

Annual Report for the University of Washington
SB 5227/ RCW 28B.10.145

Faculty and Staff Training Update

During winter quarter 2022, the University of Washington assembled a steering committee of students, faculty, and staff from across the UW campuses (Seattle, Bothell, Tacoma, and School of Medicine) to develop and implement the staff and faculty training as outlined in the SB 5227 legislation. The steering committee decided to develop new content to supplement an existing training for members of the Seattle, Bothell, and Tacoma campuses. School of Medicine (SOM) employees would continue to participate in a pre-existing training developed by SOM leadership that meets the criteria of RCW 28B.10.145.

The training, entitled *Cultivating Community at UW: Anti-racism and DEI&B in the Workplace*, was officially launched and made available to the UW community in March 2023. The training consists of ten separate modules that cover four primary areas: Intersectionality and Anti-Racism; Exploration of Race in the Workplace (previously existing content from UW HR, Professional & Organizational Development); LGBTQ+ Identities; and Disability and Accessibility. The training is presented in an online, self-paced format that is designed to take individuals 2.5-3 hours to complete, and employees can complete it over multiple sessions/days if necessary.

The launch of the training in March 2023 and the concurrent communication strategy was solely focused on new employees to UW during the 2022-2023 academic year. The training was included on a list of required trainings for any employee hired after March 2023, and employees who were hired prior to March were contacted via email about the training and the requirement to complete it.

The UW School of Medicine training (Advancing Equity, Diversity and Inclusion) is also presented in an online, self-paced format that can be completed over multiple sessions. It takes individuals approximately one hour to complete and includes sections on UW Medicine's Vision for Healthcare Equity; the impacts of structural inequities within healthcare; how biased behaviors, attitudes and stereotypes affect the way people interact within the workplace and healthcare; cultural humility and behaviors that promote an inclusive environment; UW Medicine's policies promoting an inclusive environment; and sexual orientation/gender identity.

UW Medicine employees who work at any of its clinical sites are automatically enrolled in the training and are required to complete it annually. Alternative methods of delivery are available for non-clinical faculty and staff, including the EDI Foundational Training series, a series of 5 instructor led 90-minute classes. Because the UW SOM training was developed and administered prior to this Senate Bill, it has not included an associated evaluation survey. The survey has recently been developed in accordance with the Senate Bill and will be distributed to past participants. Survey results will be reported as an addendum when they are available, or in the next reporting period.

Beginning in Autumn 2023, UW will launch a marketing and communication campaign about the training to the entire campus community, detailing requirements for completion and encouraging all faculty and staff to complete the training.

As of June 30, 841 unique UW employees had completed the *Cultivating Community at UW* training. Of those, 552 were new employees. Table 1 lists the number and completion rates for each training by position type for all new employees.

Table 1: SB 5227 Training Completions for Employees hired July 1, 2022 – June 30, 2023

	Total New Hires	Completed training	%	Goal %
Seattle, Tacoma, and Bothell Campuses				
Tenure-track academic personnel	67	15	22.4%	35%
Non-tenure-track academic personnel	509	45	8.8%	--
Administrators	8	3	37.5%	35%
Staff	2459	552	22.4%	--
UW School of Medicine				
Tenure-track academic personnel	112	44	39.2%	35%
Non-tenure-track academic personnel	956	190	19.9%	--
Staff and Administrators	4004	2590	64.7%	--
ALL NEW EMPLOYEES	8115	3439	42.4%	80%

Faculty and Staff Training Evaluation Results

The *Cultivating Community at UW Training* evaluation consists of 12 Likert scale items (strongly disagree/strongly agree) evaluating participants’ self-reported achievement of broad learning objectives, the application of the training to their work at UW, and their satisfaction with the training, as well as one open-ended comment box for general feedback. The evaluation items were designed to serve both formative and summative purposes, not only allowing us to report on the outcomes of the training but also to be able to improve the training for future participants. Out of the 841 participants, 256 (30%) contributed open-ended comments, which are being reviewed by training developers to inform and improve the training. Table 2 and Figure 1 present the overall training evaluation results for all individuals who completed the training by June 30, 2023.

