UW Tacoma Climate Survey
Undergraduate and Graduate Implementation Plan Team
Final Narrative Report

May 14, 2021

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Accessibility Statement: there also is a recording that summarizes the report here for those with learning differences or preferences for audio/visual representations of information:
https://drive.google.com/file/d/1wvBKZWxgHZyd41BZAkAFnrWldHR01N77/view?usp=sharing
A. Overview

This overview summarizes proposed recommendations for improving the student experience at UW Tacoma. The recommendations are based on data gathered from the autumn 2019 Campus Climate survey study and secondary data such as existing reports and input from diverse student leaders on campus, as well as additional feedback from graduate and undergraduate students across campus. We elicited targeted student feedback on the proposed recommendations this winter 2021 quarter. However, keep in mind that this report is not final or fixed. There will be many more opportunities for students to continuously offer feedback now and in the future about how to improve the campus climate at UW Tacoma. See Appendix A and Appendix B for a description of methodologies, modes of inquiry, and data analysis.

B. Summary of Action Items

Table 1: Overview of Action Items

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C. Recommended Action Items

Action Item 1: Improve course and program offerings by reducing institutional and logistical barriers to ensure students are able to make timely progress in their programs with minimal interruptions to their home and work lives whenever possible. Salient student quote: “Advisors should be proactive rather than reactive.”

1. Problem Overview: Many students are not always able to get into the courses they need each quarter. Beyond putting students on waitlists, academic programs do not ordinarily offer substitutes, which often delays their timely progression to complete their credentials or degrees. Waitlist procedures are not always clear. Also, not all synchronous (whether in-person or remote) course offerings meet the needs of students who have
caretaking, work, and other responsibilities that make it difficult to attend mostly weekday morning or afternoon courses.

2. **Recommendations:**
   a. Each academic unit should plan out their course schedules as far in advance as possible, including details such as dates/times, instructor assignments, and modes of delivery to help students plan for non-school obligations.
   b. Course offerings should align with the needs and schedules of students. Academic programs must focus on the accessibility of course/program offerings to match the needs of students versus just faculty or staff preferences.
   c. Waitlist procedures should be clearly communicated to students. Whenever possible, if courses are full and waitlists close, academic programs should provide alternative and flexible options for students to avoid interrupting their time to completion, such as offering course substitutes.
   d. Academic programs should regularly gather input from current and prospective students about their scheduling needs to inform future course offerings. To the extent possible, academic programs should accommodate these needs, including considering a variety of options such as daytime, evening, hybrid, off-site (such as at community centers or local K-12 schools), remote-only, weekend courses, and so forth.
   e. Make sure all students are aware of cross-registration benefits across the UW tri-campus.

**Action Item 2: Improve the academic advising experience for students to support their entire trajectory from pre-admissions to program completion.**

**Salient student quote:** “Provide a roadmap to students at the onset.”

1. **Problem Overview:** Academic advisors, as well as other faculty or staff who advise students in formal and informal ways, are not always helpful, responsive, or supportive to students. There is perceived unevenness in terms of how students are served across programs. Many students do not receive accurate information from their academic advisors on course substitutes, program requirements, and transfer credits.

2. **Recommendations:**
   a. The campus should regularly audit all of its advising practices, including caseloads and job responsibilities across the academic units to determine if currently used approaches meet the needs of our
diverse students. A more holistic approach to advising would be helpful to ensure that practices are not simply transactional. Consider innovative models of advising that could, for example, include cross-disciplinary and shared approaches to advising that would involve faculty more intentionally mentoring and supporting students.

b. Each first-year student should be assigned an academic advisor to improve retention and support.

c. All academic programs should ensure that advising-related matters are clear and up to date, as well as easily accessible through handbooks, new-student orientations, web-based content, and other channels. All academic advisors should receive ongoing professional development to ensure students receive accurate and timely information about their programs of study.

d. Academic programs should find ways to regularly invite students to offer their input on their advising experience. Programs should make appropriate adjustments to their practices based on student feedback.

e. Academic programs should better orient all students to disciplinary-specific professional resources such as conference, grant, job, networking, publication, and other opportunities.

