

# Equity & Inclusion Committee

## Annual Report 2020-21



*Diversity of fish at a coral reef ([Source](#))*

School of Aquatic and Fishery Sciences,  
College of the Environment, University of Washington

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## 1. Summary

In the 2020–21 term of the Equity & Inclusion (EI) committee at the School of Aquatic and Fishery Sciences, a number of activities and accomplishments were possible thanks to the efforts of many people in previous years. In summary, the Terms of Reference and Guiding Principles were revised and the EI committee was raised to the level of an official committee of the school (sections 3.1 and 3.2). Several events, including the EI annual open meeting, were organized to help update the SAFS community on activities that the committee had been involved in, seek feedback, and provide a space to discuss various topics related to diversity, equity, and inclusion (DEI; sections 3.3, 3.7-3.11). The SAFS DEI website was reorganized and several resources were made accessible (sections 3.4 [website], 3.6 [undergraduate students resources], 3.12 [AAPI resources], 3.13 [SAFS blog]).

The committee helped to establish a new award (Diversity, Equity, Inclusion & Justice and Community Service Recognition Award; section 3.5) and wrote a COVID-19 impact statement for hiring and admissions committees to help increase awareness and considerations of inequities that may have been heightened during the pandemic (section 3.18). The committee organized community-building and educational events such as workshops on sex & gender and diverse knowledge systems, a film screening on gender discrimination in science, and a book club that explored topics of racial equity (section 3). The committee also fulfilled a number of supportive roles, such as providing feedback on the Code of Conduct, participating in the hiring process for the Diversity Specialist, and assisting with grassroots organizing efforts in support of a racial equity audit (section 4).

To help maintain communication, the committee met monthly through the fall, winter, and spring quarters and the minutes (section 3.14) were made available through the SAFS DEI website. The co-chairs also attended the bi-weekly faculty meetings to provide 5-minute updates and answer faculty's questions. The committee wrote articles for the SAFS Newsletter (section 3.15), and the undergraduate and graduate student representatives were interviewed by the College of the Environment to share some of the committee's accomplishments and perspectives (section 3.16).

Lastly, some recommendations at the end of the report are listed as anticipated and suggested activities for next year's committee to continue advancing DEI and to support the community in SAFS (section 5).

## 2. EI Committee members

Committee Chairs: Jennifer Gosselin, Eleni Petrou

Undergrad representative: Juno O'Neill

Grad representatives: Mark Sorel, Kimberly Yazzie

Postdoc representatives: Danielle Claar, Eleni Petrou

Staff representatives: Jennifer Gosselin, Jan Ohlberger

Faculty representative: Jackie Padilla-Gamiño, Steven Roberts  
Diversity Specialist: Michael Martínez  
SAFS 360 representative: Samantha Scherer  
Representatives to the College of Environment Diversity Committee: Juno O'Neill, Jackie Padilla-Gamiño, Jan Ohlberger  
Representative to the UW Diversity Council: Jackie Padilla-Gamiño

### 3. Major accomplishments

#### 3.1. Terms of Reference & Guiding Principles

The EI committee revised and voted to approve new Terms of Reference (Appendix A.1) and Guiding Principles (Appendix A.2).

#### 3.2. Committee raised to official school committee status

The EI committee Terms of Reference were added to the SAFS School Bylaws under Article VII: Councils and Standing Committees of the Faculty (Appendix B), and motioned for discussion and voting at a faculty meeting on October 20, 2020. "For any advice to the Director resulting results of voting will be presented and the nature of the discussion" was added and approved by the faculty. For more details, see minutes for Faculty Meeting on October 20, 2020.

The co-chairs provided 5-minute updates with presentation slides at the biweekly Faculty meetings through fall, winter and spring quarters.

#### 3.3. Annual Open Meeting

The Equity & Inclusion Committee Annual Open Meeting was on November 16th, 2020. The purpose of the Annual Open Meeting was to update the SAFS community on the previous year's work, inform everyone about ongoing projects, answer questions, and build relationships. We hosted the 2020 Annual Open Meeting as an online event due to the pandemic, and 53 people (of the 63 people who registered) attended the meeting. In addition to providing updates and answering questions, we also invited some of the writers of the proposal for the Racial Equity Audit (Ashley Townes and Staci Amburgey) to present their ideas to the participants of the Annual Open Meeting. We did this in order to continue to build community support for the Racial Equity Audit. Please see the agenda in Appendix C.1., presentation in Appendix C.2, and minutes in Appendix C.3.

#### 3.4. Reorganization of the SAFS DEI website

The SAFS [DEI website](#) was reorganized and updated to include numerous new resources, including an [anonymous reporting tool](#), a comments form ([SAFS Equity and Inclusion](#)

["dropbox"](#)), a calendar of events, and links to resources and services available at the UW.

### 3.5. DEIJ & Community Service Award

A new award was established in December 2020 to recognize the significant contribution, time and effort of members in the SAFS community in advancing diversity, equity, inclusion, and justice (DEIJ) and community service. For a detailed description of the award, nomination criteria, and selection process, see Appendix D. Dr. Staci Amburgey was the inaugural recipient of the award in Winter 2021, and Ashley Townes was the recipient in Spring 2021. The recipient of the Summer award will be announced in September 2021.

Furthermore, the School of Marine & Environmental Affairs (SMEA) reached out to us to ask for more details on how to set up a similar award for their unit.

### 3.6. Undergraduate resources

At the #ShutDownSTEM Meeting of Summer 2020, several participants noted that undergraduate students at SAFS would benefit from written resources describing how to network professionally, pursue research opportunities at SAFS, prepare for a career in STEM, and apply to internships or graduate programs. In response to these needs, several members of the E&I Committee created online content for undergraduate students. You can view this content on the following SAFS webpages:

- [Research and Internships](#)
- [Undergraduate Opportunities and Career Resources](#)

### 3.7. Community-Building and Monthly Events Survey

A survey was sent out to the SAFS community to help determine topics of interest for monthly events and discussions. Please see survey in Appendix E.1 and results in Appendix E.2. Based on the survey results, monthly events were planned through the academic year, as summarized in sections 3.8-3.11.

