

# **School of Aquatic and Fishery Sciences Equity & Inclusion Committee**



## **Annual Report**

October 2019 – August 2020



## Table of Contents

<b>1. BACKGROUND</b>	<b>2</b>
<b>1.1. Diversity, Equity and Inclusion at SAFS</b>	<b>2</b>
<b>1.2. Three entities to help increase diversity, equity and inclusion at SAFS</b>	<b>2</b>
1.2.1. Diversity Specialist	2
1.2.2. SAFS Diversity, Equity and Inclusion Strategic Plan 2018-2021	2
1.2.3. Equity & Inclusion Committee	2
<b>2. EQUITY &amp; INCLUSION COMMITTEE IN AY 2019-2020</b>	<b>3</b>
<b>2.1. Committee Membership</b>	<b>3</b>
<b>2.2. Committee's Charge</b>	<b>4</b>
<b>2.3. Year-in-review Summary</b>	<b>4</b>
<b>2.4. Products, Actions, and Events</b>	<b>5</b>
<b>2.5. Communication</b>	<b>6</b>
<b>3. PROPOSED WORKING GROUP THEMES FOR JULY 2020 THROUGH AY 2020-2021</b>	<b>7</b>
3.1. Communication Team	7
3.2. Undergraduate Resources Team	7
3.3. Graduate Resources Team	7
3.4. Education and Community Building Team	7
3.5. Faculty Outreach Team	7
<b>APPENDICES</b>	
<b>Appendix A: Guiding Principles</b>	<b>A-1</b>
<b>Appendix B: Terms of Reference</b>	<b>A-3</b>
<b>Appendix C: 2019-2020 Mission, Work Values, and Charge</b>	<b>A-4</b>
<b>Appendix D: Lactation Room Statement and Proposal</b>	<b>A-6</b>
<b>Appendix E: Anti-racist educational materials and resources</b>	<b>A-8</b>
<b>Appendix F: Statement in response to recent acts of racism and police brutality</b>	<b>A-12</b>
<b>Appendix G: Proposed working group themes for 2020-2021</b>	<b>A-13</b>

# 1. Background

## 1.1. Diversity, Equity and Inclusion at SAFS

(<https://fish.uw.edu/about/diversity-equity-and-inclusion/>)

“The School of Aquatic and Fisheries Sciences (SAFS) values the strengths and professional experience that students, faculty, and staff bring to our community. We are committed to providing an excellent education to all of our students, regardless of their race, gender, class, nationality, physical ability, religion, age, or sexual orientation. We are proud of the different roles that our students, staff, and faculty play in the community of the School and the College of the Environment. We also recognize that science is richer, and the SAFS community is more vibrant, when a diverse group of people participate in research.

To this end, we pledge to increase diversity among our students, faculty, and staff, and to create a welcoming and supportive environment for learning and discovery.”

## 1.2. Three entities to help increase diversity, equity and inclusion at SAFS

To increase diversity, equity and inclusion at the School, there is the Diversity Specialist, the Equity & Inclusion Committee, and the Strategic Plan. Each of these entities work in coordination and separately.

### 1.2.1. Diversity Specialist

(<https://fish.uw.edu/about/diversity-equity-and-inclusion/safs-equity-inclusion-committee/>)

The Diversity Specialist position at SAFS was created in 2018. The Diversity Specialist

- 1) develops and facilitates programs and activities that build cultural fluency and foster equity and inclusion at SAFS;
- 2) creates community events to build a sense of belonging at SAFS;
- 3) provides support to students, staff, postdocs, and faculty that want to address any issues related to diversity, equity, and inclusion.

### 1.2.2. SAFS Diversity, Equity and Inclusion Strategic Plan 2018-2021

(<https://fish.uw.edu/wp-content/uploads/sites/29/2020/06/SAFS-DEI-Strategic-Plan-2018-2020.pdf>)

The [2018-2021 SAFS DEI Strategic Plan](#) was developed by the SAFS Diversity Specialist and Administration and is available as a guide. It covers 6 Goals, within which lies Strategies and specific Actions suggested to accomplish the goals.

### 1.2.3. Equity & Inclusion Committee

(<https://fish.uw.edu/about/diversity-equity-and-inclusion/safs-equity-inclusion-committee/>)

The Committee’s Guiding Principles are Appendix A and can be found on the website ([https://fish.uw.edu/wp-content/uploads/sites/29/2019/09/2018-19\\_SAFS-EI-Guiding-Principles.pdf](https://fish.uw.edu/wp-content/uploads/sites/29/2019/09/2018-19_SAFS-EI-Guiding-Principles.pdf)).

The Committee by design has representatives from all SAFS peer groups: undergraduate students, graduate students, postdoctoral scholars, staff and faculty, as well as one SAFS360 co-lead and one representative of the College's diversity committee.

