

**University of Washington
Faculty Council on Multicultural Affairs**

March 13, 2017
12:30 p.m. – 2 p.m.
Gerberding 26

Meeting Synopsis:

1. Call to order
 2. Review of the minutes from November 14, 2016
 3. Introductions
 4. Update on meeting with Provost/other matters – Chad Allen
 5. UW Diversity Blueprint – Chad Allen
 6. New business
 7. Volunteer chair for next meeting
 8. Good of the order
 9. Adjourn
-

1) Call to order

Williams called the meeting to order at 12:30 p.m.

2) Review of the minutes from November 14, 2016

The minutes from November 14, 2016 were approved as written.

3) Introductions

Williams introduced herself and explained she is a faculty member in the UW School of Law where she serves as Associate Dean for Students, Community Engagement and Equity. She also works as co-Director for the Tulalip Tribal Court Public Defense Clinic. Members of the council introduced themselves. Williams clarified she will chair the council through the end of the academic year and potentially continue on in academic year 2017-2018.

4) Update on meeting with Provost/other matters – Chad Allen

Allen (president's designee) updated the council on the meeting between the provost and members of the council which occurred near the end of fall quarter (2016) and was meant to clarify concerns over the council's draft Class C resolution on Equity, Access, and Inclusion Trainings for Promotion and Tenure Committees. The main concern relating to the draft resolution is that there is little evidence of chronic/widespread equity issues associated with granting tenure/promotion at the UW. Only a small percentage of the total number of faculty who go up for promotion are denied (at the university). Moreover, data shows that when a faculty member is denied tenure, it is often a decision made at a higher level than the faculty committee, such as at the chair or provost's level of review. The data

suggests that the value of having mandatory training for all faculty involved with P&T committees may not be congruent with the fiscal costs necessary to implement it.

Allen commented that a series of workshops were developed that build on the race and equity initiative specifically relating to promotion and tenure. He presented a handout with more information (Exhibit 1). Titles of new and continued trainings for department chairs included: “leading with a racial equity lens for structural transformation,” “cultivating an inclusive culture for faculty retention,” and “cultivating and inclusive culture for faculty hiring.” He mentioned there will be an added menu of workshops for hiring committees, while another ongoing initiative is to improve data collection relating to faculty hiring and advancement.

5) UW Diversity Blueprint – Chad Allen

Allen presented information on the new UW Diversity Blueprint 2017-2021 to the council (Exhibit 2). The document was drafted by the UW Diversity Council, a large body with representation from every UW college and campus. Allen noted the document was drafted by the Diversity Council over the course of the last year and was then vetted by several other campus bodies. One of the main goals during drafting was to build a document that could be accepted widely by each UW constituency, the aim being that every unit down to departments align their own goals with the Blueprint.

The Diversity Council has organized three workshops to help unit leaders align their strategic planning with the Blueprint. The first workshop took place in mid-February, 2017. A panel of speakers demonstrated how they made efforts to align their unit’s goals with the Blueprint. The next workshop addresses staff diversity and will be held on April 23rd (2017), while the final workshop addresses campus climate and will be held on May 23rd (2017). Allen added that beginning academic year 2017-2018, Vice President for Minority Affairs & Diversity Rickey Hall will be meeting with each college dean to discuss attainment of diversity goals.

Council feedback

There was some discussion of past similar efforts at the UW not being successful, in part due to lack of associated metrics and/or “sticks” with which to influence campus leaders. It was noted this time, the UW Board of Regents (BoR) has been included in vetting efforts, and it also is expected that deans will be assessed in relation to the Blueprint as part of future evaluations.

Some discussion surfaced the success of the Information School and the School of Public Health in their efforts to promote inclusivity and to bolster diversity in their faculty, student, and staff populations.

There was some discussion of unit-wide demographic data. Allen explained he brings that data to meetings with individual colleges. It was clarified that data of this type (at the UW) is self-reported, and so may be incomplete. There was some discussion of tracking demographic data for UW employee applicant pools; Allen and members agreed that data of this type could potentially be very useful. It was noted Academic HR currently is not tracking applicant pool demographic data for faculty positions.

