REI Builds on University of Washington’s longstanding commitment to inclusion and social justice. The Initiative centers on creating a campus community conducive to personal growth for students, faculty and staff; addresses institutional bias and racism; and engages our communities to help us work through our shared challenges for a world of good. In this effort, we are asking for your help in developing the initiative that is right for UW.

Please assign a recorder to capture primary themes generated during the table discussion.

<table>
<thead>
<tr>
<th>Themes</th>
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<tbody>
<tr>
<td>Recruitment and retention</td>
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<tr>
<td>Lack of allocated funds to people of color</td>
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<td>Making these discussions mandatory</td>
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<td>Mandatory courses of action about present day racism also on campus</td>
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<td>More educators of color!</td>
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<td>Administrators faculty required to go through racism trainings</td>
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<td>Make the diversity requirement real</td>
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<td>Racist UWPD officers</td>
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<td>Incident by (unknown), profiling of black students</td>
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<td>Are we next?</td>
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<td>Diversity credit is being problematic</td>
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<td>What constitutes as a diversity course?</td>
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<td>Include these race and equity discussions in diversity courses</td>
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<td>Faculty trainings (&amp; Student)</td>
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<td>Regarding microaggressions, biases, racism, sexism, homophobia, ableism etc.</td>
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<td>Trainings facilitated by students</td>
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<td>More funding for minorities</td>
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<td>Events (Developmental)</td>
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<td>Targeted (unknown) helping minorities</td>
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<td>Alternatives that universities / places can model after</td>
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<td>So that it isn’t just specific to UW but applicable to multiple / any places).</td>
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<td>Creating an environment where unorthodox / radical ways of bringing attention to the need for change are supported</td>
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<td>You’re uncomfortable bc of this movement's subject? Maybe you should think about why it makes you uncomfortable.</td>
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<td>A stronger support for students here on campus, not only in handling their own supports, and their ability to find their paths, but in the personal and racial problems / issues within their everyday</td>
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<td>Challenges are fundamental to any sorts of change. To Challenge ideas set up by the system of our society.</td>
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<td>Lack of minority &amp; Representation, specifically medical school</td>
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<td>Not enough support, need more effort</td>
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<td>Anti- affirmative action, l200</td>
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<td>More advertising for initiative, also lack of interest</td>
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<td>Mandatory training</td>
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<td>Have a course on racism, diversity, cultural issues, required?</td>
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More discussion than lecture, make it safe for minority students
- Preservation based programs more than support based groups, such as RSO FIUTS; counseling for prejudice discriminations incidents
- Ultimate goal of REI - liberation - to be able to be our full selves paradigm shift - change perspectives
- Educate majority people on microaggressions
- Don't ignore issues
- Respond to incidents on other campuses
- More awareness on REI publicity
- Diversity requirement needs to be stricter - equity etc. not just a language class, film class, not just academic
- Early outreach for equity - elementary school students onward get people to campus to examine their positivity to get faculty to look at their curriculum etc. critically

Knowledge through classes
- Develop better / more rigorous & Regulated processes for diversity requirement - what makes a class qualify the diversity requirement?
- Mandatory cultural sensitivity training + cultural language training
- Trainings on microaggressions, systematic oppression & Institutional racism
- Inclusion practices for administration
- Transforming & building community on / outside centers (ECC or Q center)
- Recruitment & Retention of faculty of color -> make targeted hires
- Student position on REI steering community
- Graduate student diversity requirement
- How does REI match / align or mismatch with BLM student demands?
- Needs to REALLY consider graduate student voice
- Offer graduate degrees in AES
- Hire critical white scholars
- Do better connecting undergraduates and graduate students

Cultural changes: increasing inclusivity
- Holistic programming, sensitivity training for faculty / staff, tighter guidelines on diversity credit, increase in number of diversity credits needed
- Recruitment and retention

Working on implicit bias training for faculty
- Take into account student opinions and what students are passionate about
- Doing education on historical racism and how that leads to current inequities
- Promoting equity, breaks down those inequities
- Make campus a safer, more inclusive, equitable space
- Increase diversity in our faculty
- Foster dialogue about institutional racism
- Doing allyship trainings for students
- Hold students accountable (and faculty) for implicit bias and discrimination.
- Analyzing how REI affects institutional policy - greek community, ownership, later classroom times, sexual assault, for marginalized communities, ABB primarily benefits STEM collaborative programs, not following up on walkout demands want more energy and urgency in implementation