The first year of existence of the Equity & Inclusion Committee was in the academic year 2018-19. It was formed to continue the work started during the Diversity Lunches in 2017-18.

## 2. Equity & Inclusion Committee in AY 2019-2020

### 2.1. Committee Membership

This year the Committee consisted of 12 members appointed in October 2019:

- Undergraduate Student representative – Juno O'Neill
- Graduate Student representatives – Mark Sorel, Kimberly Yazzie
- Postdoctoral Scholar representatives – Cecilia O'Leary (Oct 2019–Jan 2020), Danielle Claar (Mar 2020–Aug 2020), Eleni Petrou
- Research Staff representatives – Jennifer Gosselin, Jan Ohlberger
- Administrative Staff representatives - Karen Irwin, Samantha Scherer
- Faculty representatives – Jacqueline Padilla-Gamiño, Steven Roberts
- SAFS Diversity Specialist – Isadora Jimenez Hidalgo
- SAFS 360 representative – Samantha Scherer

The committee positions were finalized at the first committee meeting:

- Committee Co-Chairs – Jennifer Gosselin, Eleni Petrou
- Committee Co-Secretaries – Mark Sorel and Kim Yazzie
- College of the Environment Diversity Committee representative - Jacqueline Padilla-Gamiño, with rotating responsibilities among other members on the SAFS E&I Committee
- University of Washington Diversity Committee representative - Jacqueline Padilla-Gamiño

The committee membership term is September 1 to August 31. The Associate Director and the Diversity Specialist serve as ex officio members of the committee, with no time limit.

## 2.2. Committee's Charge

The SAFS E&I Committee's charge is as follows:

### 1. Communication

- a. **Advise the School Director and Administrator** on ways to promote diversity and create a supportive and respectful climate for all.
- b. **Develop and implement effective communication strategies** to keep the **SAFS community** informed on progress and initiatives related to DEI. Committee members will work together to help engage each of their own peer groups.
- c. **Stay informed and cooperate with *ad hoc* DEI committees** (such as SAFS 360) and other DEI-related task forces. Appointed SAFS DEI committee members will serve as liaisons.
- d. **Serve as a channel of communication** between the **College of the Environment** and the SAFS community on DEI issues. One of the SAFS E&I committee members will serve as a member of the College Diversity Committee.

### 2. Action

- a. **Identify policies** that will improve diversity, equity and inclusion for the broader SAFS community.
- b. **Support the implementation of policies** to improve diversity, equity and inclusion in SAFS.
- c. **Produce a year-end short report** of lessons learned for next year's committee, and list projects that will continue on the subsequent academic year.

The E&I Committee's Terms of Reference are in Appendix B and on Sharepoint at [this link](#).

The Values Mission, and Charge are in Appendix C and on Sharepoint at [this link](#).

## 2.3. Year-in-review Summary

At the first meeting, we designated member roles and reviewed our values, mission, and charge. During subsequent meetings, we became more familiar with each other, took note of ideas and works in progress from last year's committee, and decided to focus on a single action item per month to ensure that goals would be completed in a timely fashion. Then, in March 2020 with the onset of COVID-19 and the stay-at-home order, progress was momentarily put on hold as the group adjusted to the new virtual settings of education and work. Shortly after, the murder of George Floyd by the police triggered nation-wide protests against police brutality and systemic racism. These events also motivated SAFS to re-evaluate and re-commit to increasing diversity, equity, and inclusion for a welcoming environment at the School.

We highlight some of the committee's major activities by month and then describe in further detail below.

October:	Formed new committee
November:	Had first meeting and voted on positions
December:	Picked up where last year's committee left off and assigned tasks
January:	Focused on SAFS Diversity Hiring Tool
February:	Revisited list of proposed objectives in context of timeline
March:	Focused on Lactation Room
April:	Hosted Diversity Seminar by Dr. Ivan Arismendi
May:	Focused on Diversity Seed Grant Proposal; looked into setting up an Emergency Fund for SAFS students and postdocs
June:	Facilitated "SAFS conversations" meetings to discuss systemic racism; solicited nominations for any new committee members needed in AY 2020–2021
July:	Drafted road map of goals and activities through AY 2020–2021
August:	Focused on planning actions for AY 2020–2021

