Will you please take a moment to answer the four questions below? As long as you don’t add your name, your answers will be completely anonymous. We may use individual quotations in reports of results, but responses won’t be linked to your identity in any way. Thank you so much for bringing our students’ voices to the work of this initiative.

Two issues that I believe that are most important for REI to address are issues of inclusion and acceptance around campus. Including a mutual understanding of what it means to stand in solidarity with students of color and have respect

Historical education on racism in America to explain modern systematic oppression and racism. As a society we have covered up these issues… may believe we like in a “post racial” society, and still believe being colorblind and racism no longer exist. We also tend to continue to subscribe to the American dream, and blame underrepresented / minority / marginalized communities for educational disparities, socioeconomic disparities, health disparities, and the prison pipeline for black communities. I feel that if people understood the history behind how these disparities came about, they would recognize the problem and be more receptive to policies that enacted change. You can’t fix a problem that people don’t see, or won’t acknowledge.

Removing i200 promoting equity. Not equality. An important obstacle in dismantling stereotypes that feed into bias, discrimination microaggression, racism, etc. are making the aforementioned disparities non existent, which beings with equity in education

- Make tuition more affordable and reasonable for informational and out of state student
- Limitation of colored students / unequal opportunities on work, entering school, major choosing etc. improve these.
- Equal opportunities on campus - life for everyone regardless of his/her color

- Faculty recruitment and student admission processes need to be analyzed through the lens of racial equity.
- Review courses and syllabi through each department with students and access racial equity in the classroom (and course content)
- This needs to be student led
- Stop calling me a minority

- Raise awareness about race. Help students do away with colorblind ideology and help them to see race
  - People see race but many deny acknowledge the impact race has on individuals and this is an issue because it can lead to racial microaggressions and implicit bias about race there isn’t enough
- Diversity of students in the STEM classes
  - I look around my classes (Bio and Chem) and I don’t see very much diversity in the student makeup compared to some of my other classes that are more humanities related

1. Students taking courses just to pass the diversity requirement, but not interested in the material or don’t take in what they are learning
2. Avoiding conversations about race and difference when students begin feeling uncomfortable; including when acknowledging inappropriate/ racism commitments made by groups of students on campus.

1. Admissions and retention of people of color at the university. I feel this is important because the ratio of colored students to whites perpetuates a stereotype that whites are smarter or better than people of color that is not true; but it is hard to enter and succeed at on an institution that is not made for you.

2. Better requirements for the diversity credit it is very easy to obtain a diversity credit at UW without learning anything about diversity. Classes should have strict requirements on what makes them eligible to count as a diversity credit.

- Making an inclusive campus - man of ethnic people feel very discouraged and don't feel like they belong even when they find a community that they identify with
- Outreach: making the campus diverse and reaching out to communities that would never be reached out to. Make students feel like UW is the place that they should be interested in

- Cultural/race/income sensitivity training for faculty + staff (TAs too)
  - Good examples + bad examples → demonstrate what actually works
  - Student panel direct to faculty; speak their minds
- Increase comfort/capability/ability for students of color to speak to a broader audience
  - Sports, clubs, speakers, dorms, events[-] campus life
  - What makes a campus a community?
    - In a classroom (20%)
    - Outside class (80%)

- Cultural changes: institutional changes take time if you can change the social/cultural climate of the campus, than the wait on the institutional changes doesn’t matter. This needs to be holistic approach from HFS to FYP to ASUW, to all the entities that interact with students.
- Recruitment and retention: we need students on campus with diverse backgrounds because they bring new ideas and experiences, which help us, grow as a community. However, once folks are here they need the supportive programming to help them stay here and succeed.

- I am probably biased as a member of the center for communication, difference and equity, but I believe measures to further provide for inclusion and comfortable/ safe spaces for students of difference is vital to bettering the environment of our campus. I was a member of the Greek community for the first two years of my collegiate career and it wasn’t until I left that group and found the center that I felt there was a space for me and people like me on campus.
- I also think the initiative should address opportunities higher education beyond the university more broadly. It is often a matter that is unfamiliar to many students that would otherwise be interested in pursuing. If they are not members of groups that can help inform them about research and grad school, they could easily miss those opportunities.