### 3.8. "Picture a Scientist" Documentary

The Committee organized a free virtual screening of the documentary "Picture A Scientist" for the SAFS Community from November 29-December 1, 2020. This documentary explores gender, sexual, and racial discrimination in STEM. Here is a synopsis of the film:

"PICTURE A SCIENTIST chronicles the groundswell of researchers who are writing a new chapter for women scientists. Biologist Nancy Hopkins, chemist Raychelle Burks, and

geologist Jane Willenbring lead viewers on a journey deep into their own experiences in the sciences, ranging from brutal harassment to years of subtle slights. Along the way, from cramped laboratories to spectacular field stations, we encounter scientific luminaries - including social scientists, neuroscientists, and psychologists - who provide new perspectives on how to make science itself more diverse, equitable, and open to all. PICTURE A SCIENTIST was an official selection of the 2020 Tribeca Film Festival, postponed due to the COVID-19 pandemic.” Content Warning: Some scenes from the movie feature firsthand stories of explicit and brutal harassment, implicit gender and racial bias, and entrenched institutional discrimination.

Over 60 people registered to view the documentary.

The Committee also hosted an online discussion on the film for the SAFS community on December 4th. The purpose of this discussion was to reflect upon the film, share insights from our own professional experiences, and build community and support for women scientists at SAFS. Approximately 15 people attended this online discussion. Some resources, ground rules for discussion and a recent paper were also shared with registrants (Appendix F).

### 3.9. Workshops by Dr. Gina Aaftaab

The 2-part series of DEI workshops were led by Dr. Naheed Gina Aaftaab (Assistant Director of the UW Center for Communication, Difference, and Equity). The first workshop was on dominance and difference in knowledge systems on January 21, 2021. It included a discussion on the reading about Knowledge, Power, and Decolonization: Implication for Non-Indigenous Scholars, Researchers and Educators, by Soenke Biermann (<https://www.jstor.org/stable/42980909>). The second workshop took place one week later and emphasized practical tools. It was on practicing anti-racism and anti-sexism in education. A total of 36 people registered for at least one of the two workshops. See Appendix G for a synopsis of the discussions.

### 3.10. Workshop from Q Center on "Null Curriculum of Sex & Gender" and "Introductions to pronouns"

[Linds Whittaker](#) (Graduate Training & Education Coordinator) and [Livie Jacobs](#) (Graduate Learning Coordinator) from the UW Q Center facilitated a workshop on “Null Curriculum of Sex and Gender” and an introduction to pronouns for the SAFS community on May 10th, 2021.

There was interest in a follow-up event focused on "Introductions to Pronouns" with more discussion time.



### 3.11. Work-Life Balance

A joint lab discussion was led by a graduate student in February 2021, and there was much interest in a follow-up meeting for all members of SAFS. Given that this topic appeared on the Faculty meeting agendas a number of times early in the academic year, but was never fully addressed, this seems to be a topic of particular interest to many at SAFS. The EI committee may want to revisit this in 2021-22.

### 3.12. Resources for AAPI Anti-Racism

A multi-page list of resources for Anti-Racism and Anti-Violence to support Asians, Asian Americans and Pacific Islanders (Appendix I) was assembled and shared with the SAFS community.

### 3.13. SAFS Blog posts & Calendar of Events

Blog posts are written at least monthly to summarize recent events, discussions, articles, etc. that may be of interest to the SAFS community. SAFS Blog: <https://sites.uw.edu/safs-dei/>

### 3.14. Monthly committee meetings

The EI committee met monthly from September 2020 through June 2021. Minutes are available through the [SAFS DEI webpage](#) and are in Appendix J.

### 3.15. Articles in SAFS newsletters

The EI committee wrote two articles for the SAFS Newsletter, one for spring/summer 2020 (Appendix K.1) and one for fall 2020/winter 2021 (Appendix K.2).

### 3.16. Interview by the College of the Environment

The EI representatives for undergraduate students (Juno O'Neill) and graduate students (Mark Sorel and Kimberly Yazzie) were interviewed by the College of the Environment. Full interview available in Appendix L and at [this webpage](#).

### 3.17. College of the Environment DEI Award

The co-chairs of the SAFS EI committee (Eleni L Petrou and Jennifer L  m-Anh Gosselin) received the [College of the Environment Outstanding Diversity Commitment Award](#) for 2020-21.

### 3.18. Covid-19 impact statement for hiring and admissions committees

The EI committee was inspired by a call to address Covid-19 Impacts for job applicants in academic and research institutions by Mentoring Physical Oceanography Women to Increase Retention (MPOWIR). The EI committee wrote the "Covid-19 Impact statement on admissions, hiring and other forms of evaluations of students, postdoctoral scholars, research staff and faculty", with input and approval by the SAFS Director and Administrator, and shared it with the SAFS community. Please read the statement in Appendix M or [download the pdf here](#).

### 3.19. Annual Report

The 2020-21 SAFS Equity & Inclusion Committee Annual Report (this document) was written in summer 2021 to help summarize for the SAFS community all the activities and discussions that the SAFS EI committee was involved in through the academic year. Its purpose is also to help members of the EI committee quickly onboard new members and plan for 2021-22.

## 4. Supportive roles

### 4.1. DEI Tab in AAR

The co-chairs of the EI committee reviewed and suggested edits to a new DEI tab in the SAFS Annual Activity Report (AAR).

The College of the Environment Diversity Specialist (Isabel Carrera Zamanillo) reached out to the faculty rep and co-chairs of the EI committee to share some knowledge about these efforts to a DEI committee member of SMEA.

In our discussions, Dr. Carrera Zamanillo also shared some resources about assessments (Toolkit for Strategic Planning for Equity, Inclusion and Diversity, [diversity.berkeley.edu](https://diversity.berkeley.edu); Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education, New England Resource Center for Higher Education (NERCHE); Inclusive Excellence Toolkit, by Dr. Jesús Treviño, Thomas Wlakder and Johanna Leyba, A service of the DU Center for Multicultural Excellence, [www.du.edu/cme](https://www.du.edu/cme)).

### 4.2. SAFS Code of Conduct

The representatives on the EI committee for undergraduate students, graduate students, and the co-chairs reviewed a draft of the SAFS Code of Conduct and provided comments to SAFS 360.

Following the discussion of the SAFS Code of Conduct at the All Hands meeting , the EI committee provided words of support in a statement (Appendix N).