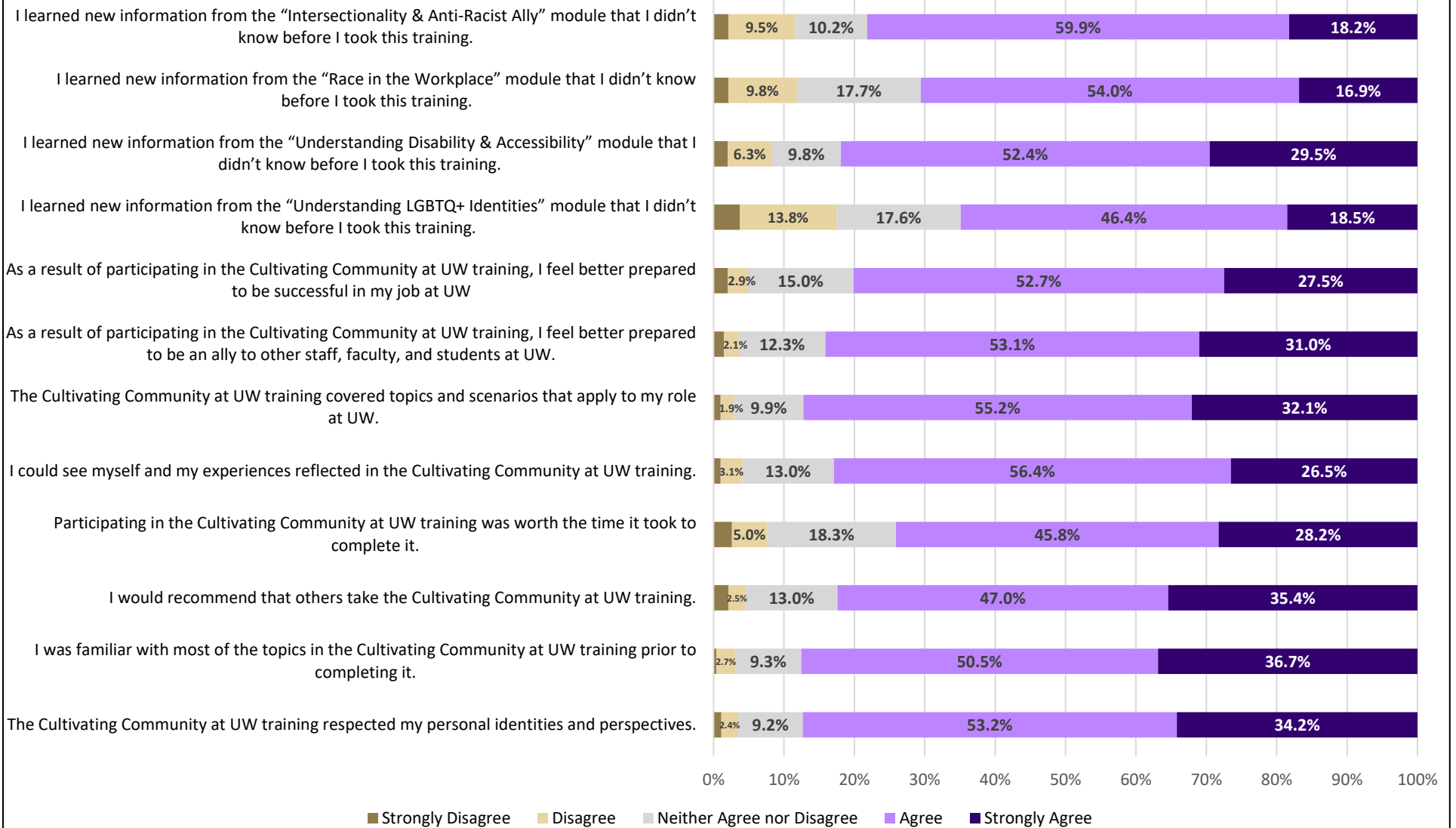
As Table 2 indicates, participants by-and-large reported positive experiences with the training. Between 65% and 82% of participants agree or strongly agree that they learned new information in the broad module categories that they had not known prior to taking the training, despite the fact that 87% reported being familiar with most of the topics in the training prior to completing it. Additionally, 84% believe that they are better prepared to be an ally to other staff, faculty, and students at UW as a result of participating in the training. Regarding job application, 80% agree or strongly agree that they feel better prepared to be successful in their job at UW as a result of the training, and 87% thought the training covered topics and scenarios that apply to their role at UW.

The *Cultivating Community at UW* training was designed to be inclusive of all members of the campus community. Participants felt that the training spoke to their personal experiences, as 83% indicated that they could see themselves and their experiences reflected in the training, while 87% felt that the training respected their personal identities and perspectives. Participants were also satisfied with the training itself: 82% would recommend the training to others, and 74% felt it was worth the time it took to complete the training.

