

University of Washington – School of Public Health

Recommendations for Race, Equity, and Inclusion Strategic Plan

July 10, 2017



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Outline



Project Overview



Findings: SPH Data at a Glance (Quantitative)

Findings: SPH Data at a Glance (Qualitative)



Recommendations



Conclusion



PROJECT OVERVIEW



Background and Relevance

- Events in spring 2016
- Request for proposals issued fall 2016 to hire external consultant on race, equity and inclusion
- University and School-wide initiatives:
 - Population Health Initiative
 - UW Race Equity Initiative
 - UW Diversity Blueprint 2017-2021
 - UW SPH Strategic Plan 2012-2020
- Advance 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



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.

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Student response rate: ~ **41%**, 680/1649

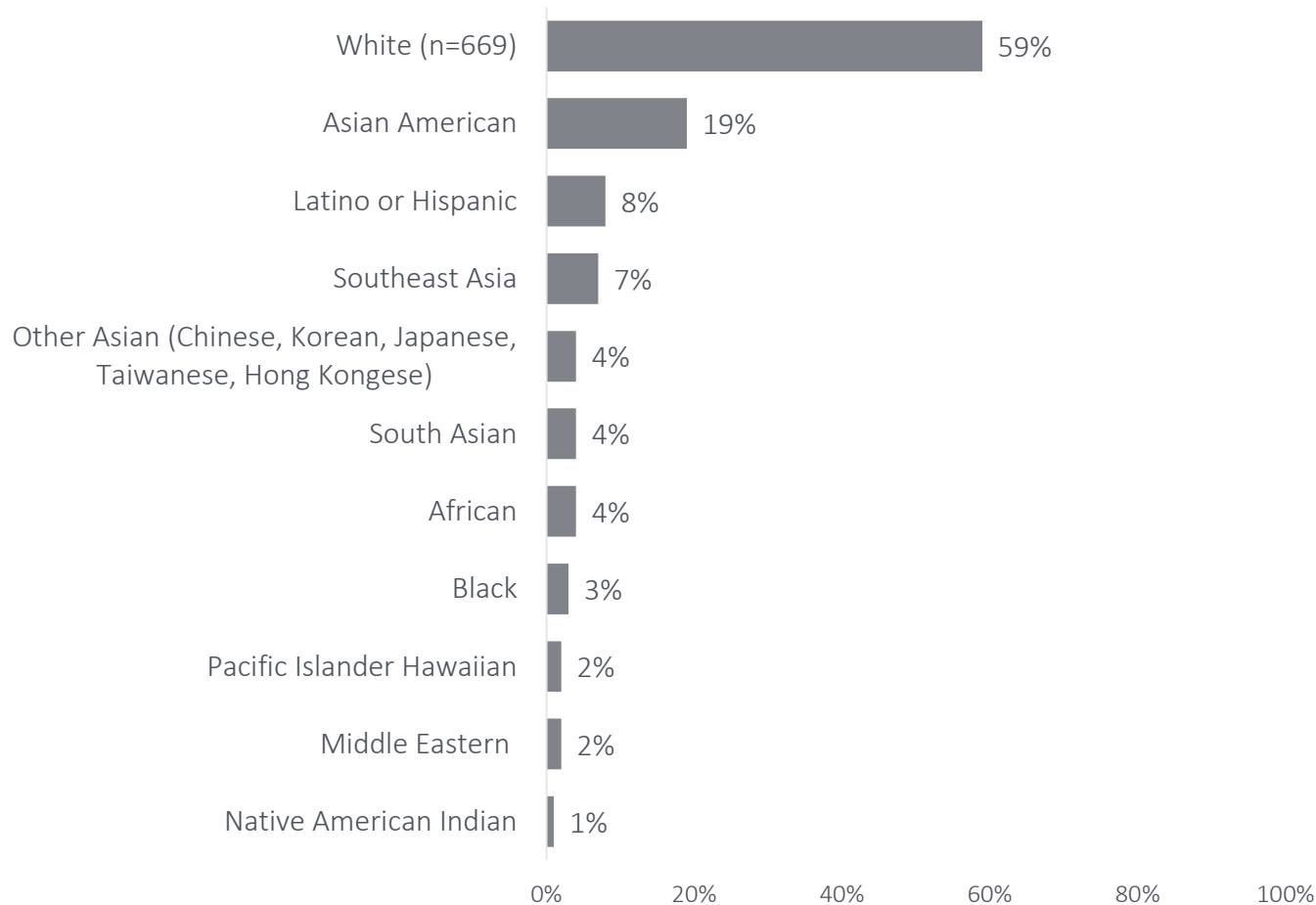
Staff response rate: ~ **58%**, 359/623

Faculty response rate: ~ **77%**, 202/264

Overall response rate: ~ **49%**, 1241/2536



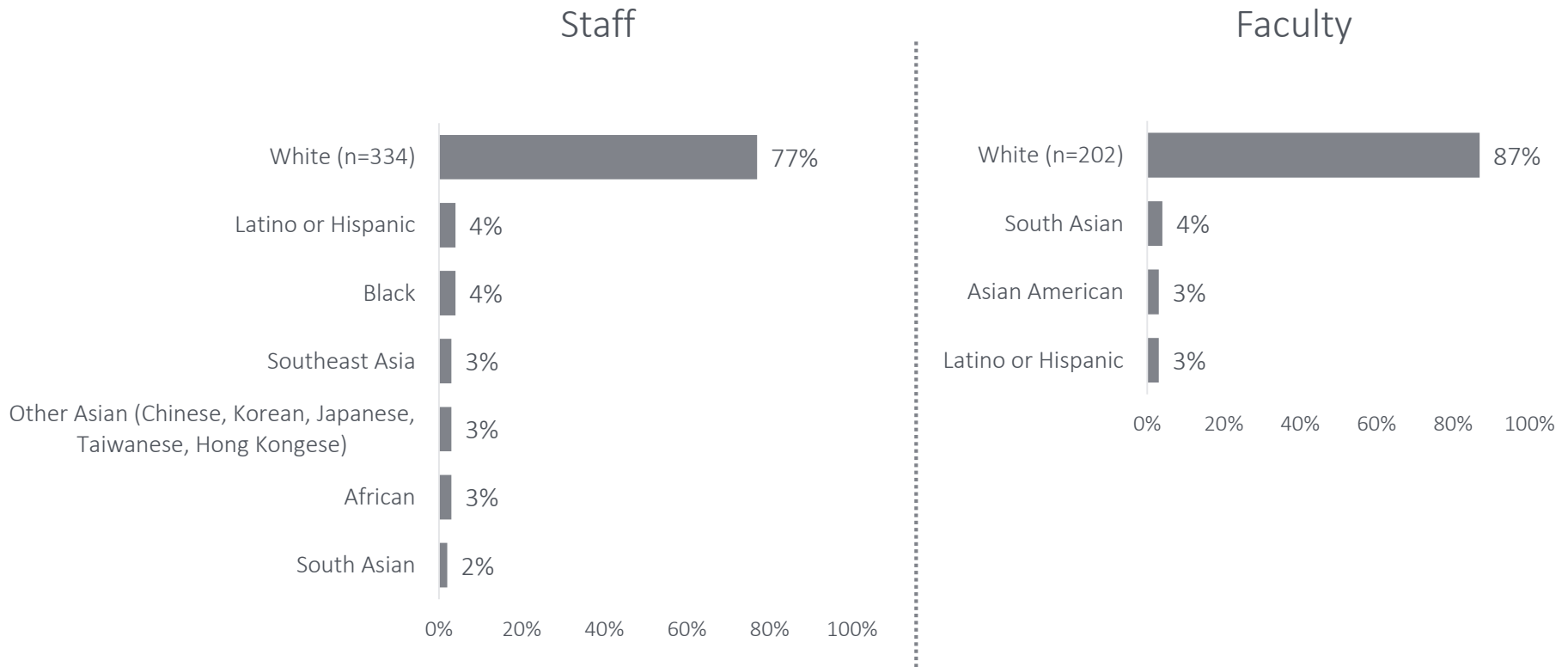
Survey Participant Demographics (Students¹)



¹The number of respondents to this survey item for students, staff and faculty are lower than the respective response rates because survey participants were able to skip any question. The skip option was designed intentionally so that survey participants were more in control of the confidentiality of their survey responses.



Survey Participant Demographics (Staff and Faculty²)

