

EVANS SCHOOL BLUEPRINT FOR DIVERSITY

2017-2021



**EVANS SCHOOL
OF PUBLIC POLICY & GOVERNANCE**

UNIVERSITY of WASHINGTON

EVANS SCHOOL BLUEPRINT FOR DIVERSITY – 2017-2021

Students, faculty, and staff arrive at the Daniel J. Evans School of Public Policy and Governance with diverse backgrounds, perspectives, and experiences. We at the Evans School believe that our diversity is an asset that we should nurture and grow because it enriches our learning and working environments.

In addition, when our students graduate, they are managing diverse organizations, engaging diverse stakeholders, advocating for marginalized voices, and enacting policies with the power to help or harm certain people more than others. It is part of our core mission to provide students with the knowledge and skills that they need to be effective leaders, allies, and advocates for equity.

This Blueprint defines the Evans School values, goals, and strategies for improving access, inclusion, and equity in our school and in the organizations and communities that we represent and serve. The Evans School Diversity Committee drafted the Blueprint in May 2017 based on the 2009 Evans School Diversity Strategic Plan and the 2017-2021 UW Blueprint for Diversity.

At the Evans School, we have 3 overarching goals for diversity:

1. to cultivate an **inclusive climate** and a shared value of diversity at the Evans School;
2. to promote faculty and student **learning and skill development** about access, inclusion, and equity in policy and governance; and
3. to actively **recruit and retain** a diverse staff, faculty, and student body at the Evans School.

These goals align with goals 1-4 in the UW Blueprint for Diversity 2017-2021, as well as the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) accreditation standards 3.2, 4.4, and 5.1. Below we detail the recent history and progress, priorities and action steps, and trackable metrics for each goal.

GOAL 1: CULTIVATE AN INCLUSIVE CLIMATE AND A SHARED VALUE OF DIVERSITY AT THE EVANS SCHOOL

An open, welcoming environment and shared norms are important to create a trusting, open, and connected environment where we can discuss current and past policies. In order to achieve this connectedness, we must create a climate that is inclusive of both visible and invisible diversity among faculty, staff, and students. This goal is consistent with the UW Diversity Blueprint 2017-2021, Goal 1: Cultivate an inclusive campus climate, and NASPAA standards 3.2 and 4.4 related to creating a “climate of inclusiveness.”

RECENT HISTORY AND PROGRESS

- The Evans Diversity Committee (EDC) has been an ad-hoc committee reporting directly to the Dean since 2009.
 - In 2015-2016, the Dean reconstituted the EDC to have equal representation from students, faculty, and staff.
 - The EDC coordinates yearly diversity potlucks, as well as other events such as brown bag lunches, “coffee & curriculum talks,” and town halls.
 - The EDC updated and administered diversity surveys in 2010-11, 2013-14, 2014-15, 2015-2016, and 2016-17. Response rates in 2015-2016 and 2017-2018 were at or above 50 percent.
 - The EDC prepares an annual report of activities each year, and in 2016 and 2017 it prepared a summary of the survey results.
 - The EDC oversees the awarding of Hubert G. Locke Diversity Awards every year to faculty, staff, and students whose commitment and contributions to equity and diversity is “above and beyond” the expectations of their position.
 - In 2014-2015, the EDC championed the establishment of a gender-neutral restroom on the third floor of Parrington Hall to help foster a more inclusive and welcoming environment for all students, staff, faculty, and guests.

- In 2014-2015, the Dean, with encouragement from students and a faculty vote of support, appointed Associate Dean Joaquin Herranz as the Interim Chief Diversity Officer (CDO). As the interim CDO for three consecutive years, Prof. Herranz worked with staff to incorporate diversity-related questions into entrance and exit curriculum surveys.
- In 2015-2016, based upon student feedback and encouragement, our Director of Executive Education assumed part-time responsibilities as the Evans School's Diversity & Inclusion Officer, on the Student Services staffing team. In 2016-17, we transitioned this position into a full-time role and hired an Admissions & Student Inclusion Counselor.
- Many faculty use the Evans School Conversation Norms in their syllabi, course websites, and in class. [Created as part of the 2009 Diversity plan.]

PRIORITIES AND ACTION STEPS

* indicates a new or substantially revised strategy or action step.

Institutionalize the Evans School's value of diversity

- Update and refine the Evans School Diversity Blueprint with input from all stakeholders every 5 years.*
- Maintain a "point person" (or a faculty/staff team of two) who is explicitly responsible for shepherding, coordinating, and communicating about diversity efforts.
- Continue the EDC. Ideally, the chair would serve for at least two consecutive years to provide continuity. Members should include equal numbers of faculty, staff, and students and serve on a rotating basis. The Dean should work closely with the Committee, especially the Committee Chair to develop and refine Committee duties and responsibilities. These might include:
 - Develop an appropriate and realistic yearly work plan to move the Diversity Blueprint forward.
 - Continue to recognize exceptional contributions to diversity at the Evans School through the Hubert G. Locke awards each year.
 - Share current research related to diversity with Evans School constituents.

