Status of Diversity, Equity, & Inclusion in the College of the Environment

February 11, 2022

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EXECUTIVE SUMMARY

The academic year of 2021-22 is one of transition in the University of Washington College of the Environment. On top of the obvious challenges caused by the COVID-19 pandemic, the year has witnessed the planned departure of Dean Lisa Graumlich, along with the unplanned departures of the Associate Dean for Diversity, Equity, and Inclusion, as well as the College's Diversity Specialist. Without college-level support for diversity, equity, and inclusion work during this period of transition and uncertainty, interim Dean Hartmann created a Diversity, Equity, and Inclusion (DEI) Task Force in Autumn 2021. Composed of students, staff, and faculty from across the College, the task force was charged with assessing the status of DEI efforts across the College and providing recommendations to incoming Dean Tolstoy regarding how the office of the Dean can support, coordinate, and sustain ongoing and future DEI efforts across the College.

The taskforce met roughly biweekly in October and November to (1) hone the scope of its charge, (2) establish who to query, (3) develop a series of questions for units (Appendix 3), and (4) develop a transmittal memorandum requesting input from the units (Appendix 4).

Units were narrowed down by working with the Dean's Office, following the College's financial structure and Executive Committee divisions. A questionnaire (Appendix 3) was sent to unit heads on November 29, 2021, to complete it and solicit input. For transparency, questions were posted publicly on the College's DEI Task Force website. The Task Force also shared updates for the Dean's Office communications team to include on the College of the Environment web page. Finally, the task force also publicly acknowledged that a single, short, one-size-fits-all survey was inherently an imperfect tool for capturing the entirety of DEI efforts and recommendations across the assorted units of the College, and that this effort should be viewed as only as a starting point for further DEI efforts led by the College.

Questions were crafted broadly to recognize the nuance of each department, while making distinctions among academic vs. non-academic units, and different stakeholders, e.g., faculty, students, staff. Additionally, the questionnaire contained a request for recommendations for DEI leadership at the college level and for any other suggestions for support units could find useful. We also discussed the feasibility of developing a cross-College DEI-culture survey to query all faculty, staff, and students. Ultimately, we decided that this approach was not reasonable within the time frame allotted to collect this information and generate a report. While we firmly believe this needs to happen, it should not be done in haste and should be executed by a team that has DEI and survey development expertise.

Unit heads were given flexibility in terms of how they responded including working with their DEI Committee or others. We recognized the potential flaw in this approach because the responses might reflect the biases of those who are in positions of power and authority (e.g., the Unit Heads, DEI committee heads, etc.). Even with this inherent bias, it was our intent to use this initial set of recommendations to incoming Dean Tolstoy as the start of a more comprehensive conversation within the College. When we received the responses from units, we focused on aggregating objective DEI-related information from each to make appropriate recommendations and generate this report.

The body of the report below is essentially in three parts: (1) status of the College's current community and suggestions for making it more diverse and inclusive, (2) a summary and synthesis of responses to the questionnaire, and (3) recommendations for improving DEI efforts across the College. To protect the anonymity of respondents, we did not include exclusively attributable verbatim responses in this report.
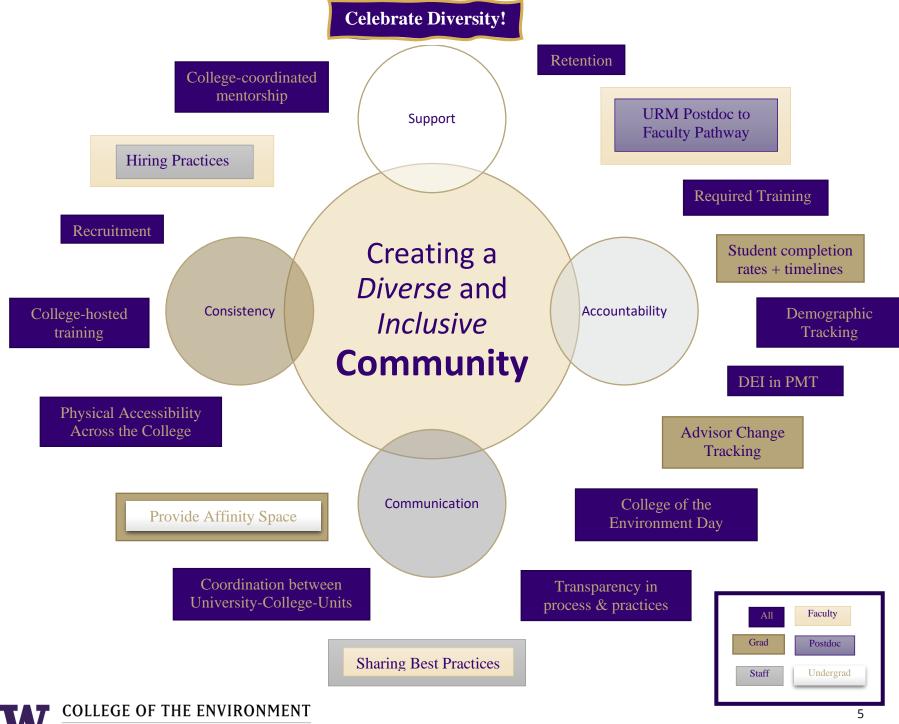
The breadth and depth of responses received varied widely across units. Broadly, recommendations to create a more diverse and inclusive community in the College of the Environment focused on communication, support, consistency, and accountability. Communication on DEI is spartan across the college; improving communication will catalyze engagement across the College community and help manifest recommended DEI practices. Support and resources are needed to train, gain, and retain faculty, postdocs, staff, and students across the College. Consistency in attention to DEI across hiring, recruiting, promotion, merit, and tenure processes will create a more equitable work environment and promote accountability. The College needs to understand where it is, where it would like to go, how to measure progress, and how to hold each unit accountable to the shared goals. While most units support a role like the former Associate Dean of Diversity, Equity, and Inclusion, the desired qualities and charge many thought this individual should take on are unrealistically broad. Practically, and to support a college-level DEI leader, we recommend a small team dedicated to DEI efforts, either centralized in the Office of the Dean with each team member playing a specific role or dispersed among the units to offer generalized support to each unit while coordinating with the Office of the Dean. Faculty or staff might be assigned to this team, as long as appointment structures are service-focused.