## 2.4. Products, Actions, and Events

1. **Diversity Hiring Tool handout:** We added an assessment rubric to the SAFS Diversity Hiring Tool and had it approved by the SAFS administration. The tool has been made [publicly available on the SAFS website](#) and the administration is encouraging its use for future staff and faculty hires.
2. **Lactation Room:** We drafted a statement and proposal (Appendix D; [link on Sharepoint](#)) to have a Lactation Room for nursing parents at SAFS. The SAFS administration and leadership approved the proposal, and Jon Wittouck is working on improving critical amenities for the Lactation Room.
3. **Diversity Seminar:** We invited Dr. Ivan Arismendi (Oregon State University) to give the first SAFS Diversity Seminar. Over 100 people attended the seminar via Zoom. The [seminar recording is publicly available](#).
4. **UW Diversity & Inclusion Seed Grant proposal:** We submitted a proposal for a UW Diversity & Inclusion Seed Grant, to host a two-day workshop and design a Professional Development Certificate Program for SAFS graduate students and postdocs. The goal of this certificate program is to provide training and hands-on experience to early career scientists on leadership, communication, teaching skills, outreach, and diversity. The certificate program will have a social equity component to equip young scientists with skills to identify and disrupt ongoing racism that is prevalent in STEM. The planning for this certificate program and the workshop will be in coordination with the College of the Environment, the Graduate School, Professional & Organizational Development, the Career & Internship Center, the School of Oceanography, and the Program on Climate Change. Our School, the College of the Environment, and the Program on Climate Change committed to providing matching funds in our Seed Grant proposal.

5. **Anti-racist educational materials and resources:** We compiled a list of anti-racist educational materials and resources, and made them [available to the SAFS community](#). It is also available in Appendix E.
6. **SAFS conversations on racism:** The murders of George Floyd and Breonna Taylor by the police, and of Ahmaud Arbery by white vigilantes were terrible manifestations of the institutional racism that exists in the United States and oppresses the Black community. Many members of SAFS experienced anger, grief, fear, anxiety, and/or guilt as they processed these events. In an effort to support our peers and colleagues, we hosted Zoom meetings so that people could discuss their thoughts and feelings around racism and police brutality. Separate safe space meetings for students, staff, and faculty that identify as Black, Indigenous, and People of Color were hosted by Diversity Specialist Isadora Jimenez Hidalgo and committee member Jennifer Gosselin.
7. **#ShutdownSTEM meeting:** Faculty and committee member Steven Roberts hosted a Zoom meeting for the SAFS community to brainstorm how to engage in DEI and anti-racist work as scientists at SAFS.
8. **Land Acknowledgement guide:** We provided feedback on a draft of the Land Acknowledgment Guide that was written by Diversity Specialist Isadora Jimenez Hidalgo.
9. **Advised SAFS Director:** We helped write a statement in response to recent acts of racial discrimination and police brutality with SAFS leadership (Appendix F), and gave feedback to SAFS Director Andre Punt on his speech for the SAFS Graduation Ceremony.

## 2.5. Communication

We use a variety of different platforms to communicate with the SAFS community. Our meeting minutes are posted monthly to the [SAFS website](#) and our contact information is also available there. We use a UW email ([safsincl@uw.edu](mailto:safsincl@uw.edu)) to notify the SAFS community (via SAFS listservs) about upcoming events. Major DEI-related events are also posted to the [SAFS calendar](#) and the [SAFS DEI Blog](#). Key resources created by our committee are available on the [SAFS Sharepoint Site](#) and/or the [SAFS website](#). Steven Roberts has created a [GitHub repository](#) with DEI action items that were proposed by the SAFS community during the #ShutdownSTEM meeting and other peer-group meetings. Improving communication and transparency at SAFS, and creating a central repository for DEI-related resources is one of our strategic goals for AY 2020-2021.

### 3. Proposed working group themes for July 2020 through AY 2020-2021

Our committee has come up with five themes to help organize our actions in the upcoming academic year:

#### 3.1. Communication Team

- Creates a central and logical online repository for important resources, especially those that deal with education, mentorship, DEI, and community-building at SAFS

#### 3.2. Undergraduate Resources Team

- Creates professional development resources for undergrads

#### 3.3. Graduate Resources Team

- Plans and leads Planning Workshop for Graduate Certificate Program

#### 3.4. Education and Community Building Team

- Hosts social gatherings and discussion groups
- Helps maintain Lactation Station (post-covid)

#### 3.5. Faculty Outreach Team

- Builds relationship with faculty and helps craft policy for DEI

Additional ideas for 2020-2021 actions and events identified by the SAFS community and identified as high-priority by committee members can be found in Appendix G.

We are already committed to leading the following activities during this upcoming academic year:

1. Lead Planning Workshop for Professional Certificate Program for Graduate Students and Postdoctoral Researchers
2. Help maintain Lactation Room (see Appendix D)
3. Advise the School Director, Administrator, and Faculty on proposed policies to promote diversity and create a supportive and respectful climate for all



## APPENDICES

## Appendix A: Guiding Principles

*This is a historical document drafted in 2018 to support the development of the Equity & Inclusion Committee. Content was later used to help draft the Terms of Reference.*

### SAFS Diversity Committee

The Diversity Committee is an integral part of the School of Fishery and Aquatic Sciences. It helps the advancement of diversity, equity and inclusion initiatives within the School.

