

Charting a Path for UW's Office of Research to Support Equity in Research Excellence

Task Force Report Prepared for the Office of Research

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Preface

At the start of the 2023 spring quarter, the Vice Provost for Research convened a Task Force of faculty from across the UW to consider how the Office of Research might grow its support and capacities for DEI-related research activities and programs. The Task Force membership was intended to be reflective of a variety of experiences and expertise, so as to capture as many perspectives as possible. Mari Ostendorf's charge to the Task Force follows:

The Office of Research seeks to support, grow, and extend UW's research on diversity, equity, and inclusion and its impact. This Task Force will help identify areas of emphasis and first steps for this effort, which is one of my top priorities.

Specifically, I am asking the DEI Research Task Force to:

- Define DEI as it relates to research;
- Identify major themes or strengths of DEI-related research at UW;
- Identify opportunities for cross-unit or external partnerships;
- Identify needs for researcher training; and
- Make recommendations for the most impactful ways the Office of Research can broadly support DEI-related research.

I would like the Task Force to consider the breadth and depth of DEI-related research as it is instantiated across all domains of society, including research about the research enterprise, and the impact of that research on science and society. The focus should be on DEI-related research questions asked, answered, and translated, as well the populations or social institutions who are the subjects of the research. While the recruitment, retention and growth of more diverse research personnel and the creation of more equitable and inclusive research enterprises are very important goals, those topics are not the focus of this Task Force.

The Task Force held its first meeting on March 29, 2023 and discussed the charge with Mari Ostendorf, Vice Provost for Research. Following that meeting, the Task Force met five more times. Between meetings members contributed material, commented on meeting notes, and began writing and drafting the report. The penultimate draft was presented to the Vice Provost for Research for comment and feedback. Subsequently, the committee incorporated feedback from the Vice Provost for Research to finalize this report.

Our Task Force defines DEI as it relates to research and makes recommendations for the most impactful ways the Office of Research can broadly support DEI-related research. We did not have the time or the bandwidth to identify major themes or strengths of DEI-related research at UW. Throughout our report and recommendations we do identify opportunities for cross-unit or external partnerships and identify needs for researcher training. Some of the work to identify themes, strengths, opportunities, and needs would follow from efforts that we propose be undertaken over the next 2-5 years. Nevertheless, the Appendix to our report includes many ideas and resources at UW and elsewhere.

In July 2023, our report and Task Force informed a recommendation from the Vice Provost for Research to UW's new Provost, to identify one of three major opportunities for UW's Office of Research as:

Equity in Research: Comprehensive approaches to equity in research are increasingly of interest to UW researchers and expected by funders, policymakers, and society. However, the concept of an equity-centered framework for research, i.e., that considers the people involved, research processes, and research objectives together, is new. UW has strong programs promoting equity and inclusion in recruitment and retention of faculty, staff and students, and many UW faculty pursuing research with objectives of advancing equity and access, but those efforts are largely disconnected. We can better support research excellence by integrating these efforts and providing a model framework for embedding equity at all stages of the research process.

Defining DEI as it Relates to Research

The Task Force tackled the request for a definition in the broadest ways possible, in order to catalyze and mobilize transformational change at UW. We offer both a definition and the urgent motivation for pursuing a comprehensive approach that acknowledges there are three fundamental dimensions to focus upon: the people involved, research processes, and research objectives. We also propose moving away from the shorthand terminology of DEI or the longhand terminology of Diversity, Equity, and Inclusion. Instead, we use the term equity to include as many of the concerns related to diversity, acknowledging historic, current, and future inequalities and injustices. We link those concerns to the fundamental and well-known fact that outstanding research results from teams that are broadly inclusive. Thus, we propose the following: **Equity in Research Excellence**

Equity in Research Excellence at the University of Washington communicates an overarching vision that incorporates accessibility, diversity, equity, inclusivity, indigenous sovereignty, and justice in the entire research community's mission and practices. It aims to create a framework that everyone can engage with no matter where they are situated at the University of Washington. Such a framework means approaching research with an equity lens when considering all aspects of project or program life cycles. For researchers this might include equity considerations at the formulation of research projects, the conduct of research, or the publication of research outcomes, as well as when building teams, community partnerships, lab staffing, or training. For institutional infrastructure, an equity lens might be an explicit part of the fabric of support and guidance provided to research programs.

