STANDING COMMITTEES

Academic and Student Affairs Committee

Race and Equity Initiative Update

INFORMATION

This item is for information only.

BACKGROUND

In 2010, the University of Washington Diversity Council developed the Diversity Blueprint as an official set of goals for increasing diversity among students, faculty and staff, along with strategies to meet those goals. The purpose of the Diversity Blueprint is to further the University’s progress in diversity and advance systemic change. The development of a comprehensive set of priorities and University-wide metrics ushers in an era of integrated vision and shared responsibility for diversity. In addition, creativity fostered by the widespread discussions about diversity led to important new programs and services. These include, but are not limited to the following:

- Establishment of wǝɫǝbʔaltxʷ – Intellectual House, 2015;
- Passage of the diversity requirement in 2014, followed by the establishment of the diversity scholars to help implement the requirement;
- 2014 retention report, which identified retention patterns across demographic groups at UW;
- Bias Incidence Report and the ensuing Bias Incidence Response Team;
- Center for Communication and Difference in 2015,
- Additional programs, many of them based in the colleges, all enhancing the visibility and value of diversity at the UW.

Then Interim President Ana Mari Cauce established the Race and Equity Initiative in April 2015 in response to student activism stimulated by violence in cities across the United States, including New York, Charleston, South Carolina, and Baltimore, as well as in keeping with the UW’s commitment to diversity and equity.

In a speech to the campus community, President Cauce stated:

The past year has been a very difficult one for those of us who view diversity as a core strength and value of our nation, who believe in not only respecting, but celebrating differences, who believe in justice and fairness, and who hold dear the idea that all men (and women) were created equal and should be treated as such.
STANDING COMMITTEES

Academic and Student Affairs Committee

Race and Equity Initiative Update (continued p. 2)

UW’s Race and Equity Initiative

The Race and Equity Initiative seeks to ensure that students, faculty and staff at the University of Washington are equipped with the resources and tools needed for success and with the full confidence that they are valued and respected members of the community. The focus of this Initiative will be on creating an organizational culture that is truly inclusive, a culture in which all members of the community are accountable to a standard that values the dignity of every human being through respectful dialogue and campus experience and that addresses institutional bias and thoughtful engagement with our community.

In fall quarter, 2015, several campus-wide conversations on race and equity were held that included hundreds of students from across schools and colleges including undergraduate and graduate students. From those conversations, several themes have consistently emerged on our own campus, including the need to increase and retain the number of faculty, staff, and students of color at UW in order to improve the learning experience we provide to all students, as well as improve the climate on campus for students, faculty and staff of color. A growing body of research links diversity and academic excellence. We know that students learn better in a diverse setting. In fact, college students who experience the most racial and ethnic diversity in their classrooms and in informal interactions on campus become better learners and better citizens. As a result, students who attend a truly diverse university (and the faculty and staff who work there) are better prepared to live and work in a multi-cultural society and a global economy. Understanding and improving the experience of students, staff, and faculty of color on our campus in order to enhance the learning of all is, therefore, the first focus of the Race and Equity Initiative.

A second theme that has emerged from both local and national conversations is the need to address institutional bias and racism. We believe that in order to recruit and retain faculty, staff and students that we need to change our organizational culture and examine institutional policies, procedures, structures and practices in order to be truly inclusive.

Third, diversity strengthens communities and the workplace by preparing students for citizenship in an increasingly complex, pluralistic society. Furthermore, fostering mutual respect and teamwork; enhances the state’s economic competitiveness by effectively developing and using the talents of all citizens.

Detailed information on goals, a progress report, a recent climate survey, and current activities at Board of Deans, UW Bothell and UW Tacoma are attached.
STANDING COMMITTEES

Academic and Student Affairs Committee

Race and Equity Initiative Update (continued p. 3)

Attachments
1. Goals of the Race and Equity Initiative
2. Race and Equity Initiative Progress Report
3. Race and Equity Initiative Open-ended Survey Responses: ASUW Participants
4. Leading for Equity, Inclusion, & Access
5. UW Bothell Race & Equity Report Update
6. UW Tacoma Race & Equity Report Update
7. Presenter Biographies
The goal of the Race and Equity Initiative is to reaffirm the UW’s commitment of inclusion and fairness to students, faculty and staff. The Initiative focuses on new ways to support and sustain diversity at the UW and in the local, regional, and global communities it serves as follows:

<table>
<thead>
<tr>
<th>Goal 1: ENRICHING THE PERSONAL UW EXPERIENCE</th>
<th>Goal 2: ADDRESSING INSTITUTIONAL BIAS &amp; RACISM</th>
<th>Goal 3: ENGAGING COMMUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective: Create safe spaces for sharing, learning, and growth as a personal entry point into race, equity, and social justice work.</td>
<td>Objective: Examine and address practices and policies that are embedded in the university and serve as barriers to inclusivity and excellence.</td>
<td>Objective: Connect with community colleagues who are engaged in race and equity work. Identify areas of synergy and potential collaboration.</td>
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<tr>
<td>1) Foster a sense of responsibility for moving the work forward and provide best practices about how one can do so.</td>
<td>1) Launch strategic and intensive engagement, planning and training at the Dean/VP/Chancellor level.</td>
<td>1) Inventory current programs, projects and centers whose core missions or charges are related to race, equity and diversity.</td>
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<td>2) Support and implement teaching and learning strategies that foster and bolster inclusive classroom environments.</td>
<td>2) Support and track efforts of the Bias Implementation Response Team (BIRT).</td>
<td>2) Engage and reconnect with community leaders and diversity advocates to capture history and best practices.</td>
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<tr>
<td>3) Engage in an intensive period of professional development to improve cultural fluency across all levels of the University.</td>
<td>3) Conduct climate assessments for students and faculty/staff to better understand – and support – the experience and needs of underrepresented students, faculty, and staff.</td>
<td>3) Create opportunities to strategically partner with city and county in the race and justice initiatives.</td>
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</table>
This is the first report to the Board of Regents on the progress we are making in the Race and Equity Initiative (REI). It is worth noting that the talk that launched the Initiative was heard by hundreds of students in the Intellectual House and has since been heard by hundreds of students across our three campuses, as well as by members of the Seattle community, of the State of Washington, and across the nation. Therefore, although the focus of the Initiative is the UW’s campus communities, we recognize that the work on this Initiative will also reach constituents beyond us.

These progress reports will include the following sections:

• Accomplishments to date
• Next steps and deadlines
• Data from Student Conversations
• Reports from UW Bothell and UW Tacoma

Accomplishments to date

• Formed the Steering (logistics) Committee (See list of members at end of report).
• Formed workgroups with functional duties of carrying out the work of the Initiative (See list of workgroups at end of report).
• Drafted Initiative framework. The framework serves as one way to capture the key tenets of the Race & Equity Initiative in discussions with members of the UW and broader community.
• Held Race and Equity conversations with over 700 students to inform and provide feedback to the Initiative in including student leadership from Bothell, Seattle and Tacoma, undergraduate students from all three campuses and members of fraternities (IFC) and sororities (Panhellenic).
• Initiated Race and Equity leadership discussions with Deans and Chancellors about leadership and cultural competency headed by Mia Tuan and selected deans.
• Completed draft work plan, which will be shared (via webpage) winter quarter for UW campus review and feedback.
• Held two lectures in conjunction with the Graduate School’s Equity & Difference Speaker Series (Harry Belafonte in October and Dr. Ralina Joseph in January) with facilitated conversations for students.
• Offered Graduate School Course, “Engaging Oppression: Living Just Relationships” (offered quarterly).
• Hired an Assistant Director for Diversity and Outreach Communications.
• Launched REI web site to foster tri-campus engagement.
• Disseminated Provost Report on Race & Equity.
Next steps and deadlines (2016)

- Host student listening sessions to gain feedback – and provide updates – on Initiative progress – (quarterly).
- Finalize and post draft work plan for tri-campus review and comment – (winter quarter).
- Meet with every Dean regarding college-level actions/activities that are currently taking place and on strategic diversity planning – (winter quarter).
- Expand website to include resources and accountability sections – (winter quarter).
- Complete tri-campus inventory of Diversity centers, programs, and events – (winter quarter).
- Expand faculty engagement by highlighting teaching, research and service of faculty – (winter quarter).
- Host Microaggression and Unconscious Bias trainings for students, faculty, and staff – (spring quarter, then ongoing).
- Host community conversations in collaboration with City of Seattle and King County – (spring quarter).
- Conduct climate assessment through the Student Experience in the Research University – (spring quarter).
- Form Faculty Advisory Committee to steward curriculum related to diversity requirement and overall quality of teaching and learning related to diversity – (fall quarter).
- Pilot Brotherhood Initiative for men of color (collaboration between OMAD, UAA, College of Education, and Student Life) – (fall quarter).
List of steering committee members:

- Ed Taylor, Chair, Vice Provost and Dean, Undergraduate Academic Affairs
- Zoe Barsness, Associate Professor, Milgard School of Business, UW Tacoma
- Chadwick Allen, Associate Vice Provost for Faculty Advancement
- David L. Eaton, Dean of the Graduate School
- Gabriel Gallardo, Interim Vice President and Vice Provost, Office of Minority Affairs Diversity
- Mary Gresch, Chief Marketing and Communications Officer
- Beth Kalikoff, Director, Center for Teaching and Learning
- Marisa Nickle, Director of Strategy and Academic Initiatives
- Kate O’Neill, Professor of Law
- Sharon Parker, Assistant Chancellor for Equity and Diversity, UW Tacoma
- Terryl Ross, Director of Diversity, UW Bothell
- Paul Rucker, Associate Vice President for Alumni Relations
- Denzil Suite, Vice President for Student Life
- Student representatives, to be appointed

Initiative workgroups:

- Climate Assessment
- Community Outreach & Engagement
- Facilitation Group
- Faculty Engagement
- Inventory
- Operations
- Student Advisory (to begin March 2016)
- Workshop/Training

Associated workgroups/teams:

- Retention Task Force (established 2015)
- Bias Incidence Response Team (established 2015)
- Diversity Faculty Fellows (established 2015)
Race and Equity Initiative Open-ended Survey Responses: ASUW Participants

Catharine H. Beyer, Office of Educational Assessment
December 6, 2015

Surveys on the Race and Equity Initiative

Members of the Race and Equity Initiative Committee are engaging in conversations with hundreds of students from groups at UW Bothell, UW Seattle, and UW Tacoma about the Race and Equity Initiative (R&EI). The purposes of these conversations are to inform students about the Initiative and to listen to students’ ideas about how the R&EI might most effectively address race and equity at UW.

In addition to speaking with students and facilitating round-table discussions at these conversations, Committee members ask students to complete a brief survey that asks:

- What do you think are the two issues that are most important for the Race and Equity Initiative to address and why do you feel those are important?
- What do you think are the two most important things that UW students could do to improve the climate at UW—for students of color? for all students? for you? And why do you think those things are important?
- Are there personal commitments that you are willing to share?

The survey form lets students know that their responses are voluntary and anonymous and that, although quotations from their answers may be used in reports, those quotations will never be linked to their identities in any way. No information is gathered about students’ genders, ethnic backgrounds, race, or other identifying characteristics.

Students’ responses to the survey questions are coded using the constant comparison method—an inductive process that allows themes to emerge from students’ own words rather than imposes the themes that one might anticipate on those responses. Once responses for a particular group are analyzed, I provide a report to the Committee on results for that group. When all reports are completed, I will summarize them to identify the strongest themes across the groups surveyed.

This report presents results of surveys completed by ASUW representatives from UW Bothell, UW Seattle, and UW Tacoma late in November. Reports on responses from other forums and dialogues with graduate and undergraduate students will be forthcoming.

National Picture

An understanding of the race and equity issues raised at other academic institutions across the country provides a national context for the responses of students at our own.

That context has been provided by Leah Libresco, a news writer for Nate Silver’s blog, FiveThirtyEight. On December 3, 2015, Libresco posted an analysis of the formal demands of students who were protesting race and
equity issues at 51 different U.S. institutions. Libresco obtained the list of demands she analyzed from a website that was created to provide a space for college groups to post demands; the University of Washington was not among the 51 academic institutions represented and analyzed. As the graphic on the following page illustrates, the five most frequently-made demands are:

- Increase the diversity of professors
- Require diversity training
- Fund cultural centers
- Require classes for students
- Increase the diversity of students

Reports on UW students’ survey responses will be compared with these national responses.


**ASUW Responses: “This is a human situation, a heart condition.”**

R&EI committee members met with 26 ASUW representatives from UW Bothell, UW Seattle, and UW Tacoma on November 21, 2015.

Three patterns emerged in the ASUW students’ behavior that are interesting. First, in answering the first and the second questions, students often listed the issues they felt were important but did not include their reasons for why those issues mattered. Perhaps they felt that the reasons were self-evident.