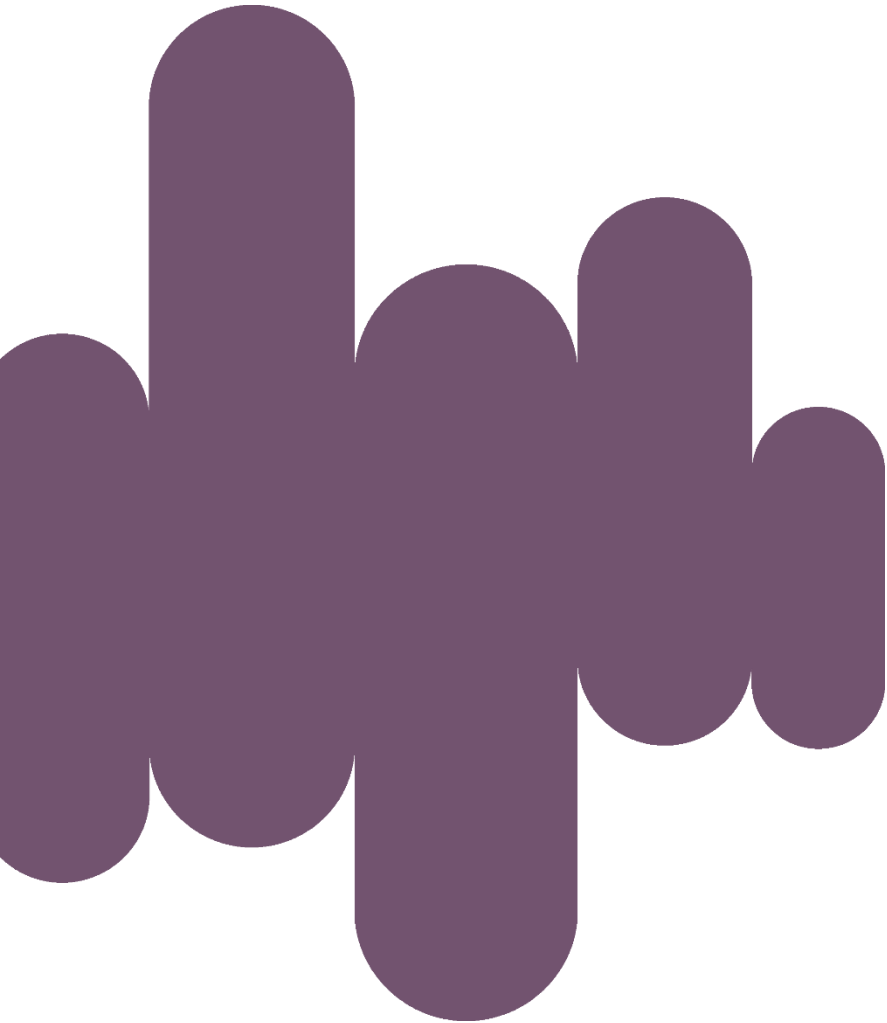


²The number of respondents to this survey item for students, staff and faculty are lower than the respective response rates because survey participants were able to skip any question. The skip option was designed intentionally so that survey participants were more in control of the confidentiality of their survey responses.



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.



SPH DATA AT
A GLANCE



Introduction to Quantitative Findings

The following slides present an overview of the climate of SPH, students, staff, and faculty level of comfort, and specifically level of comfort compared between students of color and white students.



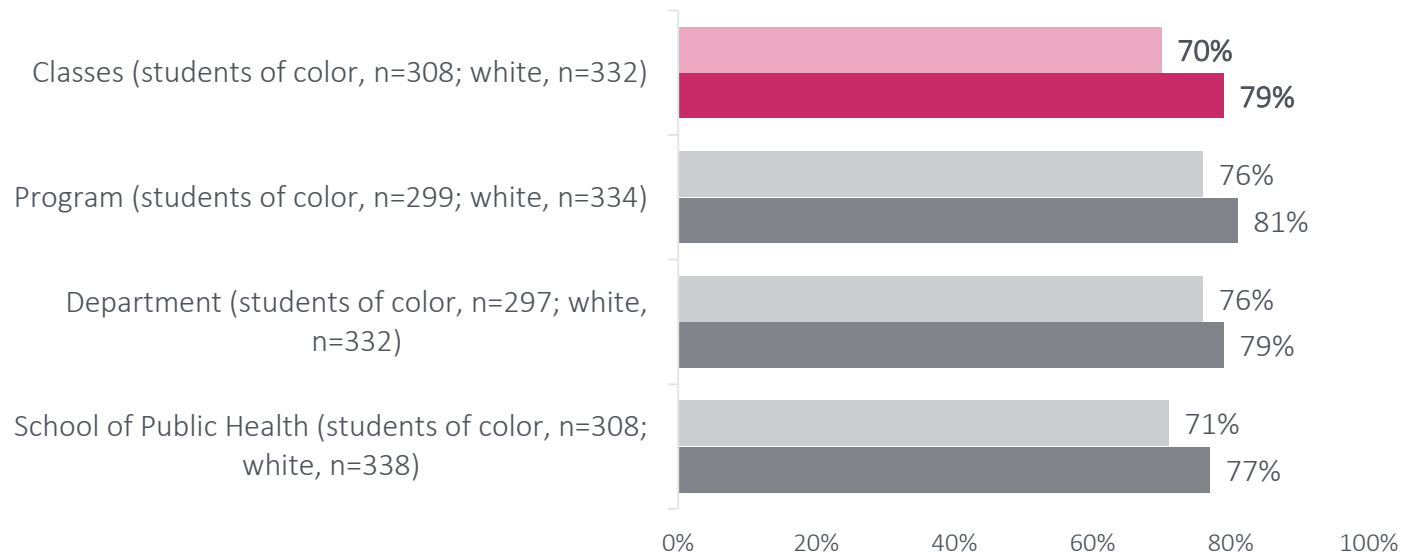
Generally, **faculty, staff, and students** are comfortable with the climate at SPH, and yet **many have observed or experienced exclusionary, intimidating, offensive, and/or hostile conduct.**


	Students	Staff	Faculty
Comfortable with the climate in UW School of Public Health (Comfortable or Very Comfortable)	74% n=653	67% n=335	70% n=187
Uncomfortable with climate in UW School of Public Health (Uncomfortable or Very Uncomfortable)	8% n=653	10% n=335	14% n=187
Individuals observed hostile conduct	27% n=654	32% n=326	30% n=181
Individuals experienced hostile conduct	14% n=647	22% n=340	22% n=187



Students of color are not as comfortable in class as their fellow white classmates.

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



 Students who self-identified as students of color (defined here as any race other than white)*
(*If a student selected both white and another race, then he/she was included in this group)

 Students who self-identified as only Caucasian/white

Student, Staff, Faculty Observations and Experiences

The following slides present survey results from items around observed and experienced exclusionary, intimidating, offensive, and/or hostile conduct, and frequency of encountering sexism and racism.



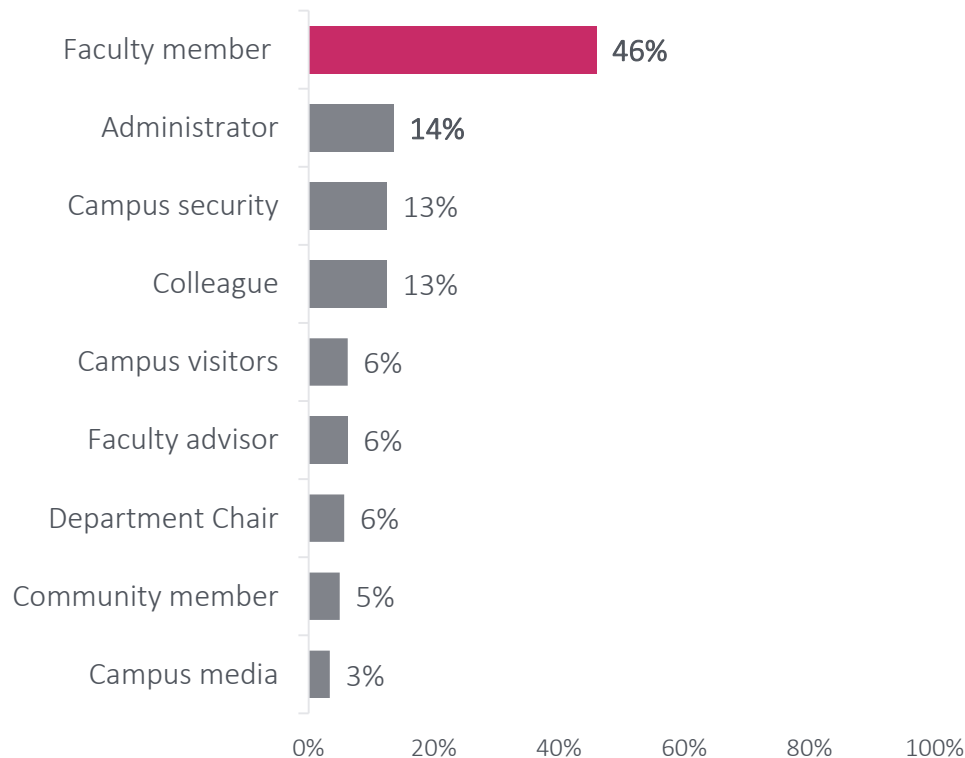
Key Finding:

Who was most frequently identified as the **source of observed and experienced exclusionary, intimidating, offensive, and/or hostile conduct?**

Faculty

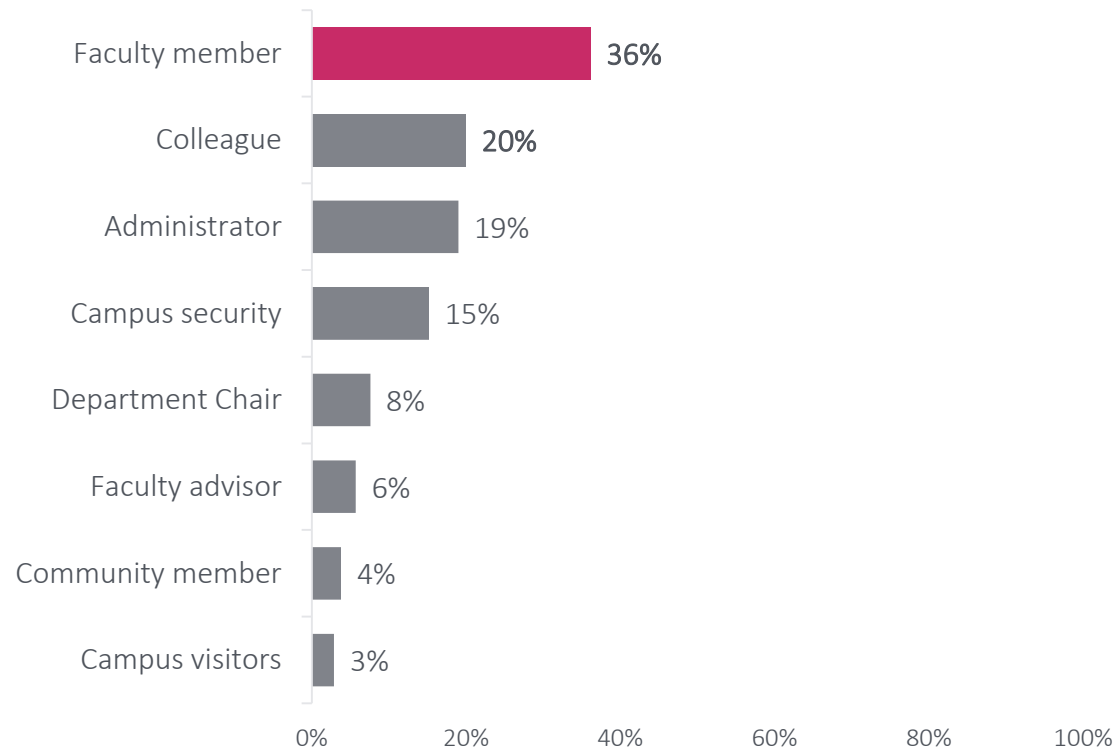


Students most frequently report **faculty** as the source of the **observed** exclusionary, intimidating, offensive, and/or hostile conduct (n=176).