Williams asked council members to consider ways to support implementation/success of the Diversity Blueprint initiative. One member remarked the strength of the council is through its position as an arm of the faculty senate.

Council members thanked Allen for presenting.

6) New business

The council held some discussion of ways to contribute to university-wide efforts relating to its purview over “matters of policy relating to the interests of faculty of color” (Faculty Code, Sec 42-48).

Gregory noted he feels the council should address “campus climate” and other issues that coincide with changes occurring at the federal level. Paparella commented that UW faculty traveling internationally may potentially have issues given the new executively ordered travel ban, and questioned if the council or the faculty senate could address the issue. Williams remarked that the clinical law program at the UW School of Law has offered assistance, including free legal consultations.

Gregory explained the council might send a message to the SEC suggesting that there be room in an upcoming faculty senate meeting agenda to discuss what the UW is doing collectively to support students, faculty, and staff who are endangered by the travel ban and immigration law related changes. Members of the council liked the idea. He commented that the senate needs to discuss, monitor, and enable what the School of Law and rest of the university are doing. After some discussion, Gregory made a formal motion:

The council requests that the SEC add (under new business for the April faculty senate meeting) a discussion about university-wide efforts in motion to assist students, faculty, and staff who are impacted by the travel ban and other new immigration law changes.

The motion was approved by majority vote of council members. Williams noted she would inform senate leadership of the motion.

7) Volunteer chair for next meeting

Williams asked if a member would be willing to stand in as proxy chair for the next meeting. Lee volunteered to chair the meeting in question.

8) Good of the order

Devine noted that the draft metrics for the previously approved Class C resolution on Black Lives Matter should be discussed in a future FCMA meeting.

9) Adjourn

Williams adjourned the meeting at 2:00 p.m.

Minutes by Joey Burgess, jmbg@uw.edu, council support analyst

Present: **Faculty:** Jim Gregory, Thomas Lee, Yoriko Kozuki, Pietro Paparella, Joseph Rajendran, Brenda Williams
Ex-officio reps: Patricia Devine
President’s designee: Chad Allen
Guests: N/A

Absent: **Faculty:** Joseph Babigumira, Rachel Chapman, Delphine Yung, Sadaf Bhutta, Teresa Evans-Campbell
Ex-officio reps: Jo-Fen Wang, Ada Onyewuenyi, Katie Woods

Exhibits

Exhibit 1 – workshops_departmentchairs_ofa.pdf

Exhibit 2 – UW Diversity Blueprint 2017-2021.pdf

DIVERSITY, EQUITY & INCLUSION WORKSHOPS FOR DEPARTMENT CHAIRS

Leading with a Racial Equity Lens for Structural Transformation

Winter & Spring Quarters | Offered through the Race & Equity Initiative

Through exercises, discussions and presentations, participants strengthen their knowledge of strategies and tools to achieve racial equity. We will explore a framework for racial justice efforts that moves beyond merely valuing racial diversity to creating racial equity. We will examine and discuss how leading with a racial equity lens is an essential component of a strategy for structural transformation to create equity for all.

Register at: bit.ly/racialequityworkshop

Cultivating an Inclusive Culture for Faculty Retention

April 26th, 10AM - 12:30PM, Location TBD | Offered through the ADVANCE Leadership Workshop Series

Key areas to be covered: policies, rules, and resources; annual reviews and models for faculty coaching; running fair, unbiased, and effective promotion and tenure reviews; and promoting an inclusive departmental culture.

Contact advsa@uw.edu to RSVP

Cultivating an Inclusive Culture for Faculty Hiring

May 17th, 1PM - 3PM, HUB 334 | Offered through the Office for Faculty Advancement

Key areas to be covered: strategic planning to diversify your faculty; organizing search committees; charging search committees; and best practices for effective faculty searches.