Action Item 3: Provide more funding opportunities to support graduate and undergraduate students through assistantships, fellowships, and tuition scholarships. Salient student quote: “Funding opportunities must prioritize students from underrepresented groups.”

1. Problem Overview: Tuition is not affordable for many students, especially those who are underrepresented and underserved in higher education. Many students also would like more opportunities to engage in activities or professional development to support their career goals, such as research.

2. Recommendations:
   a. Provide ongoing funding opportunities to support graduate and undergraduate students, especially those who are from underrepresented backgrounds in higher education.
      i. International students need more targeted support. If regular types of financial aid are not available to them, private funding would be beneficial.
   b. UW Tacoma leaders should finalize plans for GO-MAP funding or other tuition support for graduate students.
   c. UW Tacoma faculty and leaders need to better collaborate and find ways to fund different types of student assistantships. Incentivize
Action Item 4: Academic units and campus should audit their policies, practices, and procedures to ensure they are more inclusive and supportive of underrepresented student groups such as formerly incarcerated students, LGBTQ2+ students, students who are Black, Indigenous, & of Color, students with disAbilities, students who are undocumented, veteran students, and so forth. Salient student quote: “While it is not an explicit entry requirement, formerly incarcerated students have been told that they may not be able to be placed in a practicum site because of their record rather than finding us agencies or field experiences that would consider our backgrounds to be assets rather than liabilities.”

1. Problem Overview: Several students from underrepresented backgrounds are reporting that many institutional and program-level policies, practices, and procedures are creating or exacerbating barriers for them to enroll, progress in a timely manner, or secure internships or practicum experiences. For example, many formerly incarcerated students in academic programs with practicum requirements report experiences with stigma when interacting with faculty or staff who have field-coordination roles with agencies or other community partners.

2. Recommendations:
   a. Academic programs and the entire campus should audit all of their forward-facing materials such as brochures, newsletters, websites, and so forth to ensure equitable representation of diverse graduate and undergraduate students.
   b. All academic programs should regularly audit their admissions and other policies to identify barriers for underrepresented students and work on reducing and removing as many as possible.
   c. For academic programs leading to a certification, credential, or licensure, faculty and staff in that area should discuss what admissions barriers are mandated by external bodies such as disciplinary/state accreditors versus those created by the program. Academic programs should work with the appropriate external and internal stakeholder groups to reduce and remove as many barriers as possible.
   d. Campus leadership should prioritize the review of prior academic initiatives in areas that several underrepresented students expressed interest in, such as Critical disAbility Studies and Ethnic Studies majors and minors.
Action Item 5: Create a more inclusive and welcoming space for students that give them a better sense of belonging and empowerment by co-sharing decision-making and other spaces. Salient student quote: “I think being more personal the better (referring to educators and staff)! When students feel like someone cares and can be of help and they belong then the changes happen.”

1. **Problem Overview**: Many students do not feel that they are able to bring their authentic and whole selves to UW Tacoma, both in and out of the classroom. Many students do not know how UW Tacoma operates, even within their own programs/schools. Many would like to be more involved in core decision-making committees and have opportunities to connect with faculty, staff, and students.

2. **Recommendations:**
   a. Campus leaders should regularly invite students to serve on key decision-making committees (e.g., membership on faculty, leadership, and staff search committees and other standing committees) to regularly give feedback to both their programs/schools and UW Tacoma.
   b. Continue resourcing or establish student-facilitated groups beyond and within RSOs by broadening access to student hangout spaces, whether physical (off-campus or on-campus) or virtual (e.g., social media).
   c. Explore the creation of non-academic centers to expand the capacity of the Office of Equity & Inclusion services. Examples include a Native American Center and Womnxy and Gender Resource Center.
   d. Encourage faculty and staff to create more accessible and welcoming spaces for students such as (after the pandemic ends) holding more office hours in public spaces where students often congregate, such as the Dawg Den, TLC, or the open tables.
   e. Encourage more faculty, leaders, and staff to support student-led clubs, events, and programs on a more regular basis. Review existing efforts to identify gaps.

