

Resolution Concerning Faculty Support For Diversity, Equity, and Inclusion – Excerpt: 7th paragraph

Approved by Executive Council 12/2/15

Discussed at the Faculty Assembly Meeting 1/29/16

*“**BE IT RESOLVED**, that the Executive Council of the UW Tacoma Faculty Assembly commits itself to initiate, support, and be accountable for actionable items to address concerns of the Black Student Union. While most of these requests focus specifically upon Black students, we believe their demands hold relevance for all students, faculty, staff, and administration.*

*We commit to addressing in collaboration with the *aforementioned groups:*

- (1) the underrepresentation of Black faculty and others who reflect the diversities of our student body,*
- (2) the need for greater emphasis upon student recruitment and retention, especially for students from historically underrepresented backgrounds,*
- (3) a call for diversity awareness and inclusion training for all campus units and events that includes a focus upon institutional and systemic bias, classroom climate and course content, as well as faculty and staff hiring, evaluation, and merit reviews, and*
- (4) the development of deeper understandings of how social identities intersect with institutional discrimination and systemic bias and how the resulting negative impact upon individuals and groups is best eradicated, and*
- (5) to embrace and institutionalize inclusive excellence and anti-bias education and leadership practices to advance a more just and equitable learning, teaching, and working experience at UW Tacoma;”*

* Students, faculty, staff and administration.

DRAFT

NOTES FROM JANUARY 29, 2016 FACULTY ASSEMBLY MEETING

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Identified Areas of Concern	Suggested Actions/Responses
<p>Institutional & Systemic Bias and Lack of Recognition</p> <ul style="list-style-type: none"> -in evaluations and merit reviews -for faculty of color in particular, who serve as mentors for students of color -for faculty who are engaged in equity and diversity work -for the increased work-load of faculty of color 	<p>Review Evaluative Processes</p> <ul style="list-style-type: none"> - Annual Reviews; Merit Reviews; P&T Reviews -Workshops for review committees for tenure and promotion -Urban serving valued in tenure, promotion -Add diversity to criteria for merit reviews and annual reviews (as professional development) -Include participation in equity initiatives and behavior change in assessment/evaluation/tenure & promotion -Make explicit and give credit for the mentoring and added service often done by faculty of color -Make visible the disproportionality in service experienced across campus carried by faculty of color -Find ways to capture and make visible the myriad of ways that faculty of color do extra work with students -Ensure evaluative practices that acknowledge both the negative impacts of racism as well as acknowledge

<p>Institutional and Systemic Bias and Lack of Recognition <i>continued</i></p>	<p>the additional “burdens” placed upon faculty of color and other faculty members who actively engage in anti-racist/ diversity/ and social justice work</p> <ul style="list-style-type: none"> -Encourage people to be more informed and more explicit about the power of the criteria that has been institutionalized through the Code <p>Mentoring of Students of Color</p> <ul style="list-style-type: none"> -Overwhelmingly defaults to few people of color -Students of color don’t see white professors as resources -We have a campus volunteer faculty mentoring program, but how do we show students that we want to help? -Expand number of faculty who can be reflexive, competent mentors to students/other faculty who are accessing ongoing trainings and dialog -At same time being mindful of assumptions we make about referring students to people we assume should mentor them
<p>Underrepresentation of Diverse Faculty</p> <ul style="list-style-type: none"> -Hiring, Ads, Recruitment -How did we end up with mostly white faculty hires? 	<p>Hiring Process</p> <ul style="list-style-type: none"> -Has changed (for the better) may need continued attention -Training for search committees was good—focused on awareness but did not give tools to actually do it, i.e. how do I frame my questions? -Committee: rubric/criteria for hiring -Committees needs more time to evaluate applications to avoid biases that occur in a rush -We know best practices, but Diversity gets buried -What we say about the candidates in hiring conversations potentially could alienate applicants who are qualified, but are deterred by the fact that race matters -Bias plays a part and also people of color face barriers -How you talk about the applicants: rubrics, point systems. -We tend to project our own biases as we talk about candidates -Are we alienating applicants of color by making them uncomfortable in an effort to be inclusive? -Diverse representation on (hiring [and other]) committees overtaxes faculty of color -Time - getting approval: “speed is the enemy of diversity—the more rushed we are, the more likely we are to not revisit our own implicit biases.” Earlier deadlines? -Make explicit Washington’s laws regarding hiring (I-??? Tim Eyeman's) -Recruitment related: what does the law allow? (e.g. race cannot be used as a criterion for hiring) -Biggest priority: to change faculty intention in changing our hiring practice <p>DATA</p> <ul style="list-style-type: none"> -Share rubrics, ads, list of places we place ads in, experiences during discussions