The inaugural meeting will be at the end of October of 2018.

#### Charge

This is the initial charge, but it can be revisited later once the committee is established.

- I. Advise the School Director, Associate Director and Administrator on means to promote diversity and create a supportive and respectful climate for all.
- II. Advocate for policies that improve diversity, equity and inclusion (DEI) for the broader SAFS community.
- III. Support the implementation of the initiatives from SAFS360<sup>1</sup>, and from the Strategic Recruitment, Diversity and Communication Plans<sup>2</sup> as they relate to diversity, equity, and inclusion.
- IV. Serve as a channel of communication with the SAFS community and with the College of the Environment on DEI issues.
- V. Monitor the progress on initiatives in a measurable manner, and stimulate accountability towards diversity work.
- VI. Develop and implement an effective communication strategy to keep the SAFS community informed on progress and initiatives related to DEI.

#### Meetings

The committee will convene at least once per quarter, but monthly meetings are strongly recommended to meet the charge described above. The committee will meet as a whole or as needed in smaller groups.

The meeting agenda will be determined by the co-chairs and secretary. Topics may include, but are not limited to:

- Current work on DEI and give updates.
- Set short term goals based on SAFS diversity initiatives progress.
- Foster and seek input about any diversity concerns from students, postdocs, staff and faculty (find out what SAFS needs help with).

Once a quarter there will be a public meeting. The date will be announced to the broader SAFS community one month in advance.

#### Structure

The diversity committee should represent all peer groups: graduate students, undergraduate students, post docs, staff and faculty, one SAFS360 co-lead and one representative of the College's diversity committee.

---

<sup>1</sup> SAFS360 is a task force, which is in charge of developing a code of conduct (an outcome of the all hands meeting in February 2017).

<sup>2</sup> Diversity in a broader context includes recruitment, retention, professional development and communication for staff, faculty, students and postdocs.

The number of members is limited to 12. Individuals will be appointed to one-year terms, but can be re-appointed. The committee is expected to reconstitute every year, but members can volunteer to stay for one more term to have overlap with new members. Members interested in extending their tenure should notify the committee one quarter before their term expires.

A call for new committee members for the next academic year should be done at the beginning of the Spring quarter.

There are three current standing members: a representative of SAFS360, a representative of the college diversity committee, and SAFS staff members charged with advancing SAFS diversity, equity and inclusion goals.

The committee will elect two co-chairs that will divide the tasks and work collaboratively, and one secretary. If the secretary is not present any member can take meeting minutes. The minutes should represent facts presented and decisions made during the meeting.

A quorum of 2/3 of the standing committee should be present to conduct business.

### **Membership**

To select members, a call for nominations to join the diversity committee will be open to all SAFS peer groups. Self-nominations and nominations by others are accepted.

If more nominations are received than the number of empty seats on the committee, the committee will randomly choose new members following the structure requirements of SAFS community representation.

Attendance of at least ¾ of the committee meetings is required to maintain membership. If a member cannot attend a meeting, they are expected to contribute to the discussion electronically.

### **Communication**

The committee will inform SAFS faculty on DEI progress and decisions once per month on the faculty and staff meetings.

Together with the Communications specialist, appropriate updates will be posted on SAFS Diversity, Equity and Inclusion webpage and other communication platforms.

Committee members contact information and the meeting minutes will be public.

---

The SAFS Diversity Committee is reinstated as continuation of the work started during the diversity lunches held on 2017-2018.

This initial charter was created by: Lindsay Alma, Dan DiNicola, Amy Fox, Tim Essington, Isadora Jimenez-Hidalgo, Natalie Lowell and Samantha Scherer.

## Appendix B: Terms of Reference

### Diversity, Equity and Inclusion (DEI) Committee

The DEI committee will consist of up to 12 members with equal voice and value, appointed by the Director. It will ideally include members of the faculty, the staff (administrative and research), postdoctoral scholars, and students (graduate and undergraduate), and members can serve for up to three years. The Associate Director and the Diversity Specialist will serve as *ex officio* members of the DEI Committee, with no time limit. The committee will reconstitute every year, but members can volunteer to continue to be a member of the committee for up to three years to have continuity of membership. The membership term will be September 1 – August 31. A call for nominations will be made in Spring quarter. An *ad hoc* advisory committee consisting of the Associate Director, the School Administrator and members of the DEI committee who are not requesting re-appointment will review nominations and provide the Director with advice regarding the qualifications of each nomination. The decision regarding membership by the Director will take into account the need for broad representation across the School, expertise related to activities planned for the coming year, existing involvement in DEI activities in the School, the recommendations from the *ad hoc* advisory committee, and the existing duties and responsibilities of the nominees. Best efforts will be made to avoid appointing members with supervisory relationships and/or any other relationship that might present a conflict of interest.