Action Item 6: Devise campus-level policies and procedures for all employees, including faculty, leaders, staff, and student workers, to respond to students in a timely manner when concerns and issues arise. Salient student quote: “Leaders set the tone, but they are not the only ones that matter...Leaders and administrators must be a seen face; they need to have an approachable demeanor. Can our students walk up to administrators?”
1. **Problem Overview**: Some students have reported hostile experiences in and out of the classroom, including being on the receiving end of macro-aggressions and micro-aggressions by UW Tacoma faculty, staff, and fellow classmates. Reported incidents range from disrespectful interactions (many of which were, for example, ableist, homophobic, racist, sexist, transphobic, xenophobic, and so forth), erasure, intimidation, objectification, retaliation for reporting concerns, sexual harassment, sexual violence, and other problematic behaviors. Often, students are either unsure how to report concerns or are re/traumatized when they follow existing procedures to document and share their experiences.

2. **Recommendations**:
   a. The Chancellor and other leaders set the tone for the campus. They must hold all faculty, leaders, and staff, themselves included, accountable for creating an inclusive, supportive, and welcoming environment for all students. There should be clear and consistent administrative action taken when harm is done, including retaliation.
   b. The incoming Chancellor must meet with the Black Student Union leadership to address their past and recent demands, and collaborate in the creation of an action plan to meet the needs of Black students.
   c. UW Tacoma must review all of its procedures and services related to reporting concerns at various levels to ensure they are accessible, clear, and rooted in anti-oppressive and trauma-informed frameworks that do not retraumatize or traumatize students.
   d. All faculty, leaders, and staff should receive professional development and support on how to reach out to students in need, especially when there is a crisis occurring outside of their immediate scope of responsibility.
   e. There needs to be more of a student-centered approach in how the institution responds to concerns and grievances raised. Faculty, leaders, and staff need regular professional development on how to support students, as well as accountability when there are allegations of ongoing patterns of harmful behaviors, including retaliation.

**Action Item 7**: Ensure that campus services such as Counseling, disAbility Resources, Financial Aid, Library, Pantry, Office of Student Advocacy, parking, tutoring, and writing support, as well as faculty, leadership, and staff office hours, are equitably accessible to all students. *Salient student quote:* “Access at UW Tacoma means something completely different [to students than what the institution messages].”
1. **Problem Overview**: Many students are not able to equitably access campus services outside of regular business hours. Finding parking on or near campus (or other affordable and safe transportation options) is an ongoing challenge for many students.

2. **Recommendations**:
   a. Complete regular user-audits of major service offices and units to determine if there are ways to better serve students who have significant out-of-school responsibilities related to family and work, making it difficult to access the full array of these services that are usually primarily offered during regular business hours.
   b. As appropriate, ensure that campus services are equitably available to both graduate and undergraduate students. For example, graduate students who need tutoring services should receive appropriately differentiated services from undergraduate students.
   c. UW Tacoma must continue to address parking and transportation challenges with the city of Tacoma and propose effective solutions. Since many students are going back and forth between, for example, their place of residence, school, and work, it is vital that they are able to find affordable parking options when they arrive near or on campus.
   d. There is a specific need to improve services for students with disAbilities in a manner that moves beyond institutional compliance to whole-person approaches to services.
      i. Room lighting, strong scents from instructors/peers, and sound pollution often trigger emotional and physical pain for students with disAbilities that needs to be addressed in partnership with Facilities.
      ii. Ableist policies and practices (e.g., forcing cooperative learning when it may not be required) and the use of derogatory language mocking people with disAbilities is also common but underreported. Therefore, in addition to ongoing professional development, faculty, leaders, and staff should regularly consult with the Disability Resource Center (who in turn should consult with students with disAbilities) on ways to create inclusive and student-centered accommodations.

**Action Item 8: Improve the quality and quantity of wrap-around services and support systems for students.** Salient student quote: “Physical location of resources does not matter much. Students are adept at searching online. What
matters is the clear and easy layout of online information that is easy to find, relevant, and up to date.”