<p>Underrepresentation of Diverse Faculty <i>continued</i></p>	<ul style="list-style-type: none"> -Look at racial make-up of field , racial make-up of pool, and selected candidates -Collecting data on where our applicants heard of the position. Maybe make it part of the application process (e.g. as part of the cover letter, optional, of course) -Collect data so that the places we target our ads are places that are more likely to yield applications -Need to have a realistic timeline to accomplish whatever we want <p>Ads & Recruitment</p> <ul style="list-style-type: none"> -Recruiting at conferences -What is the “supply” of black Ph.D.s? -How do we compete for them? -How do we recruit them? -Long term: need to do better at undergrad levels so that the supply gets bigger -Ph.D. student retention so that if they want to come back, there is a greater pool -“Lack of candidates” of color at level for positions -They do not see our ads; not widely enough circulated -Pool already limited by barriers in place -Recruitment is a big problem. Can’t retain them if they’re not here -What does the law allow? (e.g. WA) -How do we know whether our ad placements are working? -Recruitment: conferences, working in existing networks, researching specific places to send ads to; should be part of the search plan -Making description broad, vs. not writing it for someone here -Unconscious cues in ads? How do we filter this? More vetting? -What is the appeal of UWT/Tacoma/WA?
<p>Climate</p> <ul style="list-style-type: none"> -We’re really concerned with climate when it comes to diversity -Micro-aggressions -Unawareness of own bias -Lack of participation in ongoing conversations -Training: there is concern about just getting a certificate and then being “done with it.” -How do you get people to attend? -Limited access to training 	<p>Individual</p> <ul style="list-style-type: none"> -Personal empathy, cultural humility, introspections -We need “cultural humility” to acknowledge that we are all works in progress and that we will continue to work on it -Increased opportunities to work in diverse task groups that allow for meaningful relationships -Developing/maintaining reflexivity in teaching around awareness of worldview, student’s perspectives, etc <p>Administration “Buy-In”</p> <ul style="list-style-type: none"> -We feel a “top-down” (administrative) approach (not command and control but a “buy in” from high-level administration) with accountability measures (in terms of hires, in terms of retention). -Create mechanisms for faculty who are struggling with bias to get help/feedback/education/accountability -Need administrative and resource commitment to training and participating in conversations

<p>Climate <i>continued</i></p>	<ul style="list-style-type: none"> -Mechanisms for ongoing dialogue: needs some kind of visibility, multi-level engagement and advertising as any other campus initiative/event – like 25th campus anniversary -President Cauce’s promotion and visibility of <i>Race & Equity Initiative</i> is a good example -Faculty Affairs Committee as a driver? -Embed the conversation about race and equity into every conversation/event – becomes infused in all initiatives -Culture. (campus-wide events) -Beyond training/inclusion -Support efforts to connect with diverse communities (resources on campus, staff) - Office of Service Learning -Focus discussion on privilege -Create space for community discussion around race, social justice, equity -Bring Tacoma community together to address-more than MLK day <p>Diversity coaching/training</p> <ul style="list-style-type: none"> -SEED*¹: Strengthening Educational Excellence through Diversity -Workshop* last year was well received. Need to offer and expand access to things like that -Build trainings into orientation. What are specific tools that you can use in your classroom that could make it more inclusive? (Little changes...can get to next level) -While we were thinking new faculty orientation—this could also be an aspect of student orientation and staff orientation -Diversity training as part of new faculty orientation (and existing faculty) would be welcomed -<i>Undoing Racism</i> training within various programs, committees, task forces, including administration -Becomes an institutionalized part of joining campus/workshops -Training that is meaningful and requires introspection -Training that provides space for self-critique/feedback, accountability -Bring in support for faculty learning e.g. micro-aggressions -Need multiple ways for people to access such training -Training for deans and directors
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¹ The SEED training was mentioned in three different table group’s notes