- Continue to maintain the EDC catalyst website as a place of institutional memory.
- Coordinate with the Office of Minority Affairs and Diversity to design Evans-specific items for the UW climate survey.*
- Provide guidance and feedback to the standing faculty committees at the Evans School, as well as ad-hoc committee for faculty search.*
- Provide guidance and feedback to the student interest groups focused on diversity.*
- Annually review and report efforts to promote diversity, equity, and inclusion at the Evans School.*
- Encourage the establishment and longevity of student interest groups focused on issues of equity, inclusion, and access. Encourage those groups to collaborate to create solutions for diversity-related issues and engage in conversations around race, gender, sexuality, and difference.
 - Generate and publicize a directory of current ESO and UW diversity-driven student groups.
 - Work to enhance inter-departmental collaboration centered on minimizing disparities in equity across the UW campus.*
- Allocate an annual budget, managed by the Dean or an Associate Dean, for activities to support diversity, equity, and inclusion at the Evans School.*
- Ensure new programs and capital projects take into account impacts on underrepresented students and the broader community.*
- The Dean's office and the EDC should coordinate to monitor, interpret, and report demographic, climate, and diversity-related data from Evans School faculty, staff, and students for the evaluation of the Blueprint processes and outcomes.*

Promote shared values, beliefs, and norms that foster inclusion and improve cultural competencies amongst all students, faculty, and staff

- Continue to make Evans School Community Conversation Norms visible in syllabi, canvas sites, and class presentations.

- Celebrate diverse communities and foster community partnerships by promoting community, UW, and Evans events that celebrate multicultural and multinational holidays/events.
- Recognize student, staff, and faculty work related to diversity in Evans newsletter spotlights. Identify and publicize capstones, research projects, and other products of the Evans School, which critically examine issues of equity and social justice.*
- Leverage access for our students, staff, and faculty to campus-wide programs on equity and inclusion.*

Create processes for open, constructive discussion of and/or action on concerns about bias.*

- Hold regular, facilitated conversations with students to learn about their experiences with issues of equity, difference, and privilege across the university.
- Consider compiling an Evans School “diversity history” and “cultural audit”, as described by Susan T. Gooden in her book “Race and Social Equity: A Nervous Area of Government.”*
- Develop and communicate a procedure that encourages students to report incidences of bias. Ensure that the procedure minimizes the fear and repercussions that could result because of reporting.*
- Identify faculty and staff, as individuals or a committee, who can act as a resource for students who experience discrimination or micro-aggressions.*

TRACKABLE METRICS

- Percentage of students/staff and faculty that complete the annual Evans School Diversity and Inclusion Survey (or forthcoming UW Climate Survey) and the Survey results
- Process established for governing and structuring the Evans School Diversity Committee
- Process in place to request diversity statement from all Evans School student, staff, and faculty positions

- Attendance at “traditions” events
- Number of incidents of prejudice, inequality or exclusion reported by students, staff, and faculty within Evans School
- Number of Evans classes with Evans Conversation Norms in the class syllabus and/or on the class website.
- Number of Evans School e-News articles that highlight student, staff, and faculty work centered on diversity
- Number of student interest groups focused on diversity issues

GOAL 2: PROMOTE FACULTY AND STUDENT LEARNING ABOUT ACCESS, INCLUSION, AND EQUITY IN POLICY AND GOVERNANCE

Our students are future leaders in public service, who will go on to plan, implement, and evaluate policies that can affect specific groups and communities unequally. We believe that removing barriers to access, enhancing inclusion, and promoting equity are fundamental to the work they will do in any field of public policy. To provide this training, our faculty also need support and opportunities to learn and apply these ideas in their research and courses.

This goal is consistent with the UW Blueprint for Diversity 2017-2021 priority to “Enhance effectiveness of curriculum and educational programs with regard to diversity and inclusion” and NASPAA standard 5.1 that our curriculum provide students with “the ability to communicate and interact productively with a diverse and changing workforce and citizenry.”