- Faculty diversity at all ranks
- Informing other students about the importance of the initiative as a whole.
<table>
<thead>
<tr>
<th>Point</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>The positive effects it will have on campus</strong></td>
<td>Create a wider platform for discussion of the topic so that more people would be able to participate in the discussion.</td>
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<td>Online?</td>
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<td><strong>Cultural appropriation when it comes to dressing and themes</strong></td>
<td>Doing intense research about a different culture instead of making assumptions about what you think is happening with a cultural one person won’t be able to understand.</td>
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<td>Engaging more women of color in high demand areas within class and/or the world.</td>
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<td>Bringing all awareness to problems being addressed all over not only popular, highly selected regions.</td>
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<td><strong>The issue of disparities in the success of students of color in classes</strong></td>
<td>How to bring students up to speed when it comes to resources available to them.</td>
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<td>The cultural ignorance of faculty members.</td>
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<td>As it’s been said one of the biggest issues is trying to get more people involved. Usually the same people are the ones that participate all the time. We have to inform the groups of people that are usually majorities of the importance of the Race &amp; Equity Initiative. Otherwise, the initiative won’t be able to move forward because it doesn’t have the participation of everyone.</td>
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<td>Lack of diversity around campus/ lack of respect for diversity/ethnic class. These two things are important because I feel the lacks of both of these things are a lack of respect for minorities.</td>
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<td>Racism in the Greek system: I think this is important because I’ve read an ample amount of stories of African American men and women who haven’t been allowed into fraternity social events because of their race.</td>
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<td>Racism in student organizations on campus</td>
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<td>More funding for student organizations of color.</td>
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<td>Addressing the lack of diversity in the Greek system.</td>
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<td>Largest form of systematic racism</td>
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<td>Racism in students organization on campus</td>
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<td>Issues of democracy and equity need to be present in classrooms. Both in topics for study (and the methodology of study) and in pedagogy.</td>
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<td>More people of color and women in faculty positions.</td>
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<td>Formulating a more concrete plan of action?</td>
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<td>Department outreach</td>
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<td>Tiered approach</td>
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<td>I-200 initiative?</td>
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<td>Expansion of the ECC, do not isolate it.</td>
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<td>It is becoming very crowded.</td>
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<td>With how isolated it is, feels like we (minorities) do not belong.</td>
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- How will initiative/programs/plan address white fragility/backlash?
- I-200 limitations

- Lack of ethnic minorities represent as faculty across the UW campus
  - Increasing this % or # will serve to challenge these on campus who are not up to the initiative.
- (From the context of law school) Lack of black students who matriculate
  - You need more to recruit or keep more.
- Curriculum that exposes students to men and women of color, who were professional pioneers.

- Have people understand the reality through different perspectives, and groups.
- Stop oppressing the truths, erase the water down history, and a (unknown words).

- Open and safe discourse about race and racism.
- Mandatory diversity training for students, staff and faculty

- It is important to address how to talk to the people that aren’t here at this meeting. How do you approach the people that are ignorant to these issues?
- How can we help others put a face to the issue on the larger scale?

- I think there is a serious lack of education about race/equity. Privilege among so many students-how do we go about spreading education.
- How do we explain white privilege to people who benefit from it and thus don’t see it/know it exists?

- Lack of education within the student body (and faculty) on issues of social justice (racial equity, gender equality, LFBTQ rights, disability rights, etc)
  - Privilege, white fragility, power dynamics, systemic and structural oppression.
- Coordination and collaboration between entities already doing work on the ground
  - Meetings to share information on work and progression, and opportunity to connect and collaborate.

- Educating and training the awareness among white students, faculty, and administrations that our campus has lots of jobs to make itself truly equal and safe seems urgent and critical. We say “Be Boundless” but there are so many boundaries many students have to struggle with. It should not be about what people of color, women, LGBTQ and other marginalized people should do, but what the rest of the people explicitly and implicitly should not do and ought to know.
- Supporting the voice of people who shout out things like black lives matter.

