. I can only think of 1-2 such opportunities that were offered to staff in the last 21 years, although faculty are offered opportunities for training coupled with additional compensation on a routine basis. Trainings such as iTech Fellows, COIL, SEED, Library OER are focused on teaching and the classroom. However, there may be opportunities for staff to be trained in related areas or completely different areas where we interface with students, faculty or other campus support services. It seems this is an issue of equity.

Q: How can we approach leadership to ask for these changes and to help staff feel more supported?

- Perhaps some of the PD funds that are set aside for UW TSA scholarships could support individual payments to staff as well. UW TSA could advocate for this with UWT HR and/or leadership.

- I thought that the message that Bonnie Becker sent acknowledging the Academic Advisors hard work (and the Chancellor responded to) was extremely nice and this sort of message could be sent by upper administration MUCH more often. Advisors are always being asked when they will be taking time off or worse yet, closing the office and of course staff knows that this never happens except on sanctioned holidays. Advisors filter so much from students during the breaks between quarters and especially after grades post. I think that faculty and others forget this. I loved seeing this message. Office support staff are also unsung heroes and deserve recognition too. It's one thing for us to do it in our Schools, it's quite another when top administration takes notice.
- It would not be a bad idea to have a mechanism for staff to provide anonymous feedback centrally. Perhaps UWTSa could manage or monitor this flow of information, suggestions for improvements or general comments and move these items forward as appropriate with the goal to promote positive change.

DIVISION OF STUDENT AFFAIRS

Q: Do you have a PD budget set aside for each staff member? What is your department's policy for providing professional development funding for staff?

- We do have PD budget set aside of staff members, but it is not a per staff member amount at this time. We strongly encourage professional development for our staff and generally have enough money to support requests.

Q: Does your unit/department have a policy around equitable hiring practice?

- Yes

Q: When considering efficient and equitable hiring practices, what is constraining your unit from making changes?

- No constraints at this time

Q: When considering efficient and equitable practices that support staff, what is constraining your unit from making changes?

- No constraints at this time

Q: How would you like to be able to better support your staff?

- Although staff in our division have the full support from our Vice Chancellor and the Executive Leadership Team, we have found that finding the time to pursue professional development in the area can be challenging, everyone is so busy. Going forward, we plan to prioritize this training and will be bringing resources into our division to conduct additional trainings.

Q: How can we approach leadership to ask for these changes and to help staff feel more supported?

- We are lucky that our leadership fully supports additional training in this area and has chosen to take a leadership role in these matters.

SCHOOL OF URBAN STUDIES

Q: Do you have a PD budget set aside for each staff member?

- No

Q: What is your department's policy for providing professional development funding for staff?

- No formal policy, however practice is to make a request for funding from the Dean. Approval is up to Dean's discretion based on available funds.

Q: Does your unit/department have a policy around equitable hiring practice?

- No unit policy, but follow EEOA and best practice standards provided by HR. When possible we do try to remove names from resumes/applications during first round committee review.

CLIMATE SURVEY STAFF IMPLEMENTATION TEAM

Q: When considering efficient and equitable hiring practices, what is constraining your unit from making changes?

- Nothing that I am aware of.

Q: When considering efficient and equitable practices that support staff, what is constraining your unit from making changes?

- Availability of allocated funds for PD.

Q: How would you like to be able to better support your staff?

- I like to give my staff more opportunities to grow their skills and take on new tasks, but I would also like to be able to compensate them for when they take on new and extra roles. It is tough to see faculty expect and receive extra compensation for any additional task, while it is very hard to compensate staff for extra work.

Q: How can we approach leadership to ask for these changes and to help staff feel more supported?

- Unionize?