Responses to the Task Force's questionnaire have been condensed and organized alongside all extant current and best practice documents. We note that staff, Postdocs, and undergraduate students are referenced the least among responses and are groups we suggest receive increased focus in an in-depth college wide DEI survey. Additionally, environmental and climate justice work are mentioned multiple times by respondents, and while they are critically important in the College of the Environment, are not synonymous with DEI work, particularly with respect to inward-facing efforts. In a similar vein, there were several responses to the questionnaire that chose culturally insensitive and offensive language, reinforcing the need for improved training and resources. Finally, we all can learn from the incredible DEI work that is being accomplished within many individual departments, but not being adequately communicated and shared across the College; the goal being to not "reinvent the wheel" and/or repeat mistakes of the past. We truly hope that units capitalize on the efforts and resources of each other and that this report will instigate better communication and support among dedicated DEI entities across the college, working toward building a more diverse and inclusive College of the Environment.

DEI Task Force Members

LuAnne Thompson (OCN; co-Chair)   Russell Callender (WSG; co-Chair)

Ashlee Abrantes (SEFS)   Fang-Zhen Teng (ESS)

Brian Harvey (SEFS)   Mary Dwyer (EL)   Tim Billo (POE)

Jennifer Liou (SMEA)   John J. Meyer (OOD)

Jacqueline Padilla-Gamino (SAFS)   Randall Jones (ATMOS)

Celebrate Diversity!

Retention

College-coordinated mentorship

Support

URM Postdoc to Faculty Pathway

Hiring Practices

Required Training

Recruitment

Consistency

Creating a *Diverse* and *Inclusive* **Community**

Accountability

Student completion rates + timelines

Demographic Tracking

College-hosted training

DEI in PMT

Physical Accessibility Across the College

Advisor Change Tracking

Communication

Provide Affinity Space

College of the Environment Day

Coordination between University-College-Units

Transparency in process & practices

Sharing Best Practices

All	Faculty
Grad	Postdoc
Staff	Undergrad

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CREATING an INCLUSIVE COMMUNITY

Many units are using a variety of activities and policy revision that aim to support the creation of a work and learning environment that is welcoming to individuals from all identities. Across the College, many units are developing lectures and seminars that focus on DEI that included specifically inviting and incorporating presenters with diverse identities related to gender, race, sexual orientation, and ethnicity, as well as topics related to social and environmental justice, Indigenous ways of knowing, and diversity and inclusion in environmental sciences. In addition, many units are developing and sponsoring learning and community-building events including focused training on DEI topics, book clubs, mentoring programs, and establishment of workplace norms emphasizing DEI. Additional examples of actions that units are taking are listed next:

Lectures/Seminars
- Offer of specific seminar series, "all hands" meetings with a DEI focus. Examples include 2020 Bevan Series on Sustainable Fisheries with a linked class for students on DEI, student-organized career seminars, and student-lead diversity discussions.
- Providing stipends/honoraria for seminar speakers
- Hosting public seminars on DEI topics
- Developing specific DEI curriculum and teaching approaches (e.g., racial and environmental justice, evidence-based instructional techniques aimed at bringing diverse voices and perspectives into the classroom, working with Native American communities, Indigenous approaches to climate adaptation, and development of inclusive classrooms)
- Creating courses in environmental and climate justice that serve the UW Diversity course requirement for undergraduates and embedding these topics within existing courses

Learning/Engagement/Community-building
- Sponsorship of community building social events that span a variety of interaction types and times of day such as game nights, pizza nights, offering foods from diverse cultures at social events, autumn and winter socials, holiday party entertainment, graduate-undergraduate mentoring networks
- Routine and regular training for staff on a variety of DEI topics
- Promoting a culture of continuous improvement and learning on this topic by constantly talking about it in a variety of ways that is facilitated by leadership
- Facilitating learning about DEI topics through book clubs and learning groups with unit level support
- Incorporating DEI elements into work plans
- Hosting workshops 2-3 times per year on topics such as micro-aggressions, emotional intelligence, and unconscious bias

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- Sponsoring "all hands meetings", "listening sessions", graduate student check-ins, and open meetings with unit DEI Committees
- Sharing of DEI Activities during each faculty meeting
- Offering gender neutral bathrooms
- Encouragement to share pronouns in every meeting and in email signatures
- Making all policy related documents easily available to everyone in the unit.
- Creating explicit, written Workplace Norms
- Developing newsletters on DEI topics with links to internal and external resources

BEST PRACTICES

FACULTY RECRUITMENT

Across the College academic units with tenure track faculty are actively using the resources from the UW Center for Faculty Advancement for the design and implementation of faculty searches. Departmental Search Committee are regularly being trained by Chad Allen, the center director on best practices for inclusive faculty hiring. Units are using the Center's *Handbook of Best Practices for Faculty Searches.*

Envisioning the search
- Create searches within broad areas of expertise
- Create search committees with a Chair that is not a subject expert, include a range of faculty career stages, include one faculty member from the DEI Committee as well as at least one graduate student
- Develop a rubric to evaluate the candidates prior to creating the job advertisement
- Articulate the unit diversity goals within the job advertisement and require applicants to include a diversity statement

Once the advertisement is live:
- Reach out to national DEI related programs
- Contact MSI Department Chairs directly about search
- Use the Chronicle of Higher Education 'Diversity Boost' program that circulates the ad through CHE's diversity network
- Advertise positions in publications that specifically unite historically minoritized groups in STEM

Applicant evaluation:
- Applicant evaluation treats contributions to DEI on par with research productivity, teaching experience and public outreach/service
- Initial interview questions are the same for all applicants and include questions about DEI

Negotiations and start-up funds:
- Units are working to Increase faculty salaries at the junior level to acknowledge cost of living in Seattle and to be competitive with peer institutions
- Actively collaborating with the Dean's office and the Provost in negotiations of hiring packages for URM[1] faculty
- Working with private donors for funds for student graduate support for URM faculty and to fund research in areas of environmental equity and justice

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[1] *The term "under-represented minority" abbreviated "*URM," is used in this report strictly to maintain consistency with the University and State classifications.