Register at: bit.ly/inclusivehiring

OFFICE OF MINORITY AFFAIRS & DIVERSITY
UNIVERSITY *of* WASHINGTON

UW Diversity Blueprint 2017-2021

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MESSAGE FROM THE PRESIDENT

In 2010, the University of Washington's Diversity Council responded to the campus community's calls for the creation of a comprehensive plan that would guide the University toward achieving its stated goals for diversity and inclusion. In the spirit of those calls, a Diversity Blueprint was developed to challenge the University to live up to its mission of valuing diversity in perspectives, creating a welcoming learning environment for all students, and promoting broad access and equal opportunity.

We've come a long way. The 2010-2014 Diversity Blueprint focused primarily on the UW student experience, and many of the priorities concerning students were met or exceeded by 2014. Among these successes were substantial increases in the percentage of URM first-time freshmen entering UW and in the percentage of masters, doctoral, and professional degrees awarded to URM students. Another success was the passage of a university-wide diversity course requirement for all undergraduate students.

But of course there is still progress to be made. The past few years have been challenging for those of us who view diversity and equity as core values; who believe in not only respecting, but also celebrating differences; who believe in justice and fairness; and who hold dear the idea that all people are created equal and should have equal opportunities to achieve their chosen goals and contribute to society. That's why I launched the Race and Equity Initiative in 2015, and that's why I've now asked its leadership to align the REI's work and activities towards advancing the Blueprint's strategic goals.

The 2017-2021 Diversity Blueprint builds on our past successes, acknowledges where additional work is necessary, and helps articulate university-wide efforts to advance a shared path forward. As a guide for assessment, planning and evaluation, the Blueprint provides an overarching framework with which each academic and administrative unit can align its particular needs and priorities, and against which each unit can measure its success.

The Blueprint also calls for shared accountability, so the Provost and I are asking academic and administrative units to do their part. We must work together because it is not – and could never be – the sole responsibility of one person, one office, or one initiative to solve these systemic and complex issues. It will take ongoing and sustained effort from all of us. To that end, we'll be asking for updates and examining our shared progress and areas for improvement annually.

I want to thank Rickey Hall, Vice President for the Office of Minority Affairs and Diversity and chief diversity officer, Dr. Chadwick Allen, Associate Vice Provost for Faculty Advancement, and the students, faculty and staff serving on the Diversity Council for their leadership and dedication to this project. This work has never been more important.



Ana Mari Cauce

President

Professor of Psychology

MESSAGE FROM DIVERSITY COUNCIL CHAIRS

The University of Washington's Diversity Blueprint articulates the tri-campus community's aspirations for becoming a truly inclusive and equitable environment for learning, research, service, and outreach.

The Diversity Blueprint begins with the University of Washington's Diversity Council, a body composed of faculty, staff, and students from across all academic and administrative units, which is charged with advising the Vice President of Minority Affairs and Diversity and Chief Diversity Officer on campus diversity issues. For the period 2010-2014, the first Diversity Blueprint established six broad goals for the UW:

- 1) Provide leadership and communicate commitment to diversity;
- 2) Attract, retain, and graduate a diverse and excellent student body;
- 3) Provide rich learning experiences and prepare students for global citizenship;
- 4) Attract and retain a diverse faculty and staff;
- 5) Encourage and support diversity research; and
- 6) Create and sustain a welcoming climate for diversity.

Specific metrics and specific targets were developed to assess progress for each goal area. Relevant data were collected in 2013 and 2014 and made available through a Goal Attainment Dashboard prepared by the Office of Educational Assessment (see: www.washington.edu/diversity/diversity-blueprint/archives)

Although a number of the 2010-2014 Blueprint goals were attained or even exceeded, others require additional attention. There is room for continued improvement in the areas of student, faculty, and staff diversity, for instance, as well as in diversity research, campus climate, and diversity leadership. The President's Race and Equity Initiative is one example of the University's renewed response to these areas. The Initiative seeks new ways to support and sustain diversity at the UW, centers on creating an inclusive experience for students, faculty, and staff, and directly addresses issues of institutional bias and structural racism. This initiative is one of several the Diversity Council considered while developing a new Diversity Blueprint to guide the UW's efforts for the period 2017-2021.