#### 4.3. Review comments on UW seed grant proposal

The co-chairs provided comments to a UW seed grant proposal developed by three graduate students for the course on "Dark Side of Hot Topics: The Settler-Colonial and White Supremacist History of Aquatic and Fishery Sciences".

#### 4.4. New Diversity Specialist position

The EI committee provided input to the hiring of a new SAFS Diversity Specialist. The co-chairs helped with parts of the job description, some of the interview questions and evaluation rubric. EI committee members helped interview candidates and provided comments to the core hiring committee.

#### 4.5. Statement on Decriminalizing the UW

A [statement](#) on decriminalizing the UW was written and approved by the committee by vote to help raise awareness, encourage discussions, and motivate thinking outside the box for new solutions.

#### 4.6. Supportive Guide to Land Acknowledgements

The graduate student representatives (Kim Yazzie and Mark Sorel) and the co-chairs helped edit and finalize the Supportive Guide to Land acknowledgements written by Dr. Isadora Jimenez-Hidalgo. [A pdf copy of the guide is available here.](#)

#### 4.7. SAFS racial equity audit and cultural assessment

The co-chairs discussed the proposal for the racial equity audit and cultural assessment at SAFS with authors of the proposal, co-chairs of FINS, and with the School Council. They helped draft the [co-created objectives](#) .

#### 4.8. SAFS DEI Book Club

The co-chairs helped to promote, organize and participate in events of the SAFS DEI Book Club. The book *How to Be an Anti-Racist* by Dr. Ibram X. Kendi was covered in Winter 2021 and discussions were led by postdoctoral scholar Julietta Martinelli. *Diversity, Equity and Inclusion: Strategies for Facilitating Conversations on Race* by Caprice Hollins and Ilsa Govan was covered in Spring 2021 and discussions were led by Dr. Martinelli and graduate student Kelly Mistry.

#### 4.9. Fundraiser to purchase meals for Tent City 3

Eleni Petrou and Jennifer Gosselin spearheaded a fundraiser to purchase hot meals for the 33 residents of Tent City 3 that were hosted in the W-35 parking lot during the winter quarter. A total of \$ 1900 was raised by 37 members of the SAFS community, and a total of 97 hot meals were provided to Tent City 3 residents over the course of several weeks. Jonas Louie (SAFS Administrator) set up a discretionary fund to accept donations through the *SAFS Director's Fund for Excellence in Aquatic and Fishery Sciences*. Meals were purchased from Agua Verde using a SAFS Procard, and receipts were sent to Lisa Smith (Budget/Fiscal Analyst). Jan Ohlberger, Sam May, Eleni Petrou, and Jennifer Gosselin delivered the meals to the Tent City 3 residents.

#### 4.10. Bevan Seminar Series "Diversity, Equity, and Inclusion in Fishery and Aquatic Sciences"

Dr. Eleni Petrou was one of the panelists for the seminar "The Future of SAFS" on March 11, 2021. A copy of her slides are available in Appendix O.

#### 4.11. Professional development training for members at SAFS

We announced to the SAFS community that funds were available for students, staff, postdoctoral scholars and faculty to attend training workshops. Students and staff took the POD courses [Creating an inclusive workplace through emotional intelligence](#), [Exploration of Race in the Workplace: A Guide for Self-Study \(QA002\)](#), and the workshop [Train the Trainer](#) by Cultures Connecting, and the [Diversity, Equity, and Inclusion Conference](#) by the Conference Board.

#### 4.12. SAFS Interdisciplinary Study Modules (INSTARS)

A professional development program for graduate students and postdoctoral scholars at SAFS was an idea first conceived by Isadora Jimenez Hidalgo and Yaamini Venkataraman through the Students Explore Aquatic Sciences (SEAS) program. The idea was developed into a proposal for a UW Diversity Seed Grant in spring 2020. Although not funded for a seed grant, the EI committee co-chairs further developed the program description in 2020-21 with feedback from a number of faculty, graduate students, a postdoctoral scholar, staff, and SAFS Directors. A new introductory Diversity Module was also developed by Dr. Aaftaab.

The proposed program, now named the SAFS Interdisciplinary Study Areas (INSTARS) program, offers a pathway for graduate students and postdoctoral scholars to expand their educational opportunities in the following modules:

- I. Introduction to Diversity,
- II. Leadership,
- III. Teaching,
- IV. Communication,
- V. Outreach,
- VI. Mentorship, and
- VII. Other Diversity Topic of Choice

Each area of study has a corresponding module consisting of three components:

1. Education & Training,
2. Action, and
3. Reflection.

The modules and components have been designed around specific learning opportunities at the University of Washington and the greater community, and center diversity and equity in education, research, and service. The intent of this initiative is to provide graduate students and postdoctoral scholars with additional professional experience that will help them succeed in their careers. We hope that this initiative will also increase the number of graduate students and postdoctoral scholars that participate in academic service and community engagement. See Appendix P.1 for program description (version April 2021) and Appendix P.2 for frequently asked questions (version April 2021).

The latest draft description of the program was presented to the SAFS Curriculum Committee in May 2021. The co-chairs and the SAFS Diversity Specialist then hosted a workshop in early June to present the latest progress in development of the program, seek feedback from students, staff and faculty, and also invite experts to share important considerations and learned lessons in developing similar programs. See Appendix Q.1 for workshop agenda, Appendix Q.2 for presentation by co-chairs, Appendix Q.3 for presentation by SAFS Diversity Specialist, and Appendix Q.4 for summary of feedback from breakout groups. The presentation by Dr. Miriam Bertram is available upon request. Through the summer, the SAFS Diversity Specialist and EI committee co-chairs continued to refine the program description with feedback from the workshop.

## 5. Recommendations

- **Racial equity audit & cultural assessment:** reflect on the outcome; follow through with recommendations.
- **SAFS DEI Strategic Plan:** help update the SAFS DEI Strategic Plan (2018-2021) for the next period (e.g., 2022-2025) following recommendations from the racial equity audit & cultural assessment.