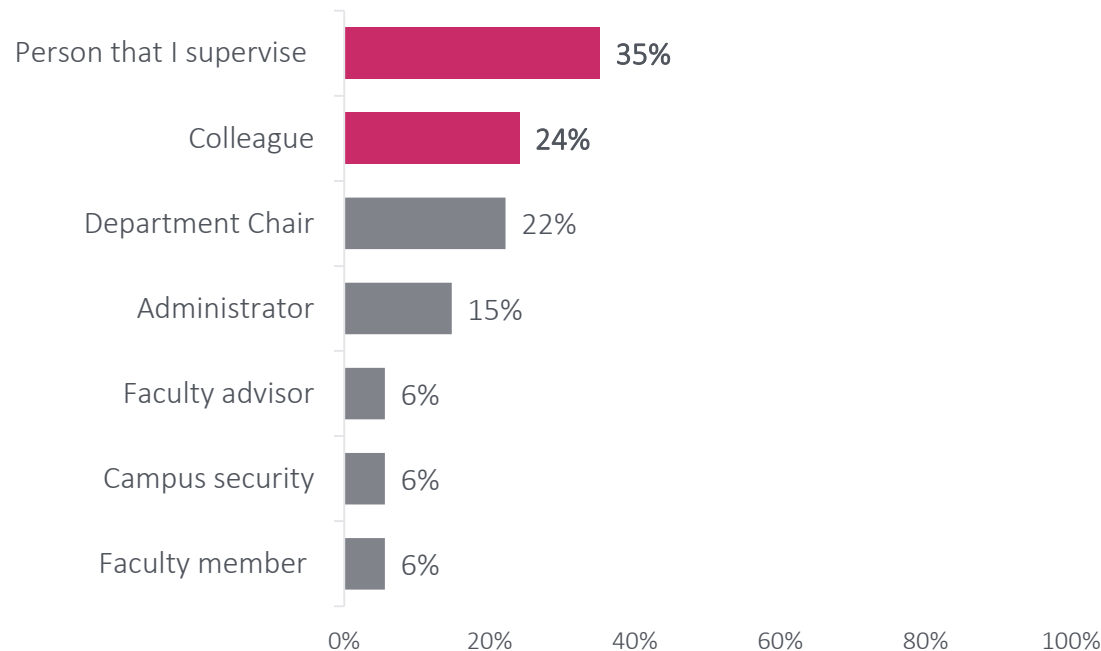


Similarly, **staff** most frequently report **faculty** as the **source** of the **observed** exclusionary, intimidating, offensive, and/or hostile conduct (n=105).



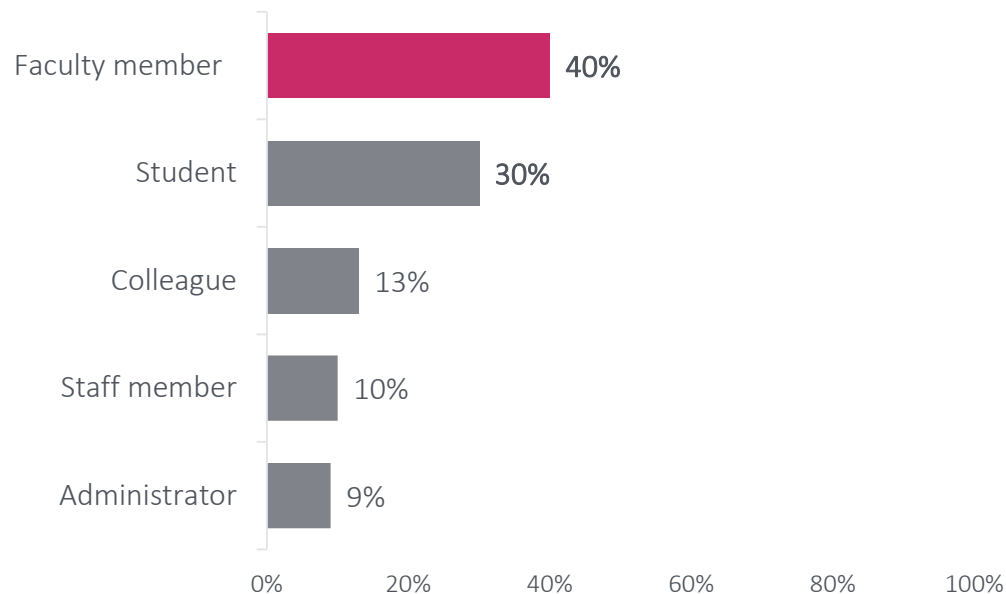


Faculty most frequently report that a person that they supervise and/or a fellow colleague as the source(s) of the **observed** exclusionary, intimidating, offensive, and/or hostile conduct (n=54).



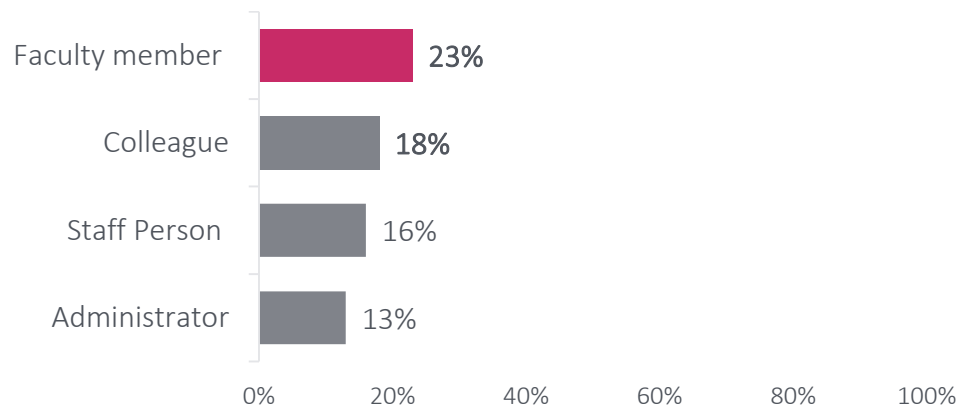


Students most frequently report **faculty** as the source of their **experienced** exclusionary, intimidating, offensive, and/or hostile conduct (n=70).



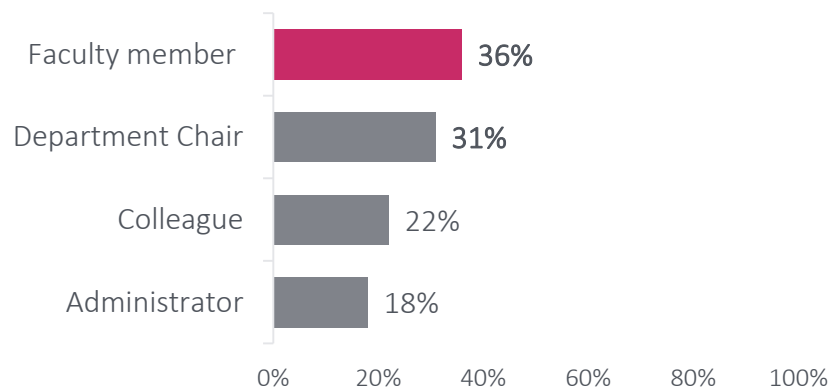


Similarly, **staff** most frequently report **faculty as the source** of their **experienced** exclusionary, intimidating, offensive, and/or hostile conduct (n=88).





Interestingly, **faculty** most frequently report **faculty** as **the source** of their **experienced** exclusionary, intimidating, offensive, and/or hostile conduct (n=45).





