Background and Relevance

• Events in spring 2016
• Request for proposals issued fall 2016
• University and School-wide initiatives:
  • Population Health Initiative
  • UW Race Equity Initiative
  • UW Diversity Blueprint 2017-2021
  • UW SPH Strategic Plan 2012-2020
• Public health
  • Leadership
  • Innovation
Data Driven Strategic Planning

Our work is based off trainings and a mixed methods data collection effort over the course of 5 months

1. Provided **2 trainings** by our partners Race Matters Institute for SPH leadership and diversity committee members

2. Conducted **interviews with 21 individuals**, including faculty, staff, and students and **3 focus groups** with students

3. Conducted **2 student listening sessions** and **2 strategic planning sessions** with faculty, staff, and students

4. Attended **7 Diversity Committee** meetings and **7 Diversity Subcommittee Committee** meetings

*Continued...*
Data Driven Strategic Planning

In February, 2017 we administered a School Climate Survey for the School of Public Health that included questions to inform the Race, Equity, and Inclusion Strategic Plan.

Student response rate: ~ 41%, 680/1649
Staff response rate: ~ 58%, 359/623
Faculty response rate: ~ 77%, 202/264
Overall response rate: ~ 49%, 1241/2536
Limitations of the Data

• To maintain confidentiality and anonymity for participants who may be easily identified, we did not report survey data for samples < 6.

• Concerns about survey confidentiality prevented some people from participating in our data collection efforts.

• The survey was expanded to include questions about SPH climate above and beyond race, equity, and inclusion. Increasing the survey length may have impacted response rates and survey completeness.

• There was low participation in student listening sessions.
Generally, **faculty, staff, and students** are comfortable with the climate at SPH, and yet many have observed or experienced exclusionary, intimidating, offensive, and/or hostile conduct.

<table>
<thead>
<tr>
<th><strong>Comfy</strong></th>
<th>Students</th>
<th>Staff</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comfortable with the climate in UW School of Public Health (Comfortable or Very Comfortable)</td>
<td>74% n=653</td>
<td>67% n=335</td>
<td>70% n=187</td>
</tr>
<tr>
<td>Uncomfortable with climate in UW School of Public Health (Uncomfortable or Very Uncomfortable)</td>
<td>8% n=653</td>
<td>10% n=335</td>
<td>14% n=187</td>
</tr>
<tr>
<td>Individuals observed hostile conduct</td>
<td>27% n=654</td>
<td>32% n=326</td>
<td>30% n=181</td>
</tr>
<tr>
<td>Individuals experienced hostile conduct</td>
<td>14% n=647</td>
<td>22% n=340</td>
<td>22% n=187</td>
</tr>
</tbody>
</table>
Students of color are not as comfortable in class than their fellow white classmates.

*Students rated their comfort with the climate in SPH on a scale from very uncomfortable, uncomfortable, indifferent, comfortable, very comfortable.*

<table>
<thead>
<tr>
<th>Level</th>
<th>Students who identified as students of color (%)</th>
<th>Students who identified as only Caucasian/white (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td>70%</td>
<td>79%</td>
</tr>
<tr>
<td>Program</td>
<td>76%</td>
<td>81%</td>
</tr>
<tr>
<td>Department</td>
<td>76%</td>
<td>79%</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>71%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Students who identified as students of color

Students who identified as only Caucasian/white
Key Finding:

**Faculty** are most often the source of observed and experienced exclusionary, intimidating, offensive, and/or hostile conduct.
Students most frequently report faculty as the source of the observed exclusionary, intimidating, offensive, and/or hostile conduct.

- Faculty member (n=176): 46%
- Administrator: 14%
- Campus security: 13%
- Colleague: 13%
- Campus visitors: 6%
- Faculty advisor: 6%
- Department Chair: 6%
- Community member: 5%
- Campus media: 3%
Similarly, staff most frequently report faculty as the source of the observed exclusionary, intimidating, offensive, and/or hostile conduct.
Faculty most frequently report that a person that they supervise and/or a fellow colleague as the source(s) of the observed exclusionary, intimidating, offensive, and/or hostile conduct.
Students most frequently report faculty as the source of their experienced exclusionary, intimidating, offensive, and/or hostile conduct.
Similarly, staff most frequently report faculty as the source of their experienced exclusionary, intimidating, offensive, and/or hostile conduct.
Interestingly, faculty most frequently report faculty as the source of their experienced exclusionary, intimidating, offensive, and/or hostile conduct.

- Faculty member (n=45): 36%
- Department Chair: 31%
- Colleague: 22%
- Administrator: 18%
Students who experienced exclusionary, intimidating, offensive, and/or hostile conduct most often reported that it occurred in the classroom.