- **Expand on the Diversity Hiring Tool Handout** that is not only for faculty but also for staff, postdoctoral scholars, and academic student employees.
- **Supportive network mapping:** explore an assessment to identify where there are weak/strong links between resources/services and members of the SAFS community. Identifying gaps in support will help prioritize efforts to strengthen connections among SAFS members and connections to the people providing resources/services available at the UW.
- **Workshop on Work-Life Balance:** help host or hire a specialist to provide a workshop on work-life balance in an academic environment and through an equity lens.
- **Workshop on Introduction to Pronouns:** help host or hire a specialist to provide a workshop on pronouns with breakout discussion sessions.
- **Undergraduate Student financial support:** determine the feasibility of using part of the DEI budget for financial support (e.g., scholarships, paid internships) for undergraduate students.
- **Catered lunches for students:** host catered lunches or other events for affinity groups of BIPOC students, first generation students, etc.

## APPENDICES

### Appendix A.1. Terms of Reference

(Approved by the EI committee 2020/10/07.)

#### Equity & Inclusion (EI) Committee

The EI 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 a staff member with duties to support diversity, equity, and inclusion (DEI) activities in SAFS will serve as *ex officio* members, 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 EI 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, and 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 EI committee will elect a chair and vice-chair or two co-chairs from the members. The chair or co-chairs will be a faculty, staff member, and/or postdoctoral scholar, given the large workload associated with the EI committee. The EI committee can establish its own rules of procedure, including how it communicates with the School and its Administration. If for any reason a member is unable to contribute to the work of the EI committee for more than a quarter, a replacement member will be appointed using the process outlined above.

The EI committee shall have the following 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 an effective communication strategy to maintain 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. Identify one or two of its members as a member or members of the College of the Environment Diversity Committee and members as needed to serve as liaisons on *ad hoc* DEI-related committees and/or other DEI-related task forces.
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. Identify approaches to determine the extent to which SAFS is achieving DEI objectives.

- d. Produce a year-end short report of accomplishments, lessons learned and/or list of projects that will continue in the subsequent term.

A quorum of two-thirds of the standing committee should be present to conduct business. The process of making decisions on important topics (such as public actions or announcements) is done through voting on a motion. Committee members will be given the chance to discuss and debate a motion in a committee meeting, and subsequently the motion will be put to a vote. For a motion to pass, at least two-thirds of the quorum (i.e., members present at meeting) must vote in favor at a meeting, or two-thirds of the standing committee must vote in favor by email. All committee members have the right to vote (including *ex officio* members).

## Appendix A.2. SAFS Equity & Inclusion Guiding Principles

(Approved by EI committee 2020/11/05.)

### 1. **Committee's Mission**

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

### 2. **Work Values**

To be effective and inclusive as a committee, each member values and commits to:

- 2.1. **Participating actively** at meetings and between meetings to realize our charge.
- 2.2. **Communicating and engaging** with peers for fair representation.
- 2.3. **Having a positive attitude**, giving constructive feedback, and adopting an effective and safe work ethic.

### 3. **Discussion Guidelines**

To be welcoming and respectful as a committee, each member values and commits to:

- 3.1. **Being curious and willing to learn:**  
Approach the discussion with a sense of curiosity, a willingness to learn from others' perspectives and experiences, and a desire for constructive dialogue, and an understanding that some conversations are open-ended.
- 3.2. **Being courageous and authentic:**  
Share with others what is going on in your mind. Express your feelings genuinely.
- 3.3. **Using "I" statement and accepting others' perceptions:**  
Speak only for yourself, and accept every person's perception as being true for them. Value each one's opinions. Avoid making judgments about others and be empathetic.
- 3.4. **Listening, being present and engaged:**  
Listen actively to everyone. Avoid interrupting, side conversations, and other distractions. Be mentally present and willing to be uncomfortable. Stay engaged and guard against "shutting down."



**3.5. Being supportive and welcoming:**

Support others in their efforts to discuss challenging topics. Be compassionate. Be mindful of our impact on others and not only our intent. We acknowledge that in some instances, members may want to recuse themselves when there is a conflict of interest in the discussion.

**3.6. Maintaining confidentiality.**

Record circumstances, not names. Record actions, not opinions.

**3.7. Upholding accountability:**

Hold one another accountable for adhering to these guidelines.

**4. Meetings**

**4.1. Committee meetings:**

The committee is highly encouraged to convene monthly, and should meet at least quarterly.

**4.2. Meeting agenda:**

The chair or co-chairs will determine the agenda and solicit input from the rest of the committee prior to each meeting.

**4.3. Meeting minutes:**

The minutes from each meeting will be recorded by the secretary or co-secretaries and posted publicly on the SAFS Diversity, Equity, and Inclusion website.

**4.4. Updates at faculty meetings:**

The chair or co-chairs will provide an update to faculty at their bi-weekly faculty meetings.

**4.5. Open meetings:**

The EI committee will host at least one meeting each academic year to provide an update and solicit feedback and ideas from the SAFS community.

[Appendix B. Section on EI committee under SAFS School Bylaws under Article VII. Councils and Standing Committees of the Faculty](#)

(Approved by the Faculty 2020/10/20. These supersede the EI committee TOR in Appendix A.1.)

**Equity & Inclusion (EI) Committee**

The EI 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 a staff member with duties to support diversity, equity, and inclusion (DEI) activities in SAFS will serve as *ex officio* members, 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 EI 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, and 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 EI committee will elect a chair and vice-chair or two co-chairs from the members. The chair or co-chairs will be a faculty, staff member, and/or postdoctoral scholar, given the large workload associated with the EI committee. The EI committee can establish its own rules of procedure, including how it communicates with the School and its Administration. If for any reason a member is unable to contribute to the work of the EI committee for more than a quarter, a replacement member will be appointed using the process outlined above.

The EI committee shall have the following 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 an effective communication strategy to maintain 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. Identify one or two of its members as a member or members of the College of the Environment Diversity Committee and members as needed to serve as liaisons on *ad hoc* DEI-related committees and/or other DEI-related task forces.
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. Identify approaches to determine the extent to which SAFS is achieving DEI objectives.
  - d. Produce a year-end short report of accomplishments, lessons learned and/or list of projects that will continue in the subsequent term.

A quorum of two-thirds of the standing committee should be present to conduct business. The process of making decisions on important topics (such as public actions or announcements) is done through voting on a motion. Committee members will be given the chance to discuss and debate a motion in a committee meeting, and subsequently the motion will be put to a vote. For a motion to pass, at least two-thirds of the quorum (i.e., members present at meeting) must vote in favor at a meeting, or two-thirds of the standing committee must vote in favor by email. All committee members have the right to vote (including *ex officio* members). For any advice to the Director resulting results of voting will be presented and the nature of the discussion.