An equity in research excellence framework also recognizes how:

- interdisciplinarity improves equity perspectives and approaches;
- longstanding, deep knowledge, experience, and insights about equity exists at UW and is readily available in many domains at the university from the humanities to social sciences, engineering, policy, medicine, and more AND that knowledge can be better integrated and drawn upon;
- equitable research relationships are foundational for achieving excellence.

Equity in research excellence emerges directly from overarching values at the University of Washington. Our report offers an equity roadmap for the Office of Research so that in five years the UW can confidently make the claim that through its efforts there were transformational impacts on scientific, humanistic, and creative outcomes and practices across the university's research programs and into wider communities engaged with our work. We would hope to be able to argue that because the OR adopted an equity in research excellence framework, along with benchmarks for its activities and offices, we transformed our research communities' practices and impact.

Equity in research excellence requires cultural shifts among researchers and adoption of equity practices throughout a research institution. Addressing the issue is long overdue – universities have deep and conflicted histories of direct racist, colonial, discriminatory, and extractive

practices and also indirect impacts through investments and research practices that require correction. For the same reasons, federal agencies and their review panels are expecting substantive statements and investments in institutional capacities to address equity concerns. Similarly, philanthropies and donors are expecting progress towards improving equity through research excellence. Finally, while there is widespread goodwill, most efforts at UW are viewed as inconsistent, sometimes superficial, optional, siloed, incomplete, or egregiously missing.

Despite a great deal of keen interest, many members of the research community do not have the immediate tools or supporting infrastructure to enact change and be held accountable for it. Often, when equity is addressed in research it has been limited to efforts such as diversifying the makeup of research teams, or on shifting the focus of the research to address disparities in specific outcomes, such as health. While important, in order to be institutionally transformative, an equity in research excellence framework needs to be implemented throughout the entire research process and infrastructure. Motivating a cultural shift in UW's research programs and practices is based on a growing body of evidence indicating how research excellence grows with a comprehensive and inclusive equity approach to conducting research. Most importantly, future recruitment and retention of outstanding faculty, students, and staff will be strongly influenced by UW's demonstrable, institutional support for equity in research for impact and excellence. Finally, we know of no other major academic research institution that has taken an equity-centered, comprehensive approach to research. UW has the capacities and substantial motivation to lead the nation in this endeavor and set the pace for catalyzing equity in research excellence.

Recommendations

1. Our Task Force's first recommendation is that the Office of Research adopt an equity in research framework that focuses on two efforts:

a. Incorporate equity perspectives and practices at every stage of a research program.

This recommended approach is a whole university one, recognizing that there are pockets of deep expertise that exist throughout the university, that all research practitioners can incorporate an equity framework when and where it makes sense, that it can be a signature feature of our UW ethos, and that it requires both dedicated centralized and distributed efforts to sustain. This means that all levels can be engaged in the transformation from the individual researcher, their unit, their school or college, and central resources. Our equity in research excellence framework has identified opportunities for incorporating equity perspectives and practices at every stage of a research program from the research problem, research impact, research planning and proposals, research products and their translation into practice or commercialization, and research relationships. We have also identified ways for all units and all levels of research activities to engage and collaborate on equity in research excellence

b. Provide infrastructure and resources to support the incorporation of equity perspectives and practices among researchers and across research programs.

Most importantly, our equity in research framework recognizes that supporting researchers and research programs requires, and begins with, an infrastructure that: prioritizes and promotes the value of equity in research; provides tools, guidance, and best practices for doing so; creates a learning community among all researchers about equity perspectives and practices; incorporates expectations, policies, and required documentation of equity perspectives and practices for accessing central funding for research development and programs; establishes and supports a university-wide, high profile, institutional home for sustaining equity in research efforts and evaluating progress and impact.

