2020 EQUITY, INCLUSION AND DIVERSITY PLAN FOR THE GRADUATE SCHOOL

EQUITY

EXCELLENCE

INCLUSION

DIVERSITY

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> The Graduate School affirms and supports that fostering diversity and inclusion in graduate education is a paramount responsibility as we prepare our graduate students to be effective leaders and innovators in local and global societies.

University of Washington Graduate School Strategic Plan, 2015

INTRODUCTION

The Graduate School of the University of Washington is paramount to the excellence of the University and its research and teaching missions. The Graduate School contributes significantly to the caliber of graduate education across programs of study at our three campuses — Bothell, Tacoma and Seattle. Through its ecosystem of administrative, academic and financial support systems, as well as programmatic activities, the Graduate School provides leadership and services that enable our graduate students, postdoctoral scholars and faculty to achieve academic success and engage in innovative research, discovery, teaching and scholarship. This achievement draws from the Graduate Opportunities and Minority Achievement Program (GO-MAP), Graduate Enrollment Management Services (GEMS), Core Programs, Fellowships and Awards, Interdisciplinary Programs, Public Lectures, Marketing and Communications, Academic Affairs and Planning, Postdoctoral Affairs, Equity, Inclusion and Diversity (EID), Computer and Information Resources (CAIR) and administrative support.

The Graduate School's 2020 Equity, Inclusion and Diversity Plan acknowledges our history as a predominantly white institution. This plan focuses primarily on the staff of the Graduate School, their work and responsibilities in facilitating and promoting the excellence of graduate and professional education. This focus is novel; for the first time the Graduate School as an administrative unit articulates a clear vision and path to be a model in bold commitment, investment and leadership to promote equity, inclusion and diversity in impactful ways. This plan is intended to inform such commitment and leadership efforts for the next three years.

During this period of time the Office of Equity, Inclusion and Diversity, which has overall responsibility for overseeing the implementation of this plan, is committed to obtaining feedback from the Graduate School staff on an annual basis. Revisions to this plan will be made as warranted based on the nature of the feedback received.

Through the implementation of this plan, the Graduate School commits to actionable goals and just practices across our own staff and programs so that differences are welcomed, diverse perspectives are respectfully heard, and all staff experience a sense of belonging.

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GOAL NO. 1

Strengthen a work culture/climate that promotes capacity-building and collaboration across Graduate School units and deepens our collective commitment to advance the instrumental work of equity, inclusion and diversity.

STRATEGIES

1. The dean and Graduate School leadership provide a clear charge to engage in and strengthen cross-unit work regarding equity, inclusion and diversity.

2. Implement clear and transparent policies and skill-building opportunities to promote effective communication and collegial practices that advance diversity, equity and inclusion and address microaggressions in workspaces.

3. The dean establishes a Graduate School Climate Task Force to develop and implement a climate survey focused on the internal climate of the Graduate School. This survey is to be administered on a biannual basis.

4. Use the existing mechanisms of the Diversity Pillar Committee and Diversity Team to promote synergistic thinking, planning and implementation regarding equity, inclusion and diversity efforts. Expand the Diversity Pillar Committee's membership to be inclusive of all units.

5. The Human Resources director and the Office of EID will identify professional development workshops (e.g. on implicit bias) for Graduate School staff to attend in order to improve our work with students and each other.

6. Membership and description of Graduate School committees, such as the Diversity Team and Diversity Pillar, are posted on the Graduate School's website.

7. Engage in regular communication among members of the Graduate School Executive Staff (GSES) and among directors regarding collaborations and EID work at their scheduled meetings, including discussion of successes and challenges in implementation of the plan.

OUTCOMES

1. An enhanced spirit of trust and collaboration are hallmarks of Graduate School units' efforts to promote EID and reduce siloed, compartmentalized efforts. This will be measured in part via a biannual survey. *Please see outcome 6.*

2. An effective communication loop between Deans' Team meetings, GSES meetings, and directors' meetings is established and practiced to facilitate connection of staff to planning and implementation efforts.