GRADUATE STUDENT RECRUITMENT

Many units within the College have made changes in graduate student recruitment processes with the goal of recruiting a more diverse graduate student body. Some examples include:

- Revisions of prompts for applications to include both a personal statement and a statement that invites a personal reflection on the applicant's trajectory and identity
- Dropping GRE requirements and in some cases, not accepting the scores on the application
- Holistic evaluation of graduate applications. Use of an evaluation rubric that is designed to minimize bias in admissions and insist that all applicants are reviewed by at least two faculty members.
- Chair of the admissions committee personally reaches out to URM applicants (by e-mail and phone)
- Use of departmental fellowships and URM focused fellowships to recruit URM applicants. These are generally not advertised to students
- 'Top off' support is offered to URM students by the unit or via the ARCS program, to bring fellowship stipends up to ASE rates
- Additional Resources for fellowships are also available through focused areas associated with large grants, such as the NSF Research and Training Programs (Future Rivers), multi-institution programs funded by federal agencies such as Science and Technology Centers.

GRADUATE STUDENT and POSTDOC RETENTION

The Dean's office plays an important role in providing cross-college programming and connection to campus wide programs that support individuals with URM identities. The Dean's office offers graduate students and postdocs:

- Quarterly professional development panels and workshops on topics ranging from effective mentoring to postdoc career pathways. The panels often feature an inclusive line-up of panelists
- Graduate student orientation including information and connection to GSEE and other equity and inclusion programming across campus (SACNAS, oSTEM)
- Open zoom meetings for graduate students and separately for post-docs that allow for any/all issues to be raised and discussed. Some issues are elevated to the Dean's Office or elsewhere for highlighting and/or problem-solving.
- The Dean's office coordinates Research Exchanges for URM senior PhD graduate students and postdocs in the College through the AGEP program. This program funds a 1-2 week visit to labs of participating units at 8 partner universities and hosts at UW one-to-two-week visits of students and postdocs from other universities and postdocs. The objective of this program is to advance the career of participants through highlighting their work and increasing their network.

Individual academic units are also using processes to support students after they matriculate to UW:

- Unit level graduate student handbooks that provide expectations at each stage of the PhD
- Frequent check-ins with the graduate advisor and GPC and quarterly GPA/GPC all-grad meetings
- The use of IDPs
- Active advisory committees starting in the first year with twice yearly committee meetings with summary of committee meetings written by students. Faculty advisor then gives written feedback to with input from the student's committee
- Offer office hours by Departmental Diversity Specialist
- Onboarding Seminar to educate all first-year students about the "Hidden Curriculum" that includes discussion of the skills and knowledge that are needed to be successful in graduate school
- Mentoring bootcamp offered to faculty advisors to highlight methods to support graduates with underserved or underrepresented identities.
- Anonymous reporting channel
- Dedicated space for URM students to gather

STAFF RECRUITMENT

Advertising a Role

- Including unit DEI statement in the position description and announcement
- Minimizing restrictive required qualifications
- Send out all job descriptions through staff networks
- Extended recruiting periods to broader pools of recruiting channels than standard UW process
- Advertising to many locations outside of UW Hires, including affinity group email lists (e.g., SACNAS, URM Postdocs)
- Use a review process for position descriptions to ensure that they are inclusive and do not contain biased language.

Hiring Process

- Use of UW and unit-developed hiring tools to ensure fair and consistent hiring practices are followed (e.g., DEI Hiring Best Practices, Diversity Hiring Tool Handout, UW Staff Diversity Hiring Toolkit, including conducting annual trainings on bias in hiring)
- Development of consistently applied rubrics for hiring to minimize opportunities for bias and values applicant's contribution to DEI
- Ask the same interview questions to all candidates
- Anonymize resumes for hiring committee review
- Using phone screens to give interview opportunities to larger pools of applicants (10-20)

- Ensuring that administrative staff and hiring committees incorporate DEI principles in the hiring process (e.g., UW training, diversity hiring workshops, mandatory implicit bias training and video for all members of search committees)
- Providing interview questions beforehand and including a DEI related question in each set of interview questions to communicate unit DEI values to applicants and to determine their attitude towards DEI efforts

STAFF RETENTION

- Encouraging allowing remote work, especially accommodate those staff that have childcare responsibilities
- Developing mentoring programs (hosting internal networking to pair up employees monthly to meet and get to know each other, developing a mentoring program for new staff)

UNDERGRADUATE STUDENT SUPPORT

- Outreach to high school students
- NSF funding for community college bridge program
- Funding from national research programs that target underrepresented undergraduate students
- Explicit guidance for community college transfer students for specific majors
- Scholarship money made available from private donations
- External funding for undergraduate research
- Provide a 'one stop shop' for students to connect to departmental research opportunities
- Training for faculty to include Environmental and Climate Justice into their courses.
- Creating courses that directly address environmental justice including Indigenous Perspectives on the Environment and Environmental Justice
- Training for advisors to improve service for LGBTQIA+ and undocumented students, understanding diversity data, and identifying and responding to microaggressions
- Involvement of advisors in campus-wide efforts to improve undergraduate student retention
- Introduction of evidence based instructional techniques to bring diverse voices and perspectives into the classroom
- Creation of a College Teaching Support Team that provides information and resources to create inclusive classrooms
- Supporting Alumni network for BIPOC

ACCOUNTABILITY

- DEI activities are discussed at every faculty meeting
- Some unit Promotion and Tenure Guidelines have been revised to ask for information about contributions to DEI in teaching, research, and service

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- Some units require articulation of work in DEI in faculty annual activity reports for contributions in teaching, research, and service. DEI contribution/participation is considered for salary adjustment based on merit, promotion, and tenure in many units, while other unit allow DEI work to appear in the service section, but it is not required for merit.
- Some units have implemented a culture survey of the entirety of the unit, while for another it is for graduate students specifically. In the second case, this survey has been used to measure their perceptions of department culture and practices, and to gather feedback on areas needing attention related to mentoring, equity, and inclusion. In one unit, anonymous surveys are given to first- and second-year graduate students.
- Anonymous reporting of problems and grievances are available in several units. One unit has the Anonymous Reporting Tool that goes to the Associate Director, GPC, HR Manager, Student Services Director, and Diversity Specialist, in other units, it goes directly to the chair/director. One unit has an anonymous reporting tool but strongly discourages its use. Another unit allows submissions to be anonymous or not.