2. Following on our first recommendation, our second recommendation is the establishment of an Equity in Research Office within the Office of Research.

Such an office would have the responsibility for promoting, growing, evaluating, and sustaining research-related equity perspectives, practices, policies and programs at UW. This office will have leadership from research focused faculty, as well as administrative leadership and support staff. It is our expectation that an advisory council representing all colleges and schools would provide feedback and support to the new office.

There are three rationales for the establishment of such an office. First, although there are existing structures to support equity, diversity and inclusivity campus-wide, these efforts necessarily focus on the overwhelming needs of education, learning, student support, faculty development, and community partnerships. Second, the UW Office of Research has a keen interest in supporting equity efforts, but does not have the capacity or deep expertise to provide the level of focus needed for supporting a campus-wide Equity in Research Excellence transformational effort. Thus, a new organizational structure at UW is needed to support the goal that all research activities conducted through UW reflect best practices of equity, diversity and inclusion, and that our institutional policies, procedures, and practices facilitate research teams and faculty in applying equity perspectives, principles and practices to their work. Third, this new office would work with the Office of Research and bring UW to the forefront of such efforts in the nation, establishing UW as a national and international leader in transforming research around an equity framework.

Our proposed approach (two recommendations) is innovative. Most research-intensive universities have central campus wide efforts to support equity, diversity and inclusivity, but very few have central structures that focus on equity in research. One example of institutional level support for EDI in research is Seattle Children's [Center for Diversity and Health Equity's](#) Health Equity Research Program ([HERP](#)). Established in 2016, it is led by a faculty scientist and includes an administrative team. It serves as a child health equity research hub for information, resources, talent, expertise, data and partnership for expanding child health equity research at Seattle Children's and beyond. Its goal is to advance health equity research and apply a health equity lens to all research through institutional policy reviews, research team consultation,

health equity research grant making, educational seminars for faculty and staff on EDI research principles and practices, trainings and career development support for students and researchers who are from underrepresented backgrounds or who focus on health equity research, and data collection partnerships to monitor the institution's progress on achieving its equity and diversity research goals.

Examples at peer institutions include centralized offices of diversity or DEI which either partner with their respective offices of research on a few initiatives or support DEI-focused centers with narrower research agendas. An example of the former can be found at Oregon State University which stood up [Office of Institutional Diversity](#). That office works closely with OSU's Office of Research on programs that are seeking to shift the culture of research, raise the profile of equity research, provide support for equity research programs and practices, and prioritize central funding for equity for research. Another example of the latter is [UCSF's Office of Diversity's anti-racism initiative with one focus on equity research](#). Similarly, UCLA's Equity Office focuses on a few key aspects of research practices and priorities related to equity and highlights those on their [research page](#). Another example of the latter would be The University of Chicago's National Opinion Research Center (NORC) which has a dedicated [Center on Equity for Research](#) related to survey research..

We propose that an **Equity in Research Office** would do the following:

1. Showcase and share insights and exemplars on equity in research excellence;
2. Serve as a central resource for best practices for faculty, research teams, students, departments, colleges, and schools to utilize to ensure equity for research excellence. This would be inclusive of institutional level policies that prioritize and require equity in research.
3. Serve as a clearinghouse for educational resources and trainings for faculty, research teams, and students, on topics to help achieve equity in research (e.g., community-engagement in research, anti-racist practices for research)
4. Lead the creation of a "UW Equity in Research Excellence Roadmap" to help provide schools and colleges with clear guidance on how to ensure that their research adds to our mission of achieving equity. A UW example of this can be found at the School of Public Health: <https://sph.washington.edu/research/roadmap>.
5. Convene research administrators from across schools and colleges to plan how to actualize roadmaps within their respective contexts through a supportive, learning community that can also provide strategic advice to the Equity in Research Office.
6. Measure, monitor and report on UW progress towards ensuring equity in research activities and how that progress translates into research excellence and impact.