To effectively respond to ongoing needs as well as to enhance progress already made, and in order to reflect current concerns of the University community, the Diversity Council has produced a new Diversity Blueprint for 2017-2021 organized around these six goals:

- 1) Cultivate an inclusive campus climate;
- 2) Attract, retain, and graduate a diverse and excellent student body;
- 3) Attract and retain a diverse faculty;
- 4) Attract and retain a diverse staff;
- 5) Assess tri-campus diversity needs; and
- 6) Improve accountability and transparency.

The previous Blueprint fostered a number of student-related successes that the new Blueprint endeavors to build upon. For each goal, the Diversity Council has identified a number of strategic priorities and suggested action steps that are essential to progress.

Moving the University of Washington toward fulfilling the goals identified in the 2017-2021 Diversity Blueprint will require the combined efforts of administrative and academic units, as well as faculty, staff, and students, across our three campuses. The Office of Minority Affairs and Diversity, in collaboration with other diversity offices and programs across the UW, will offer assistance to units to formulate plans and identify resources for effective change.



Rickey L. Hall

Vice President for Minority Affairs & Diversity
Chief Diversity Officer



Chadwick Allen

Associate Vice Provost for Faculty Advancement
Russell F. Stark University Professor

GOAL 1: CULTIVATE AN INCLUSIVE CAMPUS CLIMATE

The University must actively work to create and maintain learning, working, and living environments in which students, faculty, and staff from diverse backgrounds feel they can thrive. The climate should be inclusive, equitable, and welcoming on all UW campuses.

RECOMMENDED PRIORITIES AND SUGGESTED ACTION STEPS

- > **Create a framework to address the University's challenges by developing, administering, and assessing an inclusive campus climate survey**
 - > Create an inclusive campus climate survey committee to design or commission a survey that is able to identify relevant issues that may be present on campus.
 - > Appoint the appropriate level of leadership to administer a campus-wide climate survey that is distributed to all undergraduate, graduate, and professional students, faculty, and staff.
 - > Publish climate survey results to serve as a reference for prospective and current students, faculty, and staff.
 - > Provide relevant climate survey results to faculty and staff who are responsible for specific initiatives and programs and urge them to modify their programs and initiatives to address shortcomings.
 - > Establish an exit survey for students, faculty, and staff who leave the university to determine whether campus climate contributed to their decision.
- > **Acknowledge and address student issues regarding equity and social justice**
 - > Identify and publicize the work of the UW research centers where issues of equity and social justice are critically examined.
 - > Hold regular, facilitated conversations with students to learn about their experiences with issues of equity, difference, and privilege across the university. Create feasible action items to rectify the most glaring issues.
 - > Create awareness about international student-related issues in the classroom and in other programs across the university.
 - > Create awareness about graduate and professional student-related issues in the classroom and in other programs across the university.
 - > Communicate the procedure that encourages students to report incidences of bias. Ensure that the current procedure minimizes the fear and repercussions that could result as a consequence of reporting.
 - > Generate and publicize a directory of current diversity-driven student groups. Encourage those groups to collaborate to create solutions for diversity-related issues and engage in conversations around race, gender, sexuality, and difference.
- > **Enhance effectiveness of curriculum and educational programs with regard to diversity and inclusion**
 - > Increase opportunities for faculty members to learn and apply effective pedagogies for teaching diverse student populations by expanding offerings and resources within the Faculty Fellows program, the Center for Teaching and Learning, and the Center for Communication, Difference, and Equity.
 - > Provide systemic training to teaching and research assistants on the impact of diversity in the classroom, including climate, course design, pedagogy, assessment, and cultural responsiveness.
 - > Create a diversity question bank that can be added to course evaluations and make it accessible to each department. Establish a searchable database of questions where units can share information.
 - > Assess the impact of the recently implemented student diversity course requirement by including questions about it in the student climate survey.