3. Clear and timely messaging of EID events and programmatic activities by units, including through the Graduate School's EID website and communication sources of the Marketing and Communications office, are routinized.

4. Graduate School units and dean consistently communicate and discuss the connection of their work and efforts to one or more of the plan's goals, e.g. at meetings and through publications and messaging.

5. Participation of representatives across Graduate School units in Diversity Pillar quarterly meetings is regular and consistent, including GEMS, Fellowships and Awards, Public Lectures, Marketing and Communications, CAIR, GO-MAP, Human Resources, Office of Academic Affairs and Planning, Advancement, and Office of Student and Postdoctoral Affairs.

6. Enhanced trust, collaboration and climate will be measured by a standardized survey to be administered online anonymously on a biannual basis to Graduate School staff. Human Resources will oversee the development and implementation of this internal survey.

7. The Climate Survey Task Force, in collaboration with the dean, present findings and strategies to all Graduate School staff via a facilitated meeting that promotes dialogue and actionables.

GOAL NO. 2

Identify, attract and retain a diverse staff across all Graduate School units.

STRATEGIES

1. Provide trainings to all Graduate School managers to ensure job recruiting is inclusive of diversity.

   > Job descriptions are written to attract and welcome diversity across the breadth of identities such as gender, race/ethnicity, sexual orientation, and disability status.

   > Job postings are posted in places and through channels where diverse communities can access them.

   > Search committees for hiring of new staff include members from outside the hiring unit and welcome and reflect diverse perspectives.

   > Committee members are knowledgeable about and understand the inclusion and diversity goals within the Graduate School and the university.

   > At least one job interview question is centered on the candidate's valuation and experience of equity, inclusion and diversity and is properly oriented for the candidate's prospective position in the Graduate School.

2. The Human Resources director will help organize appropriate periodic trainings to ensure all managers understand best practices to support growth in skills and leadership through an equity, inclusion and diversity lens.

3. The Graduate School dean, in collaboration with Human Resources and the Office of EID, will establish and communicate a clear metric regarding staff development in the Graduate School in the area of equity, inclusion and diversity. The completion of this metric will be a component of each staff member's annual review conducted with their supervisor.

4. Human Resources and the EID Office will regularly identify opportunities available within the Graduate School or across the University for Graduate School staff to avail themselves as part of their professional development, e.g., the Graduate School seminar course, Public Lectures, special presentations hosted by the D-Team, or graduate programs focusing on EID. This list will be updated throughout the academic year and be accessible to all Graduate School staff.

5. Graduate School leadership will work collaboratively with staff to ensure the work climate is hospitable and supportive of all staff, including creating opportunities for staff to have their voices heard and safe spaces to listen to and respond to their feedback.

6. Human Resources will provide staff clear information regarding processes for reporting work-related EID issues if they arise.

> Graduate School leadership will work collaboratively with staff to ensure the work climate is hospitable and supportive of all staff, including creating opportunities for staff to have their voices heard and safe spaces to listen to and respond to their feedback.

OUTCOMES

1. Informed by data from the Equal Opportunity Affirmative Action Office of UW, HR, the Office of EID and hiring units develop a plan for Graduate School units to increase outreach to and retention of underrepresented racial/ethnic populations and other underrepresented populations in the Graduate School workforce.

2. Managers across units of the Graduate School utilize the **staff hiring toolkit** on a regular basis to inform their hiring practices with regard to attracting and hiring diverse candidates.

3. Managers demonstrate leadership and accountability for onboarding staff to ensure values of equity, inclusion and diversity are front and center and practiced in all work activities.

4. Managers review and discuss efforts and progress regarding the EID Plan at appropriate team meetings on a periodic basis with their staff.

5. All Graduate School staff complete participation in implicit bias training by end of the academic year. Human Resources, D-Team, and Office of EID help organize these opportunities with trained facilitators. In subsequent years, Graduate School staff are required to complete training on an annual basis in designated areas, such as accessibility.

6. The Diversity Pillar Committee, in collaboration with the dean, present findings regarding the progress of the Graduate School in the areas of equity, inclusion and diversity to all Graduate School staff via an annual facilitated meeting that promotes discussion, dialogue and recommendations for action.