- Greater attention to creating a culture of awareness to issues surrounding race across campus;
- Greater attention to hiring of faculty who specialize in race within their fields so that conversations about race can more frequently enter the classroom.
- Institutional backing for student-led movements such as #BLM;
- Greater funding for student programs such as Go-MAP and EOP/OMAD to retain students of color at the University of Washington.

- The Greek system needs to introduce more races in them. It seems that all they allow us white fells, which makes it impossible for a student of color to join.
- And the racism in the Greek system needs to stop immediately
- More opportunities for undocumented students please! Because it's sad that many undocumented students can't have the resources for to go to college. I really love leadership without borders!

- Mandatory diversity trainings to Greek community, faculty, and staff.
  - Involving members of the community to partake in these trainings, so we know what is going on
  - So professors are able to discuss racism in classrooms and be able to call them out, and if professors do not, dealing with them accordingly (firing if necessary).
- Being clear about what meets diversity credit, enforcing it and ensuring those classes actually meet the requirement, maybe having it be a single class.
- Breaking down savior complex in all organizations that work with communities of SLC (service learning)

- Making the Greek community more aware of the climate students of color are faced with, and increase involvement/efforts among Greek students.
- Professors/faculty needs to be more vocal about calling out racism within learning spaces.
- Mandatory diversity training for ALL faculties.
- Incentives for Greek students.

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<th>Respect community</th>
<th>Listen to community</th>
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<td>Learning about the community you are visiting</td>
<td>Diversity training for teachers</td>
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<td>Strict diversity courses</td>
<td>Racist students</td>
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<td>Transparency</td>
<td>STEM</td>
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<td>Inequality vs. equality.</td>
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- People feeling excluded on campus.
  - I felt that this is important because it can lower confidence and lower ambition
  - I also feel like

- UW struggles to attract students with diverse backgrounds. Some of the most diverse and brilliant students I know did not even consider this university because they did not feel genuinely welcome. There seems to be a facade of diversity in marketing and recruitment but in reality UW has an extremely privileged monoculture. When I look around my classes, I see predominantly white (or Chinese) students from wealthy families. If UW wants to diversify it needs to make diverse students feel like this is somewhere they can belong. It is not about saying the UW respects diversity it is about showing it.

1. I think we need to address the fact that racism really does exist on this campus. They are not isolated events nor are they things that occur elsewhere.
2. These conversations only happen around communities of color and people who are genuinely interested and recognize that there is a problem. We need to start going after all the ignorant white folks. We need to target large groups such as Greek Row,
and all the funds allocated to them. We need to also target depts that have a very small percentage of representation of people of color.

3. Also, we need to make all these issues and conversations a requirement and not take any of these things lightly.

4. This school continues to be very white, and Eurocentric. Retention is at a loss and that is not okay. Representation is nowhere near accurate.

- To address racism on all aspects of student life—class, campus, campus events, et al.
  - There are countless instances where white students perpetuate racism in these spaces. They manifest themselves without taking into consideration the students of color. Professors and staff fail to address this, and call out the racism; if those students have the audacity to say those things, my institution should have been there for me. Staying quiet, is joining the professor. So much for being (unknown) in the world.
  - Make my history part of the curriculum we are not an elective. Smash white supremacy.

- Recruitment and retention of students of color, particularly black students ways to address these issue is by making the campus welcoming. This school is very white, filled with it “colorblind” student who don’t understand structural racism/oppression. It is important that these students are taught to recognize our difference. This is important because we can recruit all day but retaining is essential for the community climate.

- Expanding race and equity initiatives to the whole campus—making these discussions mandatory. Include these conversations into freshman and transfer orientations so that everyone hears about this/ has these conversations, before even beginning at UW. The most racist people are the ones who didn’t participate in these conversations.
- The race and equity initiative was established to address student concerns after the walkout last year. More students need to be included into the planning and implementing of this initiative. And stop taking credit for what the students did-- the students are the ones creating change. Include that in your slideshow and include the fact that UW has still not met most of the #blacklivesmatter demands from last year’s walk out.

- Raise more awareness about this initiative, which would get the word out there to all, or a majority of the students. This would gain support from students who feel the same way and wants to see change.
- Help instill the knowledge of minorities to non-minorities and defeat the barrier between us to create a more “equal” equality.