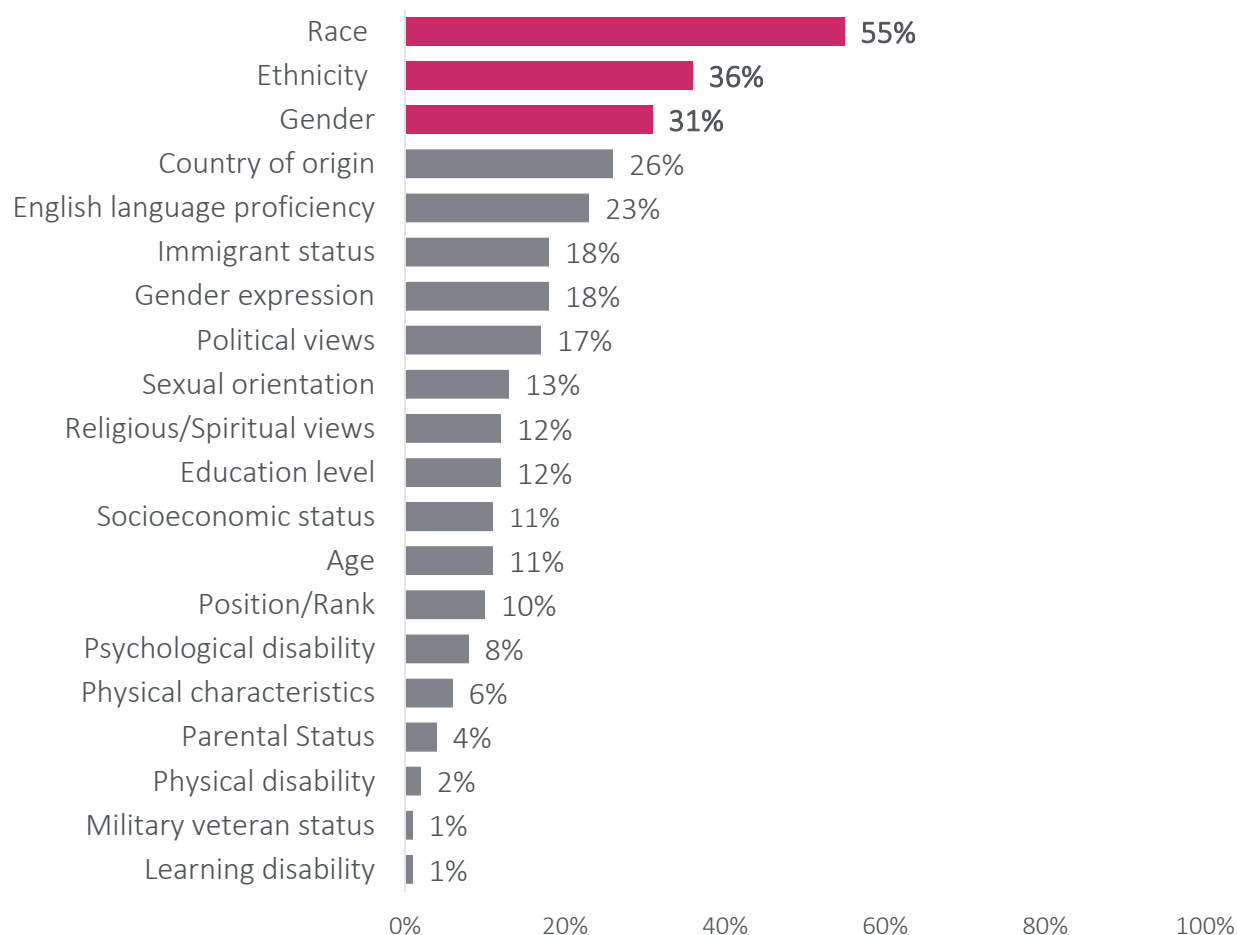
Key Finding:

What was most frequently reported as the **basis** for the observed exclusionary, intimidating, offensive, and/or hostile conduct?

Race, ethnicity, and/or gender

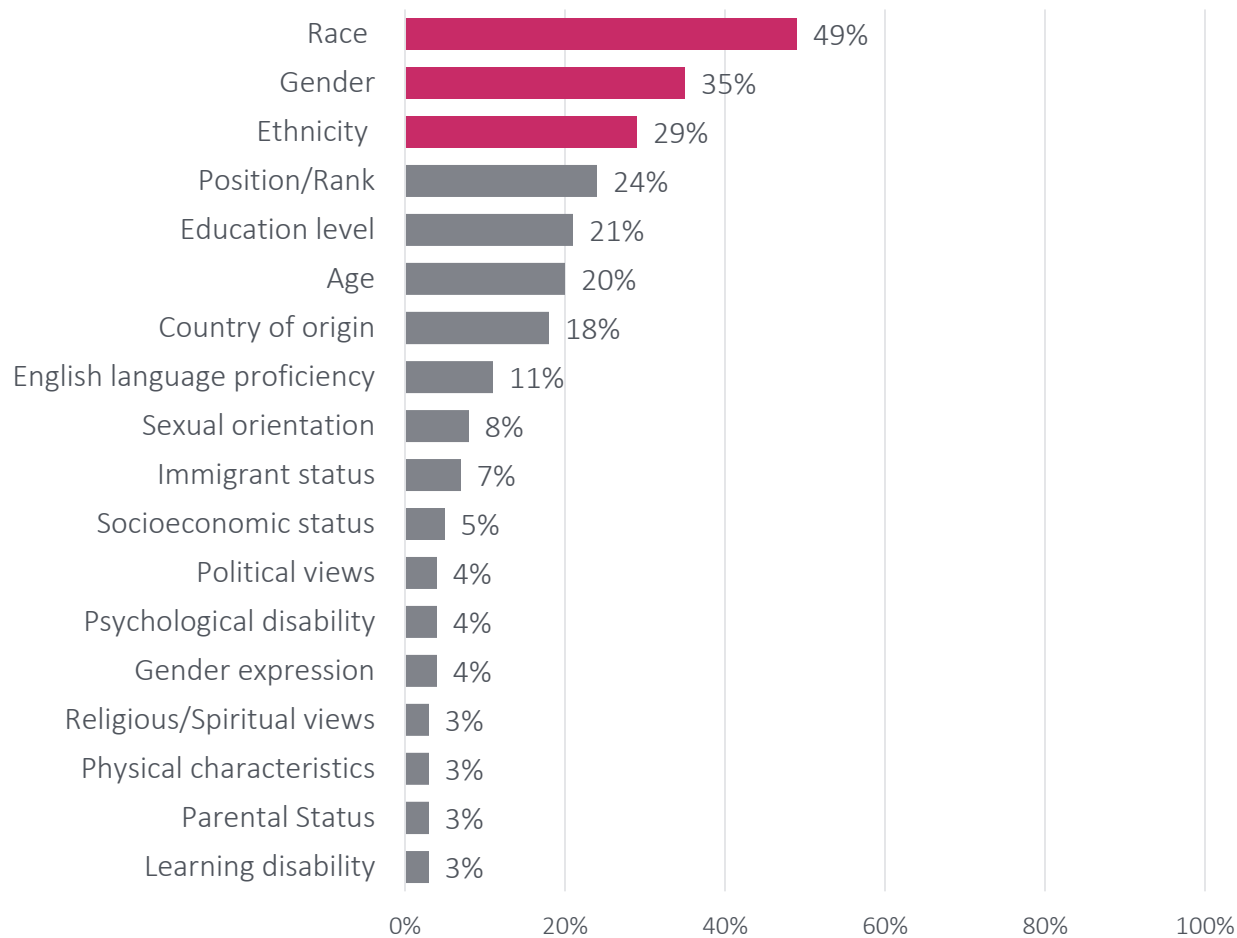


Students who **observed** exclusionary, intimidating, offensive, and/or hostile conduct most often reported that it was based on **race, ethnicity and/or gender** (n=176).



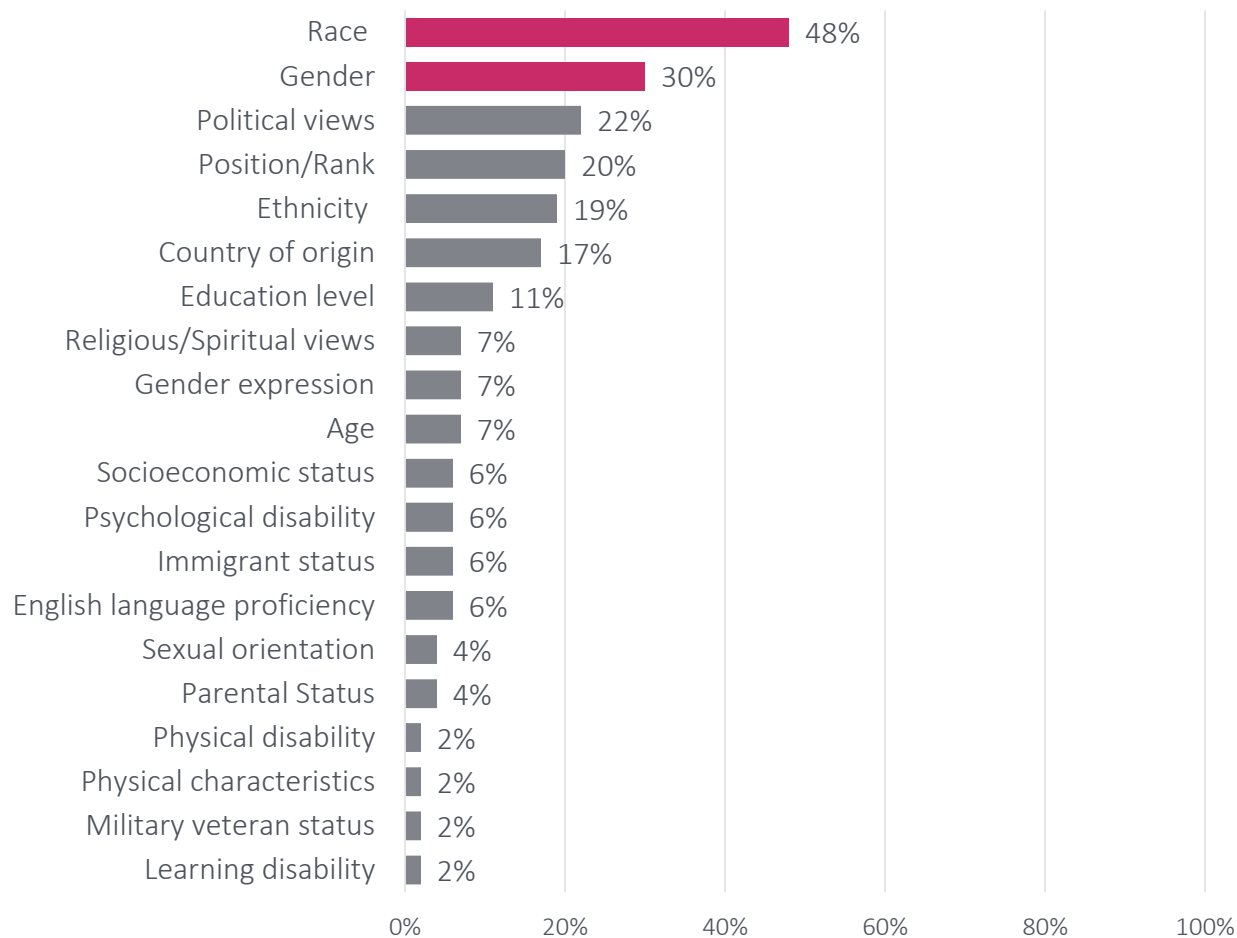


Staff who **observed** exclusionary, intimidating, offensive, and/or hostile conduct also reported that it **was most often based on race, ethnicity and/or gender** (n=105).