Timeframe and Activities Leading Towards Framework Adoption & Office Establishment

Launching our two-pronged initiatives will not happen overnight. That said, we argue that the motivation and resources at UW are available and that there are significant external pressures and benefits to UW for moving quickly. We propose that the Office of Research over the next 1-2 years mobilize efforts and activities that will lead to the adoption of an equity in research excellence **framework** and establishment of an **office for equity in research**. This might be accomplished in the following way

Year 1-2.

Establish and support a new Task Force that will work closely with the Office of Research and across campuses to:

1. Build a learning and collaborative community through quarterly events that highlight equity in research;
2. Convene an equity in research council with representation from all colleges and schools for advice and ideas;
3. Create an inventory of existing UW equity in research themes, strengths, and best practices
4. Provide short, easily accessible, interdisciplinary resources and guidance on how equity perspectives and practices might be considered and why they matter at every stage of the research process (see appendix for ideas developed by Task Force members) when:
 - a. Considering research impact and broader implications of research programs
 - b. Developing research programs and plans
 - c. Conducting research
 - d. Building research relationships
 - e. Sharing results and translating research to practice
 - f. Evaluating research proposal and products
 - g. Assessing research ethics
5. Develop and Incorporate an equity in research framework in relation to all OR-related activities, including RRF, HSD, LSOs, and central funding for research initiatives
6. Garner support from UW leadership to adopt the framework and establish the office

APPENDIX

Task Force Members' Draft Ideas Around an Equity for Research Excellence Framework

In preparation for our report, we asked ourselves to think about equity for research excellence across the life cycle of research programs. We offered notes to each other about how equity perspectives and practices might be considered and why they matter at every stage of the research process when:

7. Considering research impact and broader implications of research programs
8. Developing research programs and plans
9. Conducting research
10. Building research relationships
11. Sharing results and translating research to practice
12. Evaluating research proposal and products
13. Assessing research ethics

1. Research Impact (Notes from Donald Chi, Marika Cifor, Tumaini Coker, Sheri Mizumori, Wendy Barrington)

Research equity impact requires drawing on literature that articulates diverse and culturally responsive practices of research and evaluation; the incorporation of feminist, Indigenous, and critical methodologies and theories of equity, social justice, and social change; and drawing on lessons from community-based participatory research. These research paradigms provide viewpoints that have not always been considered within the mainstream research process and provide a grounding for the many principles of diversity, inclusion, and equity in research.

Impact on the researcher:

- The researcher understands the importance of acknowledging and reflecting on their own biases and assumptions that influence the research. Before and during the research, the research/research team practices critical reflexivity. Self-reflection is an essential component of research with equity impact (Andrews et al., 2019). Knowledge of the researcher's identities, values, biases, and perspectives, informs the research process, interactions with research participants, and the context in which research occurs (Symonette, 2009).
- Support the development of diverse project teams in ways that ensure those from underrepresented groups can take leadership and are not tokenized.

- Support for developing partnerships with communities most affected by the research to create research that celebrates and supports the value, beliefs, and knowledges of communities to build trust that enables inclusive and mutually beneficial engagements
- “To combat oppressive and racist systems, researchers must possess knowledge, skills, and values or beliefs that support self-reflection and transformation (Ladson-Billings, 1995; López, 2016). Researchers should know why and how racism and oppression exist and perpetuate, hold values and beliefs that align with equity and justice, and possess skills to implement anti-oppressive practices (Solórzano & Yosso, 2002).”