1. Problem Overview: Many students are experiencing financial, socioemotional, and other burdens in and out of school that often make it difficult to have consistent and reliable access to the resources and support that they need to thrive at UW Tacoma.

2. Recommendations:
   a. Expand awareness of key wrap-around services, including emergency aid, housing assistance, Pantry services, and others. To do so will require an expansion of the Office of Advocacy and Support and ongoing collaboration with the Office of Equity & Inclusion and other offices that support these services.
   b. Ensure that students have easy access to information on campus and community resources on accessing affordable housing, childcare, transportation, and so forth. For example, when reviewing syllabi, faculty could point out various services such as Counseling, disAbility Resources, Office of Equity & Inclusion, Office of Student Advocacy Pantry, Safe Campus, and so forth. These resources could be centrally located and updated on the Office of Equity & Inclusion and Student Affairs Division to allow academic programs and other offices to also update their materials regularly with current information.
   c. Key offices, such as Advancement, Office of Community Partnerships, and Student Affairs, should continue to partner with the city of Tacoma, other surrounding communities, corporate entities, and nonprofits on devising affordable housing options for residential students. Ensure that student feedback is regularly collected and integrated as key decisions or solutions are proposed.

Action Item 9: Create more culturally sustainable diversity, equity, and inclusion initiatives at the campus and school levels. Salient student quote: “Classroom discussions (and inadequate facilitation skills on the part of instructors) often retraumatize students from minoritized communities.”

1. Problem Overview: Diversity, equity, and inclusion initiatives and programs at the campus and program/school levels could improve to ensure coherence, consistency, and quality. Not all academic programs and extracurricular spaces explicitly address and incorporate diversity, equity, and inclusion frameworks to benefit students.

2. Recommendations:
a. All faculty and staff should receive ongoing diversity, equity, and inclusion professional development, anchored in anti-racist practices, critical pedagogy, and decolonizing frameworks, to name a few, to ensure they are equipped to effectively and respectfully serve our diverse student populations in and out of the classroom.

b. All academic units should complete regular curricular audits to determine how accessible and inclusive their program offerings are to diverse students, as well as how equity-centric pedagogies are used to support student success. This process should also include a clear plan on how programs will incorporate student feedback in making course-level and curricular changes.

c. UW Tacoma should equitably fund all academic units and other offices to offer high-quality diversity, equity, and inclusion initiatives and programs that align with disciplinary and professional needs.

d. UW Tacoma should continue partnering with the city of Tacoma and other surrounding communities on exploring collaborative efforts and initiatives that would advance diversity, equity, and inclusion in impactful and meaningful ways beyond and within the institution.

Action Item 10: The institution must more explicitly recruit, retain, support, and advance high-talent faculty, leaders, and staff members from diverse and underrepresented backgrounds whose experiences, knowledge, and perspectives align with the lived realities of UW Tacoma’s diverse students.

**Salient student quote:** “**Representation is one way to close knowledge gaps.**”

1. **Problem Overview:** Many students from various backgrounds do not see regular mirrors and role models in the faculty, leaders, and staff who serve them, which exacerbates a sense of not belonging. Across campus, there continues to be a shortage of faculty, leaders, and staff who are from underrepresented backgrounds.

2. **Recommendations:**
   a. The institution should develop an explicit DEI-centric recruitment plan. Campus leaders should also share institutional goals and progress with students on a regular basis.
   b. Students should be more directly involved in faculty, leadership, and staff searches. Student perspectives should be strongly considered by leaders before hiring decisions are made at any level.

**Action Item 11:** Regularly elicit meaningful student feedback on the campus climate and various dimensions of their experiences in and out of the
classroom. However, the institution must also be mindful, intentional, and transparent about integrating student feedback to improve everything from the quality of academic programs to various student services. Salient student quote: “If students are invited to participate in institutional level changes, please consider: (a) What is the benefit to them?, (b) How will you use students’ feedback?, (c) Is the relationship more than transactional?.”

