Agenda

> **Meeting objectives:**

  - Identify leads/co-leads and subcommittee members for Winter goals and subcommittee projects
  - Create clarity about stakeholder groups and stakeholder engagement
  - Generate ideas for defining scope of work around stakeholder engagement

> Introductions & re-introductions
> Review meeting objectives
> Group norms check-in
> Winter goals and subcommittee projects
  - Clarifying questions
  - Identify leads/co-leads & consultants

> **Break**

> Stakeholder engagement strategies
  - Review purpose of engaging stakeholders
  - Brainstorm stakeholder engagement strategies

> Scheduling Winter meetings & holding times for stakeholder engagement events
> Objectives for the next meeting
> Adjourn
Group Norms

The group wanted to use these ground rules as their group norms with the following additions, adjustments, and expansions:

1. We as the participants understand that the Equity Data Working Group is a safe place for everyone to share. Absolutely no hate speech or personal attacks will be tolerated.

2. Listen actively -- respect others when they are talking.

3. When speaking from your own experience, try not to generalize ("I" instead of "they," "we," and "you").

4 & 5. +

- Do not be afraid to challenge one another by respectfully asking questions
- Try to participate to the fullest of your ability - community growth depends on the inclusion of every individual voice
- Be our authentic selves
- Be aware of not dominating conversations – step-up and step-back
- Assume good intentions and own your impact
- Practice calling each other in

- Utilize, “Oops” when you realize you mis-spoke, “Ouch” when something is hurtful, or snapping in agreement. This can be a way to interrupt something hurtful without the pressure to “be on stage” and explain why it was hurtful. It is then an opportunity for someone else in the group to come alongside and “call in” the one who said something hurtful.
Group Norms Continued - #10 was revised/added to; #11 was given its own number in the list


7. The goal of our work and discussions are to come to a consensus about our deliverables. This group should have discussion ahead of time about how we come to decisions and what decisions we have the purview to make.

8. Be conscious of body language and nonverbal responses. Aim to learn one another's patterns and styles instead of assuming a meaning.

9. Don't be afraid to find scholarly resources. Google-ing can be a good preliminary step to look something up or check a fact, but be willing to dig deeper for a scholarly resource to inform our work.

10. We will have flexibility with one another's participation due to other commitments/bandwidth and expect that if you miss a meeting, you will be proactive about catching yourself up. As we will be using our dispersed expertise, we all need to make the effort to be engaged and present.

11. There is flexibility to add to or adjust these group norms.

- Group norms to be printed into a poster for displaying at meetings.
Working Group Scope

**Scope/purpose**

1. Provide expertise about campus and national trends related to equity in higher education
2. Provide expertise about data available at UW Tacoma
3. Provide expertise about best practices in reporting data
4. Engage nondominant stakeholders in providing input to how equity data are reported
5. Finalize definitions for equity indicators
6. Make recommendations for equity dashboard indicators
7. Lay the foundation for best practices for collecting and reporting equity data

**Timeline/goals**

1. End of Autumn (mid-Nov to end of Dec, anticipate 2 meetings)
   i. Membership understands the scope and purpose of their work
   ii. Identifies research that needs to occur, and who will complete that research
   iii. Outline stakeholder engagement/communications strategies
2. Winter (Jan-Mar, anticipate 3 meetings, 2 forums)
   i. Conduct outreach/public forums for input
   ii. Synthesize input from stakeholders and research
   iii. Implement follow-up communications
3. Spring (Mar-May, anticipate 2 meetings)
   i. Finalize definitions for equity indicators
   ii. Make recommendations for equity dashboard indicators
   iii. Implement final follow-up communications
   iv. Make recommendations for equity data practices moving forward
Work of stakeholder groups can benefit from some research about tri-campus efforts, but don't want to lose ability to have constraint-free input
- some tri-campus work useful upfront? – a small team to work on this research early – aware of resources, but not looking into constraints
- realities of tri-campus are that they do drive a lot of this, set constraints and control; but also have a lot of positives/assets, expertise

Tri-campus climate survey may be the biggest reason to connect sooner than later, they haven't chosen a vendor yet, try to help influence/input, i.e. what terms to use, i.e. black or African American, latino/a or latinx
- ACEI, Deirdre Raynor, on our group and on the tri-campus climate survey group
- survey may not be administered till 2018-2019, then analysis and publication time required, doesn't line up very well with Strategic Plan timeline; hopefully leadership will continue to invest in having a strategic vision so that Strategic Plan timeline will continue/extend
- Due to climate survey fatigue, are we not supposed to do our own? Indeed, the hope is that the one will meet all needs for a climate surveys to avoid fatigue
- with current social climate, there is an urgency; we should think in both time lines
- climate survey scale? By collages, units? – we should ask tri-campus climate survey group