## Appendix C.1. Agenda to the 2020 EI committee Annual Open Meeting

### **Annual Open Meeting hosted by SAFS Equity & Inclusion Committee**

November 16th, 2020

12 pm-1 pm

[Zoom registration link](#)

[Questions & Comments form](#)

#### **AGENDA**

1. **Welcome (2 min)**

2. **Ground Rules / Mutual Agreements (3 min)**

for meeting discussions

3. **Presentations (15 min)**

by the Equity & Inclusion Committee and authors of proposal for an audit

4. **Structured discussion (25 min)**

(based on questions received in advance)

Everyone can share answers and additional questions related to these:

1. What questions and comments do you have about the proposal (see attached) for an audit by an external consulting group? *Please contact original authors of proposal with any additional questions/comments.*
2. For a co-produced strategy for strengthening inclusion and equity in the School, how can we ensure:
  - i. everyone's voice is heard?
  - ii. the entire community has input?
  - iii. that there is a process for defining goals, strategies to get there, that will guide our activities for the next few years?
3. Can you please describe how SAFS EI has been engaged (or not engaged) in conversations and decisions related to events this summer, including Ashley's letter, the letter by Isadora et al, and the graduate student letter?
4. What DEI efforts are allowable for "working hours"?

5. **Open discussion (15 min)**

Any additional questions/comments not yet covered

Thank you all and please take care!!

## Land Acknowledgement

The University of Washington acknowledges the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip and Muckleshoot nations.

The School of Aquatic and Fishery Sciences acknowledges that we are uninvited visitors to their homeland, also the homeland of the Duwamish People that continue to pursue their federal recognition.

We recognize that Indigenous People were fundamental to the settlement of Seattle. And continue to be central to our community and to the management of natural resources. We share their waters, their land, their mountains. We acknowledge that we live in an Indigenous World: a world for Indigenous Rights.

Our School recognizes the key role that federally recognized Coast Salish people have in managing salmon and other fisheries as sovereign nations, and the coordinated government to government relationship they have with the U.S. government, as a result of the Point Elliot and Medicine Creek Treaties, and the Boldt decision.

We want to honor the Tulalip, Suquamish and Muckleshoot nations' efforts to revive their Lushootseed language, and invite you to learn more about their history, culture and current community by visiting their nations' websites. Their works on the environment conservation and management of their resources are exemplar. Learn more about the Duwamish Longhouse and other projects related to the Duwamish River by visiting their website.

In these days of COVID-19 we want to acknowledge the large impact the pandemic has had on their communities by holding one minute of silence.

## Equity & Inclusion Annual Open Meeting

Hosted by the SAFS Equity & Inclusion Committee  
November 16th, 2020



# Mutual Agreements for meeting discussions

- **Be curious and willing to learn**

Approach the discussion with a sense of curiosity, a willingness to learn from others' perspectives and experiences, have a desire for constructive dialogue, and an understanding that some conversations are open-ended.

- **Use "I" statements and accept others' perceptions**

Speak only for yourself, and accept every person's perception as being true for them. Value each one's opinions. Avoid making judgments about others and be empathetic.

- **Listen, be present and engaged**

Listen actively to everyone. Avoid interrupting, side conversations, and other distractions. Be mentally present and willing to be uncomfortable. Stay engaged and guard against "shutting down."

- **Step Up, Step Back**

Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.

- **Be supportive and welcoming**

Support others in their efforts to discuss challenging topics. Be compassionate. Be mindful of our impact on others and not only our intent.

- **Maintain confidentiality**

We will record circumstances, ideas, and perspectives, not names.



## SAFS Equity & Inclusion Committee

- **Mission:**

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

- **Charge:**

- Identify and support DEI-related policies
- Advise Director & Administrator
- Communication: SAFS, CoEnv, SAFS 360

- **Website:**

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

- **Email:** [safsincl@uw.edu](mailto:safsincl@uw.edu)



- **Representatives:**

- **Undergraduate :** Juno O'Neill
- **Graduate :** Mark Sorel, Kim Yazzie
- **Postdoc:** Danielle Claar, Eleni Petrou
- **Research staff:** Jennifer Gosselin, Jan Ohlberger
- **Admin staff:** Katie Effert, Samantha Scherer
- **Faculty:** Jackie Padilla-Gamiño, Steven Roberts
- **Co-chairs:** Eleni & Jennifer
- **SAFS 360:** Samantha
- **CoEnv Diversity Committee:** Juno, Jackie, Jan
- **UW Diversity Council:** Jackie
- **Associate Director:** Steven (*ex officio*)
- **Diversity Specialist:** TBD (*ex officio*)

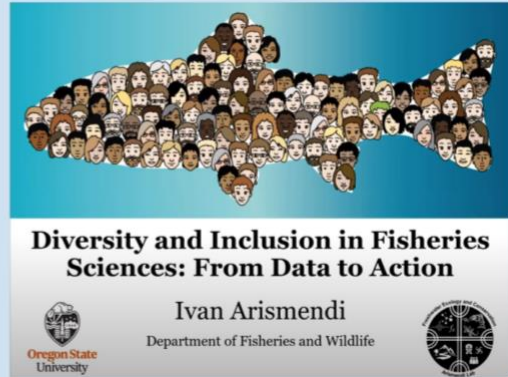
- Nominations in the spring





## Annual Year 2019-2020

- **Resources:**
  - Diversity Hiring Tool (2018-2020)
  - Lactation Room
  - Land Acknowledgement Guide, by I. Jimenez (in final revisions)
- **Events:**
  - Diversity Seminar: Dr. Ivan Arismendi ([SAFS YouTube](#))
  - Staff/Postdoc pot lucks
- **Information:** (links on [SAFS DEI website](#))
  - DEI Blog
  - Meeting minutes
  - Annual Report



## Annual Year 2020-2021

- **Resources (in progress):**
  - **SAFS DEI webpage:**
    - i. Online resource
    - ii. Purpose:
      - Create a sensible and organized web page for SAFS DEI resources
    - iii. This idea came from #ShutDownSTEM meeting
  - **Undergraduate Resources Guide:**
    - i. Online resource
    - ii. Purpose:
      - Connect undergraduate students with research and work opportunities at SAFS
    - iii. How to:
      - Find mentorship
      - Build professional relationships
      - Access useful information about scientific careers and graduate school
    - iv. This idea came from SAFS undergrads