Impact on the research focus:

- For research to be done in service of equity, it needs in its focus to be committed to identifying, examining, and dismantling structural inequities and injustices, including how research processes can perpetuate them. This requires research on historical and contemporary issues of social inequality across contexts and domains.
- Research that promotes better understandings of systems of power and privilege and their interactions with groups historically underrepresented, minoritized and marginalized
- Reframe a program, theory of change, or logic model to include systemic factors (Community Science, 2021b) to drive the program theory, study methodologies, and data analysis.
- Research acknowledges the social, political, historical, and scientific context and culture of communities where the research is conducted.
- The research findings provide value to those most affected by the conditions being researched

Impact on the research process:

- Centering equity in the research process requires a transformation in the ways we conduct research to be responsive to the communities most impacted
 - This may require new data collection approaches and/or analytical tools.
- Foregrounding the knowledge systems, assets and resources, and cultural strengths of members of historically marginalized communities in order to promote empowerment of individuals and groups from these communities
- The research process is grounded in equitable partnerships with research participants and those communities most affected by the research.
- Research is conducted in ways that reflect the knowledge and contributions of impacted communities, in ways that are valued throughout the process.
- Consider the use of instruments or measures that reflect cultural norms of implicated communities. Utilize instruments validated with communities participating in the study, or adapt current measures or instruments with help from community leaders (Hood et al., 2015; Public Policy Associates, 2015).
- Consider the equitable inclusion of participants in all aspects of decision making in the research process from determining what is studied to what and how data are collected, analyzed, interpreted, and reported.

Equity research: Such research and scholarship engages and equips all members of the UW community with critical ways to think about commonalities and differences that can be applied in a variety of ways to transform institutional and organizational practices, and policies. Our community is united by a common goal for their research and scholarship: advancing equity and inclusion throughout society.

Best practices or examples of equity impact framework approaches at UW or elsewhere

- A. <https://www.rti.org/rti-press-publication/bringing-equity-centered-framework-research>
 - a. equity-centered transformative research...
 - b. Centering DEI values in researchers, research, and institutions that support research
- B. <https://research.ubc.ca/framework-self-assessment-ubc-dimensions-released>
- C. <https://inclusion.uoregon.edu/IDEAL>
- D. <https://www.monash.edu/about/who/a-culture-of-integrity-and-respect/equity-diversity-inclusion/new-equity,-diversity-and-inclusion-framework-2022-2030>
- E. <https://lsa.umich.edu/ncid/research-scholarship/statement-on-diversity-research-and-scholarship.html>
- F. <https://researchinsociety.org/wp-content/uploads/2021/02/GuidingPrinciplesDoc2020.pdf>

2. Research Planning (Notes from Sara Goering, Sasha Welland, Wendy Barrington, Malia Fullerton)

- A. Tumaini: Best practices or examples of equity impact framework approaches at UW or elsewhere (equity or DEI consultation process at Seattle Children's <https://www.seattlechildrens.org/research/centers-programs/health-equity-research-program/> for researchers; is there such a thing at UW; about how to diversify research participants, but also deeper interventions, e.g. CBPR or reconceptualizing race or gender as concepts used in research hypotheses);
- B. <https://scijust.ucsc.edu/>; thinking about team science: Critical interdisciplinarity for developing research questions that push boundaries of what has been previously considered knowledge, not just collaborations to solve existing problems in new ways and produce definitive answers. Who is brought into the research project at the planning stage? How are resources, responsibilities, recognition, and outcomes distributed in ways that **acknowledge and address**, in the proposal stage, historical injustices or existing inequities between researchers and communities; differential access to research funding streams among researchers in different disciplines/institutional locations; the invisible or stratified labor of research partners, such as those cast as “diversity supplement” contributors/consultants or those in earlier career stages.
- C. Institutional change mechanisms - The resources and levers that OR might develop to move forward an equity impact framework
 - a. maybe equity impact statement required for RRF proposals;
 - i. Marika: Will also require developing evaluation rubrics and resources to support committees such as RRF to consider EDI in their selections.