At its first meeting each academic year, the DEI committee will elect a chair and vice-chair from the members. The chair will be a faculty or staff member, given the large workload associated with the DEI committee. The DEI committee can establish its own rules of procedure, including how it communicates with the School and its Administration

The DEI committee shall:

1. Advise the School Director and Administrator on ways to promote diversity and create a supportive and respectful climate for all.
2. Identify policies that will improve diversity, equity and inclusion for the broader SAFS community.
3. Support the implementation of policies to improve diversity, equity and inclusion in SAFS.
4. Identify one of its members as a member of the College Diversity Committee and members as needed to serve as liaisons on *ad hoc* DEI committees (such as SAFS 360) and/or other DEI-related task forces
5. Identify approaches to determine the extent to which SAFS is achieving DEI objectives.
6. Serve as a channel of communication with the SAFS community and with the College of the Environment on DEI issues.
7. Develop and implement an effective communication strategy to keep the SAFS community informed on progress and initiatives related to DEI.

If for any reason a member is unable to contribute to the work of the DEI committee for more than a quarter, a replacement member will be appointed using the process outlined above.

## **Appendix C: 2019-2020 Mission, Work Values, and Charge**

### **SAFS E&I committee AY 2019-2020**

#### **Committee's Mission**

Fostering an inclusive environment by advocating for diversity and equity in the SAFS community.

#### **Officers**

Co-Chair – Jennifer Gosselin

Co-Chair – Eleni Petrou

Secretary – Mark Sorel

Secretary – Kimberly Yazzie

College of the Environment diversity committee representative – Jacqueline Padilla-Gamiño

College of the Environment diversity committee representative – Eleni Petrou

#### **Work Values**

To be effective and inclusive in our work, we decided to list our expectations and commitment as a committee to the following values:

- Active listening
- Participate – stay involved between meetings
- Confidentiality
- Constructive feedback
- Assume Safe space
  - Be compassionate
  - The willingness to be uncomfortable
  - Recognize different people's situations
- Record circumstances no names, actions no opinions
- Communication with peers, responsible fair representation
- All opinions are equally valuable
- Public meetings once a year
- Accessible meeting

We also recognized that there might be “conflict of interest” during our discussions as a result of the nature of power dynamics in academia. We agreed to expect members to act in a respectful manner, and are committed to creating a trusting environment to facilitate

uncomfortable conversations. We want to account for power imbalances and to help have a representation of multiple perspectives on a particular topic.

We acknowledge that in some instances members may want to recuse themselves when there is a conflict of interest in the discussion.

Our committee work values help support the [SAFS DEI Values](#).

### **Our Charge:**

#### **1. Communication**

- a. **Advise the School Director and Administrator** on ways to promote diversity and create a supportive and respectful climate for all. This charge is led by the committee's chair and vice-chair or co-chairs.
- b. **Develop and implement effective communication strategies** to keep the **SAFS community** informed on progress and initiatives related to DEI. Committee members will work together to help engage each of their own peer groups.
- c. **Stay informed and cooperate with *ad hoc* DEI committees** (such as SAFS 360) and other DEI-related task forces. Appointed SAFS DEI committee members will serve as liaisons.
- d. **Serve as a channel of communication** between the **College of the Environment** and the SAFS community on DEI issues. One of the SAFS E&I committee members will serve as a member of the College Diversity Committee.

#### **2. Action**

- a. **Identify policies** that will improve diversity, equity and inclusion for the broader SAFS community.
- b. **Support the implementation of policies** to improve diversity, equity and inclusion in SAFS.
- c. **Produce a year-end short report** of lessons learned for next year's committee. And list projects that will continue on the subsequent academic year.

## Lactation Room Statement and Proposal

Equity & Inclusion Committee,  
School of Aquatic & Fishery Sciences, University of Washington

### Statement:

The School of Aquatic and Fishery Sciences (SAFS) provides a welcoming, accessible, private, secure, and clean lactation room for those who attend, work and visit the school. Having a lactation room helps to support the education, work, and research of students, staff and faculty within the department and those connected with the SAFS community.

### Proposal:

At SAFS, some of the students, staff, faculty, and visiting scientists are nursing parents. Recently, a temporary lactation room has been made available at the department. This is a great facility that the department provides, especially because the nearest existing lactation stations are about an 8- to 10-minute walk away ([UW Map of lactation stations](#)). They are at the Life Sciences Building (W Stevens Way NE, Room 108), UW South Campus Center (1601 NE Columbia Rd, Room 311B), and UW Creative Commons (3900 7th Ave NE). In practice, having a lactation room at SAFS will help improve accessibility for nursing parents to integrate work with their familial responsibilities. Increasing accessibility to a lactation room will particularly benefit visiting scientists and students who have limited breaktimes of 15-30 minutes. We fully support having a lactation room, and request having one available as a facility at SAFS.