- Building on ways to eradicate the achievement gaps between minority kids in school and the higher-class kids. Considering racial integration as a way to tackle this gap so all kids are given equal opportunities in school.
- Increasing awareness of what is going on because this colorblind perspective is no different from past history.

- Separating people instead of bringing them together.
- People that should be informed are not because it seems like we are always just informing the same people. Examples of people that should be informed are:
  - Traditional sororities (this is very exclusive); Greek road
- UWPD and Seattle PD--they need to be included in these discussions
- Intersectionality
- Issues regarding Greek system (white Greek system especially)
  - They need to be accountable (actual consequences)
- White problematic faculty/staff/POC problematic faculty/staff.
- POC issues not being met
- POC not given proper space and time to discuss issues that matter with people on the top of the institutional hierarchy.

- White students being racist and making the climate for students of color a hostile one.
- Addressing intersectionality to make some women of color who are students are also having their concerns addressed.
- Professors biases and lack of understanding of the issues pertaining to students of color
- They WHITE Greek system.

- Since we already have students taking a required diversity credit, make something similar to that but for overly represented groups can become more aware of the issues surrounding other students. Call for more students of color on campus. Call for professors to get training on how to act around marginalized students. Many times professors don’t know they are committing microaggressions towards us. They need to get educated before they can educate.

- It important to educate the UW population that minority students are not taken white peoples spot. Meaning that that minority student should feel like they earned their spot at this university and that they didn’t just get in to fill up a quota.
- Awareness of white privilege.

- Addressing institutional racism- taking a look at the structure of America’s leaders (cops, doctors, professors, etc). And acknowledging that there is cultural difference, and educates people who are most influential in our communities. These are important because these are the biggest key points in our communities.
- Creating safer spaces for people of color
  - Along the lines of safety
  - Enhancing mental and physical health of discrimination.

- There is not awareness raised on campus about this issue.
- Educate people outside of minority groups so more people have knowledge about this issue.

1. Targeted hires of faculty of color. Without faculty of color you cannot recruit, retain, and graduate students of color.
2. Graduate degrees in AES (American Ethnic Studies). We need individuals graduating with masters and PhDs in this subject area.
3. Critical white scholars and open a critical studies center. Critical white studies is needed at ALL. (Unknown) It is time for these conversations between whites to occur.
4. Make public the statistics/#s of faculty by race/ethnicity rank, gender, etc. This needs to be made public for students to see how they are represented by faculty.
5. Graduate diversity requirement
- More events (department wise) for black students on campus like for business, political science. This is important because it can help members of the minority community know what classes to take, clubs to be involved in order to get in those majors and meet peers who are!
- More funding for minority clubs in terms of money they get to run their organization like for BSC the internships are free but since we are working students should be paid.

- The lack of cultural competence and awareness of racial disparity that both students and faculty have.
- Minority recruitment and retention and lack of adequate support for underrepresented students at the school.

- Practically goal-oriented mindset.
- Constant/ consistent student involvement/ integration. (Primarily led by students) at all levels.

- Lack of awareness of how people feel and where to start in addressing this problem.

- There are more than two issues.
- It’s super important because many people of color face a lot of racism at UW even though the school claims to be diverse and supportive of our POC community. My friend had a roommate who had a KKK flag on his wall so my friend moved out. What’s extremely disturbing is that the UW did nothing about it.
- It’s also important to talk about the Greek system because they historically initiated to explicitly exclude POC.
- There needs to be more than just a “diversity” requirement class.
- ALL professors need to do a workshop about race and racism.

- Education regarding awareness and discussion about culture and race/ethnicity.
  - Discussion-based courses
  - Courses required in all departments or course required as pre-requirements.
  - Acknowledge races and cultures outside black and white
- Prevention-based programs for racism/prejudice.
  - Programs to help victims of discrimination on campus.

- Don’t ignore the issues happening at other campuses and address our concerns. That our campus is “race-free” because it’s not...

- Educate majority students and staff and faculty on microaggressions via ITPP, residence hall meetings, staff meetings, etc.
- Educate faculty on how to look at their curricula critically --ensure content, examples, activities, etc are diverse.

- It is important to spread the message out to all students and people in our community because a lot of us are uneducated in me race and equity initiative.