Again, **Faculty** who **observed** exclusionary, intimidating, offensive, and/or hostile conduct reported that it **was most often based on race and/or gender (n=54).**





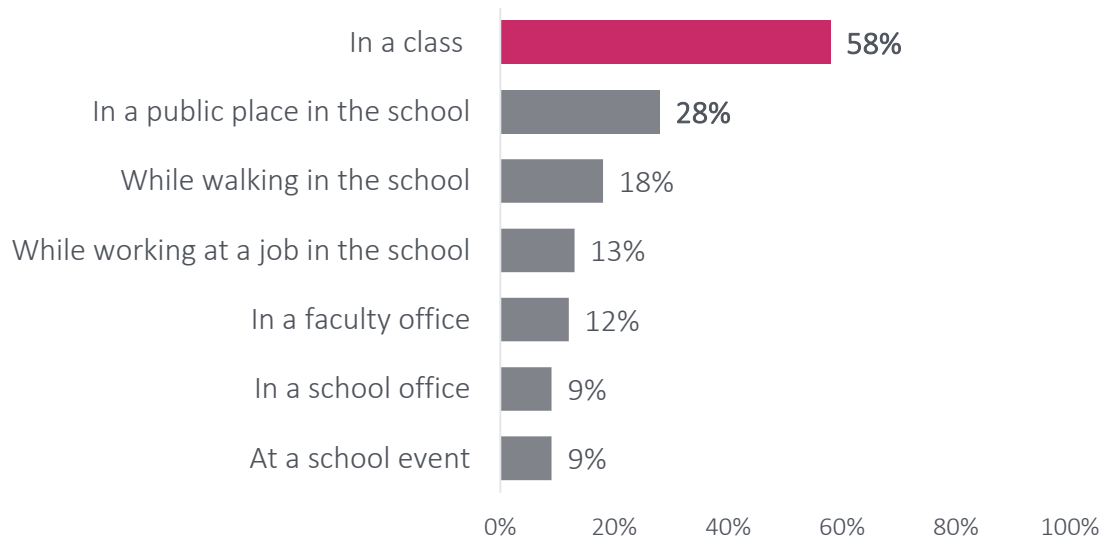
Key Finding:

Where did Students who experienced or observed exclusionary, intimidating, offensive, and/or hostile conduct most frequently occur?

In the classroom

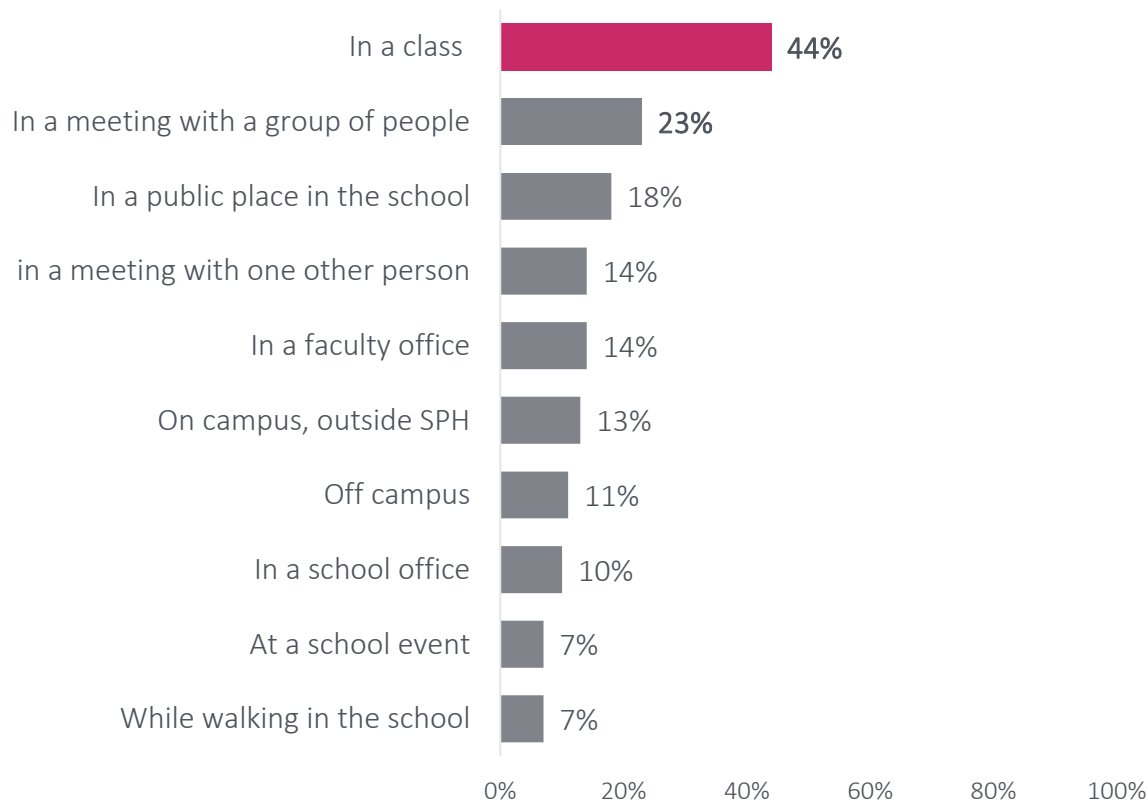


Students who **observed** exclusionary, intimidating, offensive, and/or hostile conduct most often reported that it **occurred in the classroom or in a public space in the school** (n=176).





Students who **experienced** exclusionary, intimidating, offensive, and/or hostile conduct most often reported that it occurred in the classroom and/or in meeting with a group of people (n=70) .





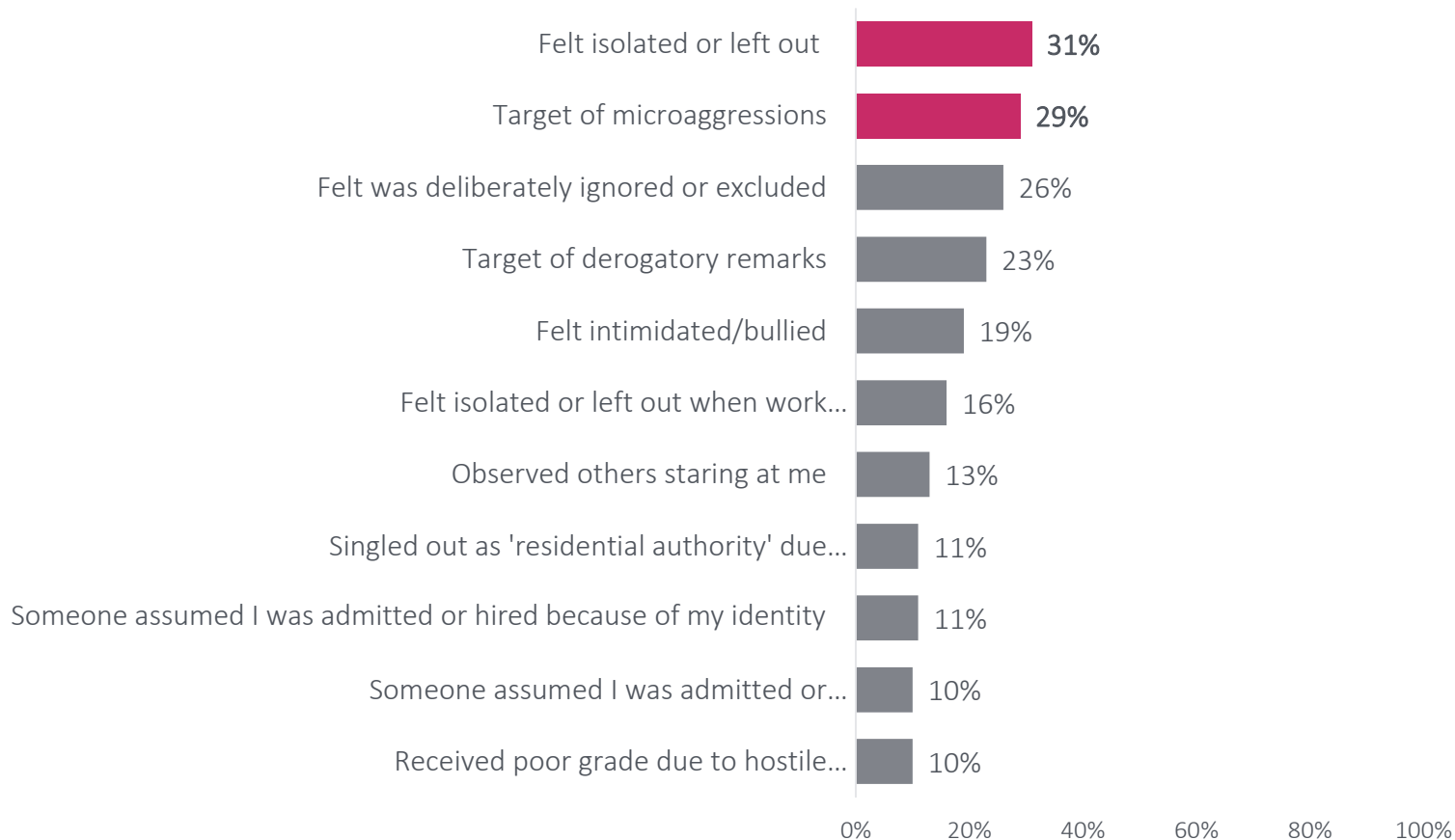
Key Finding:

How did Students, Staff, and Faculty who reported exclusionary, intimidating, offensive, and/or hostile conduct experience it?