A well-stocked facility would have the following amenities:

- comfortable and easy to clean chair(s)  
(e.g., [zero gravity foldable chair](#), [faux leather recliner with ottoman](#)),
- small fridge,
- sealable plastic bags for storage of bottles, etc. to minimize contamination in fridge
- a side table and larger-sized table,
- changing table,
- garbage bin,
- low lighting option (e.g., dimmable floor lamp)
- cleaning supplies (e.g., Simple Green and paper towels)
- timesheets or calendar on door for reservations and access to fridge,
- signage with expectations of users, including cleaning up after oneself, and
- posters with resources available at UW.

To access the lactation room, a key can be temporarily checked out from the SAFS Front Desk. As well, if storage space is needed for items such as breast pumps, secure lockers are available on the first floor and combination locks are available to sign out at the SAFS Front Desk.

### Support from SAFS E&I Committee:

The SAFS Equity & Inclusion Committee can help with the following:

- compile information about this facility and service for display on the SAFS website, SharePoint, and on posters throughout the department.
- coordinate with Building Maintenance, Facilities Management, and cleaning staff to ensure
- that the room is stocked and clean, and that sign-up sheets are posted.
- collect and summarize anonymous data on a monthly basis to provide information on how much the room is being used
- answer questions from users that can be directed to SAFS E&I, as stated on posters.



## Appendix E: Anti-racist educational materials and resources

### List of Resources

We have compiled a list of resources of mental well-being, physical health, and legal services available at the UW. These are followed by suggested readings, websites and videos to learn about systemic racism and police violence in the United States. There are also links to local organizations that seek to address these issues in the greater Seattle area, relevant federal legislation and local demonstrations. Finally, there is a list of resources and discussions about DEI in science and education.

### Mental well-being and physical health

- **Care and Assistance for UW students**  
[UW Counseling Center](#)
- **All UW Seattle student health services in one place**  
[Husky Health & Well-being](#)
- [Health | Student Life](#)
- [Mental health | Husky health](#)

### Legal services

- **Student Legal Services**  
<https://depts.washington.edu/slsuw/>

### Education: Suggested readings and videos

- Alexander, Michelle. 2010. *The New Jim Crow : Mass Incarceration in the Age of Colorblindness*. New York:New Press; Distributed by Perseus Distribution.
- Anderson, Carol. 2017. *White Rage: The Unspoken Truth of our Racial Divide*. New York:Bloomsbury Publishing Plc.
- Browder, A. 1989. *From the Browder File: 22 Essays on the African American Experience*. Washington, D.C.: The Institute of Karmic Guidance.

- DeGruy, J. 2005. Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing. Portland, OR: Joy DeGruy Publications Inc.
- DiAngelo, Robin J. 2018. White Fragility: Why It's so Hard for White People to Talk About Racism. Boston: Beacon Press.
- Ghandnoosh, N. 2014. Race and Punishment: Racial Perceptions of Crime and Support for Punitive Policies. The Sentencing Project.
- Kendi, I. X. 2019. How to be an antiracist. First Edition. New York: One World.
- Kendi, Ibram X. (2016). Stamp from the beginning. New York, New York: Nation Books.
- Muhammad, K. 2010. The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America. Cambridge, MA: Harvard University Press.
- Oluo, I. 2019. So you want to talk about race. Ijeoma Oluo and Seal Press.
- Saad, L. and DiAngelo. 2020. Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor. Sourcebooks.
- Anti-racism resources for white people  
[https://docs.google.com/document/d/1BRIF2\\_zhNe86SGgHa6-VIBO-QgirlTwCTugSfKie5Fs/mobilebasic](https://docs.google.com/document/d/1BRIF2_zhNe86SGgHa6-VIBO-QgirlTwCTugSfKie5Fs/mobilebasic)

## Action: Suggested readings and resources

- **My Role in a Social Change Ecosystem: A Mid-Year Check-In**  
<https://medium.com/@dviyer/my-role-in-a-social-change-ecosystem-a-mid-year-check-in-1d852589cdb1>
- **COMMUNICATING YOUR SUPPORT FOR #BLACKLIVESMATTER: DOS, DON'TS, AND RESOURCES** <https://500womenscientists.org/updates/2020/6/1/take-action>
- **Anguish and Action** <https://www.obama.org/anguish-and-action/>
- **New Era of Public Safety: An Advocacy Toolkit for Fair, Safe, and Effective Community Policing** <https://www.obama.org/wp-content/uploads/Toolkit.pdf>
- **26 Ways to be in the struggle (if one can't attend a demonstration in person)**  
[https://issuu.com/nlc.sf.2014/docs/beyondthestreets\\_final](https://issuu.com/nlc.sf.2014/docs/beyondthestreets_final)