Second, in students’ responses to the second question about what students could do to improve the UW climate, respondents often identified (or sometimes re-identified) issues important for the R&EI to address, rather than focusing on what students could do. Responses to that second question, therefore, did not yield a great deal of information about how students can improve the campus climate.

Third, fewer students responded to questions 2 and 3 than responded to question 1, which suggests that they grew tired of answering the open-ended questions. Even so, responses to question 3 were thoughtful.

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Themes that emerged from students’ responses to each question follow.

**Q1: What do you think are the two issues that are most important for the Race and Equity Initiative to address and why do you feel those are important?**

All 26 students identified issues that they felt were important for the R&EI to address. These were, in order of importance:

1. **Train/educate faculty, students (in all majors), and staff on issues of race and equity:** 42% of the respondents. ASUW representatives suggested that the Initiative help all at UW understand what the issues related to diversity are and how to handle them. They also suggested that the Initiative provide training for white students on how to be good allies and have culturally competent conversations about issues of race and equity with students of color. One student also asked for mandatory competency training for staff, faculty, and students in STEM fields because “STEM students blatantly discussed their ignorance in front of me.” Another student asked that the diversity requirement be refined “so it teaches about privilege, systems of oppression, language, and microaggression.”

In terms of why this issue was important, students gave the following reasons:

- An understanding of issues enables increased power to address them.
- Education can promote social mobility “from resource poverty to resource plenty.”
- “Oppressed students should not have to bear the responsibility of explaining the issues to others”
- “If all understand the issues, all will rise up to address them”
- “A lot of students, especially those with privilege, don’t know about these issues and don’t realize they are part of the system that reinforces it.”

2. **Improve the representation of students, faculty, staff, and administrators of color:** 35%. Respondents called for hiring more faculty of color, retaining more minority students and students with few resources, bringing in more students of color by instituting more pre-college programs that assist transition and by more recruitment and outreach to high school students in low income communities and communities of color. This process is often called improving critical mass on campus.

Respondents did not note why this issue was important.

3. **Communicate the UW’s intentions, purposes, goals, direction, reach, and action items regarding diversity and the R&EI:** 31%. In the words of one student, “After the last conversation, I was never told if our ideas were implemented. At that conversation on race and equity, we were asked to brainstorm tangible steps the administration could take. However, there has been no follow up since. It would be cool to see this addressed.”

In terms of why this issue was important, one student noted: “So everyone is on the same page.”

4. **Communicate, validate, and acknowledge the specific burdens and hardships minority students face that are different from those of white students and identify how the UW will make a difference:** 19%. This response was related to responses 1 and 3, above; however, students giving this response often spoke of the importance of making students’ stories public.

Regarding why this is important, one student noted that “policy change can come when we listen to students’ stories.”

5. **Address financial needs of students of color:** 19%. Students giving this response spoke of the “wealth gap between different people of color”; differential access to high-wage majors; the difficulty of affording college costs, including housing; and the importance of providing full college funding to students of color.

In speaking of why this issue was important, one student said: “Having first generation students graduate with a ton of debt is not doing much to improve their futures.”
6. **Incorporate the race/equity lens into all decision making at all levels:** 15%. Students who gave this response urged the UW to "consider how every decision, such as housing, class size, how we pay tuition—not just issues explicitly about diversity—affect students of color."

7. **Increase and adequately fund existing space such as the ECC for marginalized groups:** 12%. In speaking of why this was important, one student said that "dominant groups control most of the space" on campus.

**Other.** In addition to these themes, the following responses were given by two students each:

- Go to where students are located for advice, rather than asking students to come to administrators
- Make the classroom and campus safer for students of color: "When you don't feel safe/supported to share ideas in this learning environment, it distracts from the quality of education at UW. A friend recently shared that she doesn't speak in her...quiz section because despite it being a class on race and ethnicity she's the only person of color and often feels tokenized as 'the angry black woman.' That is not a safe space for students like her, and it takes away from her education."
- Hear students and show them the UW is accountable: “Ask students of color what would be the most immediate policy change that would improve their experience and then make it happen within a year.”
- Divest from prison industries and invest in rehabilitation for these reasons: “Studies show a decline in repeat offenses when this happens" and "feeding the prison-industrial complex impacts communities of color.”
- Create a space, such as a web page, for students to publicly raise concerns about diversity, share them, and gather information about the follow-up from conversations
- Provide better access to resources to help students succeed (such as bilingual tutors, centers open for more hours) because "access does not equal accessibility"
- Improve relationships between student groups on campus and make those groups more diverse "(e.g., the Greek system)" because "leaders of campus organizations often become leaders after college and could help others."