- To educate students on the issues and struggles that minorities go through/have gone through that some people may not have realized. And also to instill comfort and safety to every student especially those minority groups that might feel out of place.

- I think it is important that the race and equity initiative address the way our university’s
faculty reflect diversity, or a lack of diversity, relative to the diversity of students as well.

- Students are required to fulfill a diversity requirement—these classes should be aligned in that they bring to light current racial issues to overlap a certain common understanding amongst students and to provoke further inquiry.

- Lack of representation in the Greek system
- Lack of diversity classes that are truly diversity
- Lack of outreach (unknown) cultural RSOS on campus.
- The lack of faculty that are people of color in classes that aren’t diversity classes (AES, AAS, AFRAM)

- I think it’s hard to pick only two things that are most important to address. First, they should focus on addressing segregationist policies that systematically work to advance some at the expense of others, and perpetuate inequality. Second, in today’s society, with the rise of Donald Trump and ISIS, even more blatant racism rears its ugly head in mainstream media. Fighting that direct threat and violence is important.

- Community of inclusion
  - Addressing gaps in inclusion/areas of exclusion. Institutional bias and racism remains obscure to the majority -- I would argue that the majority are unaware of daily experiences of institutional bias, particularly on the UW campus, and more work needs to be done to expose and bring attention to those areas of exclusion --how best to expose. I’m not sure.

- A climate of inclusion that permeates admin and the student body.
  - Communities not just centers. The initiative should focus on how to make the UW community at large support the cause as individual centers that identify and support diverse populations. For example, AA students, Latino/Latina studies, Asian students, LGBTQIA students should be able to find support aid community oversight of centers too. Because all students should feel they are an important and valued part of UW regardless of how they identify.
  - Recruitment and retention of faculty of color, diverse backgrounds.

- First, I think the power structure of the REI needs to be addressed—students know what’s going on and what they need, and students should have REAL POWER to create/veto/sculpt the REI, not just “give feedback”. Second, meet all the Feb 25th BLM walkout demands.

- Pipeline and early outreach, I am talking about middle school, elementary school, etc. This will help address the problems individuals have when arriving to the UW, as well as increase the number of “disadvantaged students”.

- I feel like not enough people on campus know enough about the initiative.
  - Cultural awareness through education.
    - Discussion based classes on topics around race.
    - Allowing SoC to be part of the in-class conversations.

- First of all there should be more education about this initiative. I think there is a lack of knowledge in the UW community about what this initiative entails.
  - Having a required course on cultural awareness (appropriation etc.) Going beyond the
- Liberation
  - How do we create spaces where students can be their full selves
  - Acknowledge and affirm the points where our identities intersect.
- Paradigm shift.

- Emphasize in including black students into areas in STEM
- I want to increase the number of black students in engineering majors.

- Having a black frat house because most of the frat houses are all white students and they don’t let people of color in.
- Providing more funding to the instructional center because that is where all the minority students pursuing stem live. The IC needs to be rebuilt because it is about the collapse. The AC system does not work; in winter it blows out cold air and in the summer it releases hot air.

- Frats get away with racism.
- Many students are ignorant about racism.
- Having a class that awares racism.
  - Ex: racism 101
    - It will help educate foreign kids. How big of an issue racism is in our society.

- Create a policy where teachers and staff are people of color, and are hired and retained throughout each department or school. At least 25% per each dept/school.
- Ensure that crucial classes are prerequisites or mandated to complete bachelors/masters.
  - Immigrant schooling- due to scapegoating/ political rhetoric.
  - Education as a moral endeavor
  - Education for liberation
  - Multicultural curriculum
  - American ethnic studies
  - Psychology 250 Race and Racism

- Being more diverse in a class
- Increasing the diversity

- Importance of diversity in engineering departments
- Greater emphasis in helping students trying to get into STEM and specifically engineering become successful (more programs, that can help students)

- One important issue the Race and Equity Initiative should address is the acceptable rate into the engineering/ STEM fields. Another issue the Race and Equity Initiative should address is the acceptance rate into the school in general. The acceptance rate for Black/African American into the general admission.