1. **Problem Overview:** Many students are frustrated or overwhelmed with ongoing institutional requests to fill out surveys, participate in focus groups, and other formal or informal studies that do not always have clear outcomes. They are often subjected to problematic, traumatizing, and unethical practices by faculty, leaders, staff, and students who conduct feedback or research studies, treating some students like “research subjects.”

2. **Recommendations:**
   a. Regularly invite students to share their feedback about what UW Tacoma does well and where it needs to improve using multiple data sources and measures. For example, academic programs might conduct focus groups or survey students at various intervals, such as upon admission, midpoint check-in, and program completion. However, the institution should also regularly integrate student feedback to make adjustments and improvements to policies, procedures, and programs. Academic programs must also go beyond using student evaluations of courses/teaching to gather data and make judgments about how students are doing.
   b. All faculty, leaders, staff, and students, as well as outside stakeholders who ask to gather data from students, should receive mandatory training on confidentiality, informed consent, and research ethics, especially around issues of positionality and power dynamics. Moreover, the institution must be more intentional about how it gathers data. Many students participate in focus groups, research projects, and so forth, that do not have clear outcomes or where the researcher/research team is re/traumatizing them as participants.
   c. Continue to disaggregate demographic data to ensure that there is ongoing attention to potential equity and opportunity gaps, as well as to measure institutional progress over time.

**Action Item 12:** Create an annual Student Community Fund through the Chancellor’s Office to support graduate and undergraduate students to actively participate in campus affairs and build their own spaces. Salient
student quote: “[It is vital to] center students’ voices in institutional-level changes.”

1. **Problem Overview**: Many students would like to be more engaged at UW Tacoma outside of Registered Student Organizations. The range of engagement could include involvement in faculty/leadership/staff search committees or other forms of institutional service to having support to create and sustain their own community spaces.

2. **Recommendations**:
   a. The Chancellor should set aside regular funds each fiscal year to support student engagement in activities such as providing compensation for participating in significant committees and service to the campus. This funding could also support students who would like to have seed or start-up funding to launch initiatives and programs that connect to campus needs and their passions. This funding should be separate from what is offered to the RSOs. Eventually, the funds could be managed by a student-driven community-action board or center.
   b. Campus leaders should partner with graduate and undergraduate students to explore a more formal governance structure like a diversity institute, where stakeholders work together to ensure ongoing collaboration on these and other DEI improvements.

**Action Item 13**: UW Tacoma leaders must work on building more meaningful relationships with students. Leaders must take more direct responsibility for current and past harm done, collaborating with students on rebuilding broken trust and thinking of what restitution might look like. Salient student quote: “My peers and I have experienced ongoing retaliation from many faculty and the dean in my school for raising concerns about exclusionary and problematic policies or practices. The dean dismissed our concerns by saying how there is nothing this person could do; that faculty/this individual’s ‘good intentions’ are good enough, even though the negative impact to students has been significant.”

1. **Problem Overview**: Many students have not had positive experiences with UW leaders and/or do not know them well or what they do. Many students also do not receive helpful or timely responses when they reach out to campus leaders with concerns or problems. Chancellor townhalls and other spaces do not allow for meaningful dialogue with students.

2. **Recommendations**:
a. The Chancellor and EVCAA should regularly connect with students through community forums and listening sessions. They should closely collaborate and communicate with AWUST and other student groups to develop communication and partnership strategies. Chancellor townhalls should be opportunities for students to ask questions and share what is on their minds.

b. Create and fund opportunities such as student fellowships to have students more explicitly connected to UW Tacoma leaders. The goal is to support more explicit collaboration and engagement between administration and students. The purpose is for students interested in future leadership positions to shadow current UW Tacoma leaders.

c. Empower students to create social-media spaces to allow the forums to interact with and support each other, as well as to share information.

Note: in terms of ongoing institutional actions, we recommend that UW Tacoma develop contingency plans to maintain continuity of high-quality instruction and services when prolonged and unexpected crises such as COVID-19 disrupt normal operations.