## Annual Year 2020-2021

### • Resources (in progress):

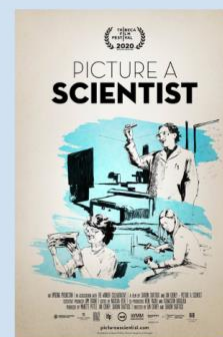
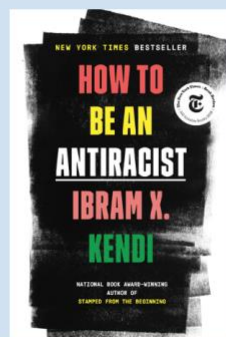
- **SAFS “Independent Study Modules”:**
  - i. Institutional framework for professional development training at SAFS
  - ii. Target audience: Graduate Students and Postdocs
  - iii. Purpose:
    - Acknowledge and give an academic credit for service work done by Graduate Students and Postdocs
    - Encourage broader participation in DEI activities
    - Provide a roadmap for continuing education that emphasizes social & environmental justice, and cultural competence
  - iv. Participants receive training by taking part in activities at SAFS, UW, & greater community that focus on *justice, equity, and inclusion* in education, research, communication, and leadership
  - v. This idea came from Diversity Specialist Isadora Jimenez and grad student Yaamini Venkataraman



## Annual Year 2020-2021

### • Upcoming Educational Events:

- **Nov. 30th:** SAFS DEI Book Club (Julieta Martinelli)
  - *How to Be An Antiracist* by Ibram X. Kendi
- **Dec. 1st - 4th:** Virtual Film Screening and Discussion
  - *Picture a Scientist*
- **January:** Training on bystander intervention
  - *Interrupting Microaggressions* by N. Gina Aaftaab, Assistant Director for UW Center of Communication, Difference, and Equity
- **February-March:** Paper discussions led by volunteers



***We will keep you updated about upcoming events via email!***

## Annual Year 2020-2021

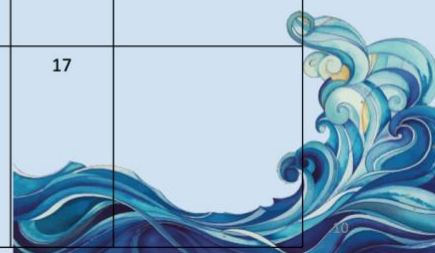
- **Advisory role:** Identify and support DEI-related policies
- Excellent ideas to advance equity and justice were included in the:
  - *Proposal for SAFS racial equity audit and climate assessment*
  - *Graduate Student Letter to SAFS leadership*
- Shared theme:
  - SAFS would benefit from a racial equity audit and climate assessment by a professional consulting group (independent third party)
  - This would provide:
    - **Valuable baseline data**
    - **Actionable recommendations to help us achieve an equity-centered, anti-oppressive working environment**



## Proposed roadmap for the racial equity and climate assessment

- *Many thanks to Staci Amburgey, Ashley Townes, Natalie Lowell, Lisa Cantore, Amelia J. Duvall, & Isadora Jimenez for leading this research!*

Tasks	Description and Deliverables	Hours	Fees
<b>Task 1:</b> Conduct Departmental Environmental Scan	1. Review existing data, reports, and documents relevant to diversity, equity, and inclusion (DEI) 2. Conduct ~3 meetings with departmental leaders and <b>stakeholders</b> to understand the current environment 3. Identify current trends and patterns related to DEI within the organization 4. Apply information learned to develop data collection instruments and guide analysis and reporting	10	
<b>Task 2:</b> Conduct Virtual Focus Group Sessions	1. Develop focus group protocol 2. Facilitate ~ 6 focus group sessions with leaders, stakeholders, and employees 3. Conduct an analysis of the data and develop a brief summary of findings with supporting quotes captured during the focus group session  <b>Deliverable:</b> Draft of focus group questions	17	





## Proposed roadmap for the racial equity and climate assessment

Tasks	Description and Deliverables	Hours	Fees
<b>Task 3:</b> Develop Stakeholder Survey	<ol style="list-style-type: none"> <li>1. Analyze information learned from environmental scan, information learned from discussions with departmental leaders and stakeholders, and focus group data to begin framing the survey instrument.</li> <li>2. Draft two survey instruments for review by appropriate departmental representative(s).</li> </ol> <p><b>Deliverable:</b> Draft of stakeholder survey</p>	16	
<b>Task 4:</b> Analyze Survey Data	<ol style="list-style-type: none"> <li>1. Analyze focus group and survey data</li> </ol>	20	
<b>Task 5:</b> Develop Final Report	<ol style="list-style-type: none"> <li>1. Aggregate focus group and survey data</li> <li>2. Develop report to summarize findings</li> <li>3. Incorporate recommendation and action steps to inform strategic planning process</li> <li>4. Present findings to appropriate representative groups</li> </ol> <p><b>Deliverable:</b> One written document to summarize findings</p>	35	

## Discussion on proposed roadmap for the racial equity and climate assessment

- *Do you have any questions?*
- *Do any points require clarification or elaboration?*

### Appendix C.3. Minutes of the 2020 EI committee Annual Open Meeting

Meeting commenced at 12:00

- 63 members of the SAFS community registered for the event (including committee members)
- 53 SAFS community members (including the Committee members were present)

Presentation slides available [here](#).

**Land Acknowledgement:**

The University of Washington acknowledges the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip and Muckleshoot nations.

The School of Aquatic and Fishery Sciences acknowledges that we are uninvited visitors to their homeland, also the homeland of the Duwamish People that continue to pursue their federal recognition.

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In these days of COVID-19 we want to acknowledge the large impact the pandemic has had on their communities by holding one minute of silence.

To help create a safe space for discussions, we went through each item of Mutual Agreements:

Be curious and willing to learn

Approach the discussion with a sense of curiosity, a willingness to learn from others' perspectives and experiences, have a desire for constructive dialogue, and an understanding that some conversations are open-ended.

Use "I" statements and accept others' perceptions

Speak only for yourself, and accept every person's perception as being true for them. Value each one's opinions. Avoid making judgments about others and be empathetic.