GOAL 2: ATTRACT, RETAIN, AND GRADUATE A DIVERSE AND EXCELLENT STUDENT BODY

The University must continue to actively recruit and support a diverse body of undergraduate, graduate, and professional students. The University must increase its capacity to serve students from historically underrepresented groups; students from low- and modest-income families; students who identify as disabled, LGBTQ+, and veterans; international students; transfer students; and students who are part of recent immigrant populations.

RECOMMENDED PRIORITIES AND SUGGESTED ACTION STEPS

- > **Ensure continued progress toward achieving diversity in the undergraduate student body**
 - > Establish collaborative relationships between central recruitment and outreach services and departments to better coordinate K-12 pipeline programs, two-year institutions, and initiatives to connect potential students to academic departments.
 - > Explore multiple mechanisms and funding opportunities to expand recruitment and retention of students from underrepresented groups, veterans, LGBTQ+, recent immigrants, students with disabilities, and low-income students, and consult the Enrollment Management Advisory Committee, where possible.
 - > Increase outreach to state community, two-year, and tribal colleges in order to create smoother pathways for diverse transfer students.
 - > Work with Advancement and external communities to increase scholarship funding to support underrepresented minority students.
 - > Monitor demographic trends in high school and community college student populations to prepare for shifting priorities in outreach and recruitment.
- > **Improve retention and graduation rates for underrepresented undergraduate students to reach rates comparable to all UW undergraduate students**
 - > Provide comprehensive financial aid packages that will enable students to earn degrees and implement proactive advising of students to ensure financial literacy and management of resources.
 - > Document migration from pre-majors in high demand fields and develop strategies to improve access to majors of choice for underrepresented students.
 - > Strengthen student mentoring by enhancing advising strategies, such as early warning and intervention systems, for underrepresented, veteran, first-generation, and low-income students.
 - > Develop strong partnerships among diversity units and academic departments to secure outside funding for projects to increase the success of underrepresented students.
- > **Ensure continued progress toward recruitment and retention of graduate and professional students**
 - > Develop and strengthen relationships with existing pipeline initiatives to encourage underrepresented, veteran, LGBTQ+, first-generation, and low-income students from UW and other regional colleges and universities to attend graduate school at the UW.
 - > Increase collaboration between GO-MAP and academic departments so that departments can contact, host, and recruit students interested in their programs.
 - > Improve mechanisms for recruitment staff members across the University to collaborate on outreach to potential graduate students.
 - > Develop competitive financial packages to increase enrollment of accepted students. Monitor impact of increased tuition and cuts to TA and RA positions on underrepresented students.

- > Develop or enhance diversity-related course offerings based on national trends in curriculum within each discipline.
- > Increase mentoring opportunities for underrepresented graduate and professional students.

GOAL 3: ATTRACT AND RETAIN A DIVERSE FACULTY

The University must maximize opportunities to recruit diverse faculty and ensure that efforts at retention and advancement become central. There must be a focus on issues of professional development and an establishment of support networks in order to successfully recruit, retain, and advance faculty.

RECOMMENDED PRIORITIES AND SUGGESTED ACTION STEPS

> Strengthen and diversify faculty hiring practices

- > Work toward goal of 100% participation of deans and associate/divisional deans in search committee training that addresses best practices, implicit bias, equity, and cultural responsiveness.
- > Encourage the dean of each school/college to certify that a broad and inclusive search has been conducted for each faculty hire by requesting availability pool data from the Office of Equal Opportunity and Affirmative Action.
- > Pursue cluster hires where appropriate, particularly when opportunities exist across units. Promote visibility of research area and teaching needs of each department.
- > Update current hiring practices by analyzing annual hiring data to help attract more diverse faculty applicant pools for each search.

> Utilize best practices to improve the recruitment of underrepresented faculty

- > Encourage all search committee members to use the Handbook of Best Practices for Faculty Searches and online Toolkit in order to generate an understanding of techniques that may better attract a more diverse pool of applicants.
- > Utilize availability data and applicant flow information in faculty hiring processes to monitor and improve applicant pools.
- > Encourage units to create a database of information collected from relevant faculty pipeline programs so they can contact, host, and recruit program participants who are interested in faculty careers.
- > Explore post-doctoral opportunities that attract diverse faculty.