RECENT HISTORY AND PROGRESS

- Starting in 2014-2015, the CDO worked with the Assistant Dean of Students to incorporate diversity materials into new student orientation more extensively. This led to a major refresh of orientation in 2016-17, held in the UW Intellectual House, focused on equity, inclusion and community building.
- In 2015-2016, the core management faculty met to discuss ways to incorporate more diversity material in core management classes.
- In 2015-2016, the co-chairs of the EDC and the Dean hosted two brown bag lunches for faculty to discuss challenges in the classroom.
- In 2016-2017, the Dean and CDO organized a training on dealing with diversity in the classroom facilitated by the Center for Teaching and Learning group Theater for Change (TfC).
- Associate Dean Craig Thomas approved a new, pilot course for 30 incoming MPA students for Autumn 2017: Race & Equity in Public Policy & Governance.
- Evans faculty approved a proposal in Spring 2017 to expand the Values Elective to incorporate courses that address issues of diversity, equity and inclusion.

PRIORITIES AND ACTION STEPS

* indicates a new or substantially revised strategy or action step.

Effectively integrate diversity issues into Evans School courses in multiple ways.

- Encourage faculty teaching core courses to meet each year to discuss ways to address diversity more explicitly or effectively. Consider having EDC consult with core faculty teams to suggest ideas, materials, and approaches.*
- Continue to offer a substantial number of electives each year that relate directly to diversity, particularly to those that examine power, group differences, oppression, institutional racism, and other concepts related to equity in the context of policy and governance. These could include Critical Race Theory, Race and Public Policy, Crime and Punishment Policy, and others.
- Pilot and evaluate an elective course for 1st year students to introduce concepts of race and equity in policy and governance.*

Facilitate instructor learning and information sharing about integrating diversity into curricular materials.

- Offer 1-2 teaching seminars related to diversity each year for faculty and teaching assistants. Continue to use the resources available through the Center for Teaching and Learning to offer both group and individual training opportunities to faculty and teaching assistants.
- Suggest faculty use mid-course corrections and feedback to improve integration of diversity in classes.
- Suggest faculty and teaching assistants use self-assessments to identify strengths and weaknesses in promoting diversity in the classroom.
- Consider developing new diversity-related questions for course evaluations.*

Acknowledge, highlight, and value effective teaching practices and efforts to integrate diversity materials.

- Give out Hubert G. Locke Diversity awards at end of year to faculty who go “above and beyond” to address issues of diversity in the classroom and in the school generally.
- Continue to include diversity as a metric in the peer teaching evaluation process.
- Include integration of diversity into classroom teaching as a metric for annual faculty reviews.

Help students gain relevant skills, such as cross-cultural communication and mediation.

- Highlight the labor market value of diversity-related skills, including, but not limited to, cultural competence, power and equity analysis, community engagement, and tools for centering racial equity in decision-making.*
- Continue to offer and advertise skill workshops related to diversity.
- Ask Career Development to conduct employer focus groups on diversity-related skills.
- Have all students undergo Leadership Assessments during orientation.
- Introduce all students to the concept of implicit bias and to strategies to reduce it.*
- Encourage faculty to make a clear statement to their students about the Evans School value of diversity and the shared responsibility to communicate about issues that arise in or outside classrooms.*
- Find opportunities in multiple courses to train students to use the City of Seattle Race and Social Justice Initiative's *Racial Equity Toolkit*, or other similar tools, to center equity in the planning, implementation, and evaluation of policy.*

Facilitate Evans School connections to multiple communities

- Support student initiated fora through collaboration between staff, faculty, and students.

- Identify appropriate guest speakers on issues of access, inclusion, and equity in public policy and governance from other universities and from the community.
- Consider hosting trainings and events that offer opportunities to learn and discuss the ways in which policy has advantaged and disadvantaged some communities. For instance, consider offering tribal sovereignty training to students, staff, and faculty.
- Consider how to improve the Evans School operationalization of NASPAA standard 5.1 on communicating and interacting with a diverse citizenry.

TRACKABLE METRICS

- Course evaluation items related to diversity in the classroom
- Diversity-related competency questions from:
 - Climate surveys of all students, staff, and faculty (Evans or University-wide)
 - Exit surveys of graduating students
 - Alumni surveys (5- and 10-years post-graduation)
- Student enrollment in diversity-related electives and skill workshops
- Faculty attendance at diversity-related trainings

GOAL 3: ACTIVELY RECRUIT AND RETAIN A DIVERSE STAFF, FACULTY AND STUDENT BODY TO THE EVANS SCHOOL

The Evans School benefits immeasurably from the increasing diversity of our students, staff, and faculty. As a school of public policy, we know that education is the primary vehicle for upward mobility in all societies. For this reason, we commit to continuing to not only diversify our Evans community, but also to work explicitly to recruit and retain staff, faculty, and students who come from traditionally under-represented groups at Evans, the UW, and in higher education more broadly. This goal is consistent with the UW Blueprint for Diversity 2017-2021 goal to attract, retain, and graduate a diverse and excellent student body as well as goals 3 & 4, attract and retain a diverse faculty and staff.