- ii. Sasha: I agree with Marika here. I served for several years on the RRF review committee and there was a very wide range of reviewing styles (and use of numerical ranking scales) by reviewers across disciplines. EDI is not explicitly included in the current guidelines sent to reviewers. In addition to evaluation rubrics, I think that a dedicated discussion/workshop with RRF staff members and committee leads will be important to really incorporate this into the way the review process is structured. Same for other internal funding sources on campus, such as the Simpson Center.
 - b. UW's diversity council <https://www.washington.edu/diversity/diversity-council/> as a base for developing a research consultation process?)
 - c. See also School of Public Health's roadmap: <https://sph.washington.edu/research/roadmap;>
- D. How do we consider the framework of DEI beyond the boundaries of the United States (and vectors of power such as caste, race/ethnicity, rural/urban citizenship as structured in other parts of the world) and take into account the ongoing legacy of historical colonial relations, migration, and diaspora? How can the OR equity impact statement therefore also be in conversation with guidelines for international research?
 - a. see Office of Global Affairs Guidelines for Global Engagement: <https://www.washington.edu/globalaffairs/engagement-guidelines/>
- G. Framework for creating research ethics protocols as an ongoing part of the research process, not one and done.
 - a. Clearinghouse for research ethics protocols or review boards created by communities that aim to decolonize research and thereby understand risks and benefits from a different paradigm than human subjects review as defined by the UW Institutional Review Board or its currently listed [external IRBs](#). Such protocols and review boards may also extend the understanding of research ethics beyond "human subjects" to material culture and community-held land, practices, or epistemologies. For example, the Burke Museum abides by this protocol for research requests related to items in its Pacific Island collections: <https://rmi-data.sprep.org/resource/nuclear-research-protocol-english-version>. Research proposals could be reviewed by advisory boards such as the NAAB: <https://www.washington.edu/diversity/tribal-relations/omad-naab/>
 - b. How can different parts of the university be responsive to one another in raising questions about research ethics and the implications of research in one discipline as understood in another? I'm thinking for example about responsible computing and research/work pillars established by orgs such as [Partnership on AI](#).
 - i. Sasha: This in particular haunts me because of an international UW student with Muslim identity who was put in a detention camp in China for logging into Canvas to submit homework during a visit home. There was no administrative response to multiple faculty calls for assistance for the student once, months later, she was released and able to return to Seattle, or to questions about computing research at UW and its corporate connections in developing facial recognition and other data surveillance systems. See this

book written by a UW alum:

<https://globalreports.columbia.edu/books/in-the-camps/>.

- c. New institutions or additional institutional connections that could be manifested -
 - i. UW Tacoma Office of Community Partnerships example
 - ii. Central office of equity for research
 - 1. Wendy: Have the office be charged to create a “Research Roadmap” ala School of Public Health (<https://sph.washington.edu/research/roadmap>) to provide direction for integrating DEI and anti-racism in research.
 - 2. Wendy: Bring together research admin across schools and colleges to plan how to actualize roadmap within their respective contexts (support/learning community like the Diversity Council that also provides strategic advice to the office)

3. Research Program (Alex Horner-Devine, Rachel Heath, Sheri Mizumori)

- A. The UW framework recognises that there are challenges inherent in making research outcomes equitable and that many researchers and research programs lack the training and resources to do this effectively and respectfully. The framework bridges this gap by supporting several programs which, for example: (1) support the UW community of researchers engaged in equity research and equitable research translation at UW; (2) support UW and boundary organizations whose missions involve community engagement and equitable research translation; (3) develop funding mechanisms to support equity impact objectives for research projects for which these objectives were not initially included.
- B. New institutions or additional institutional connections that could be manifested
 - a. UW Tacoma Office of Community Partnerships example, others
 - b. The [Equity Center](#) at UVA (“The Equity Center will tangibly redress racial and economic inequity in university communities by advancing a transformative approach to the fundamental research mission, which will, in turn, reform institutional values, pedagogy, and operations”)
 - c. Existing UW institutions and programs - Washington Sea Grant ([WA SeaGrant](#))
- C. Next steps for moving forward over the next year (these might include working groups on the above topics or just actions that OR could take immediately)
 - d. Research and evaluate other models for boundary organizations (boundary organizations are those that exist both within and outside the university and that could sustain community engagement or partnerships with non-academic organizations.
 - e. How do you build a community of researchers around equity impacts that enables ideas and challenges to be shared and discussed? UW kick-off symposium? Speaker series (UW speakers) with a hosted meet and greet afterwards?
 - RH: Another idea would be to provide funding to existing seminar series if they can make the case for bringing in speakers who provide substantial DEI related benefit to the campus community. I worry new series might

not have a natural attendance base and so we'd worry about low attendance.