Finally, individual students identified the following issues:

- Pay attention to small issues
- Highlight student work
- Grass roots action because “we need to tackle issues locally before nationally”
- Equity in support for students who are non-traditional/not privileged
- Deal with racial violence because it “is most intimately related to the day to day experiences of students”
- Create flexibility in curriculum requirements so out-of-country students have an easier time getting degrees
- Address the polarization between groups when events such as the walkout occur
- Support the work that others are doing more visibly because “There is so much being done across campus and so many trying to make their voices heard, the administration needs to empower their movements and not recreate the wheel.”

**Q2. What do you think are the two most important things that UW students could do to improve the climate at UW—for students of color? for all students? for you? And why do you think those things are important?**

All but one of the 26 ASUW respondents responded to this question, but four of them directly focused on what the Initiative could do to address race and equity, rather than on what students could do to improve campus climate. In addition, students’ other responses were indirectly focused on what the R&EI should do. Finally, fewer themes emerged from students’ responses to this question than to the first one, suggesting that students may have clearer ideas about what the administration can do to improve race and equity on campus than about what they might do to improve campus climate. Indeed, only two strong themes emerged from students’ responses.
1. **Students should learn about the initiative and the issues:** 35%. Students noted the importance of "acknowledging and understanding different lived experiences" and often focused on the importance of educating white people about the issues and realities. One student wrote that students should be educated so they learn not to "tell people of color what they should be doing if [they] haven't suffered from the oppressions we face daily." Other students said that education was important because "no individual can change systemic problems but they can understand the extent of them." Another said that "if we understand the experiences of students of color then we will respect them." Finally, one student wrote, "The issue is URGENT and a matter of who lives and who does not. We cannot afford to separate this issue from its reality. No abstraction."

2. **Continue the conversation respectfully.** 19%. Respondents noted that students should "encourage civil discourse." They noted that students should be encouraged to "let their voices be heard" and to listen to each other openly. As one student said, "When students of color share an experience, they should not have to prove that what they are experiencing is valid." One student said that continuing the conversation was important because "change now will create a better future."

**Other.** Two students identified the following as things students could do to improve campus climate:

- Student events should be inclusive
- Students need to treat each other better: "...so much of this comes down to how we treat and accept each other."

In addition, individual students noted the following:

- Create clear messages in social media and at their institutions that change is needed.
- Create a "vibe and a structure" that can be replicated across the US.
- Help other cultures learn the history of people of color.
- Allow each group a space where they can meet.
- Have required events concerning the initiative for all students.
- Advocate "for the diversification of all schools, such as STEM."
- "Be open to the fact that progress can be slow and solutions must be practical and not lose patience because a single protest doesn't change the world."
- "What I dream of is to see a world where white people really embrace the things that make people of color who they are and vice versa. I want it to be natural and not just 'politically correct' and cynical. So anything that gets us there will be helpful."

**Q3. Are there personal commitments that you are willing to share?**

Eight (31%) of the 26 ASUW participants did not respond to this question. The following themes emerged from the responses of the 18 students who did:

1. **Share my knowledge with others/having this conversation with others:** 27%. As one student put it: "I do promise to highlight student stories and experiences whenever I have the opportunity to do so, whether that be on social media or through my leadership positions."

2. **Advocate for marginalized groups, including in my capacity as a student leader:** 27%. In speaking of advocacy, one student said: "I am willing to advance the conversation about race and equity in the campus budget committee at [my institution]."

3. **Educate myself:** 15%. In the words of one student: "Continually learning."