RECENT HISTORY AND PROGRESS

- In 2012-13, the Admissions and Student Services teams created the Evans School Student Ambassadors program to help recruit a diverse applicant pool.
- Increased the focus on recruiting UW undergraduates from all three campuses, working in close partnership with OMA&D.
- Expanded admissions staff participation in recruitment fairs in diverse areas of the country.
- In 2012, we replaced a point system admissions policy with more holistic admissions criteria.
- Increased student applicants from underrepresented backgrounds nearly every year since 2009.
- Some of our students received fellowships from the UW Graduate Opportunities and Minority Achievement Program.
- In February 2017, the Evans School hired an Admissions and Student Inclusion Counselor. The position reports directly to the Assistant Dean of Students and focuses on the recruitment of a diverse study body and the creation of an inclusive environment at the Evans School.

- The 2016-2017 faculty search placed an emphasis on hiring faculty whose research and teaching addresses issues of diversity, institutional discrimination, social or economic inequality, or equal opportunity within the area of public policy and governance. All applicants were required to submit a diversity statement. During the search process, Evans MPA and PhD student representatives were active participants on the search committee.

PRIORITIES AND ACTION STEPS

* indicates a new or substantially revised strategy or action step.

Establish and maintain key partnerships with new and existing pipeline initiatives to encourage student applicants from historically underrepresented groups, including veterans, LGBTQ+, first-generation, and racial minorities.*

- Increase collaboration between GO-MAP, OMA&D, Leadership without Borders, and other centers on campus to contact, host and recruit students that are interested in our program.
- Connect with local and national pipeline programs to develop a database of potential applicants (e.g. Rainier Scholars, the Posse Foundation, and the Rangel Fellows).
- Continue to attend and recruit at the California Diversity Forum and PPIA.
- Leverage our student ambassadors and their alma maters to establish partnerships with faculty and staff at institutions across the country.

Evaluate and improve our efforts to increase our reach to and accessibility for prospective students from underrepresented groups.*

- Construct an admissions brand that focuses on informing underrepresented students about the process and benefits of graduate school.*
- Consider returning to a required diversity statement in all student applications.*
- Apply to OMA&D's SEED grant to partner with local tribal colleges and reservations on recruitment activities.*

- Consider how to make our degree programs more open and inviting to immigrant students.*

Improve recruitment, hiring and onboarding processes that create a more diverse faculty and staff.

- Evaluate current hiring practices by analyzing annual hiring data to help attract a more diverse applicant pool.
- Leverage the techniques described in the UW [Staff Diversity Hiring Toolkit](#) and [Handbook of Best Practices for Faculty Searches](#) to increase the diversity of applicant pools and hires.
- Implement a hiring process that ensures applicants are demonstrating their commitment to diversity, equity and inclusion. Require a diversity statement in all staff and faculty applications.*
- Generate opportunities for professional development and encourage participation in UW's Race and Equity Initiative trainings for staff and faculty seeking more knowledge around diversity, equity and inclusion.
- Provide resources to new staff from OMA&D and the UW affinity groups.

Offer supportive services for underrepresented staff, faculty, and students at Evans and UW.

- Develop stronger connections with UW programs providing supportive services, and work to communicate those resources clearly and regularly to the Evans community.*
- Plan informal and formal events focused on the skills and resources needed to navigate institutions of higher learning.*
- Consider creating a first generation affinity group open to faculty and students at Evans.*
- Market informational admissions events about the Evans MPA and PhD programs to current Evans students. (They provide information about policy areas and future career opportunities that would be useful to our students).*
- Develop ways to acknowledge in the merit review process the service of underrepresented faculty and staff who offer support and modeling for underrepresented students in many visible and invisible ways.*

Improve the Evans School's data collection of key demographic characteristics from students, faculty and staff.*

- Audit the collection of individual characteristics through the staff and faculty application and hiring process. Examine what information is collected internally versus by the UW central administration. Examine what information we need to meet our goals for diversity at Evans.*
- Consider developing or improving our internal data collection of demographic characteristics, such as race/ethnicity, first generation, LGBTQ+, and nativity. For instance,*
 - Our student applications for MPA, EMPA, and PhD programs do not currently, but could, ask about first generation status.
 - Our data on faculty and staff demographics currently come from a UW central administration survey, which limits our ability to use and improve the information.

TRACKABLE METRICS

- Number and percentage of student applicants, admits, and graduates from underrepresented backgrounds.
- Number and percentage of "minority" (non-white) faculty as collected in the UW [Workforce Analysis](#), overall and for tenure/tenure-track faculty.