Table 2: Cultivating Community at UW Training Evaluation Results (March-June 2023)

	n	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	M (SD)
I learned new information from the “Intersectionality & Anti-Racist Ally” module that I didn’t know before I took this training.	840	18 (2.1%)	80 (9.5%)	86 (10.2%)	503 (59.9%)	153 (18.2%)	3.83 (0.91)
I learned new information from the “Race in the Workplace” module that I didn’t know before I took this training.	840	18 (2.1%)	82 (9.8%)	144 (17.1%)	454 (54.0%)	142 (16.9%)	3.74 (0.93)
I learned new information from the “Understanding Disability & Accessibility” module that I didn’t know before I took this training.	840	17 (2.0%)	53 (6.3%)	82 (9.8%)	440 (52.4%)	248 (29.5%)	4.01 (0.91)
I learned new information from the “Understanding LGBTQ+ Identities” module that I didn’t know before I took this training.	840	31 (3.7%)	116 (13.8%)	148 (17.6%)	390 (46.4%)	155 (18.5%)	3.62 (1.05)
As a result of participating in the Cultivating Community at UW training, I feel better prepared to be successful in my job at UW	841	17 (2.0%)	24 (2.9%)	126 (15.0%)	443 (52.7%)	231 (27.5%)	4.01 (0.85)
As a result of participating in the Cultivating Community at UW training, I feel better prepared to be an ally to other staff, faculty, and students at UW.	840	13 (1.5%)	18 (2.1%)	103 (12.3%)	446 (53.1%)	260 (31.0%)	4.10 (0.81)
The Cultivating Community at UW training covered topics and scenarios that apply to my role at UW.	841	8 (1.0%)	16 (1.9%)	83 (9.9%)	464 (55.2%)	270 (32.1%)	4.16 (0.75)
I could see myself and my experiences reflected in the Cultivating Community at UW training.	840	8 (1.0%)	26 (3.1%)	109 (13.0%)	474 (56.4%)	223 (26.5%)	4.05 (0.78)
Participating in the Cultivating Community at UW training was worth the time it took to complete it.	840	22 (2.6%)	42 (5.0%)	154 (18.3%)	385 (45.8%)	237 (28.2%)	3.92 (0.95)
I would recommend that others take the Cultivating Community at UW training.	841	18 (2.1%)	21 (2.5%)	109 (13.0%)	395 (47.0%)	298 (35.4%)	4.11 (0.88)
I was familiar with most of the topics in the Cultivating Community at UW training prior to completing it.	841	3 (0.4%)	23 (2.7%)	78 (9.3%)	425 (50.5%)	312 (36.7%)	4.21 (0.75)
The Cultivating Community at UW training respected my personal identities and perspectives.	841	9 (1.1%)	20 (2.4%)	77 (9.2%)	447 (53.2%)	288 (34.2%)	4.17 (0.77)

Figure 1: SB 5227 Evaluation Results (March-June 2023)



Listening Sessions Summary

The initial listening sessions were held during the 2022-23 spring academic quarter and conducted virtually at various times of the day and week. Recruitment for the sessions was initiated by campus leaders at each campus responsible for advancing diversity, equity, and inclusion and shared through campus-specific networks. The sessions began with a brief introduction of the facilitators and the purpose of the listening session. Facilitators provided context and information on the legislation motivating the initiation of the listening sessions. Participants were encouraged to maintain the privacy of other participants by keeping information shared during sessions confidential. The participants were all undergraduate students, and each listening session was provided to each campus separately. All sessions were approximately 90 minutes in length, and, upon completion, all participants were provided a monetary stipend.

The facilitators of the listening sessions included three staff members from the Office of Minority Affairs and Diversity (OMA&D). During the listening sessions, two of the facilitators took notes while one proctored the group interview questions. Attendance at the listening sessions ranged from 0 participants to 5 participants. A total of 6 sessions were conducted: 3 sessions for the Seattle campus, 2 for the Bothell campus, and 1 for the Tacoma campus. The session with 0 participants was unfortunately the only Tacoma campus session and, as such, data from the Tacoma campus is not present in this report.