7. Workplace environment is a welcoming and supportive space for diverse perspectives and identities.

GOAL NO. 3

Increase support to equip staff to carry out their roles and responsibilities with regards to equity, inclusion and diversity.

STRATEGIES

1. Develop and implement a Graduate School resource strategic plan, led by the dean, Human Resources director and fiscal director, to identify and prioritize staffing needs — including due to retirements, transitions and growth — to ensure that units are staffed at appropriate levels.

2. Make a clear investment by funding new initiatives and efforts prioritized by the dean towards the promotion of equity, inclusion and diversity among staff. Such investment includes trainings for staff and expanding advertising and reach of job postings.

OUTCOMES

1. With the leadership of the Graduate School's dean, a resource strategic plan is developed that supports clear, transparent decision-making regarding staffing needs and a path to support leadership development within units.

2. Allocation and investment of resources and support are strategically implemented to equip staff to carry out their responsibilities and commitment to equity and inclusion effectively and efficiently, including trainings.

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RECOMMENDATIONS

It is crucial the Graduate School be accountable to these three goals and their implementation in measurable ways to realize the plan's impact on positive change and growth in excellence. To support the Graduate School's commitment to advance equity, inclusion and diversity through this plan, the following recommendations are made:

1. Directors meet with their respective units on an annual basis to discuss and strategize how their unit can intersect with and support the plan. At a designated GSES meeting, directors will share their plans and lessons learned in order to identify collective work and opportunities toward promoting equity, inclusion and diversity within the Graduate School.

2. Graduate School units make increased use of women- and minority-owned businesses, such as caterers and office supply stores.

3. The Graduate School Space Committee periodically review the physical accessibility of our workspaces and make recommendations to the dean as warranted.

CONCLUSION

The Graduate School, through strong and diligent implementation of its Equity, Inclusion and Diversity Plan, seeks to be accountable in promoting equity and justice among its staff and through its programs for staff, students and faculty. In addition, the Graduate School, through collaborative leadership, seeks to continue serving as a transformational catalyst to foster affirming workspaces, empowering learning experiences and a welcoming, inclusive climate at the University of Washington.

GLOSSARY OF TERMS

In the context of work in service of equity, inclusion, and diversity in the Graduate School at the University of Washington, this glossary utilizes existing resources to define important terms used in this plan.

DIVERSITY PILLAR

The Graduate School Diversity Pillar is led by the Office of Equity, Inclusion and Diversity (EID) and consists of representatives across units in the Graduate School who have leadership roles in promoting diversity, inclusion and equity across graduate programs of study. The purpose of the Diversity Pillar is two-fold: **1)** to provide synergistic space for collective thinking and identification of salient areas of collaboration regarding equity, inclusion and diversity and **2)** to provide leadership by convening leaders across graduate programs to participate in training opportunities such as holistic admissions, faculty mentorship of graduate students and implicit bias. In addition to organizing these workshops and training opportunities, the Diversity Pillar conducts evaluations and shares resources to build the capacity of our graduate programs to be effective in promoting equity-driven activities across the lifespan of graduate education.

D–TEAM

The Graduate School Diversity Team, or D-Team, is led by the Office of EID, and consists of "staff who facilitate dialogue and coordinate activities focused on equity, inclusion, and diversity for staff engagement. The D-Team meets monthly and organizes workshops, brown bag events, and facilitated discussions on topics such as implicit bias, being Black in Seattle, LGBTQ allyship, and mental health. These activities are for the professional development of all Graduate School staff and affirm our collective responsibility and commitment to a more equitable university. In addition, the D-Team seeks to grow our virtual resources for engagement with equity-focused professional development.

DIVERSITY

Diversity encompasses or reflects the different characteristics that distinguish one individual or group from another. In addition to race, ethnicity and gender, a broad definition of diversity includes representing differences of: national origin, disability, sexual orientation, socioeconomic status, tribal affiliation, age, religion, education, marital status, language, veteran status and more.