Appendix A: Overview of Methodologies, Modes of Inquiry, & Data Analysis

1. Team Demographics
The Undergraduate and Graduate Implementation Teams were initially separate bodies, each with 6 team members consisting of 3 co-chairs and 3 other members. The teams joined forces in December 2020 to collaborate because most of the key themes from the autumn 2019 report cut across student identities irrespective of status. The final team consisted of 12 members with 3 faculty, 4 staff, and 5 students who represented different sectors of campus. Of the entire team, 88% identify as BIPOC, 75% as women, 28% as LGBTQ2+, 28% are formerly incarcerated, and 43% identified as a person with a disAbility or disAbilities.

2. Team Meetings
From October 05, 2020 - November 20, 2020, the Undergraduate Team and Graduate Team worked separately. The Undergraduate Team met from October 05, 2020- November 20, 2020 and the Graduate Team met from October 06, 2020- November 02, 2020. When examining the outreach efforts and COVID-19 impacts on student engagement, the two teams combined to create a broader and more inclusive approach to engaging with students. Our new team met weekly from
December 04, 2020-March 19, 2021. We also had a distributed model where we worked independently or in smaller teams to accomplish the tasks at hand, including building the online survey and preparing for community forums.

3. Recruitment Approach and COVID-19 Impacts
All team members analyzed the full UW Tacoma Campus Climate report, including the sections about improving the graduate and undergraduate student experience. We identified significant themes that emerged across student responses, creating a list of proposed action items. Our team decided to conduct community forums and launch a parallel online survey in Winter 2021 quarter to further elicit feedback from underrepresented students. We identified a total of 11 stakeholder groups including: BIPOC students, first-generation students, formerly incarcerated students, international students, LGBTQ2+ students, students with disAbilities, students who are undocumented, and veteran students.

The team created a list of contacts associated with specific groups and implemented an outreach plan. All team members assisted with outreach using different formats, including e-mail, flyers, listservs, and social media to inform students of the community forums and surveys. In addition, team members specifically contacted key leaders and staff in each academic unit, including academic advisors, as well as faculty members who share the same sociocultural identities as the identified stakeholder groups, with recruitment materials. Team members were also empowered to engage in individualized outreach to faculty, staff, and students (e.g., Bhattacharya with Global Affairs to connect with international students, Chavez with School of Engineering & Technology students, Da with RSO leaders, Monroe with Library student workers).

For both community forums and the survey, an informed-consent protocol was described to students to ensure they were fully aware of their rights as participants, including confidentiality. As a recruitment strategy and to thank them for their time, each student participant was provided a $25.00 gift card and entry into a raffle for a larger prize, including an ipad and larger-sum gift cards starting at $50.00 increments (sponsored by Division of Student Affairs and Office of Equity & Inclusion).

4. Limitations
Outreach during the COVID-19 pandemic was challenging, especially with the campus primarily being closed to the public and physical distancing restrictions that reduced interactions with various student communities. Multiple national crises
occurred during winter 2021 quarter, including the insurrection on Capitol Hill in January 2021 and ongoing news of racialized violence against BIPOC communities throughout our nation. Moreover, our region experienced inclement weather in February 2021 that may have contributed to power outages or unexpected shifts of priorities for students who initially signed up to attend a community forum but could subsequently not participate. Some outreach efforts to students were declined or not answered. Finally, during our recruitment efforts, we learned from several students across campus that due to burnout and Zoom fatigue during these extraordinarily distressing times, there was a preference to complete the online survey over participating in a live community forum.

5. **Methods & Procedures**

After analyzing the autumn 2019 Campus Climate report from Rankin & Associates, our team rigorously analyzed additional data in autumn 2020 quarter, including existing data and information on climate issues impacting graduate and undergraduate students. Student team members offered additional insights about barriers, challenges, and needs that informed the creation of a draft report of action items. In winter 2021 quarter, the team decided to gather additional data to prioritize the recommended action items. We were also interested in eliciting additional student feedback. Based on the feedback students offered during and after the community forums and surveys, we edited or updated the action plan.