Listen, be present and engaged

Listen actively to everyone. Avoid interrupting, side conversations, and other distractions. Be mentally present and willing to be uncomfortable. Stay engaged and guard against "shutting down."

Step Up, Step Back

Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.

Be supportive and welcoming

Support others in their efforts to discuss challenging topics. Be compassionate. Be mindful of our impact on others and not only our intent.

Maintain confidentiality

We will record circumstances, ideas, and perspectives, not names.

It was noted that the minutes would be made available to the SAFS community through the DEI website, and that the meeting was not being recorded.

We summarized the committee's mission, overall goals, and representatives and structure, including co-chairs, co-secretaries, CoEnv DEI committee reps, UW Diversity committee rep, ex officio members. Nominations for vacant seats on the committee can be made in the spring.

### **Things the committee is working on currently/ for this academic year**

#### Working on website

- organized to help communicate with community

#### Undergraduate resource guide

- connect undergrads with mentorship, internships, access information about careers, grad school, etc.
- first-generation undergraduates, demystify careers, grad school. Will send out to undergraduate focus groups later this year.

#### Independent/interdisciplinary study modules

- geared toward graduate students and postdocs.
- consisting of 5 modules: 1) Outreach, 2) Teaching, 3) Mentorship, 4) Science Communication, and 5) Leadership
- Components within each module are: 1) training, 2) action, and 3) reflection.
- Pilot to help acquire more information for a professional certificate program.
- Idea came from Isadora and Yaamini.
- Will be reaching out to Yaamini, Corrinne and some faculty for the first round of feedback.
- Will be reaching out to the SAFS community later on for additional feedback.

#### Scheduling educational events for the community.

- continuing DEI book club, hosted by Julieta Martinelli
- screening of Picture a Scientist (free). Discussion on December 4th. Focused on gender and sex discrimination in science
- Gina Aaftaab will be hosting two workshops on the background and practical tools for interrupting microaggressions
- February-March lunch and learn events led by community members.
- We will keep you updated by email

#### Advisory role

- Letters and proposals from community over summer were helpful and called for a culture audit by a third party.

#### Proposal for external audit

- Proposal for racial equity climate assessment and audit will provide both deep insight and concrete next steps for SAFS, which is committed to building diverse anti-oppressive cultures within the School
  - Identify departmental blind spots--we need help (can't do it ourselves).
  - Identify processes and practices that may perpetuate oppression or racial inequity in science, specifically fisheries.
  - Help SAFS tackle: what it means to be diverse? What does it mean to be equitable? What does it mean to retain folks intentionally? Move forward just practices?
  - How do you intentionally reshape departments like SAFS to authentically and effectively push DEI effort forward to see results?
  - We are beginning to better understand that racial inequities and DEI are complex and require long-term solutions, long-term transformational change
  - Racial equity assessments are mirrors that will reflect back to SAFS how we show up in the world
  - Lets move forward together
- Washington Consulting Group (WCG) would conduct:
- Complete background research of (e.g.):
    - Strategic plan
    - Letters and proposals
    - Trainings
    - UW climate survey
    - Admissions rubrics
    - Operational policies
    - Performance review
    - Job announcements
  - Interviews with department leaders
  - All interested stakeholders encouraged to participate. Be part of it. Your voice matters.
  - Identify trends and patterns, areas for growth.
  - Share everything with the community.
  - They will design a survey to collect information

#### Task 2: Virtual focus groups sessions

- They will develop focus group protocols
  - Help us understand different perspectives of students and staff
  - Great way to gather and synthesize qualitative data
- 6 focus group sessions with stakeholders
- Data will be anonymized and never identify individual names given power dynamics in school
- Conduct an analysis of data and develop a summary
  - Identify strengths, challenges, resistance, goals, action items ...
  - Will help SAFS understand, articulate, and address racial climate

#### Task 3: Develop stakeholder survey, a framing survey to assess the department at large

- Tailor instrument to our needs and desires by working on the ground with our department to identify opportunistic growth, and continue to push the department forward
- Draft 2 surveys for review prior to sending them out
- Implement surveys with feedback coming from present and past SAFS stakeholders

#### Task4: Analyzing data gathered using survey instrument and synthesizing

- Analyze all information from previous steps

Task 5: Final report.

Aggregation of focus groups and survey data. Report and summarize in a quantitative and qualitative manner. Can present in written but also in an oral presentation. Will provide recommendations to incorporate action items that can feed into our strategic plan, providing a roadmap for implementing findings from the report. All community members will have access to the report.

WCG has experience working with universities, and are willing to tailor timelines to work with and support us as best as possible. The proposal writers feel they are up to the task as compared to other consulting agencies.

Q: Did you consider involving EPIC?

A: Yes, we considered involving EPIC, but find it appealing that this assessment would be from someone outside of the community. You can't always do a good job assessing yourself. Could see it partnering with actions EPIC has provided.

Q: Do we have to get bids from multiple groups?

A: Still trying to assess. Idea investigation is whether the amount of money triggers need to consider bid from multiple companies. WCG rose to the top when comparing organizations based on cost in addition to previously mentioned qualifications. Still evaluating, working with fiscal staff in administration regarding bidding and contracting.

Q: Is there an estimated timeline?

A: Good question. Timelines for individual tasks are best guesses based on organization size and structure of UW. WCG is willing to be very flexible with the overall process though and spread that out as needed.

Q: Given we don't have diversity in SAFS currently, how can a survey tell us how we can recruit more diversity etc.?

A: We can reach out to past people from SAFS who haven't survived the leaky pipeline. Consulting group is willing to reach out to past SAFS members. This climate assessment would be led by BIPOC at WCG who have insights and can therefore ask pointed questions and drive advancement of the department

How can we have a plan to use the results?

There will be more interest in this moving forward. One possibility is that while this starts, there could be an effort of members thinking about how we want to use this and what we want to do with this. Would help others with expectations. Seems like there are a lot of goals of this audit. Suggestion that it might be useful to narrow them down or bundle them. Would be cool to know what we think we will get out of this. Don't know if this could be done in parallel.

Other points about conducting a climate assessment:

We don't want a process to happen, then we pat ourselves on the back and move on. Makes sense to be thinking about it now. We have groups focusing on retention, recruitment, etc. Would be open to suggestions. Bundling into main themes might help.