- Sheri: Great idea and I have the same worry. If this series and kick-off reflected initiatives from OR, that may have greater impact on UW change, and grab more people's attention so they attend.

4. Results, Research Products, & Translation / Relevance (David Takeuchi, India Ornelas, Rachel Heath)

- Provide more support for broader dissemination of research to community partners (graphic/instructional designers for documents/presentations that reach non-academic audiences)
- Symposia or events targeted toward community audiences
- Website with examples of community-facing research products
- Prioritizing or incentivizing researchers that are applying for 'equity centered' funding announcements

Impact equity calls for the careful and strategic planning of the production, dissemination, and communication of research processes and outcomes. Academics are familiar with the conventional forms of communicating and disseminating ideas and findings through products such as books, journal articles, plays, videos or movies, and artistic projects. However, impact equity moves beyond these traditional forms to reach a broad and diverse audience including community residents, policy and lawmakers, journalists, current and prospective funders, colleagues, and other stakeholders. Even researchers who are building the foundations for future interventions and change have a vested interest to develop and maintain the public confidence in the meaning and long-term value of their ideas and projects.

Stewart et. al provides four case studies of different communication strategies used by researchers in the biological sciences that are applicable across disciplines

Stewart, Elizabeth C., etc. (2023). Development of strategies for community engaged research dissemination by basic scientists: a case study. *Translational Research*, 252, 91-98.

- Townhall
- Researcher spotlight series
- Community engagement newsletter
- Social media: Research matters

Pool resources across academic units to provide consultation service for developing communication and dissemination plans.

Work with Marketing and Communications units to develop workshops and mechanisms for communicating and disseminating to a wide range of audiences.

RH: I think a key lingering question is whether/how we provide incentives to disseminate in these ways (and more broadly, include DEI perspectives in their research). Of course, the kind of people who do DEI-related research are passionate about these issues, but also tend to be busy/stretched. Is it financially feasible to provide grants that cover summer salary to do some of this work?

5. Research Relationships (Cheryl Greengrove, Tumaini Coker, Sasha Welland, Malia Fullerton)

- a. Training & Mentoring, Support
 - New faculty orientation - joint research component (include option for all new faculty since 2020 from all 3 campuses to participate.) important networking opportunity.
 - Continue faculty field tour
 - Cross-campus online research workshops
 - Inventory of what mentoring programs have now
- b. Collaborations & Partnerships
 - Provide opportunities for faculty to network across schools and campuses
 - A specific RRF that incentivizes faculty to collaborate across schools & campuses
 - Support from the office of research to help with large, complex, multifaceted research proposals (for example with limited submission proposals)
- f. Community Engaged Research
 - SEE REPORT ON COMMUNITY ENGAGED SCHOLARSHIP
 - Office of Community Partnerships (UWT has one)
 - Get rid of financial barriers to doing this research - i.e. make it easier to pay community partners
 - Inventory of what partners are working on vis a vis community engaged scholarship
 - Sasha: Especially thinking about our teaching-stream faculty, in which their research is often focused on pedagogical innovation, debates about instruction within their fields, and community engagement.
 - This scholarship is built on relationships with the community that take time to establish - how can we recognize this for T&P
 - <https://www.iths.org/community/partners/isp/>
 - 1. Community Partnership Guide for Engaging with Academic Researchers
 - 2. Equitable Research Best Practices
 - 3. Health Equity Research Advisory Council
 - 4. (to come is the Teleresarch Best Practices toolkit as well)