> Develop school/college practices that support the retention and advancement of underrepresented faculty

- > Create opportunities that support professional development for faculty. Provide resources for units seeking assistance with developing these programs.
- > Work toward goal of 100% faculty participation in cultural responsiveness training.
- > Establish best practices in tenure and promotion review for how to recognize the contributions of faculty who mentor underrepresented students and provide service to underserved communities. Units should ensure that these contributions do not prohibit faculty from advancing in rank in a timely manner.
- > Provide professional development and leadership advancement opportunities to promote an equitable presence of URM faculty in University administration.
- > Offer workshops for junior faculty members to clarify the tenure and promotion process, including third-year reviews, annual reports, and compilation of tenure files.
- > Improve on-boarding for new faculty by providing them access to diversity resources and information regarding affinity groups.

GOAL 4: ATTRACT AND RETAIN A DIVERSE STAFF

The University must maximize opportunities to recruit diverse staff members and ensure that efforts at retention and advancement become central. There must be a focus on staff on-boarding and professional development to successfully recruit, retain, and advance staff.

RECOMMENDED PRIORITIES AND SUGGESTED ACTION STEPS

- > **Improve recruitment processes and strengthen staff hiring practices to diversify workforce**
 - > Update current hiring practices by analyzing annual hiring data to help attract more diverse staff applicant pools.
 - > Provide potential job candidates with information about affinity groups to publicize the existence of URM networks.
 - > Utilize availability data and applicant flow information in staff hiring processes to monitor and improve diversity of applicant pools.
 - > Encourage units to use the Staff Diversity Hiring Toolkit to generate an understanding of techniques that may better attract a more diverse pool of applicants.
 - > Modify the UWHR Onboarding Toolkit to include information and spread awareness about affinity groups.
- > **Develop school/college practices that support the retention and advancement of underrepresented staff**
 - > Create opportunities that support professional development for staff. Provide a resource within UWHR for units seeking assistance with developing these programs.
 - > Work toward goal of 100% staff participation in cultural responsiveness training.
 - > Monitor the advancement of URM staff by conducting an annual review of staff reclassification and promotion within units.
 - > Establish best practices on how to avoid placing the burden on staff of color to be the same, single representative on every search committee.
 - > Provide professional development and leadership advancement opportunities to promote the equitable presence of URM staff in University administration.
 - > Provide administrative leaders information on succession planning and diversity.
 - > Encourage staff to participate in affinity groups by informing them of the existence of these networks.
 - > Ensure that resources from OMA&D continue to be available to affinity groups and publicize best practices for how to efficiently use those resources.

GOAL 5: ASSESS TRI-CAMPUS DIVERSITY NEEDS

The UW must assess tri-campus diversity needs regarding programming and related efforts that engage students, faculty, and staff in order to promote collaboration and inclusivity across the Seattle, Tacoma, and Bothell campuses. The UW must then work to increase access to information related to diversity and inclusion, encourage a broader range of perspectives, and promote a commitment to opportunities for shared experiences.