OUTREACH

The table below provides a few examples of DEI-related outreach efforts reported by the units. This is an incomplete list:

ATMOS	Program *connects with high school students from under-served districts in Seattle, including graduate students visiting local schools multiple times and providing transportation to host these students to on campus*
CICOES	*Annual summer internship program. Former interns are often hired in subsequent summers.* *-Adventure Camp serves elementary students on the Autism spectrum* *-NOAA Science Camp: serves students from local schools with scholarships* *-Scholarships for Sea Grant's Orca Bowl.*
ESS	*-1-quarter Graduate RA for local outreach activities* *-Washington Space Grant program* *-UW McNair Scholars Program*
EL	*-Innovation Grants program* *-Doris Duke Conservation Scholars*
FHL	*- Connection with Summer '21 Canoe Journey; visit to FHL for tour + gift exchange*
OCN	*-Public Sensors* *- GEODUC Community college transition program, Jointly with SAFS and MB*
SAFS	*-SEAS partners with local schools with a volunteer students* *-SEAS Open House: Family fun activities offered on some weekends.* *-Has offered a course "Outreach in Aquatic and Fishery Sciences to Diverse Audiences" (Spring 2018); course syllabus*
SEFS	*Living Landscapes Incubator,* *Yakama Nation partnership* *Mt. Rainier Institute,* *University Beyond Bars*

RECOMMENDATIONS TO THE COLLEGE

These suggestions are primarily the product of recurring comments, criticisms, and requests from units in the questionnaire and supplemented by Task Force discussion. Many of these points are mentioned in the previous text. These recommendations are not as comprehensive as can be, reinforcing the suggestion for an intensive College-wide DEI-related query so voices of every individual and identity can be brought to the table.

Celebrate Diversity

Embrace the different cultures, ethnicities, and identities in the College and those we wish to welcome and learn from through celebrating diverse approaches to environmental study and conservation. Go beyond honoring our colleagues for their diverse identities and support them for the diversity of professional ideas and experience that they bring to the College. For example, develop a seminar series that explores and values an in-depth examination of diverse non-western environmental philosophies and values, literature, arts, tribal culture and treaty rights, and other topics.

Funding and Incentives

Increase access to funding for DEI efforts, for example ensuring a minimum amount of funding for graduate students negotiated before they arrive on campus, with special attention paid to URM students. Offer incentives to URM faculty via start-up funds, housing, or childcare grants. Keep faculty and graduate student salaries competitive with peer institutions in areas with a comparable cost of living. Provide funding for quest speakers that allow us to enrich and diversify curricular offerings.

Recruitment

Develop intentional student, faculty, and staff recruitment processes, directed at MSI and URM students and candidates.

Retention

Attention and investment are needed to retain current BIPOC faculty and staff. Action should be taken to include enhancing support, funding, and networking opportunities as well as developing community-building activities for both existing and new BIPOC faculty, staff, and students.

URM Postdoc to Faculty Pathway

Provide a pathway to a faculty career within the College including incentives for units to recruit and retain URM faculty. This would ideally be coordinated across units to create a college-wide cohort.

DEI Training Requirements and DEI in Promotion, Merit, and Tenure

Work with units to identify cultural competency, unconscious bias, and bystander awareness training programs for faculty, students, and staff, and facilitate a program to make these a mandatory part of their duties, degrees, and annual reviews.

Demographic Tracking

Track current faculty, staff, and student demographics as well as the demographics of student applicants, admitted students, and faculty/staff hiring pools.

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Track student completion rates, timelines, and Advisor Changes
Monitor the completion rate of degrees and how long it takes students to finish. Include records of advisor changes for PhD students. While changes can occur for a host of reasons, tracking how frequently this happens and under what circumstances will allow examination of patterns that could indicate a hostile environment.

College of the Environment Day
Create College of the Environment Day where students, faculty and staff from all units could come together to plan, create, and organize a day-long event for local high school students, ideally coordinated with other activities on campus that reach URM students such as Trio/Upward Bound. The goal would be to introduce students to the breadth of the College of the Environment research and education opportunities and to provide participants an opportunity to envision themselves as students in the College, and/or in career pathways in the environmental and geosciences fields.

Transparency in process and practices
Gaps in pay, packages, promotion, graduate funding, programming, and admissions should be transparent and consistent across units.

Sharing DEI Best Practices, Including Hiring Practices
Create a repository of DEI best practices that is accessible and transparent to everyone in the college, including highlighting hiring best practices to promote potential college-wide adoption.

Coordination between the University, College, and Units
Policies should be consistent with those of the University as a whole, and across the units in the College. The sharing of policies would allow the creation of best practices in admissions, hiring, etc.

Provide Affinity Space
Create a safe space for students that embraces, celebrates, and supports students of all identities.

Ensure Physical Accessibility Across the College
Inclusivity is a façade when people cannot physically enter a building, e.g., Anderson Hall.

College-hosted training
Offer training, seminars, and educational opportunities around DEI to each population within the college (i.e., faculty, graduate students etc.) This could result in reduced cost overall. In addition, this would promote exchange of ideas across unit boundaries and would support the creation of a strong College community.

College-coordinated mentorship programs
Create peer mentor programs at every level, organized by the OOD to maintain continuity, and increase communication and community across units.

MSI and URM-specific REU
Increase undergraduate research opportunities for URM at UW, MSI, and community colleges.