<p>Poor Retention Rate</p> <ul style="list-style-type: none"> -for students of color in particular -Recruiting and retaining a diverse student body -Failing classes -Faculty work-load -not allowing for enough student 1 on 1 time -Using deficit language when talking about students 	<p>Culture/Language/Inclusivity</p> <ul style="list-style-type: none"> -Regarding retention: we need to start from strength-based definition of students -Classroom safety – students feeling safe to be who they are -More 1 on 1 time for students and faculty (for retention) -Higher standards vs. remediation. -Core: meeting students where they are? <p>Training for faculty AND students</p> <ul style="list-style-type: none"> - Train faculty with specific tools to use in the classroom that could make it more inclusive. (Little changes...can get to next level) -While we were thinking new faculty orientation—this could also be an aspect of student orientation and staff orientation -Some students don’t realize that they can advocate for themselves in the same way that privileged students do. -Skill-building, bridge program? -Support structure for students -Funding for bridge programs, e.g. MSL <p>DATA/ Diagnosis</p> <ul style="list-style-type: none"> -How badly are we doing? With respect to groups in south sound, versus Tacoma? -Historically, retention is over freshman. -We could get this data? E.g. performance in specific classes based on leaving early? -Universities in California: don’t just churn students -Why do many students of color drop out? -Do students who leave the field (e.g. STEM) do so based on race factors on UWT campus?
<p>Accountability</p> <ul style="list-style-type: none"> -What would accountability look like? This seemed to be a priority for our group -We need more of a diagnosis of what the problem is as well as the causes² -Access to data 	<p>Need for System</p> <ul style="list-style-type: none"> -Thinking about how diversity and inclusion is valued on this campus -Where to start: the first pinch points—hiring committees, third year review committee, P&T committees, training for deans and directors -Should be a standing agenda item at Program/School regular meetings -Accountability. Need to have system put in place. Part of report to EVCAA. Need institutional research data. (Much harder to get faculty data. Should have same data in the same time frame for the faculty.) -Create mechanisms for faculty who are struggling with bias to get help/feedback/education/accountability -Training that is institutionalized in ways similar to other embedded/ regular training, i.e. asbestos

² As related to the poor retention rate of students of color, climate, underrepresentation of diverse faculty, lack of recognition for faculty of color and faculty who are engaged in equity & diversity work, institutional & systemic bias, and the barriers in the time schedule.

<p>Accountability <i>continued</i></p>	<p>awareness training (onboarding requirement)</p> <ul style="list-style-type: none"> -Systematic engagement with existing organizations within community that work to increase diversity or support undereducated groups -Need support/ professional development to improve -Commit to real, concrete changes -Bring in support for faculty learning e.g. micro-aggressions -Conversations are hard – need continued leadership to overcome “eye-rolling”(resistance) <p>DATA</p> <ul style="list-style-type: none"> -What are the metrics that we revisit to assess yearly progress? -What percentage of faculty have gone through training?(e.g. Goal of 75% of faculty have taken race bias training. Gender bias training?) -Need institutional research data (much harder to get faculty data. Should have same data in the same time frame for the faculty) -Intent to make it accessible -Use Tableau, a data visualization software company; Executive Council should have access to Tableau data -Equal Employment Opportunity Commission (EEOC) data does not have high returns (20-30%) -Gender data (number of women full professors on this campus has dropped) -Assess where faculty are with respect to these topics -Have an annual equity report – make public and get feedback -An investigation of underlying problems and causes would be helpful so that we know how to deal with this
<p>Time Schedule</p> <ul style="list-style-type: none"> -reduced opportunity to communicate among faculty, students, and staff 	<p>Consider changing scheduling Matrix</p> <ul style="list-style-type: none"> -Re-do scheduling matrix (it’s a social justice issue) or create across-the-board space/block of time open to everyone for campus-wide in-service/training -“Equity Hour” at a time that is universally protected and open to faculty, staff, students -Current Time Schedule is framed as a Social Justice Issue because it requires increased time on campus, increased parking and childcare costs, and other work & family related complications/barriers