RECOMMENDED PRIORITIES AND SUGGESTED ACTION STEPS

- > **Enhance communication and collaboration across campuses**
 - > Establish regular meetings for Diversity Officers and Diversity Leaders from Seattle, Tacoma, and Bothell.
 - > Develop an annual Diversity Update for each campus that is based on a standardized format of diversity-related data and programming. Create an annual comprehensive UW Diversity Update based on the Updates provided by each campus.
- > **Track and develop diversity-related programming that is accessible to faculty and staff at all three campuses**
 - > Create an inventory of and highlight existing diversity-related workshops, trainings, and resources, and communicate that faculty and staff are welcome and encouraged to attend trainings on any campus.
 - > Establish, where needed, faculty and TA workshops that address diversity-related issues in the classroom, including the inequities that underrepresented populations face at their respective campus.
 - > Create support for collaborative research efforts across the three campuses and recognize those faculty who demonstrate innovative contributions with a diversity research award.
 - > Provide access to resources for faculty and for staff across the three campuses to develop peer communities that provide insight and best practices from their experiences to their members.
- > **Evaluate accessibility of diversity and inclusion resources at all three campuses**
 - > Coordinate online databases of diversity-related resources so that students, faculty, and staff from all campuses can easily access information.
 - > Create a comprehensive diversity programming calendar across all three campuses. Publicize workshops that are open to all students, faculty, and staff.
 - > Develop and publicize “diversity pride points” that describe the diversity-related progress made by students, faculty, and staff at each campus.
 - > Publicize supplier diversity-related resources (departments, programs, workshops, websites and brown bag sessions) that students, faculty and staff can easily access.

GOAL 6: IMPROVE ACCOUNTABILITY AND TRANSPARENCY

University leadership must commit to working towards established diversity and inclusion goals. Leaders at all levels must accept accountability by implementing new initiatives to achieve those goals, ensure that best practices are disseminated within and across all three campuses, and make clear the University’s commitment to diversity and inclusion.

RECOMMENDED PRIORITIES AND SUGGESTED ACTION STEPS

- > **Create standards to serve as a guide for deans and department chairs**
 - > Implement annual surveys that review the units’ hiring, retention, utilization of diverse suppliers, and other diversity practices based on systematically collected data and create a report for deans, directors, and chairs.
 - > Use data on faculty hiring and student enrollment when planning future courses of action regarding outreach and recruitment. Ensure that policies, planning, and decision-making processes are informed by diversity-related best practices.
 - > Work toward goal of 100% participation of deans, associate/divisional deans, directors, and chairs in diversity training, and include diversity metrics as part of dean, associate/divisional dean, and program reviews.

- > Require the creation or renewal of unit-level diversity committees that must submit an annual diversity report that specifies progress on the diversity blueprint goals. Offer diversity committees a set of best practices that can be incorporated into their existing diversity plans.
 - > Create a Standard Operating Procedure for communication between the Diversity Council and deans and associate/divisional deans.
 - > Maintain an online database of best practices on the diversity portal that is accessible to faculty and staff.
- > **Ensure that University units successfully contribute toward compliance measures**
- > Continue to build an institutional culture that values and supports the highest levels of compliance with federal, state, and local laws and regulations.
- > **Incentivize the implementation of successful diversity and inclusion initiatives for University units and engage University leadership in disseminating information about those efforts**
- > Establish an annual President's Community Engagement and Diversity Award in recognition of a particular academic unit that impacted community and diversity at the University. The award should include a grant for future diversity-related initiatives.
 - > Publicize and recognize units that have demonstrated successful outreach and recruitment efforts.
 - > Appoint University leadership to host workshops for units to share best practices in recruiting and retaining diverse students, faculty, and staff, improving and surveying climates, and diversifying curriculum.
- > **Establish an understanding of diversity-related leadership**
- > Create a University document that identifies the infrastructure of diversity offices and committees.
- > **Increase funding for diversity and inclusion initiatives**
- > Fund diversity and inclusion proposals that focus on increasing the presence of faculty, staff and students from underrepresented groups.
 - > Commit to making diversity and inclusion funding a priority in upcoming capital campaigns.

GLOSSARY OF TERMS

Affinity Groups: Groups of faculty and staff at the university who are linked by a common identity. Affinity groups are supported by the UW as a way to advance recruitment and retention efforts.

Availability Pool Data: The number and demographics of eligible and qualified individuals across the country for a particular faculty position.

Cluster Hiring: Hiring faculty into the same or multiple departments or schools based on shared and sometimes interdisciplinary research topics.

Cultural Responsiveness: Recognizing the importance of including cultural references in all aspects of learning.

Implicit Bias: Negative associations people knowingly or unknowingly hold that are expressed automatically, without conscious awareness.

Racial Equity: The condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares.

URM: Underrepresented Minority