DEI STAFFING RECOMMENDATIONS

Most units agreed that DEI staff and/or faculty need to be housed within the Office of the Dean, with a charge of coordinating efforts across units. (One alternative suggestion would be to allocate funding directly to the units to support on-the-ground DEI staffing). The DEI-focused position (or positions) would support all units through training and assessments, connecting with and recruiting from underserved populations and underrepresented groups, and providing leadership across the college. Many units also provided suggestions on specific candidate skills and qualifications.

It is important to note that the majority of responses recommended that the appointee serve a supportive role in <u>enabling</u> DEI efforts within the units. This is a switch in the previously employed philosophy, where units developed their own practices and protocols in relative isolation from each other and the Dean's office. This is complex because providing someone a seat in College leadership without the capacity to facilitate change (versus only advising) can be a deterrent or create retention issues in whatever office or position is created at the College level. This person will have to balance leading College wide efforts along with leading/facilitating change within and across units.

Lead/Communicate:
- The College would benefit from strong, inspirational DEI leadership at the level of the Dean's Office. This leader should facilitate and encourage deep introspection to help the entire community work to grow both as individuals and team members, both within the College and even beyond the University of Washington.

- The DEI leader(s) should meet regularly with the Dean to provide a conduit of communication on DEI concerns, issues, and gaps. This would require that this leader(s) is attuned to all the different voices in the College of the Environment, UW and the broader communities of the greater Seattle area. This leader(s) expressing the diversity of voices in the college, should not be expected to "represent" a given group or identity, but should facilitate communication.

- The DEI leaders should also be knowledgeable about "evidence-based approaches" in transforming institutions. This will help units to anticipate problems and would lead to effective solutions. For example, this approach would avoid development of policies based on perceptions and petitions, rather than on best practices.

Coordinate/Train/Assess:
- Facilitate trainings, lectures, workshops and provide College- and University-wide access to these trainings and resources to support DEI activities in the units. Meet regularly with DEI groups within units to identify discipline-specific DEI initiatives and to support activities, or to be informed of issues of concern.
    - Coordinate DEI efforts across multiple departments/units
    - Coordinate across the units to develop a visible College DEI strategic plan (or roadmap with metrics) that both builds off unit efforts and recognizes the differences among units. Include within this plan an internal review process to assess unit performance annually.

- o Identify problematic behavior of members within the College with advice to unit heads on methods for addressing issues.
  - o Set standards/evaluation criteria for faculty and staff related to DEI and processes for holding employees accountable to those standards.
  - o Track student, postdoc, faculty, and staff demographics within units and across the college over time
  - o Provide meetings and guidance upon request to address unit-specific goals, needs, and concerns
  - o Identify resources to facilitate the increase of DEI-related topics to be woven into existing courses and programs
  - o Provide advice on effective programs and staff development activities
  - o Provide direct help connecting with tribes and other community groups for collaborative and culturally sensitive research and student recruitment

Connect/Recruit:
- Establish relationships and meaningful connections with communities of color and tribal groups to promote respectful collaboration.
- Develop and implement new and groundbreaking policies and initiatives to diversify students, staff, and faculty in the College including support for equity in hiring, retention, and workplace culture.
  - o Provide information on best practices for recruiting and retaining a diverse community within the College.
  - o Explicitly elevate the importance of DEI in hiring, for example, by providing support in outreach to underserved or underrepresented communities, and support in hiring of faculty, including teaching professors, in relevant fields of study
  - o Take steps to improve hiring and retention practices within units to promote diversity
  - o Lead efforts to improve retention of diverse employees - specifically providing support to BIPOC faculty and staff
  - o Advise in the development of curriculum and/or support recruitment of greater diversity of voices in the classroom (as guests or otherwise).
- Connect outreach requests to units
- Be willing to give guest lectures or to participate in discussions in courses where appropriate.
- Identify research areas that provide greater benefits to underserved populations/communities and include those communities in the research itself.

Candidate Skills/Qualifications:
Understanding of the university community is paramount to the success of a DEI hire(s) at the Associate or Assistant Dean's level. This includes the ability to work with students that are often leading departmental efforts as well as established faculty who may require more time to change long held attitudes. There was a divergence of opinions on qualification requirements from the unit-level input with split along two general types of qualifications: a research or scholarly background versus an advisory background in DEI leadership and engagement.

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APPENDIX I: Definitions

AGEP: Alliance for Graduate Education and the Professoriate
AISES: American Indian Science and Engineering Society
ARCS: Achievement Rewards for College Scientists
ASE: Academic Student Employee
ATMOS: Atmospheric Sciences
AWIS: Association for Women in Science
BDN: Black Doctoral Network
BIPOC: Black, indigenous, People of Color
CHE: Chronical of Higher Education
CICOES: Cooperative Institute for Climate, Ocean and Ecosystem Studies
CoEnv: College of the Environment
CQS/QERM: Center for Quantitative Science/Quantitative Ecology and Resource Management
DEI: Diversity, Equity and Inclusion
DEIJA: Diversity, Equity, Inclusion, Justice and Accountability
EL: Earth Lab
ESS: Earth and Space Sciences
FHL: Friday Harbor Lab
FTE: Full time equivalent position
GPA: Graduate Program Advisor
GPC: Graduate Program Coordinator
GSEE: Graduate Student Equity and Excellence
GWIS: Graduate Women in Science
IDP: Individual Development Plan
LGBTQIA+: Lesbian, Gay, Bisexual, Transgender, Intersex, Queer and/or Questioning, and Asexual and/or Ally
MAES: Latinos in Science and Engineering
MB: Marine Biology
MSI: Minority Serving Institution
NSBE: National Society of Black Engineers
NSF: National Science Foundation
OCN: Oceanography
OMAD: Office of Minority Affairs & Diversity
OOD: Office of the Dean, College of the Environment,
ORNC: Olympic Natural Resources Center
oSTEM: Out in Science Technology Engineering & Math
PCC: Program on Climate Change
POE: Program on the Environment
PMT: Promotion, Merit, Tenure
QRC: Quaternary Research Center
REU: Research Experiences for Undergraduates
SACNAS: Society for Advancement of Chicanos/Hispanics & Native Americans in Science
SAFS: School of Aquatic and Fishery Sciences
SEFS: School of Environmental and Forest Sciences
SHPE: Society for Hispanic Professional Engineers
SMEA: School of Marine and Environmental Affairs
SWE: Society of Women Engineers
URM: Underrepresented minority
UU: Underserved Underrepresented
UW: University of Washington
UWBG: University of Washington Botanic Gardens
WRF: Washington Research Foundation
WSG: Washington Sea Grant