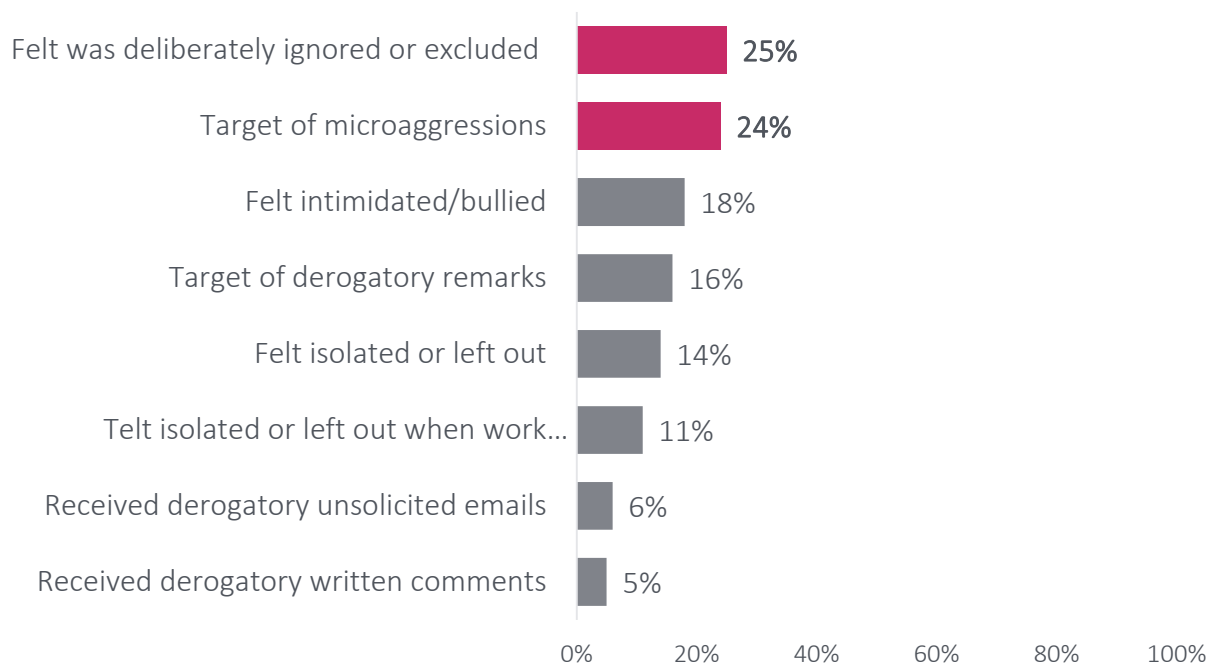
“Felt isolated or left out,”
were the “Target of microaggressions,”
and/or were “Deliberately ignored or excluded”



Students who experienced exclusionary, intimidating, offensive, and/or hostile conduct most commonly “felt isolated or left out” and/or were the “target of microaggressions” (n=70).

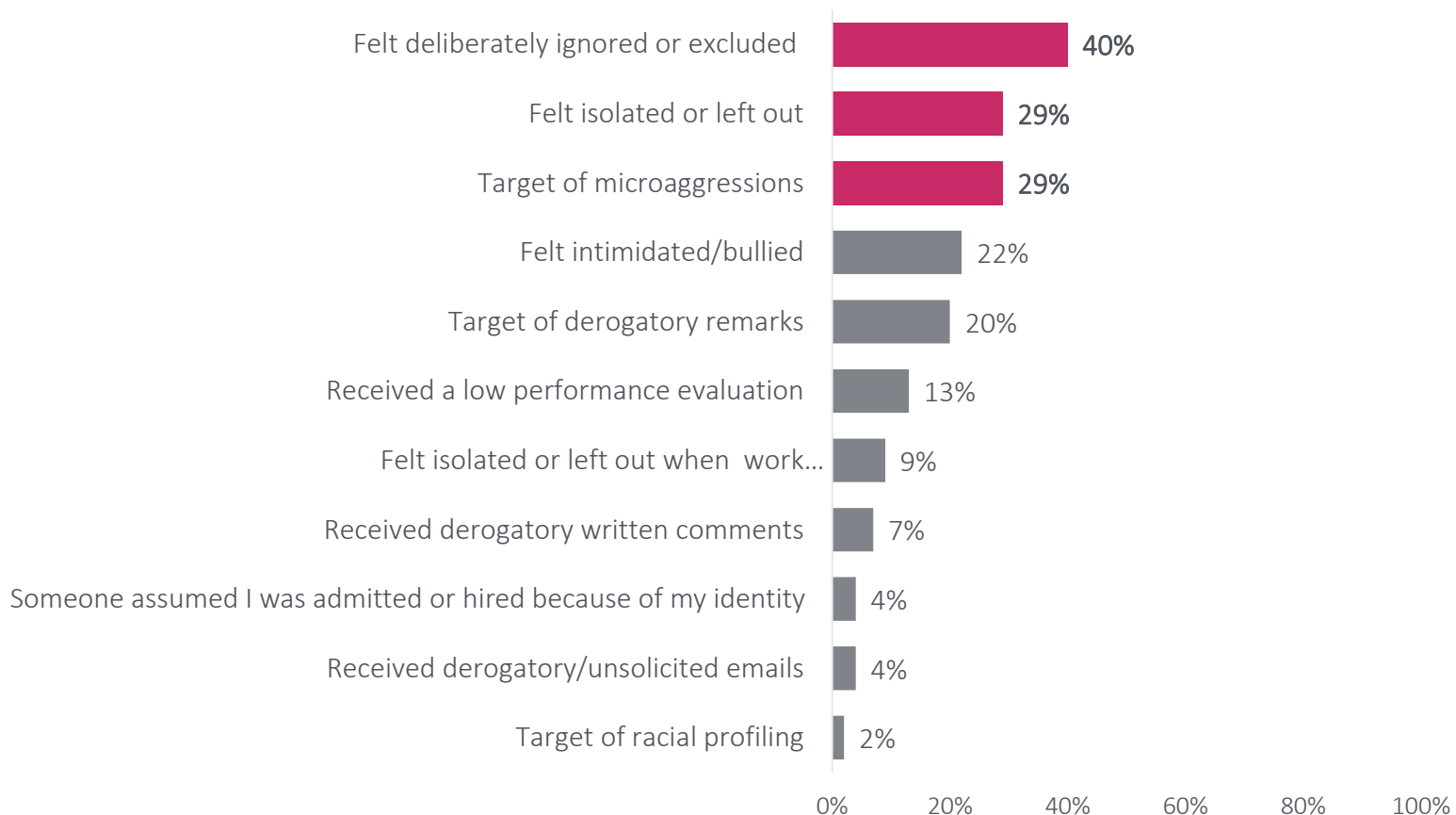


Staff who experienced exclusionary, intimidating, offensive, and/or hostile conduct most commonly **“felt deliberately ignored or excluded”** and/or were the **“target of microaggressions”** (n=88).





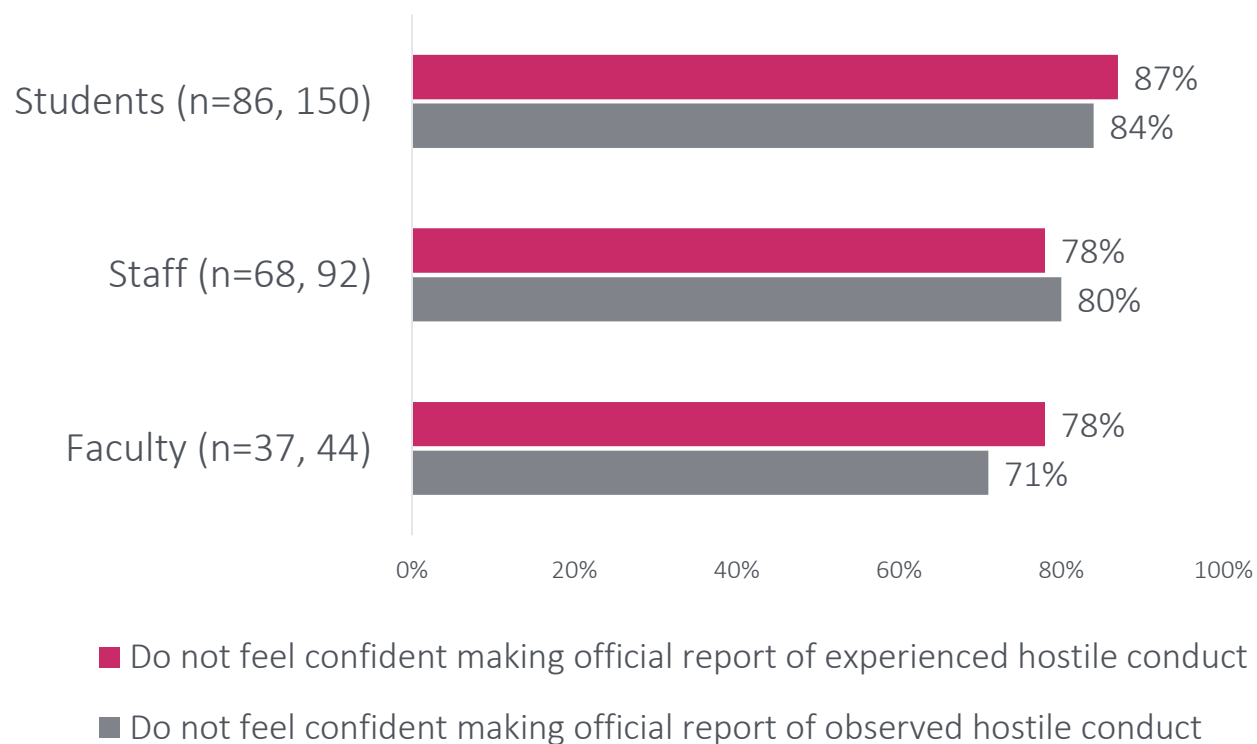
Faculty who experienced exclusionary, intimidating, offensive, and/or hostile conduct most commonly **“felt deliberately ignored or excluded,” “felt isolated or left out”, and/or were the “target of microaggressions”** (n=45).