4. **Let the experiences of others change me:** 12%. As one student wrote: "Listen to my fellow students' experiences and be willing to learn and grow and change."
Other. Two students said that they would commit to “recognizing my own privilege and using it to help those who don’t have it.” In addition, individual students committed to the following:

- To be a part of the change.
- To work on changing the curriculum to reflect diversity
- To “speak out when I see bias, discrimination, or microaggression happening on campus”
- To “work on recognizing my own implicit biases and work to lessen them”
- To work on retention and “getting minority students into high paying majors”

Summary

For this group of ASUW representatives the most important issues for the R&EI to address were as follows:

1. Train/educate faculty, students (in all majors), and staff on issues of race and equity: 42% of the respondents.
2. Improve the representation of students, faculty, staff, and administrators of color: 35%.
3. Communicate the UW’s intentions, purposes, goals, direction, reach, and action items regarding diversity and the R&EI: 31%.
4. Communicate, validate, and acknowledge the specific burdens and hardships minority students face that are different from those of white students and identify how the UW will make a difference: 19%.
5. Address financial needs of students of color: 19%.
6. Incorporate the race/equity lens into all decision making at all levels: 15%.
7. Increase and adequately fund existing space such as the ECC for marginalized groups: 12%.

These issues were consistent with the top five demands and two others (“Retain more minority students” and “Expand financial aid”) from the 51 academic institutions that Leah Libresco analyzed for FiveThirtyEight.

In terms of what students might do to improve the campus climate, respondents noted:

1. Students should learn about the initiative and the issues: 35%.
2. Continue the conversation respectfully: 19%.

Finally, students reported commitment to:

1. Share my knowledge with others/having this conversation with others: 27%.
2. Advocate for marginalized groups, including in my capacity as a student leader: 27%.
3. Educate myself: 15%.
4. Let the experiences of others change me: 12%.

As noted previously, these themes will be compared with those of other student groups who respond to the same survey questions.
Leading for Equity, Inclusion, & Access
Professional Development for UW Senior Leadership

Challenge & Opportunity
These have been challenging times across higher education institutions around matters of race and equity. At UW we have done a great deal of work to create a campus community that is genuinely diverse, inclusive, and equitable. However, there is much more that we can and should be doing. Much of the national news has to do with missteps made by campus leaders who were well intended but perhaps not fully prepared for the moment (ex: University of Missouri). It is important for UW senior leadership (deans, chancellors, vice provosts) to show courage, grace, and effectiveness at handling the diversity challenges and opportunities facing leaders in higher education. We need to be pro-active in fostering everyday best-practices in our own units as well as be ready to handle the unexpected, challenging moments that will arise.

What We Propose
Our intent is to offer several opportunities over the next year to explore best practices in multicultural organizational leadership as well as to learn from one another – great ideas as well as lessons learned from missteps. Topics we could cover include:

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<thead>
<tr>
<th>Being a pro-active leader</th>
<th>Being a “lean in” leader</th>
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<tbody>
<tr>
<td>communication/messaging</td>
<td>Handling off script moments</td>
</tr>
<tr>
<td>infrastructure development</td>
<td>what would you do if….</td>
</tr>
<tr>
<td>regular programs/activities</td>
<td>how to recover from missteps?</td>
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<tr>
<td>building relationships/goodwill</td>
<td>communicating effectively while</td>
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<tr>
<td>keeping your ear to the ground</td>
<td>being challenged</td>
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What’s Next?
Depending on interest and availability, we suggest scheduling an initial conversation to share needs and how we can best use our time as a collective to enhance skills and effectiveness. The Provost has offered to spring for meals if we choose to meet after work hours.

Planning Group
The planning group consists of Kelly Testy, Lisa Graumlich, Eddie Uehara, Denzil Suite, and Mia Tuan.
UW Bothell Race & Equity Report Update

Accomplishments to date
- Reconstituted our campus Diversity Council to better reflect our campus diversity
- Created a Student Diversity Council to get more student input
- Winter quarter Research in Progress series on diversity
- Began implementation of our new diversity action plan
- Created a on-line form for the Race & Equity Initiative inventory
- Kicking off a monthly forum series on topics related to diversity and inclusion, starting February 2016
- Scheduled recruiting winter quarter fairs for high school students of color
  - Reaching American Indian Nations (R.A.I.N.)
  - Pacific Islanders Pursuing Education (P.I.P.E.)
  - Black Opportunity and Leadership Day (B.O.L.D.)
  - Dia de Avanzando Latinos en Educacion (D.A.L.E.)
- Hosted 5 students from the University of the Free State in South Africa in the winter quarter

Next steps and deadlines
- Second annual diversity and inclusion conference scheduled for April 8th
- Partnering with the Snohomish County Communities of Color Coalition to partner on a race and ethnicity conference on April 9
- Partnering with the Snohomish County Economic Development Council to produce a report on race and ethnicity for the county