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Appendix II: Unit Policies

The table below summarizes responses to the "diversity committee" question listed in the original questionnaire summarized in Appendix VI.
The questions addressed in the table are:

Does your unit have a DEI committee? If yes, please answer the following questions: Does your DEI committee have a charge/charter statement? If so, please provide a link or attach a copy. If you have a DEI committee, what university groups are represented? (For example: faculty, staff, graduate and undergraduate students, etc.) How does your DEI committee communicate and work with Unit leadership?

UNIT	Statement (Linked)	DEI Plan (Linked)	DEI Specialist (All Part-time)	Recognition	Policies	Diversity Committee *No formal charge	Communication
ATMOS	Yes	Draft	No	No	No	Yes (F/S/P/G/U)*	Faculty Meetings
CICOES	Yes	No	Yes	No	In draft	Yes (S/P)	To Exec Director
OOD	Yes	No	No	Yes	Yes	No	To Dean
ESS	Yes	No	No	Yes	In draft	Yes (F/S/P/G/U)	To Faculty
EL	Yes	Yes	No	No	In draft	Yes (S)	To Staff
FHL	Yes	No	No	No	Yes	Yes (F/S/G)	To Director
OCN	Yes	Draft	No	In DEI Plan	In DEI Plan	Yes (F/S/P/G/U)	To Unit Leadership
PCC	-	-	-	-	-	-	-
POE	-	-	-	-	-	-	-
SAFS	Yes	Yes	Yes	Yes	Yes	Yes (F/S/P/G/U)	Faculty Meetings; to Director; Annual reports
SEFS	Yes	Yes	No	Yes	Yes	Yes (F/S/P/G/U)	Faculty Meetings; Unit Open Meeting
SMEA	Yes	No	No	Yes	Yes	Yes (F/G)*	To Director & Committee Chairs
WSG	Yes	Yes	Yes - 2	No	Yes	Yes (S)	To Leadership; Staff Meetings; 5 Staff Collectives

Faculty (F); Staff (S); Postdocs (P); Graduate Students (G); Undergraduate Students (U)

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Appendix III: DEI Committee Charge

Unit	DEI Committee Charge
CICOES	**CICOES DEI Working Group Mission** Increase CICOES' diversity, equity, and inclusion (DEI) from hiring to retention through targeted outreach, DEI-focused education, and articulation of policies Distribute CICOES funding that has been earmarked for DEI activities, including workshops and trainings, speakers, and paid job postings Liaise with DEI and leadership groups at the College of the Environment, PMEL, AFSC, and others to get buy-in, find ways to collaborate, and enhance DEI efforts Be available to CICOES employees as a group or as individuals to provide guidance regarding DEI-related experiences Build relationships with local schools and organizations in order to increase exposure to and participation in STEM careers by members of underrepresented groups
OOD	Currently DEI Task Force Charge
ESS	The Diversity Policy Committee is charged with making recommendations to the Department of Earth and Space Sciences to increase its success in recruiting, retaining, and supporting a diverse community of students, staff and faculty. Recommendations could include both specific policy changes for consideration by the voting faculty, or more general ideas about practices and procedures. The committee is also charged with making suggestions for learning activities or other events designed to engender a sense of belonging to all community members.
EL	EarthLab seeks to foster a culture that centers equity and justice and that actively seeks to listen and to be flexible and reflexive. This includes building authentic partnerships across member organizations, with community partners and across the College of the Environment and the University of Washington. We are also building a culture that reduces power dynamics and hierarchies while remaining proactive and empowered to make decisions through collective decision making. We strive to be accountable to our commitment to equity and justice across all positions at EarthLab and across our research, programming, and partnerships. Our 2022 Equity & Justice plan articulates the activities we have prioritized this year, including but not limited to: Develop and refine a set of best practices to integrate equity and justice into all our procedures related to HR, communications, partnerships and more Integrate our equity and justice commitment across all member organizations

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	Acknowledge different voices and ways of knowing through our programming and communications Continue to push ourselves individually and collectively to learn about equity and justice through training, reading or participating in other growth opportunities
FHL	https://fhl.uw.edu/about/diversity-equity-inclusion/
OCN	*https://www.ocean.washington.edu/story/Diversity_Equity_and_Inclusion*
SAFS	Terms of Reference, Guiding Principles
SEFS	Diversity, Equity, and Inclusion Committee (DEIC) Responsibilities: The Diversity, Equity, and Inclusion Committee (DEIC) develops, facilitates, and supports initiatives within SEFS to create a diverse, equitable, and inclusive community. Guided by an annually updated DEI Plan, the DEIC actively engages with the SEFS community to implement and update priority actions in the DEI Plan. In collaboration with appropriate committees and stakeholders, the DEIC develops and presents proposals to the faculty, to the Elected Faculty Advisory Council, to other SEFS elected and standing committees, and to the SEFS Director, as appropriate, for approval and action.
WSG	*DEI at WSG 2021*

Appendix IV: Training Resources & Documents

This is a list off all training and professional development resources submitted by each unit, sorted roughly by subject area. Participation and allocation of funding to support these and other training opportunities varies widely by unit.