EDWG agreed to identify tri-campus resources earlier and have a good connection to tri-campus climate survey through Deirdre Raynor; have tri-campus updates at each of our meetings about collecting/reporting
- What is being done at other colleges? Some are fairly developed in terms of this work. There has been a lot of effort, i.e. the health sciences college, colleges at Diversity Council meetings reporting out – check in with them and see how they are working; looking to internal resources about best practices – could fit under the subcommittee that is researching tri-campus

Have tie-ins (to what is collected and how) to complete our work and where we need to continue
- Understand how the application students fill out turns into the data we collect, use, report – baseline knowledge within EDWG
EDWG needs to balance long term impact with the urgency to be responsive and to take action, thus, want to ensure we have deliverables to report because it impacts campus climate. Given this is additional work for all of us, distributed expertise is attractive. If all who have varied expertise are present, we have ability to make something better. Research initially because we need to know what to engage stakeholders with; something for them to respond to, even if it’s not perfect.

Research and draft definitions come before stakeholder engagement; an expectation from the campus community as a working group to come to them with something for them to respond to; we don’t have the capacity to respond to an overload of suggestions and opinions, and trust that the campus leadership will view this as iterative – the needs/foci/definitions will evolve as our social context evolves.

This is flexible, as we can also come with the perspective of just listening for some groups.

Important to balance feedback and input because we’re looking to Office of Strategy and Assessment to help synthesize work (similar to synthesizing work done for writing the strategic plan).

Analogy – making pancakes from pancake mix is easier than starting from scratch; start with a good pancake mix?
• This Working group is a challenge – we don’t have the resources for a person to focus just on this, we’re all doing this as a part of our job
• Yes, will look to work that is already created.

EDWG is aiming to have a “rough draft” to engage stakeholders with; then review feedback and wrestle with final recommendations spring quarter.

Need to create a tool to get feedback from and/or expertise groups that we just listen to.

Remember to refer back to Strategic Plan “we know we’re making progress as we...” as a guide – use as touchstone for all subcommittees
• Especially indicator C - we’re giving this legs – “reporting of data incorporating the intersectional...”
## Winter Goals & Subcommittee Projects – cont.

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<thead>
<tr>
<th>Action</th>
<th>Winter Deliverables &amp; Deadlines</th>
<th>Members</th>
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<tr>
<td><strong>1. Definitions - research</strong>&lt;br&gt;Research operational definitions used by universities/college or other potential models. Identify empirical research that could inform the final definitions we develop. Will help our interactions with stakeholders; doesn't need to be comprehensive, but helpful to inform 2nd meeting in January (working meeting).</td>
<td>By January 2, 2018&lt;br&gt;Update chart from 11/21 meeting with additional operational definitions. Draft a bibliography of literature read that may inform our work, highlight any work done specifically with our campus.</td>
<td>LEAD: Ruth&lt;br&gt;CO-LEAD: John&lt;br&gt;CONSULT: Shaquita</td>
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<td><strong>2. Models for Reporting Equity</strong>&lt;br&gt;Research other institutions/cities doing a good job of reporting on equitable outcomes. Identify what is collected, how data are reported/shared, and how data are used in decision processes. -list of examples, what we like the best from what we’ve seen so far.</td>
<td>By January 2, 2018&lt;br&gt;Draft a prioritized list of example reporting models that the group should review. Draft a list of practices for how data are used in decision processes that the group should review.</td>
<td>LEAD: Shaquita&lt;br&gt;CONSULT: Ask Stephanie</td>
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<tr>
<td><strong>3. Identify Data Collected</strong>&lt;br&gt;Identify what data are being collected about UW Tacoma, who collects them, and why they’re collected (e.g., compliance-related). Identify how and when definitions related to equity are determined. -a lot of this may already exist from the Data Fellows -figuring out what we don’t collect and how we can resolve that.</td>
<td>By January 2, 2018&lt;br&gt;Draft a summary report of data collected about UW Tacoma (what/who/why/how they’re used). Draft a summary report of how/when definitions with equity implications are determined.</td>
<td>LEAD: Alice&lt;br&gt;CO-LEAD: Karl&lt;br&gt;CONSULT: Alex; Student Enrollment Services; Admissions; Academic HR; HR; Advancement (Alumni &amp; donors) – pt. person = John</td>
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Draft table of Actions/subcommittee groups, deliverables and group leads/consultants. Continued on the next page. Once all is confirmed, a final draft will be circulated as well. The red text was added during the meeting as notes and considerations.
### Winter Goals & Subcommittee Projects Cont.