- In a class (n=70): 44%
- In a meeting with a group of people: 23%
- In a public place in the school: 18%
- In a meeting with one other person: 14%
- In a faculty office: 14%
- On campus, outside SPH: 13%
- Off campus: 11%
- In a school office: 10%
- At a school event: 7%
- While walking in the school: 7%
Students who observed exclusionary, intimidating, offensive, and/or hostile conduct most often reported that it occurred in the classroom.
Students who experienced exclusionary, intimidating, offensive, and/or hostile conduct most commonly “felt isolated or left out” and/or were the “target of microaggressions”

- Felt isolated or left out (n=70): 31%
- Target of microaggressions: 29%
- Felt was deliberately ignored or excluded: 26%
- Target of derogatory remarks: 23%
- Felt intimidated/bullied: 19%
- Felt isolated or left out when work required in groups: 16%
- Observed others staring at me: 13%
- Singled out as 'residential authority' due to identity: 11%
- Target of racial profiling: 11%
- Someone assumed I was admitted or hired because of my identity: 10%
- Received poor grade due to hostile classroom environment: 10%
Staff who experienced exclusionary, intimidating, offensive, and/or hostile conduct most commonly “felt deliberately ignored or excluded” and/or were the “target of microaggressions”
Faculty who experienced exclusionary, intimidating, offensive, and/or hostile conduct most commonly “felt deliberately ignored or excluded,” “felt isolated or left out”, and/or were the “target of microaggressions”
A majority of students, staff, and faculty who have observed or experienced exclusionary, intimidating, offensive, and/or hostile conduct, do not feel confident making an official report.
Nearly 40% of students, staff, and faculty report encountering racism in SPH “at least occasionally”

Faculty, staff, and students rated the school on a scale from constantly encounter, regularly encounter, occasionally encounter, mostly free of, and completely free of racism.

- Students (n=536): 37%
- Staff (n=249): 41%
- Faculty (n=147): 40%
A greater proportion of students, staff, and faculty who identify as female or genderqueer “at least occasionally” encounter sexism in SPH, as compared to their male counterparts. Notably, the largest proportion that encounter sexism “at least occasionally” are female faculty and genderqueer students.

Faculty, staff, and students rated the school on a scale from constantly encounter, regularly encounter, occasionally encounter, mostly free of, and completely free of SPH Data at a Glance

- Students: 35% occasionally encounter, 25% regularly encounter, 63% mostly free of
- Staff: 25% occasionally encounter, 51% regularly encounter
- Faculty: 37% occasionally encounter, 69% mostly free of

- Genderqueer (n=8)
- Female (Student, n=433; Staff, n=192; Faculty, n=78)
- Male (Student, n= 113; Staff, n=75; Faculty, n=79)
Themes from qualitative data

• Need full-time staff person to lead race, equity, and inclusion work, reporting to SPH Dean

• Students, faculty and staff need a platform to voice concerns about race, equity, and inclusion and be heard in a safe space

• Resources for conflict resolution are lacking

• Resources for mental health support are lacking

• Classroom environment can be particularly challenging and isolating for students of color when issues of race and equity surface

• SPH needs to back up “talk” about equity and inclusion with action

• Communication in the School could be improved, not only for information regarding race, equity, and inclusion

Continued. . .
Themes from qualitative data

- **Power differential** for some faculty, staff, and students is a significant factor that *hinders progress to advancing work* on race, equity, and inclusion
  - Many feel vulnerable
  - Lack trust to be open about issues of race, equity, and inclusion
  - Gaps in SPH leadership structure limits access to resources
  - Some students very protective of other students, faculty, and staff
    - Avoid overburdening them
    - Limited funds via Activity Based Budgeting and students and departments competing for the same funds
    - Provide support resources where there are none identified

*Continued. . .*
Themes from qualitative data

• Concern exists about UW Police and greater UW Campus issues with respect to race

• **No sense of closure** for many regarding last year’s challenging events

• **UW SPH new competency on race and equity influenced the Council on Education for Public Health’s new requirement** that all graduates of accredited schools will be able to “discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels”

• **Some other efforts to advance to race, equity and inclusion in the curriculum have been met with pushback**, particularly in Department of Global Health
RECOMMENDATIONS
Hire Assistant Dean for Diversity, Equity, and Inclusion

Hire diverse faculty and staff

Recruit and retain diverse students

Restructure Diversity Committee

Create diverse, equitable, inclusive workplace

Create equitable school climate/culture

Train and educate faculty, staff, and students around race, equity, and inclusion

Continued . . .
➢ Continue to build race and equity content into departmental curricula