Race & Ethnicity	- Dominance and difference in knowledge systems, by Dr. Gina Aaftaab - Interpersonal Dialogue on Racism in 2020 for faculty, by Amy Fox - Leading with a racial equity lens (Scott Winn) - Mentoring BIPOC students (Future Rivers) - Practicing anti-racism and anti-sexism in education, by Dr. Gina Aaftaab - SEAS training on cultural competence - SpeakOut -'Summer institute on building equity and social justice education to create inclusive learning environments': Engaging across difference; Disarming whiteness; High impact conversations for equity and inclusion; Active Bystander training - Tribal Liaison training on engagement - Undocu Ally Training (UW Leadership Without Borders) - URGE - White Accomplice Training <u>Diana Falchuk</u> - Whiteness at work, Race Equity cycle - The Adaway Group
Sex & Gender	- Below the waterline, Sexual harassment prevention (Sharona Gordon) - Null Curriculum of Sex & Gender, by Linds - Safer Zone Training (UW Q Center) - Sexual Harassment and Bystander Intervention (Kiana Swearingen) -UW Title IX Training
Personal Development	- Emotional Intelligence (Sylvia Baffour) - Hands-on Educators Workshop, hosted by SeaDoc Society & SEAS - How to avoid microaggressions (Elba Moise) - Identifying and Responding to Microaggressions Workshop (Elba Moise and Marcus Johnson) - Inclusive Teaching, Isabel Carrera Zamanillo - Screening of Picture a Scientist and follow-up discussion facilitated by Amy Fox
Diversity & Equity	- <u>CASE DEIB trainings</u> - CERSE (UW Center for Evaluation of STEM Equity) on unit culture survey by Emily Affolter and Leilani Lewis - Diversity Data Workshop (Gene Kim, UW OMAD) - Equitable Storytelling - Equity 101, by Maketa Wilborn - <u>Foundations of Data Equity workshop</u> - Fundraising for Diversity -Lynn Sullivan and Joseph Sherman - HEAL-STEMM

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Appendix V: Documents to share

UNIT	Policy/Guidelines
FHL	Code of Conduct - https://fhl.uw.edu/about/policies/standards-of-conduct/
MB	MB Director serves on the College Teaching support Team - and has collaborated on Diversity module on our Canvas website https://canvas.uw.edu/courses/1394210
PCC	Community norms: https://pcc.uw.edu/about/program-on-climate-change-community-norms/
POE	Draft plan
SAFS	SAFS: DRAFT Code of Conduct, which is currently being finalized Diversity Hiring Tool Handout SAFS Lactation Room Statement & Proposal COVID-19 Impact Statement on admissions, hiring and other forms of evaluations of students, postdoctoral scholars, research staff, and faculty Supportive Guide to Land Acknowledgements DEI Tab in AAR Pronoun Guide
WSG	DEI Hiring Best Practices

Appendix VI: DEI Task Force Charge

E-Mail from Dennis Hartmann, Interim Dean to prospective Task Members (19 October 2021)

Hello, my name is Dennis Hartmann and I am the Interim Dean of the College of the Environment and a Professor of Atmospheric Sciences. I will be Interim Dean until January 1, when Maya Tolstoy will become Dean. Since I started in July, I have thought about how the College can most effectively advance diversity, equity and inclusion (DEI) during my stewardship as Interim Dean, particularly in light of the departure of Assistant Dean of DEI, Terryl Ross, last summer. The College plans to search for new DEI professionals for the Dean's Office, but that search will begin under the direction of the new Dean.

DEI work continues in the schools, colleges and institutes and we are making progress as a community. As interim dean, I believe it is important to take this opportunity to take stock of where we are, assess our progress and consider the future of DEI within the College. To assess the broad work in DEI that continues across the College, to guide the search for new DEI leadership in the College and to establish the priorities for DEI work in the Dean's Office I am establishing a DEI Task Force for the College that will work in autumn quarter to provide an assessment to the new Dean. The overarching goal of the DEI Task Force will be to assess how the DEI efforts in the schools, departments, centers and institutes of the College can collectively be most effective in serving the needs of our students, faculty, staff and community. Clearly, this is an aspirational goal and because we just have a few months until the new Dean comes on board, the initial goal of the DEI Task Force will be to describe the current DEI-related activities within the College and make recommendations for key next steps for the incoming Dean to consider.

In order to produce an inclusive report for timely consideration by the new Dean Maya Tolstoy when she arrives in January, the process of assessing current DEI efforts within the college and providing suggestions for the future will start with the individual departments, schools and institutes within the College. They will be asked to provide input to the task force on a set of basic questions. The work of the task force will be to receive this input, conduct any follow-up meetings that may be required during autumn quarter, and synthesize the information into a report to be presented to Dean Tolstoy in January of 2022.

The basic questions that will be asked of departments, schools and institutes within the College of the Environment will include the following.

- What is happening in your unit right now? (For example, do you have a DEI plan? Is DEI integrated into outreach activities, engagement with diverse communities, into recruitment, hiring and retention, into your educational approach?)
- How can the Dean's Office work best support the schools, departments, centers and institutes with their DEI efforts?
- What are the key next steps for the College of the Environment to support DEI?
- What should the DEI vision for the College of the Environment be? How does it link to the UW Diversity Blueprint?

The DEI Task Force will be composed of faculty, staff and students from a broad range of disciplines and units within the College. To work effectively, I believe the group should be limited to 10 or 12 people. Task force members should be interested in DEI matters, be willing to devote some valuable time to it and also be able to work productively in a group with diverse perspectives.

We are fortunate to have two distinguished and effective co-chairs to lead this effort. Russell Callender is the Director of the University of Washington's Sea Grant Program that resides within the College of the Environment. Russell is an experienced and effective leader and has a strong commitment to equity and inclusion. Professor LuAnne Thompson is a distinguished professor of Oceanography who has previously led the Program on Climate Change and has been a dedicated advocate and organizer of DEI efforts within the School of Oceanography.

Suggestions for members of the DEI Task Force have been solicited from each unit in the College and it is from that solicitation that I have received your name. I am asking if you will be willing and able to participate fully as a member of the DEI Task Force. It is important to the College and the departments, schools and institutes within it that this work be done well. I am asking you to commit to that task. If you would like to discuss this further with me or the co-chairs, my assistant Andrea Perkins can assist in setting up a Zoom or in-person meeting.