**A. Community Forums**

We scheduled 5 community forums by Zoom in February 2021. In January 2021, our team went through preparation work, including facilitation training (the content included how to run effective and equity-focused sessions using anti-racist and trauma-informed frameworks). We also developed scripts for each forum to ensure that important topics such as informed consent and procedures for compensation were clearly communicated to students.

There were 2 sessions where students who registered did not show up. A total of 6 students participated across the forums and included participants from underrepresented groups with many intersectional identities. There were co-facilitators and note-takers for each forum. The co-facilitators were staff and student team members. Participants were able to review the action items before the community forum, as we posted the draft report along with a pre-recording of the recommendations.

The forums were approximately 90 minutes in length. Each forum was audio-recorded to allow team members who took notes to analyze transcripts if we
needed clarification. All audio-recordings will be deleted by July 01, 2021. After brief introductions and overviewing the informed-consent script, the facilitators guided the participants to react to sections of the draft action items that spoke directly to their concerns, experiences, and needs. Depending on the needs and preferences of the participants, the facilitators also provided time during the session to review the recommendations. The facilitators guided student participants through encouraging rich dialogue that informed additions and edits to our proposed plan.

There were a couple of no-shows for the community forums. We followed up with registrants the next day with an invitation for them to complete the survey. The next section will describe the survey design.

**B. Survey**
The team administered an anonymous online survey using Qualtrics between January 25, 2021-February 19, 2021. Due to inclement weather, we extended the due date by one week. The survey allowed students to offer additional input if they did not attend a community forum or preferred to provide feedback on their own time.

**C. Other Data Sources**
Some students, as a group or individually, reached out 1:1 to individual team members to offer additional feedback or input. Notes and reports from those conversations were shared with the entire team. Salient themes were integrated into this report as well. Across groups, we gained approximately 49 additional student perspectives.

**6. Data Analysis**
During the community forums, 2 team members served as co-facilitators and 2-3 team members who served as note-takers. Member-checking occurred when the co-facilitators periodically checked for understanding through paraphrasing and summarizing comments. After each forum, all team members spent 30 minutes comparing notes and debriefing. All note-takers sent their notes to Dr. Bhattacharya, who then summarized and synthesized all raw data for key themes. There were three key phases of data analysis:

- **Phase 1**: for the survey respondents, faculty team member Dr. Stevens analyzed the quantitative data and created reports. Dr. Stevens presented the quantitative findings on February 26, 2021 to all team members. The tentative results identified demographic trends and showed how students
rated the urgency of the 13 action items. Team members asked clarifying questions and discussed the findings.

b. **Phase 2**: faculty team member Dr. Bhattacharya presented tentative qualitative findings to all team members on March 05, 2021 based on the notes from the community forums and the open-ended items from the survey results. She used a coding scheme to categorize the action items and the responses into 3 initial categories: (1) Financial Supports and Resources for students, (2) Program-Level Adaptations and Changes, and (3) Institutional and Program-Level DEI Transformation. Dr. Endo provided the team with a condensed inter-rater reliability protocol to allow all members to verify the content and data for accuracy, clarity, and comprehensiveness.

c. **Phase 3**: All team members further analyzed data and drafts of the report in winter 2021 and spring 2021 quarters.

The intersecting identities of all team members added significant perspectives throughout the process, especially since everyone represents two or more underrepresented identities. For example, team members with disAbilities brought additional insights about recommendations that discussed the accessibility of services while also identifying different forms of institutional oppression such as ableism, heterosexism, homophobia, linguicism, racism, and sexism to ensure the language in the recommendations were as inclusive as possible.

**Appendix B: Qualitative and Quantitative Data Sources**

The team created redacted and rolled-up summaries of key themes from the community forums and surveys that are available upon request (contact Office for Equity & Inclusion: [http://directory.tacoma.uw.edu/department/equity-and-inclusion](http://directory.tacoma.uw.edu/department/equity-and-inclusion)). Raw data are not available, as we have confidentiality assurances to protect students’ identities.