## Demonstrations: Seattle

For updates, please follow this link to [The Stranger](#) :

- **#BlackLivesMatter March For Black Lives:** Black Lives Matter Seattle Original (note: this organization is different from Black Lives Matter Seattle-King County, who "has had no role in any of the protests that have occurred in the greater Seattle area," according to a press release) will host a protest in Westlake Park demanding swift justice for George Floyd, Breonna Taylor, and other black Americans killed by white police officers. Sunday, June 14 (Downtown).
- **Neighborhood Vigil for George Floyd.** South Seattle Action for Justice will hold in-person vigils every Monday evening honoring the life of George Floyd. The organizers write, "There is a large parking lot there near Full Tilt Ice Cream where we will be able to social distance and street parking is available.". Mondays through June 29 (Rainier Valley)

## Mutual Aid: Seattle and across nation

- **Black Lives Matter Seattle-King County Freedom Fund:** <https://blacklivesseattle.org/bail-fund/> *The local branch of the volunteer-run social justice organization Black Lives Matter has established a fund to help provide bail to those who have been arrested for protesting the murders of George Floyd, Breonna Taylor, and Manuel Ellis in May.*
- **Not This Time!:** <https://www.notthistime.global/> *Following the fatal police shooting of his brother, Che, Seattle's André Taylor formed this nonprofit that successfully backed Initiative 940, which "removed the 'malice' standard previously needed to charge Washington law enforcers with violent crimes," Seattle Met explains. Today, they're dedicated to advocating for police reform in Washington State.*
- **Northwest Community Bail Fund:** <https://www.nwcombailfund.org/> *The Northwest Community Bail Fund is a nonprofit organization advocating for bail reform and working to minimize the harm of the cash bail system by paying bail for people who would otherwise spend the pre-trial time in jail. Bail is a primary driver of mass incarceration, wastes public funds, and intensifies the racial and economic inequalities existing in our communities.*
- <https://secure.actblue.com/donate/350-bail-funds> *There are many ways you can help out right now including donating money to make sure that everyone who is rising up for justice is able to get home safely.*

## Legislation: Federal

- **Urge Congress to take action:** Urge your members of Congress to support Reps. Ayanna Pressley, Ilhan Omar, Barbara Lee, and Karen Bass's **resolution** to condemn police brutality, racial profiling, and use of excessive force. To find the Senator or Representative that represents you in Congress, follow the following links:
  - [Senators](#)
  - [Representatives](#)

## Resources and Discussions for DEI in a Science & Education Setting

- **Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors**  
<https://flexpub.com/preview/black-faces-white-spaces>
- **CLEAR Lab Book** <https://civiclaboratory.nl/clear-lab-book/>
- **Cognitive Reserve and Racial Privilege in STEM**  
<https://meliseedwards.com/blog-3/>
- **Framing Open Educational Practices from a Social Justice Perspective**  
<https://jime.open.ac.uk/article/10.5334/jime.565/>
- **Improving Online Dialogues About Justice And Equity In Climate And Science**  
<https://www.rowaninstitute.org/improving-online-dialogues-report>
- **Manu Platt 2017 BMES Diversity Award Lecture**  
[https://www.youtube.com/watch?time\\_continue=4&v=s4UKk0zgWi4&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=4&v=s4UKk0zgWi4&feature=emb_logo)
- **Signaling Inclusivity in Undergraduate Biology Courses through Deliberate Framing of Genetics Topics Relevant to Gender Identity, Disability, and Race**  
<https://www.lifescied.org/doi/full/10.1187/cbe.19-08-0156>
- **Teaching Difference, Power and Discrimination**  
<https://advance.oregonstate.edu/annotated-bibliography/advancing-women-and-minorities-stem/addressing-racism-stem-disciplines-0>
- **Teaching to Transgress: Education as the Practice of Freedom**  
[https://www.goodreads.com/book/show/27091.Teaching\\_to\\_Transgress](https://www.goodreads.com/book/show/27091.Teaching_to_Transgress)

## **Appendix F: Statement in response to recent acts of racism and police brutality**

BY: ANDRE PUNT, TIM ESSINGTON, AMY FOX, JENNIFER GOSSELIN, ELENI PETROU, STEVEN ROBERTS, SAMANTHA SCHERER AND ISADORA JIMENEZ

This has been a very challenging quarter for everyone in the SAFS community owing to the pandemic. The recent acts of discrimination and killings of unarmed people of color further highlight the weaknesses of our society and how it is failing large fractions of the black and brown communities. What Christian Cooper, Ahmaud Arbery, Breonna Taylor, George Floyd, and countless others have experienced will not be forgotten.

SAFS is committed to supporting excellence in teaching and research, working with a broad range of stakeholder groups, serving the profession and society we are all part of, and providing an excellent education to all of our students, regardless of their race, gender, class, nationality, physical ability, religion, age, or sexual orientation.

