Resources for balancing personal beliefs/social justice frameworks/being politically active vs. your non-partisan state employee status

General Comments
The information below comes from Randy Hodgins, Vice President, External Affairs and Richard Cordova, Executive Director, Internal Audit

- The University encourages its employees to be engaged citizens and to exercise their constitutional rights on issues that are important to them.
- Involvement in these activities needs to take place during non-working hours and not utilize any equipment or supplies that belong to the university. One activity that is not allowed as a state employee is to be involved in grassroots organizing or participation in lobbying around current issues of the state legislature. This includes any use of university resources to support a political candidate or ballot initiative. (See link to UW Impact below for recommendations of how to be involved in legislative issues as a state employee.)
- Regarding activities that take place during work hours such as marches, demonstrations or support of students engaged in these activities, staff (professional or classified) are asked to request time off with their supervisor or dean. These activities are not forbidden but there needs to be a judgement call made on staff involvement. You do not need to mention the actual event you are attending, just the request for time away from work and how you will make it up.
- Use of social media: Always best to keep this out of the work environment. State ethics laws are pretty clear that personal use of the computer must be de minimis (see definition below).

You can post whatever you want on your own personal accounts (FB, twitter, etc.). It should be on your own computer.

What de minimis use means:
- A state officer or employee's use of state resources is de minimis only if each of the following conditions are met:
  - There is little or no cost to the state;
  - Any use is brief;
  - Any use occurs infrequently;
  - The use does not interfere with the performance of any state officer's or employee's official duties;
  - The use does not compromise the security or integrity of state property, information systems, or software;
  - The use is not for the purpose of conducting an outside business, in furtherance of private employment, or to realize a private financial gain; and
  - The use is not for supporting, promoting the interests of, or soliciting for an outside organization or group.
- A state officer or employee may use state resources for wellness or combined fund drive activities as long as use conforms with (a) of this subsection or as authorized in state law and rule.

Advocating vs. Lobbying

See Nancy Amidei's paper on Public Policy Advocacy.

UW Impact http://uwimpact.org/ is the UW Alumni Association’s legislative advocacy
program, dedicated to mobilizing alumni on behalf of restoring state support for the UW and public higher education. The UW Impact program has two main components: advocacy and education. During Washington State legislative sessions, they encourage UWAA members, UW alums and friends of public higher education to become advocates by taking action using UW Impact’s resources. Outside of session, they conduct trainings, meetings and events to keep their advocate community informed and engaged.

They are:

● Non-partisan (red and blue make Husky purple)!!!
● Allied with Washington’s other 4-year institutions in support of state reinvestment for higher education.
● Advised by a legislative advocacy committee made up of alumni and community members.
● Part of the independent, 501 (c)(3) UW Alumni Association and funded with membership dollars, not state resources.

Working with Students
These resources were developed for the Teaching Post-Election Workshop:

1. Facilitating productive and inclusive dialogues amongst students
How to best support our most vulnerable students; methods for facilitating productive and supportive dialogues that support the vulnerable identities of our participants; inclusive conversation with students who may not have the language or resources for discussing topics like race, class, immigration, gender/sex, etc.

2. Addressing implicit bias and privilege among students; combating institutional bias
How to encourage students to challenge themselves to understand their privilege; addressing implicit bias; combat systematic and institutional bias
https://cft.vanderbilt.edu/guides-sub-pages/increasing-inclusivity-in-the-classroom/

3. Creating safer spaces, classrooms, online environments for students
How do we make our spaces welcoming to all students; how do we create a classroom that is actively accepting of all students; how do we create an inclusive safer space from the beginning and throughout quarter; how do we gauge "safety" and inclusivity for online students; how do we have having constructive conversations (rather than polarizing), knowing that we have students with many different opinions when a particular view is known to be more common on campus and the media.
http://www.uww.edu/learn/improving/aboutdiversity/approachdiversity/safeclassroom

4. Balancing personal beliefs/social justice frameworks and non-partisan state employee status
How do we discuss and engage in strategies for moving forward and collective action, keeping in mind our responsibility as state employees; As a state institution, how do we do so in a way that is in accordance with non-partisan policy requirements?
From: AAUP [mailto:aaup-bounces@mailman13.u.washington.edu] On Behalf Of ZOE BARSNESS
Sent: Wednesday, November 16, 2016 5:25 PM
Subject: Re: [AAUP] Fear on campus – How will we respond?
On Friday last week, President Cauce joined faculty as we met to share ideas and good practices about how we might better navigate a suddenly more challenging teaching terrain and provide support for each other in doing so.

As faculty members at the University of Washington, we have a responsibility to foster a community of diverse opinions, in which all members feel welcomed and respected. In light of this goal, the Faculty Senate has established an Inclusivity and Community page at the Senate website to develop a list of links and resources aimed at helping faculty learn how to use the classroom and our campuses to foster a climate of inclusiveness, one that respects all points of view, facilitates constructive dialogue across the full spectrum of community membership, and serves to enhance learning and understanding.

At the new site, you will find a link to events and activities as well as resources that include organizations and people that are thinking through ways to build inclusivity. You will also find resources in the forms of research papers, essays, and other forms of publication that have been recommended to us by our colleagues on the UW Faculty. The list provided on the site is by no means a comprehensive list, but provides a starting place for developing your own resources and building blocks.

We encourage you to visit the site and begin exploring: http://www.washington.edu/faculty/senate/inclusivity/

We also encourage you to send us your own links to resources aimed at that goal to senate@uw.edu so that we may continue to build out the list of resources available at this site as we work together to support an inclusive community across all three campuses.
Many thanks for all your efforts and help,
Zoe Barsness Thaisa Way
Chair Vice Chair

5. Staff educator roles and support for staff-of-color
How do we keep ourselves (professionally and personally) safe in a culture featuring greater resistance to critical thought and liberal arts education? What support is available for staff-of-color on this campus.
https://www.colorlines.com/articles/4-self-care-resources-days-when-world-terrible