➢ Improve classroom environment

➢ Ensure access to support resources (e.g., academic, professional, mental health, and conflict resolution)

➢ Improve communication (e.g., mechanisms, two-way)

➢ Increase funding

➢ Evaluate progress
Hiring Recommendation: Asst. Dean for Diversity, Equity, and Inclusion (DEI)

- Receives support from departments and reports directly to Dean
Job Description: Asst. Dean for Diversity, Equity and Inclusion (DEI)

- Supervise departmental DEI Officers
- Serve as SPH lead representative for DEI efforts external to the School
- Ensure SPH human resources policies and practices promote DEI
- Ensure SPH admissions policies and practices promote DEI
- Support departmental efforts to promote DEI with respect to recruitment and retention of diverse students, faculty and staff
- Support departmental efforts to promote DEI in the SPH curricula
- Oversee School-wide training on DEI, with emphasis on racial equity
University of Michigan Case Example

• **Michigan Mandate**¹

  • James J. Duderstadt became President of the University of Michigan President in 1988
  
  • Committed himself, his administration, and the University to the Michigan Mandate—a blueprint for fundamental change in the ethnic composition of the University community

    • Financial and administrative resources were dedicated to ensuring this change across the University

  • They made great strides until a change in leadership at the Provost level almost immediately overturned the work in 1990

¹ "The Quality of the Climate for Minority Faculty at the University of Michigan. A Report and Recommendations by the Committee for a Multicultural University", Committee Chair, Rashid L. Bashshur, report accepted by the University of Michigan Senate Assembly, December 13, 1994; recommendations adopted by the University of Michigan Senate Assembly, January 20, 1995.
Hire Diverse Faculty and Staff

- Standardize hiring processes across departments
  - Apply equity toolkit
  - Require essay on commitment to equity
- Conduct recruitment efforts in diverse communities
- Utilize local, national, global search efforts as appropriate
  - Professional Networks
  - Community Networks
  - Search firms specializing in diverse candidate pools
- Ensure welcoming environment
  - Healthy environment for working and learning
  - Culture that promotes equity
  - Culture that celebrates diversity
Hire Diverse Faculty

- Focus on securing funds for hard money to support diverse faculty hires
- Encourage all search committee members to use the Handbook of Best Practices for Faculty Searches and Online Toolkit in order to generate an understanding of techniques that may better attract a more diverse pool of applicants
- Explore post-doctoral opportunities that attract diverse faculty
Recruit and Retain Diverse Students

- Dedicate activities to recruit diverse students
  - K-12 pipeline
  - Minority Serving Institutions, tribal colleges, two-year institutions, graduate-level training programs for underrepresented scholars
  - Monitor demographic trends in the region to adjust outreach accordingly

- Fund scholarships/fellowships to attract and support diverse candidates

- Standardized processes across departments that will highlight the strengths of diverse applicants
  - Example: Required essay on commitment to equity in public health

Continued...
Recruit and Retain Diverse Students

- Develop mentoring programs, especially for underrepresented minority students
- Ensure support for needs of students who may be LGBTQ+, ESL, have a disability, veteran, low-income, first generation college, etc.
- Connect students to University-wide support resources like OMA/D, GO-MAP, Q Center, and DRS, in addition to ensuring access to strong support resources in SPH
- Provide academic support and professional development resources to underrepresented minority students
Restructure Diversity Committee

- Framing and naming
  - Focus on equity rather than diversity
  - Rename to reflect equity focus
- Opportunities via assistant dean new hire
  - Require DEI departmental officers membership
    - Increase capacity
    - Dedicate resources
    - Provide role clarity
    - Ensure decision-making power
- Actionable objectives
- Composition
  - Ensure diverse membership
  - Balance of faculty/staff/student members
Create diverse, equitable, inclusive workplace for faculty and staff

- Incorporate diversity, equity, and inclusion goals into employee performance expectations
- Evaluate faculty and staff on their performance with respect to diversity, equity, and inclusion activities.
- Conduct annual survey of faculty and staff on perceptions of diversity, equity, and inclusion in the School
- Require equity training for all new hires
Create diverse, equitable, inclusive workplace for faculty and staff

- Develop job descriptions and performance evaluations for faculty and staff that recognize and actively seek demonstrated experience with race equity tools
- Support a Diversity, Equity, and Inclusion Office that provides support and follow-up for race equity issues and concerns to students, staff, and faculty

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2Ideas for advancing race equity in personnel can be found in: Public Sector Jobs: Opportunities for Advancing Racial Equity, Local and Regional Government Alliance on Race Equity; http://www.racialequityalliance.org/resources/public-sector-jobs-opportunity-for-advancing-racial-equity/
Create equitable school climate/culture

- Provide cultural awareness and celebration opportunities across the school year and encourage all students, faculty, and staff to participate\(^3\)
- Identify ways to incentivize\(^4\) “promising approaches” and noteworthy practices of race equity (e.g., student projects, faculty offerings or techniques—such as Robin DeAngelo’s forum cited by survey respondents), staff leadership in topical discussions or community projects)

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\(^3\)Ideas for changing school climate such as the PEERs program at the University of Washington in Tacoma, can be found in the November 2015 issue of “Leading Change in Higher Education, a University of Washington Provost Report on Trends and Issues.”