Sources:
> UC Berkeley **Strategic Plan** for Equity, Inclusion, and Diversity
> UWT Diversity Resource Center **Diversity & Social Justice Glossary**

EQUITY

It is the "fair treatment, access, opportunity, and advancement for all students, faculty, and staff in every stage of… education and career development" (UC Berkeley Strategic Plan). Work toward equity in higher education confronts existing power dynamics and disproportionate access to resources. In the case of academic learning environments and workspaces, equity is about the relationship between the university and labor, power, and privilege. Work toward a more equitable university acknowledges structural and systemic barriers and confronts the way power and privilege function to exclude in higher education and often serve as barriers to the full participation of marginalized groups.

   The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

Sources:
> UC Berkeley **Strategic Plan** for Equity, Inclusion, and Diversity
> Annie E. Casey Foundation Race Equity and Inclusion **Action Guide**
> UC Davis Diversity and Inclusion Strategic Plan 2017

EXCELLENCE

The standard and expectation that whatever the University of Washington does in fulfillment of its mission in research, teaching and service is of the highest quality and promotes the public good.

INCLUSION

"Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power." In addition, it gives voice to those who are marginalized or excluded.

Source:
> UWT Diversity Resource Center **Diversity & Social Justice Glossary**

IMPORTANT ONLINE RESOURCES

- **Staff Diversity Hiring Toolkit**
- **Graduate School Staff Hiring**
- **Checklist Business Diversity & Equity**
- **Buying from Diverse Businesses**
- **Small & Diverse Caterers**

INTERSECTIONALITY

A term coined by critical race theorist Kimberlé Crenshaw highlighting how classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals' identities, lives, in society, and in social systems. For example, a Black woman in America does not experience gender inequalities in exactly the same way as a White woman, nor racial oppression identical to that experienced by a Black man.

Sources:
> Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. *University of Chicago Legal Forum*, *1989*, Article 8.
> Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, *43*, 1241-1299.
> UWT Diversity Resource Center **Diversity & Social Justice Glossary**

INSTITUTIONAL RACISM

Institutional racism, also known as systemic racism, refers to the disproportionate impact of institutional policies and practices on different racial groups. While these policies do not always mention a specific racial group, their effect is to disadvantage people from non-white groups.

Sources:
> Carmichael, S. & Hamilton, C.V. (1967). *Black Power: The Politics of Liberation in America*.
> W.K. Kellogg Foundation Racial Equity Resource Guide

URM (UNDERREPRESENTED MINORITY STUDENTS)

This term is derived from federal guidelines and refers to domestic African American, Latino, Hawaiian/Pacific Islander and Native American students.

Sources:
> Washington Student Achievement Council **Report** "Educational Attainment for All: Diversity and Equity in Washington State Higher Education".
> UW Office of Minority Affairs & Diversity **2019-2020 Fact Sheet**
> Allen, B. J. (2011). *Difference matters: Communicating social identity* (2nd ed.). Long Grove, IL: Waveland.

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FURTHER READING

> Allen, B. J. (2008). Diversity in the workplace. In W. Donsbach (Ed.), *The International*

> *Encyclopedia of Communication*, 1392-1396. Oxford, UK: Wiley-Blackwell.

> Carmichael, S. & Hamilton, C.V. (1967). *Black power: The politics of liberation in America*.

> Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: a black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, *1989*, 139-167.

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> Herrera, L. M. (2007). Equity, equality and equivalence - A contribution in search for conceptual definitions and a comparative methodology. *Revista Española de Educación Comparada*, *13*, 319-340.

> Jordan, W. J. (2010). Defining equity: Multiple perspectives to analyzing the performance of diverse learners. *Review of Research in Education*, *34*, 142-178.

> Joseph, R. L. (2017). What's the difference with 'difference'? Equity, communication, and the politics of difference. *International Journal of Communication*, 11, 3306-3326.

> Oluo, I. (2019). *So you want to talk about race*. New York: Seal Press.

> Wanguri, D. M. (1996). Diversity, perceptions of equity, and communicative openness in the workplace. *The Journal of Business Communication*, 33, 443-457.

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