Key Finding:

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.**





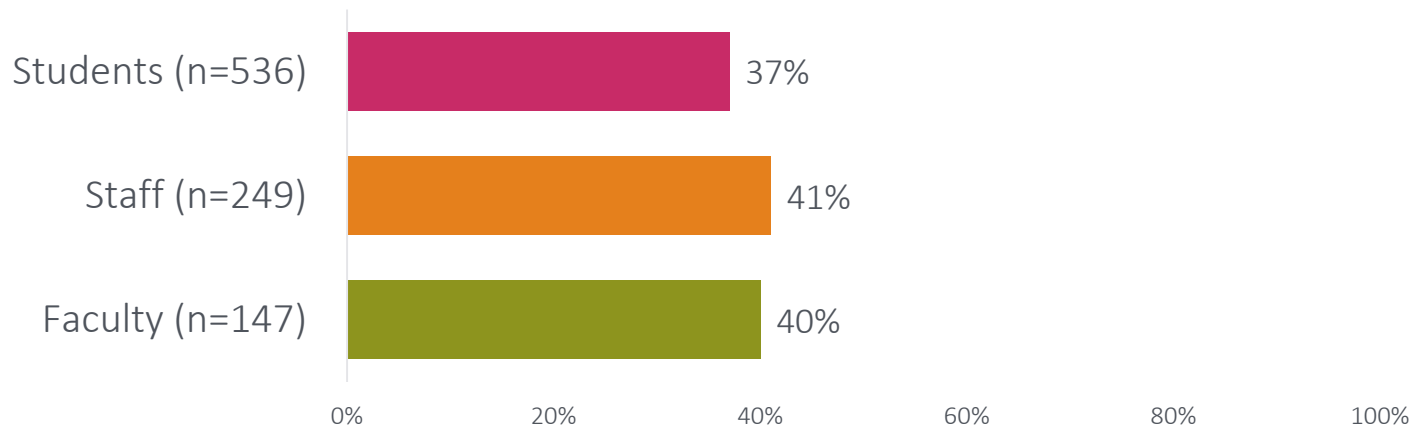
Key Finding:

Many **Students, Staff, and Faculty** encounter **racism** (around 40%) and **sexism** (between 25-69%) at least occasionally. A larger proportion of Students, Staff, and Faculty who are female or genderqueer encounter sexism at least occasionally.



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.

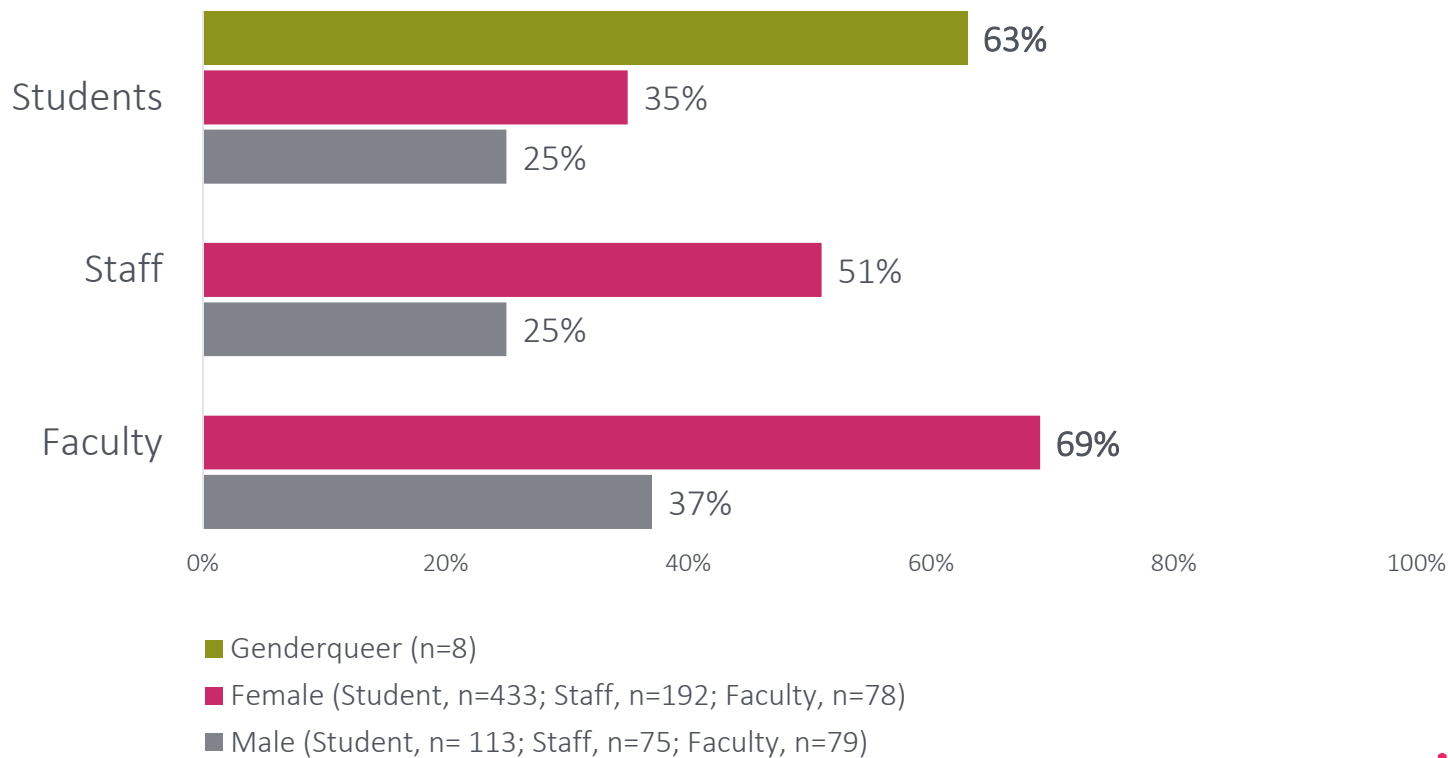


A greater proportion of students, staff, and faculty who identify as female or genderqueer “at least occasionally” encounter sexism in SPH, as compared to their male counterparts.



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



Findings from Qualitative Data

The following slides present themes from qualitative data collection that included focus groups, interviews, and listening sessions.



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

“We need someone in the Deans office to call people on stuff in a way that is collaborative ... not call them out but call them in.”

“I recommend somebody who is an expert in this who will have seniority in terms of placement so he/she will be considered to be someone important who has leverage.”

“We don’t know anything about a substantial resource to voice concerns.”

“We went to the open forum ... it seemed like the response was to totally disregard the students, staff, and faculty voice.”

“Students are not feeling heard.”



Themes from qualitative data

Resources for **conflict resolution** are lacking

“We feel like there is no one we can talk to when we have issues.”

“I am not confident there would be a tangible outcome, were a report to be filed.”

“Would never report it [a conflict], lest you become the next target.”

“We need access to confidential counseling resources.”

Resources for **mental health** support are lacking

“There are a lot of social and mental health issues that stem from the events last year.”

“We need mental health resources to deal with the high stress of the School environment.”



Themes from qualitative data

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

“If you aren’t a white student who wants to focus on [quantitative] data ... forget it.”

“Advocating for yourself is making waves ... students of color can’t make waves.”

“White students struggle to address their positionality when it comes up in classes.”

“It is easy to talk the talk but actually walking the walk is the challenge; committees and trainings are fine but none of them are actually financially supported (i.e. people who engage are not compensated with reduction in other responsibilities/time); the same people contribute all the time and the people who probably most need to engage, do not and there is not a penalty for them.”

“I think they care about the issues but don’t have the skills or the cultural competence to engage in effective and productive ways.”



Themes from qualitative data

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

“We don’t even know how to communicate with other students.”

“There is no protocol about what information can or can’t be relayed [for items we would like to communicate to the School community.]”

“Communication and transparency about what is going on in the School is a problem.”



Themes from qualitative data

Power differential for some faculty, staff, and students is significant factor that **hinders progress to advancing work** on race, equity, and inclusion.

“There is such a hierarchy ... some folks decided they had to create a separate group with hopes to get things done.”

Many feel vulnerable

“Some faculty want to make a difference but can’t do much because of how decisions are made and potential for retaliation.”

“The Chair takes turns retaliating against me or my colleague.”

Lack trust to be open about issues of race, equity, and inclusion

“We’re not sure whether it’s safe or not [to speak openly] and don’t know what might happen if we do [speak out].”

“It’s been such a toxic space ... people are afraid to speak up.”



Themes from qualitative data

Gaps or issues with SPH leadership and/or structure limits access to resources, supports, funds, etc.

Students, staff, and faculty avoid overburdening leaders around race, equity, and inclusion

“[Parts of] the Dean’s Office were defunded, and now it is very understaffed.”

“We didn’t visit her/him because we know ___ is understaffed and has too much work.”

“She/He was put in an impossible position, it is amazing what she/he was able to do.”

“I have a classmate for whom English is a second language. I don’t know about resources about where to send her.”

“People don’t know what’s happening ... [we need to] bridge communication between the Dean’s Office and students ... and help allocate resources to students who need them.”