Issues/questions/other information
- We have a decent amount of responses to the Race and Equity inventory, we need to figure out how we will get more entries, code the growing range of responses and disseminate the information to the campuses
- Some UWB students are interested in coming up with a process to report microaggressions that happen in the classroom from their professors

Contact
T erryl Ross, tjross@uw.edu, (425) 352-3670
UW Tacoma Race & Equity Report Update

- UW Tacoma Faculty Assembly passed a resolution on 12/2/15 concerning faculty support for diversity, equity and inclusion on the University of Washington Tacoma campus (see http://www.tacoma.uw.edu/faculty-assembly/race-equity-diversity).  
  Other: Governance group  
  Title: Diversity, Equity & Inclusion Resolution  
  Contact: Chair, Marcie Lazzari, mlazzari@uw.edu; Vice Chair, Mark Pendras, pendras@uw.edu

- Faculty Assembly Executive Council established a Diversity and Equity Campus Fellows Group (2014-2016).  Same contacts as above.

- UW Tacoma campus 14- member Committee on Race & Equity Initiative – see http://www.tacoma.uw.edu/Raceequityinitiative.  
  Ongoing project, started October 2015  
  Contact: Ricardo Ortega, drortega@uw.edu

- UW Tacoma Staff Association launched a Diversity Book Club (the first book to be discussed is Citizen that investigates the ways in which racism pervades daily American social and cultural life, rendering certain of its citizens politically invisible.  
  An ongoing program  
  Contact: Megan Bentley-Moon, praxes@uw.edu

- Students in the first cohort of UW Tacoma's new Doctorate of Education program recently authored an opinion piece in The News Tribune, expressing concerns over recent events of racism and violence, and pledging to "work toward solutions which create opportunities for equity throughout our society."  
  One-time project  
  Contact: Dr. Ginger MacDonald, gmac@uw.edu

- ASUWT held a DAY OF HOPE on 1/25/16 to allow students, faculty, and staff to express any concerns or hopes for the that revolve around the national and international crisis around race and equity. Chancellor Pagano participated.  
  One-time project  
  Organized by ASUWT.  Contact: Sophie Nop, President, uwtprezline@u.washington.edu

- Office for Equity & Diversity held a networking meeting with UWT faculty and staff and leaders and spokespersons of area groups representing issues and concerns of race, ethnicity. Chancellor Pagano participated.  
  One-time event. Contact: Sharon Parker, parker07@uw.edu

Prepared by S. Parker, 1-25-16
• Strengthening Educational Excellence with Diversity (SEED) launched in summer 2015 to immerse faculty participants in theories and practices that increase access, rigor, and engagement of students through inclusion and anti-bias education. The four cornerstones of this work are: Developing Student Voice; Creating an Inclusive Classroom; Enhancing Critical Thinking and Analysis; Nurturing Personal Cultural Competency. Chancellor Pagano participated. 
Ongoing program. Organizers: Sharon Parker, parker07@uw.edu; Nita McKinley, nmmckin@u.washington.edu; and Julia Aguirre, jaguirree@uw.edu

• Chancellor Pagano and key staff met with the Tribal Council of the Puyallup Nation to learn about their interests in working with the University. He also met with the Council Chair of Suquamish. Puyallup, Suquamish and other Tribal Council members are regularly invited to campus to participate in activities, such as an advisory board, convocation, or annual programs.
Ongoing collaboration.
Office of the Chancellor.  Contact: Alina Solano, Executive Assistant to the Chancellor, alinau@uw.edu; Sharon Parker, parker07@uw.edu

• Race & Equity Dialogue featuring The Honorable Frank E. Cuthbertson, Pierce County Superior Court Judge on the topic of the Black Lives Matter Movement. Held on October 6, 2015 5:30pm-8:00pm.
Speaker series 
See http://www.tacoma.uw.edu/Raceequityinitiative.
Contact: Sharon Parker, parker07@uw.edu.

• Frankie Condon Public Lecture on Dog-whistle Pedagogy: The Hidden Politics of White Supremacy in Teaching and Learning to Write, and faculty-only workshop titled Racecraft and Writing Pedagogy: Undoing Whiteliness in Reading and Responding to Student Writing. Both held on November 6, 2016.
Speaker series 
See: https://drive.google.com/file/d/0B9iP3sJYaUzLTC1YRj1TmNrNzQ/view?usp=sharing
Contact: Asao Inoue, asao@uw.edu
Presenter Biographies

MARIAMA SUWANEH

Mariama Suwaneh is a junior majoring in Political Science and American Ethnic Studies. She is a Student Coordinator for Operations in First Year Programs. Mariama was born and raised in Redmond, Washington.