Better propaganda - utilize social media for initiative, get students involved on campus
- Most people heard about it through RSOs on classes that have a diverse group or talk about these issues
- Include caucasian people more
- Teach cultural appropriation
- Reach out to general public
- UW is known for diversity but we must also show it through our programs faculty all across campus

**INCREASE BLACK FACULTY (FULL-TIME PROFESSORS IN ALL DEPARTMENTS)**
- Right now only 4 fully tenured black women professors in all 3 campus
- Black students make up 3% of this school, why?
- Stop benefiting from school to prison pipeline, UW purchase its products like furniture made from class II type prison labor.
- (unknown) requirement for graduate students for (of) color!
- Better treatment of UW workers especially janitors who are disproportionately people of color
- Faculty trained on microaggressions in classrooms
  - Acknowledge situation is incredibly important
- **DECONSTRUCTING RACISM IN THE MINDS AND ACTIONS OF ADMINISTRATION**
  - THE POLICY MAKERS
  - What “is right for UW”, the mission statement?
  - To what ratified/ rhetorical written tenet is this initiative grounded in?

**Faculty awareness / engagement**
**Students awareness / understanding**
**Issues of disparities in the successes of students of color in classes**

- Awareness
- Education - white students about racial disparities on campus
- A feeling of separation during orientation.
- Representation of POC in positions of power / authority
  - Both in subject matter and in administration
- Hiring of POC (Faculty, staff admin)
- Improving access to the university / competitive programs
- Undoing institutional racism training for everyone on campus (Students, faculty, professional staff, admin).
- The process of the initiative must reflect its professed values. Most involved transparency & Students!

**Discussion of addressing privilege** - How do you raise the conversations surrounding this at the classroom and at the interpersonal levels?

- Discussion of “Diversity requirement” - people are not aware of what constitutes this requirement; we also don’t think that this requirement is accomplishing real change - people see it as a mandatory requirement they have to complete; they’re not invested, we discussed adding more diversity requirements - some that focus on race and some that focus on gender / sexuality; find a way to take away the stigma of diversity classes are easy 4.0 - perhaps by increasing the standard of these classes.
- This school does not attract a diverse crowd
- Respecting the committees you go to and other people’s ideas
- How do you actively build alliances?
- How can we (unknown) a savior’s identity
- We need to create safe enough spaces to discuss these topics
- Avoid preaching to the choir
- Try to reach out to those groups who “Don’t really care” as much
- We should have mandatory diversity trainings.
- We should be more strict about the diversity requirement
- Greek life is a culture for just 1 culture but there is nothing for other cultures
- Increase the diversity requirement to 5 credits

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<th>Diverse faculty / diversity training among faculty (especially classes outside of diversity norm (i.e. STEM field))</th>
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<td>○ Addressing problematic comments</td>
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<tr>
<td>○ Requiring attendance / promoting opportunities</td>
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- Why we are not accepting more people of color on our campus, especially when there are qualified people
- Lack of requirement for students to confront the issue
- Spreading diversity throughout the husky experience R.A., green community, orientation
- Conservation of diversity with people outside of our communities
- Collaboration of different student groups
- Something to spur a “call to action”
  - ○ Viral video
  - ○ Protest explanation
  - ○ Safe space to talk about race

- Faculty requirement of lense of racial equity; what is the process for recruitment / enrollment who accepts admissions and comes here? (holistic review processes
- Retention efforts of students of color and funding support (tuition exemption for low income families for access, affordable education)
- Increase diversity in STEM courses (academic support)
- Diversity exposure and support (present resources and training for faculty / staff to serve students with intersecting identities curriculum integration, orientation support / resources ongoing dialogue (departmental forums on race dn equity, department / program specific dialogue on racial equity)
- Diversity equity training during faculty retreats, tools to address microaggressions and racism in the classroom policies / syllabi that meet expectations of diversity through a cons of racial equity open doors for more opportunities to dialogue and have challenging conversations on racial equity (and be comfortable to push back and opportunity to dialogue / debate) initiative…
- Action plan (steps to take action dialogues on campus but also in the local seattle communities
- Review syllabi, course content, admin policies to meet
- Lack of communication between leadership faculty, staff and students (raise awareness what is occurring 4 in different programs and departments)
- Acknowledge different ways to activist academics.
- Consider this initiative drive / mission; starting with the students (walkout, demands, etc) but are they at the table running this initiative