There are support resources that are unknown or do not exist



Themes from qualitative data

Gaps or issues with SPH leadership and/or structure limits access to resources, supports, funds, etc.

Limited funds via Activity Based Budgeting and students and departments competing for the same funds

“SPH is in a toxic state ... competition for resources between departments ... because of the ABB application at the school level and everyone feeling the need to fight for tuition dollars instead of collaborate keeps SPH from realizing its potential.”

“What’s in your budget reflects values that it’s a business enterprise and not a public system educating people ...”



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

"In order for us to be truly inclusive it is important to address the problem of policing on campus ... making police less hostile in terms of all of our students making campus a place where everyone can feel safe."

"Within the last week there were neo-Nazi flyers posted on upper campus."

"I wish they would acknowledge they mishandled the situation ..."

"... Many in the UW community, including faculty, students and staff (who) do not find the commissioned report to be independent. We are deeply troubled by the contrasting lack of good faith demonstrated by the approval and release of such a one-sided report."



Themes from qualitative data

Some other efforts to advance to race, equity and inclusion in the curriculum have been met with pushback, particularly in Department of Global Health.

“We called for drastic changes in DGH and received pushback from some faculty.”

“Global Health is so political.”

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.”



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 . . .

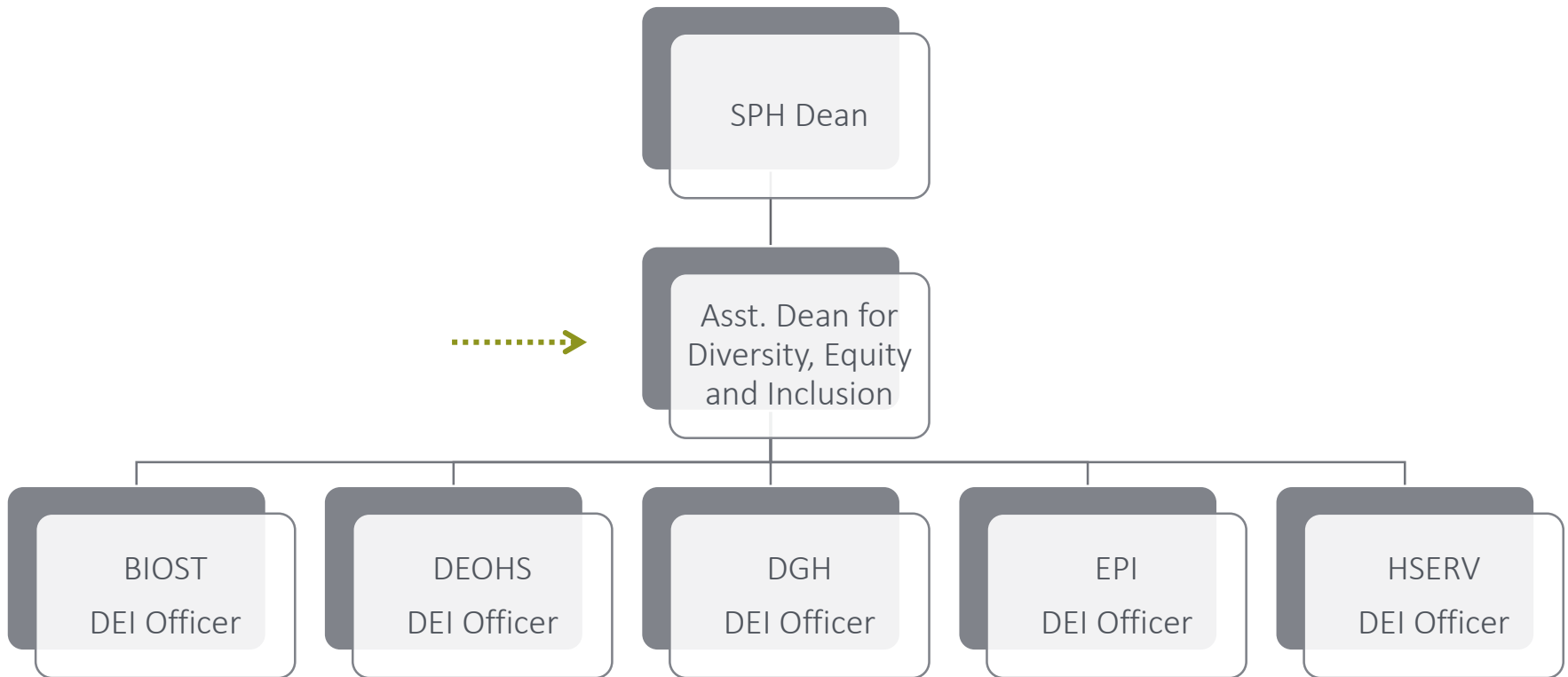


- Continue to build race and equity content into departmental curricula
- Improve classroom environment
- Ensure access to support resources (e.g., academic, professional, mental health, and conflict resolution)
- Improve communication (e.g., mechanisms, two-way)
- Increase funding
- Evaluate progress



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 Mandate³**
 - 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

³"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 tools⁴
- Support a Diversity, Equity, and Inclusion Office that provides support and follow-up for race equity issues and concerns to students, staff, and faculty

⁴ Ideas 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 participate⁵
- Identify ways to incentivize⁶ “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)

⁵ 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.”

⁶ 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/
 - 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/
 - 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



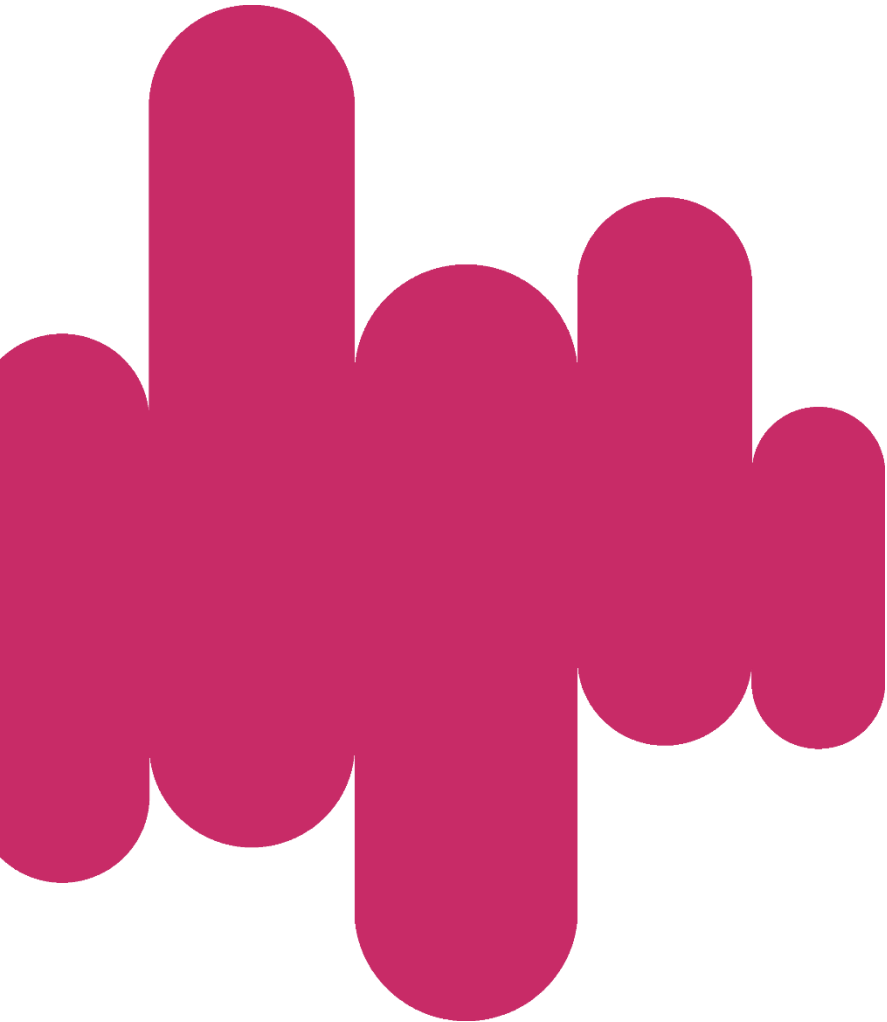
Increase funding

- Dean prioritizes equity efforts and leverages SPH and University-wide advancement activities for funding
- School and departments allocate dedicated funds to promote equity efforts
- Department chairs strategically use philanthropic funds to advance equity at the department level
- Approach alumni, friends, and community partners to grow resources to promote equity



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



CONCLUSION



Closing Thoughts

The data-driven recommendations presented for addressing race, equity, and inclusion in the School are in alignment with the UW SPH mission to:

1. educate and prepare outstanding, innovative, and diverse public health leaders and scientists,
2. research to advance public health science and policies, and
3. promote the health and well-being of communities locally, nationally, and globally.

Continued...



Closing Thoughts

Advancing work to successfully address race, equity, and inclusion in the School will:

- Complement implementation of the UW SPH Strategic Plan to “Strengthen our Core” and “Meet Emerging Challenges”
- Best position the School to implement its new twenty-five year Population Health Initiative which will call for the SPH community to be well-equipped to address race-based health disparities, among others
- Demonstrate the School’s commitment to work in alignment with the campus-wide UW Race and Equity Initiative, and the UW Diversity Blue Print, 2017-2021

Continued...



Closing Thoughts

- Transformational change is needed to ensure long-term, sustainable improvements regarding race, equity, and inclusion in the UW SPH.
- It is important to prioritize this work because it is morally and socially just to promote equity and health as a human right.
- The recommendations included have been designed for the UW SPH to leverage as a strategic foundation for advancing their work on race, equity, and inclusion. Details for successful implementation may vary as the work progresses.
- It will be up to the UW SPH leadership to shepherd this work, and it will be necessary for all members of the UW SPH community to demonstrate commitment to ensuring its success.

Thank you!



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