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Appendix VII: Assessment Questionnaire

The task force worked diligently to minimize subjective questions and gather information to serve as a foundation for individual, College-wide survey and action. Questions were sent to Directors and Chairs of ATMOS, CICOES, QERM, OOD, ESS, EL, FHL, MB, OCN, PCC, POE, SAFS, SEFS, SMEA, WSG, QRC, then posted publicly on the College's DEI Task Force website. Text transmitted to department heads precedes the questionnaire.

Memorandum sent to Units

We are writing to you with a request from the College of the Environment's DEI Task Force. Please recall that interim Dean Hartmann sent a note to the College on November 2 to launch the Task Force. In that message he stated:

"I have appointed a Diversity, Equity and Inclusion (DEI) Task Force to take stock of the College of the Environment's current efforts, assess our progress and consider how the Dean's office can best support efforts in DEI across the College. The DEI Task Force is composed of faculty, staff and students from within the College. The Task Force will be gathering and synthesizing input from across College units and departments with the goal of providing recommendations to incoming Dean Tolstoy for how the Dean's office can support, coordinate, and sustain ongoing and future DEI efforts."

Since we have just a few months until the new Dean joins us, the DEI Task Force would like to summarize DEI-related activities within the College and make recommendations for key next steps for the incoming Dean to consider. To this end, the Task Force has developed a set of questions for Units in the College to answer and we are sending the questions to you as director/chair to develop a response. You are welcome to delegate to and/or coordinate with others in your Unit such as your DEI committee to answer this survey. We also fully anticipate that there will be divergences of opinion between you as a director/chair and others in your unit. In those cases, you are welcome to state the differences of opinion in the answers. We ask that one set of responses be completed for each unit/organization. We will list these questions on the College's webpage to ensure transparency and accountability.

Here is a Google Document folder for your unit that contains a google document that contains the set of questions that we would like you to answer. If you have any documents that you need to provide per the questions, please place them in your folder.

By tasking you as a leader with these responses, we acknowledge that we will be missing important perspectives from others in your unit. Part of our set of recommendations to the new Dean will be to facilitate more conversations and assessments of what is needed to create a comprehensive plan that will make the College a place where all can thrive.

If you have questions about the Task Force, please direct them to the Task Force Co-Chairs, Russell Callender (wrc4@uw.edu) and LuAnne Thompson (luanne@uw.edu) or the Task Force members from your unit. If you have questions about using the google doc links to respond, please contact Phillip Taylor (phillipta@uw.edu).
We would appreciate your response by December 21, 2021.

A caveat: We fully realize that this approach is imperfect because the responses will potentially be biased by those that are in positions of power and authority (e.g., you the Unit Heads). We will acknowledge this concern in our recommendations to the incoming Dean. Even with these initial biases, it is our intent to use the initial set of recommendations to the incoming Dean to be the <u>start</u> of a more comprehensive conversation within the College.

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Questionnaire

Status Assessment: What is happening in your unit right now?
Vision:
1. Does your unit have a DEI or diversity statement? If so, please provide a link to it or attach a copy.
2. Does your unit have a DEI plan? If yes, please provide a link or attach a copy.
3. Does your unit have a dedicated DEI specialist? If yes, describe their role.
4. Does your unit have a formal mechanism for recognizing and rewarding leadership and service towards advancing DEI? (e.g., an annual diversity award). If yes, please describe.
5. Does your unit have written policies or guidelines that lead to the creation of a more diverse and/or inclusive community within your unit, for faculty, staff, and/or students? For example, policies around student field trips or operations in field settings, hiring, safe spaces/groups, safe channels for communication, required trainings, etc.
6. If you can share documents that discuss these policies especially if they might be useful for other units, please share them or provide links to them here.

Diversity Committee:
1. Does your unit have a DEI committee? (yes/no)
2. If yes, please answer the following questions
3. Does your DEI committee have a charge/charter statement? If so, please provide a link or attach a copy.
4. If you have a DEI committee, what university groups are represented? (For example: faculty, staff, graduate and undergraduate students, etc.)
5. How does your DEI committee communicate and work with Unit leadership?

Recruitment/Retention:
For Academic units:
1. Describe up to five actions your unit uses to recruit faculty with the goal of increasing the faculty diversity (for example: use resources from the Center for Faculty Advancement to revise faculty search and hiring processes).
2. Describe up to five actions your unit uses in graduate student admissions with the goal of increasing graduate student diversity within your unit.
3. Describe up to five actions your unit uses to support graduate students with underserved or underrepresented identities.
4. Describe up to five actions your unit uses with the goal of increasing undergraduate student diversity within your unit.
5. Describe up to five actions your unit uses to support undergraduate students with underserved or underrepresented identities.

For all units:
1. Describe up to five actions your unit uses to create an inclusive community within your unit. Example: host a seminar series featuring diverse voices.
2. Describe up to five actions your unit uses to recruit staff with the goal of increasing staff diversity.

DEI Training, Accountability and external engagement
1. List DEI training activities that have been useful for your unit over the last five years. If possible, give the name of the trainer and/or program if applicable.
2. Describe up to five ways in which you hold members of your unit accountable to your DEI goals (For example: individuals in the unit can contact Unit leadership about DEI issues anonymously or Annual Activity Reports for faculty include a section on contributions to DEI). List up to five education, research and/or outreach activities within the last 5 years that your unit (or individuals in your unit) where you have worked to connect with members of underserved or underrepresented students and/or communities external to UW.

How can the Dean's Office work best to support the schools, departments, centers and institutes with their DEI efforts?
1. Please list up to five specific suggestions for ways in which the Dean's office could support DEI efforts in your unit and across the college. Areas of suggestions could include vision, service, recruitment/retention, training, accountability, connections to underserved or underrepresented communities, policies etc.
2. Should the Dean's Office hire an Associate Dean or other professional focused on DEI? If yes, list up to five priorities for this position?
3. Can you dream big? Describe a new transformative initiative (no matter how expensive or comprehensive) that could improve the experience of people with underrepresented or underserved identities in the College or could meaningfully connect and support individuals with underrepresented identities outside of UW to University research, education, and/or outreach efforts.