Scope

While the listening session themes provide a current snapshot of the DEI matters and issues for students across the campuses, there is a limited scope of the snapshot given the small representation for both the Seattle and Bothell campuses, as well as the lack of representation from the Tacoma campus in any session. The themes are highly informative but may be personalized in nature. The overall sense of the sessions does make clear that students perceive there are strengths that the university has for diversity, equity, and inclusion as well as some areas of needed improvement. The listening sessions overall were a mix of reports for the positive and the negative but mostly a sense of appreciation for the resources, opportunities, and experiences. Thus, the report can be immediately helpful with the improvement of DEI education on campus, as it can provide starting places for improving DEI and antiracism.

Student Themes

In the audit of the data, a variety of themes emerged, with some variations from campus to campus. However, the most prominent themes from the sessions include what students describe as 1) a need for “standardization of DEI” across the campus and 2) inconsistent distribution of information for resources on campus. That is, students reported that depending on the department, unit, classroom, or program there was variation in the concern and inclusion of DEI topics that made it difficult to engage in matters of antiracism, diversity, equity, and inclusion across their UW learning experiences.

For the second major theme, students reported that despite the many helpful resources on campus, the communication of those resources is inconsistent, especially in reaching the ones who need them most. A more comprehensive description of the themes is described below. In addition, themes pertaining to specific campuses are described to illustrate the unique needs of the different campuses.

The goal of the listening sessions was to capture the students' experience with diversity, equity, and inclusion. The emergent themes provided a snapshot of this experience on campus. The participants were asked the same three open-ended questions, two of which contained multiple parts. The questions included were:

1. *What has been your experience with diversity, equity, inclusion, and belonging in the learning, working, and living environments on campus?*
 1. *Learning environments*
 2. *Working environments*
 3. *Living environments*
2. *In general, what are the strengths and areas of improvement on the UW campus regarding diversity, equity, inclusion, and belonging?*
 1. *Strengths*
 2. *Areas of improvement*
3. *Any other information that you think is relevant and important for UW community efforts in DEI work?*

From these questions, a variety of themes emerged and reflect various experiences on campus. Some of the themes were shared across the campuses and other themes were campus specific. Unless specified, the themes reflect a multicampus experience. There was a total of 12 robust themes in the data and it was clear that the participants experienced a variety of positive and negative instances related to DEI.

The table below provides the 12 robust themes that emerged and the description(s) of the theme.

	Themes	Description
1.	Lack of communication about resources	<i>Knowing what is available, finding the resources you need, and disparities in resources at different campuses.</i>
2.	Need for standardized DEI training across campus	<i>A need for everyone on campus to learn about DEI. A need for DEI efforts/initiatives data and evaluation across campus. Possible requirement for students (e.g., B core, elective).</i>
3.	Varying inclusion of DEI depending on the class, major, department, or professor	<i>Inconsistent inclusion of DEI across classes, majors/departments, and professors.</i>
4.	Concern for international students	<i>Not much support for their cultural and language needs. International students are not educated on or seem to prioritize DEI.</i>
5.	Unaddressed low-income student needs	<i>Fees, parking, and parking tickets are all prohibitive. Engaging in social activities can be cost-prohibitive.</i>
6.	Disparities in campus resources and support	<i>UWB – limited resources and yet still pay the same tuition. UWB – No center for students of color (e.g., ECC). UWB – lack of robust health and wellness resources on campus. UWB – no support for first-generation students.</i>
7.	A desire for more community/cultural belonging	<i>A desire for more campus-wide events to meet people. Need for campus-wide events celebrating cultural diversity on campus.</i>
8.	Negative housing experiences	<i>Diverse student work staff but leadership is only racially white individuals. Cultural differences and tensions are handled insensitively. Concern for safety and sense of belonging for students of color and Muslim students.</i>
9.	Positive Asian student experience	<i>Many Asian cultural groups are represented at UW High participation in activities and RSOs in the Asian community. Positive Asian American and international student relations.</i>
10.	Strong multicultural student success programs on the Seattle campus	<i>Student success programs are robust. Community found within programs for BIPOC and low-income.</i>
11.	Lack of care for sociopolitical matters	<i>Competitive culture noticeably reduces civic engagement and increases apathy. Students focused on obtaining internships and tech jobs after college and less on politics. ECC Multicultural RSOs</i>
12.	Pockets of safe harbors for BIPOC students	<i>ECC Multicultural RSOs</i>

Campus Climate Survey Updates

The University conducted a tri-campus [climate assessment](#) in fall 2019 for all students, faculty, and staff. The reports were finalized and released in May 2020 and the UW continues to use the data for institutional improvements. The next tri-campus assessment is scheduled to take place no later than academic year 2025-26. Planning for the assessments will begin in autumn 2023.