| 4. Identify Tri-Campus Work | By January 2, 2018 | LEAD: Bonnie  
CO-LEAD: Amanda  
CONSULT: Alice; Anthony; Marcie; William; Kathleen |
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<tr>
<td>Identify work being done for the Diversity Blueprint and tri-campus efforts that may impact our work (e.g., duplicate efforts, already meets needs of our campus, potential constraints). <strong>Look to internal resources about best practices</strong></td>
<td>Draft a summary report of on-going tri-campus work and assets that can help guide our efforts. <strong>At each meeting</strong></td>
<td><strong>At each meeting</strong> Provide updates about any tri-campus efforts that may impact our efforts. <strong>Look at tri-campus material/recourse earlier to inform work</strong></td>
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| **5. Engage Students** | By Winter Meeting #2 (late January) | LEAD: Kathleen?  
CONSULT: Bonnie gives 101/standard questions |
| Engage student stakeholders in developing definitions and snapshot indicators. | Develop and present engagement strategies. **Late January to mid-February** | Gather stakeholder input & feedback, share with Bonnie |
| **6. Engage Faculty** | By Winter Meeting #2 (late January) | LEAD: Marcie  
CONSULT: Bonnie gives 101/standard questions; Anthony |
| Engage faculty stakeholders in developing definitions and snapshot indicators. | Develop and present engagement strategies. **Late January to mid-February** | Gather stakeholder input & feedback, share with Bonnie Synthesizer and lead(s) on stakeholder engagement work together to synthesize work |
| **7. Engage Staff** | By Winter Meeting #2 (late January) | LEAD: Hannah  
CONSULT: Bonnie gives 101/standard questions; Staff Association (climate survey work) |
| Engage staff stakeholders in developing definitions and snapshot indicators. | Develop and present engagement strategies. **Late January to mid-February** | Gather stakeholder input & feedback, share with Bonnie |
| **8. Engage Community Members** | By Winter Meeting #2 (late January) | LEAD: William?  
CONSULT: Bonnie gives 101/standard questions |
| Engage community member stakeholders in developing definitions and snapshot indicators. | Develop and present engagement strategies. **Late January to mid-February** | Gather stakeholder input & feedback, share with Bonnie |
| **9. Collect & Synthesize** | Mid-February to early March | LEAD: Bonnie  
CO-LEAD: Amanda  
CONSULT: Alice; Anthony; Marcie; William; Kathleen |
| Collect & synthesize stakeholder input and feedback **Collect and store as data on server...** | Synthesize findings from stakeholder engagement. **1 week before Winter Meeting #3 (early March)** | Create summary report with major themes. **At Winter Meeting #3** Present findings to the larger group. |
Stakeholder Engagement Strategies

EDWG meeting attendees worked in pairs to generate strategies in this graphic organizer. The hard copies with ideas recorded will be given to each stakeholder engagement group lead. The following slides show examples of stakeholder engagement.

<table>
<thead>
<tr>
<th>Engagement level</th>
<th>Strategy</th>
<th>How much time &amp; effort is needed to execute the strategy, gather feedback, and synthesize results (if applicable)? (circle one)</th>
<th>If completed, how much will this effort support transparency of our process and/or provide data about draft definitions/data use recommendations? (circle one)</th>
<th>Notes:</th>
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<tr>
<td>Inform</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>Low</td>
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<tr>
<td>Provide information to help stakeholders understand the process and outcomes</td>
<td>Notes:</td>
<td></td>
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<tr>
<td>Listen</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>Low</td>
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<tr>
<td>Obtain and consider feedback on proposed definitions &amp; proposed data use practices</td>
<td>Notes:</td>
<td></td>
<td></td>
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<tr>
<td>Discuss</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>Low</td>
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<tr>
<td>Exchange information with stakeholder group to clarify, understand, &amp; shape our outputs</td>
<td>Notes:</td>
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Increasing intensity of engagement

Increasing number of stakeholders engaged
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Examples</th>
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<td>Engage multi-party discussion to deepen a shared understanding of views, impacts and solutions, and deliberate, debate, and shape decisions.</td>
<td>Multi-stakeholder roundtables, crowdsourcing.</td>
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<td>Exchange information with each interested group to clarify, understand and influence the issues, considerations, alternatives and solutions.</td>
<td>Bilateral meetings, technical workshops with specific groups.</td>
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<tr>
<td>Listen</td>
<td>Obtain and consider feedback on proposed programs, policies, legislation or regulations.</td>
<td>Request for feedback, fact-based questionnaires.</td>
</tr>
<tr>
<td>Inform</td>
<td>Provide balanced and objective information to help the public understand the issues, alternatives, and/or solutions.</td>
<td>Fact sheets, social media postings.</td>
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Scheduling – winter meetings & stakeholder events

This is will be done virtually via email and doodle: [https://doodle.com/poll/ruas5i89uynw57bu](https://doodle.com/poll/ruas5i89uynw57bu)

If you have not already, please fill out this doodle poll and/or email me with your winter quarter scheduling needs.

The first winter meeting is scheduled for Friday, 1/5/18 from 9am-11am
Objectives for next meeting

Add updates at every meeting about tri-campus efforts
How do we make decisions?
How to share documents and reports – canvas, google, share-drive, email?