- Education of our history because we (being African/ African American) are expected to forget what has happened in the past and what is currently happening.
- Within the classroom increase the admission/diversity in the STEM course and
- Diversity in all classes and school overall.
  - Black faculty (women). Full tenured the numbers are low.
  - The amount of professors of color here on campus (especially those in the STEM field).
  - The amount of students of color participating in leadership roles outside of those that are targeted to those of color.
  - Why we aren’t having more people of color teaching our classes (especially our AES diversity courses)
  - Why there aren’t more students of color on campus (and it’s not because there aren’t enough applying or qualified because there are)
  - There are not enough professors of color especially in the STEM courses we need to be represented in all areas of campus and lectures are lacking a lot of that representation in the teaching aspect.
  - More diversity training.
  - The amount of professors that isn’t white. There are little to none.
  - The acceptance rate of races other than mainly white and Asians.
  - Underrepresentation of students of color on the UW Seattle campus compared to the city of Seattle and what it could be.
  - Lack of knowledge/students not being taught and introduced to problems of race and racism and how to talk in a safe and progressive way.
  - Making it a requirement for awareness about why dialogue surrounding race and eating is important to all of the students on the UW campus through bringing attention to issues surrounding institutional racism and bias to networks of students/faculty in settings (such as classes) that those people would not otherwise seek out. There is a clear lack of knowledge for students who are not directly affected or are not forced to confront these issues.
  - Underrepresentation of students and faculty of color.
  - Diverse faculty: professors are responsible for a major part of our education so it’s important that they represent the student body (this also includes diversity trainings amongst faculty)
  - Racism perpetuated by IFC and panhellenic: they are such a large body of people and many racist instances come from that body of people. Yet it seems that they are protected and don’t have to deal with diversity issues.
  - Not so many events that can unite students regardless of their color.
  - Small number of faculty of color.
    - Should have more diverse faculties.
  - Black faculty!!! (Full professors) -
    - Black students - 3%
  - Fund African department
  - School to prison pipeline -> Furniture from Washington Corrections
  - Contributing to oppression
- Hire a proportionally equitable and sustainable amount of full time faculty of color, especially academic of African, Pacific Islander, Native American / First Nation and Latino Descent.
- Make sure diversity / equity positions and departments to actual people of color first are not just white allies

Ps. make sure a white student Union never exist on campus

1. Hiring & promoting staff & faculty of color -> staff & faculty don't make up a good enough percentage of the population that UW trains student to work with. We need more people of color in positions of decision making and power
2. Mandatory undoing institutional racism training for all staff and faculty -> while faculty need to know and understand how their internal racial superiority plays out at UW and ways they can engage to do it.

- Helpful people understand what life is for people of different races. Show peoples the reality of different lives.
- The ability to be ourselves anywhere on campus.

- I think that encouraging minority groups to pursue a higher education is important because I've seen many minority students feel discouraged to apply to college because no one in their family has done so. This is important because those students can potentially contribute positively to the community.

- The 2 issues that are most important to address include faculty awareness/engagement. Some faculty are unaware that the tone in which they speak or assumptions they make about students of color are unfair and unethical. Another includes students awareness/understanding. Students should have to take a diversity course their first year/quarter in order to apply what they've learned throughout their time @ UW.
  - Increase offerings of diversity classes
  - Equal coverage of OMAD events
    - Football games, Africatown, Afro night.

- Deconstructing racism and oppression in the minds and actions of administration, the policy makers. Without these key components, change won't be made on a systemic level.
- Proportionate diversity. Psychology faculty has one black faculty.
- Diversity. Credits required out of 180.

- First, recognizing that equity is more than just offering support and services to those who seek it out, but also finds ways of addressing inequity that is sometimes hidden. For example, realizing that certain student groups might benefit more from improving pedagogical practices to make learning more active or structured. Also, providing more role models, or people in powerful positions at UW (e.g. professors, administrators, etc) that have diverse backgrounds and part of minority groups. Also, get people thinking about the fact that a lot of racism is displaced by preference rather than exclusion.
- Improve the communication between UW as an institution, for example professors/advisors with students to develop an understanding of what a minority or diversity means for a student and to avoid exclusion or misunderstandings.
- Create a big sense of community and reduce the individualism as students of w to work more as a team and not as a competition.