Excited by all of the opportunities offered at the university, Mariama immediately got involved in the Black Student Union (BSU) her freshman year. After finding a home in the Samuel E. Kelly Ethnic Cultural Center, Mariama further developed her passion for creating safe spaces for students to feel empowered in their identities. As a sophomore, Mariama joined the BSU executive board as the Senate Appointee, Black Campus Ministries as a small group leader, and Sisterhood.

Currently, Mariama enjoys her involvement with campus organizations and serves as an intern for Leadership Eastside, an executive leadership program. Mariama continues to advocate for all UW students, builds community across differences, and increases equity for underrepresented and underprivileged communities.
Maria is a 4th year student majoring in biology and engaging in research in the UW Department of Civil and Environmental Engineering. She was born and raised in Tacoma, Washington, and is a first generation college student and Costco Diversity scholar.

Maria became active in student leadership through the Black Student Union as a freshman, serves on JCC, ASUW student senate, the MESC task force, and various other committees, and is currently the OMAD Student Advisory Board Chair. Her passion for advocating for underrepresented and marginalized communities is driven by her desire to see social, political, and educational equity in society, and to reduce the obstacles that cause disparities within these communities, so that other students of color like her have the opportunity to be successful.

She hopes to inspire other women of color into scientific fields, and also into leadership, with the firm belief that diverse perspectives, collaboration, and taking action together are key to improving our world.
Domonique Meeks is currently a second year Masters of Science Information Management graduate student at the University of Washington. He works part time as the Student Development Coordinator at the Samuel E. Kelly Ethnic Cultural Center and thrives to connect students with resources and leadership opportunities. Domonique has a passion for storytelling and cinematography. He particularly enjoys topics of identity, and community.

He is a Central Washington University alum where he studied Criminal Justice and Sociology which taught him the importance of collaboration and intersectionalities across race, gender, sexual orientation and social economic status.

Domonique has a strong interest in technology access. He enjoys photography and videography and uses storytelling as a way to fight for social justice and share the stories of under-represented communities here in Seattle. He is an enthusiastic individual who loves history, politics, and social media.

Domonique is also one of the co-organizers of Hack The CD which is a yearly hackathon in Seattle's Central District neighborhood that seeks to connect culture and technological innovation. He loves to travel and gladly shares his photographs, videos, and journals. His goal is to see the world and believes each individual should take advantage of opportunities to explore and travel as an ambassador while documenting their stories.
Ralina L. Joseph, associate professor in UW’s Department of Communication and adjunct associate professor in the Departments of American Ethnic Studies and Gender, Women, and Sexuality Studies, received her Ph.D. and M.A. in Ethnic Studies from the University of California, San Diego and B. A. in American Civilization from Brown University.

Cover of Transcending Blackness Dr. Joseph is interested in the mediated communication of difference, or, more specifically, contemporary representations of race, gender, and sexuality in the media. Her first book, Transcending Blackness: From the New Millennium Mulatta to the Exceptional Multiracial (Duke University Press, 2012), critiques anti-Black racism in mixed-race African American representations in the decade leading up to Obama’s 2008 election. Listen to the interview about her new book on Seattle’s NPR affiliate, KUOW. She is currently working on her second book project, Speaking Back to Screens: How Black Women on Television Resist PostIdentity Culture, a television studies examination of African American women’s resistance to “postidentity,” the ostensibly “after” moment of racism and sexism, and race- and gender-based identities. With her UW colleagues Janine Jones (Education) and Alexes Harris (Sociology) as co-editors, and members of the group she co-founded, WIRED (Women Investigating Race, Ethnicity, and Difference) as contributors, Dr. Joseph is also developing an edited collection on women of color in higher education. Dr. Joseph is on editorial boards of Communication, Culture, and Critique and Cinema Journal, and she is a member of the Ethnic Studies Committee of the American Studies Association.

She is a recipient of awards and fellowships from the Ford Foundation, Woodrow Wilson/Mellon, the University of California, the American Association of University Women, and the Walter Chapin Simpson Center for the Humanities at the University of Washington.