SAFS also pledged to support the well-being of staff, postdoctoral researchers and faculty who are a fundamental part of the School's community.

The recent events make us feel heartbroken, angry, and even more acutely aware that our pursuit of achieving our commitments and goals for an equitable and safe School is paramount. We will recommit ourselves to achieving these commitments and goals, and will continue down the path we have decided upon, no matter what.

Please contact Andre, Sam or Amy if the recent events have caused you difficulties and to find out resources that are available to help you during the current crisis. We look to our Equity & Inclusion Committee to identify ways for us to come together to discuss and process these events, and to come out stronger as a community.

## Appendix G: Proposed working group themes for 2020-2021

We tried to synthesize the key issues and interests that people identified during our June meeting into proposed thematic working groups (teams). Our committee may choose to lead some of this work. We may also advise SAFS to take the lead on certain tasks outlined below. Each team has specific strategic goals associated with it; goals from the SAFS DEI Strategic Plan are indicated in green, while goals associated with our Committee's Guiding Principles are indicated in blue.

### 1. Communication Team:

- a. Creates a central and logical online repository for important resources, especially those that deal with education, mentorship, DEI, and community-building at SAFS
- b. Once organization is complete, the team engages in outreach to the SAFS community to update everyone on the changes and where they can find important information.
- c. Suggested additional action:
  - i. Changes confusing wording about GRE requirements from website – clarify that GRE is optional for incoming graduate students.
- d. SAFS DEI Strategic goal: Develop mechanisms to effectively communicate internally and externally
- e. SAFS E&I Guiding Principles: Develop and implement effective communication strategies to keep the SAFS community informed on progress and initiatives related to DEI.

### 2. Undergraduate Resources Team:

- a. Creates professional development resources for undergrads:
  - i. Information about work-study opportunities for research
  - ii. Information on how to apply to graduate school
  - iii. Information on how to reach out to a capstone mentor and find a project (email etiquette for professional interactions, etc.)
- b. Shares drafts of resources with Faculty and Undergrad Focus Groups and incorporates suggested edits
- c. Works closely with the Communication Team to disseminate the final drafts of resources on the SAFS webpage and to the SAFS community (esp. undergrads and faculty)

- d. SAFS DEI Strategic goal: increase the recruitment and retention of diverse students; Ensure that students graduating with SAFS degree are adaptable to new conditions and prepared to work as professionals in their chosen fields.
- e. SAFS E&I Guiding Principles: Support the implementation of policies to improve diversity, equity and inclusion in SAFS

3. Graduate Resources Team:

- a. Plans and leads Planning Workshop for Graduate Certificate Program (with UW Diversity Seed Grant or pledged SAFS funds)
- b. Identifies existing class(es) at UW at the intersection of environment and racial/social justice for graduate curriculum
  - i. Builds relationship with the Curriculum Committee and petitions to get relevant class(es) on the curriculum.
- c. SAFS DEI Strategic goals: Maximize student success in cultural fluency, communication, and leadership; Ensure that students graduating with SAFS degree are adaptable to new conditions and prepared to work as professionals in their chosen fields
- d. SAFS E&I Charge: Support the implementation of policies to improve diversity, equity and inclusion in SAFS

4. Education and Community Building Team:

- a. Hosts social gatherings and discussion groups:
  - i. Hosts “Lunch & Learn” to discuss relevant research on DEI (and other issues)
  - ii. Hosts Film Screening and discussion (focus on DEI)
  - iii. Helps with Staff and Postdoc potluck lunches (post-covid)
  - iv. Helps maintain Lactation Station (post-covid)
- b. SAFS DEI Strategic goals: Create a culturally fluent and safe workplace environment; Develop mechanisms to effectively communicate internally
- c. SAFS E&I Charge: Develop and implement effective communication strategies to keep the SAFS community informed on progress and initiatives related to DEI

5. Faculty Outreach Team:

- a. Builds relationship with faculty and helps craft policy that DEI training should be mandatory for all SAFS Faculty and Staff (and open to all other interested SAFS parties).
- b. Research available training at UW and helps ensure that training takes place this academic year (2020-2021).
- c. Starts discussion with faculty and undergraduate students on how mentorship of Capstone students can be improved:
  - i. Solicits input from current undergraduate students
  - ii. Communicates this information with faculty (including Greg Jensen)
  - iii. Makes specific policy suggestions
- d. SAFS DEI Strategic goals: Create a culturally fluent and safe workplace environment; Recognize critically the value of diversity within the SAFS community, and increase the recruitment and retention of diverse students, staff and faculty.
- e. SAFS E&I Charge: Support the implementation of policies to improve diversity, equity and inclusion in SAFS; Advise the School Director and Administrator on ways to promote diversity and create a supportive and respectful climate for all.