- First, the problem of race inequality should be addressed and known throughout the campus, so the impact could become bigger.
- Then, when majority of people, students and faculty can address the issue, the Race and Equity Initiative should start ways to have an impact on the school and the community where they are underrepresented.

- Informing more people (all students) I only hear about these seminars or groups if I'm taking a class where I study racism or a specific culture. Maybe if we made something more accessible to white students and not just minorities we could raise more awareness.
- Making yourself known. I haven’t seen a lot of events like this. I would have gone to a lot more if I would have known.

- Informing the white race that these are current and real issues still present in our society.
- We have to find a way to come together and stop taking sides or segregating.

- For UW: racial caste system- mass incarceration court rulings on black vs. white crimes. We are seeing more and more people of color in the prison system spending long amounts of time for a small felony, also, they are then unable to get jobs, government help, etc. and are left in tons of debt.

- Making our campus a more inclusive, safer, and equitable place for people of color--students, faculty, staff, and community.
- Increase diversity in our faculty.

- Faculty trainings on cultural competency, gender-based barriers, sexuality, and disability.
- Expansion of Husky Promise to fulfill need and expand the upper limits of qualification.
- Getting students into classes that prepare them for prerequisites without delaying their graduation.

- Racism from faculty
- Working with students so that student issues and cooperation is actually happening.

- The University of Washington needs to take a public stance against I-200, and needs to ensure that marginalized students have access to affordable enrollment @ UW (and with that, affordable housing and access to resources). The # of students of color offered admission to. The # who retain admission is discouraging and blatantly wrong.
- Safety on campus, specifically from a sexual violence perspective.

- They way it fits into the greater context of UW as a business. Nothing socially constructed is in isolation.
- Ways to empower students. The students have spoken in the list it demands to the University and those demands should be honored. My question is why there hasn’t
been any action on those demands?

- Administration accepting that they are a large part of the problem because of the way racism is permeated through itself.

- Addressing the whole administration/ other University institutions involved in authority have in the accountability of microaggressions, discrimination, violence, and other hate crimes. Making sure that students feel safe should be a priority of the university.

- Educating students, faculty and community of the historical and institutional patterns of oppressions that have been apart of the UW. It is important to address the past before we are able to move forward with an initiative that is addressing racial issues that have been present for a long time in UW.

- Racism among faculty and in the classroom
- Forum of violence against women of color on campus

- Most of what identify as issues (particularly people who are at events like this), are not universally regarded as such, especially by “majority” or “privileged” groups. If there is not even any consensus on this, progress will be especially difficult. More effort needs to go into modeling that. Because activist - diagnoses that lead to administrations of privilege checking or self education will turn off good people and encourage them to be bystanders. Room for progress with disagreement.

- Things that we can particularly address to make sure all students can get a great university of Washington education here. While not gagging when we bite off more than we can chew trying to right all the wrongs of society.

One of the most important issues I believe we need to address is the exposure that the general student body is having on the topic. A round table and conversations are very optional. I think we need to have these conversations as part of the curriculum partnerships with first year programs to talk about these issues during orientation and during the diversity first year of new students.

Another related issue is the lack of training of staff and faculty in the issues. In departments that are not the typical social science. For example, STEM, business, sciences etc. Diversity is in every field and it's important to train students to be competent in the work force.

- Upcoming presidential election, immigration policies that might potentially change students sates here on campus/ resources / financial aid / their family.
- Security on campus
- Staff and recruitment diversity
- We are the voices for the change, where is that acknowledged?

- Collective response to students call to action - consider what is being said and who sits at the table
- Support for Grad students of color experience, how do grad students fit into the greater UW community instead of individual departments and programs
- Intentional mission oriented intergroup dialogue / camps connections for all students and individuals who are not allies
- Embrace / enhance diversity required for UG / Grad

1. The initiative needs better promotion
1. Recruiting (Rebuilding) faculty and staff of color
2. Improving access (and retention) of students of color into both the university as a whole, and into programs that have historically had low representation of students of color

- Retention and support programs for students of color
- More diverse faculty and staff and retention of these individuals as well