\(^4\)Good examples for incentives can be found in “Guidelines for Addressing Race and Gender Equity In Academic Programs in Compliance with Proposition 209,” July 2015, University of California
Train and educate faculty, staff, and students around race, equity, and inclusion

- Provide required race equity workshops/seminars for new students, staff, and faculty
- Provide regular opportunities for race equity topical discussions, presentations and forums that can be attended by all faculty, staff, and students
- Provide and encourage regular training opportunities that are attended on a voluntary basis
- Encourage all faculty to participate in race equity, diversity, and/or cultural competence training and incentivize such participation.
- Provide clear support from leadership to be able to take time out of schedule to participate in trainings without penalty
Continue to build race and equity content into departmental curricula

- School-wide race and equity competency requirement (scheduled for fall 2017)
- Departmental equity course requirement
  - Discipline-specific content:
    - Address diverse populations
    - Address health disparities
    - Address culturally competent research and practice
Improve classroom environment

- Conduct evaluations to ensure positive classroom environment
- Collect information on all faculty evaluations related to “classroom environment,” and incorporate in faculty performance reviews
- Require any faculty and staff members who have any student complaints regarding equity concerns to participate in race equity, diversity, and/or cultural competence training
Ensure access to support resources

- Clear referral process for campus-wide support resources
- Student support resources on campus
  - Office of Minority Affairs and Diversity (OMA/D)
  - Graduate Opportunities and Minority Achievement Program (GOMAP)
  - Q Center
  - Disability Resources for Students (DRS)
- Faculty/Staff support resources on campus
  - Advance
  - UW Diversity Council
  - Faculty and staff affinity groups
  - Faculty Council on Multicultural Affairs
  - Faculty Council on Women in Academia
  - Network of Underrepresented Residents and Fellows (UWNURF)
Ensure access to support resources

- Clear referral process for mental health support resources
- Mental health resources on campus
  - Counseling Center:
    - [www.washington.edu/counseling/](http://www.washington.edu/counseling/)
    - Phone: 206-543-1240
    - Provides brief counseling, assessment, referral, and crisis intervention services to currently enrolled University of Washington students; there is no charge for most services
  - Hall Health Center Mental Health Clinic:
    - [depts.washington.edu/hhpccweb/project/mental-health-clinic/](http://depts.washington.edu/hhpccweb/project/mental-health-clinic/)
    - Phone: 206-543-5030
    - Provides individual and couples counseling and therapy, crisis counseling and intervention, medication evaluation and management, group therapy and support groups, campus outreach services, mindfulness meditation, and after-hours care
- Mental health resources off campus
  - 24-hour Crisis Line: 866-4-CRISIS (866-427-4747)
Ensure access to support resources

- Clear processes and resources for conflict resolution identified at each level to report without fear of penalty or retaliation

- Internal and external conflict resolution resources:
  - SPH Dean’s Office
  - Departments
  - University Human Resources
  - Bias Incident Advisory Committee: report.bias.washington.edu/
  - University Ombudsman
  - University Complaint Investigation and Resolution Office (UCIRO)
Improve communication (e.g., mechanisms, two-way)

- Identify and clearly communicate mechanisms by which students, faculty, and staff receive SPH information
  - Website
  - Email
  - Other?
- Dedicate segment on SPH website to publicize information regarding equity activities
- Ensure two-way communication so students, faculty, and staff feel heard
Increase funding

- School and departmental budgets allocate funds to promote equity efforts
- Leverage SPH and University-wide advancement activities
  - Approach alumni, friends, and community partners
Evaluate progress towards goals outlined in race, equity, and inclusion strategic plan

- Document activities taking place throughout the School that advance diversity, equity, and inclusion
- Conduct annual surveys of faculty, staff, and students to track progress and changes over time
- Provide reports to SPH community and partners documenting progress made each year
- Track in accordance with progress toward goals in UW SPH Strategic Plan and UW Diversity Blueprint
"What happens to all of the strategic plans?"
In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.
Thank you!

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Q&A
Three forms of racism

--Dr. Camara Jones, CDC

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