Identifying trends and patterns and seeing how they have been existing for decades will help. We need to step outside the fishbowl. We have great things in the works, but we are talking about collective action. WCG will deliver action items that need to be pushed forward to eliminate barriers to BIPOC

entering fisheries sciences. How/where you come from floods into how you work, how you teach, how your recruit and how you retain. No pat on the back. WCG is going to hit the ground running. Not identifying weaknesses, but areas we want to strengthen. The word "audit" can be scary. This is not an attack on SAFS, it's not to bring upon shame or guilt. It's trying to paint a clear picture of where everyone is at. Goals could be narrowed perhaps. Perhaps focus on two big ones though we want to avoid diluting the plan of action of WCG, which will and should ultimately be steering the ship.

Consulting groups could be effective in getting voices heard in addition to the fact that they're trained professionals in these topics. If we do it ourselves, how do we make sure that everyone's heard and incorporated in our strategic plan? Would be good to hear from everyone if this is valuable as opposed to doing it ourselves.

Advantage to having an outside group do it is because they are unbiased.

Make sure everyone is heard. A third party gives everyone a chance to speak.

Q: Ways that people from our community are best able to respond? Ways to meet people where they are comfortable? Ways to ensure maximum survey response from everyone contacted?

A: WCG might use some kind of triangulation approach using diverse methodologies to reach a broad diverse audience far and wide. They are incredibly flexible and able to tailor and craft the approach to our needs.

We are all very busy with our full time work. Devoting volunteer time. CoE looking at honorarium of 20 hr/quarter. Not enough. We need more time and effort and energy. The benefit of hiring an external group is that they are committed professionals with the time and they have the expertise.

Q: Describe how SAFS EI has been involved in events over the summer?

A: We read letters and discussed in meetings. We were waiting to hear back from Faculty Retreat to hear how they responded. How was the committee effectively or ineffectively used to gather information from peers? Initially we were brought into the loop but communication kind of broke down. Saw Annual Meeting as a way to open channels of communication again. Missed opportunities to talk to each other between when letters came out because of pandemic. We offered to write letters of support for letters but it sounded like that was not necessary. EI committee is different from Diversity Specialist. It can be intimidating to talk to a committee of 12 members. The committee and the Diversity Specialist, along with the strategic plan, each have something different to offer, but also work together to help advance DEI.. The committee may have missed some opportunities, but we tried to do what we could. Worked on proposals.

Decision was made to go ahead and post opening for a temporary Diversity Specialist. Someone to come in and keep what we have doing going forward. Then we could look at what external assessment says and reevaluate what we might want and whether we might make the position more permanent. It has gone forward through channels, in compensation right now. Rates being reviewed. Will go back to campus HR after that, which takes a couple weeks, and then we will advertise it as widely as we can. Intent is to work with SAFS EI committee on how to come up with a hiring committee to have voice from the community on committee. Hopefully less than a month away from posting. Can send questions to Sam S (Manager of Student Services and Diversity).

What DEI efforts are allowable for working hours? Depends on what type of DEI effort and it may depend on funding. If research funding is related to DEI then you could work on it. If it is purely a DEI effort, then it might depend on whether you are on a committee. Depends on research funding and PI or supervisor. Can reach to CoE for more guidance. Another example is from NWFSC, from their equivalent to terms of reference, allows employees to commit 5% of time to DEI, and if on committees can devote 10% of time. Some put in that many hours and more. It is a big task. Whether it is related to teaching or research it can definitely work for working hours, otherwise need more clarification.

Emphasize that the expertise that an external auditor would bring is not something that we have access to at SAFS. We tend to think that we are very smart, but these types of topics are their own fields of study, so getting it from the experts will get us more.

Paying a professional to provide a service puts some teeth behind it. If it's volunteer work it's easier to push it to the side for a later date.

Question for proposal writing group: Steps to take to ensure that action items actually get followed through?

A: It would be on us after WCG. Some issues with institutional knowledge given turnover, but having the documents and having it built into the strategic plan would really help synthesize information.

We could emphasize along with a strategic plan, an implementation plan with specific actions with timelines.

Would love for there to be some effort to try to coordinate all of the various activities. What came out at the last faculty meeting was how poorly faculty had communicated what had been talked about. This issue is bigger than the DEI Committee. Would love to brainstorm ways to formally or informally talk about ways to talk about these things, to share broad goals and strategic plans. Maybe the SAFS School Council will regularly meet with FINS, SAFS360, and other groups. Folks from committees could all meet, more check-ins and more coordination.

We have tried to communicate in different forms to ensure everyone's voices are heard and shared with the rest of the community. We have GitHub Repo, we have this meeting, we have a place to submit questions and comments anonymously in a new tool being developed. Website, meeting minutes, etc. Might work better to get it in email.

What I think we are actually talking about is democratic processes in decision making. How do we come together for consensus building? Another way would be to have more all-hands meetings with specific focuses, breakout rooms. Actually have a democratic process.

Support for all-hands meetings and democratic processes was expressed.

Are surveys useful? We don't want to send out too many surveys.

Increase engagement and coordination between various actors working on the same thing. In favor of All Hands. Time is more than right for that. Should the School Council meet with FINS? More formal coordination. It was clear from Faculty side that we stumbled a bit.

EI committee did meet with faculty working groups. How many meetings? Might be too many meetings. Coordination is important.

EI committee has voted to add SEAS liaison. Could have a FINS liaison as well.

Support for quarterly All Hands meetings, or 2x per year, or especially after big events.

Make sure that we are posting outcomes of meetings. Make sure we are posting all of our minutes publically

Would be great if Faculty Meeting minutes were posted. Are they posted? How?

The EI committee tries to be as detailed as possible in meeting minutes to make sure everything is recorded and as accurately as possible.

There was a question on the registration for this event about whether you would be willing to help out (volunteer). Some folks are interested in helping out but not sure how. Thanks to those who offered to volunteer, and we understand why some don't have time during these very difficult times. The question was meant to help with engagement, and not meant to pressure folks to help out.

Meeting adjourned at 1:00

*Discussion/questions from after the meeting with folks who stuck around for a few minutes*

Q: Will there be a community-wide notification when the posting is made for the Diversity Specialist position? Community members could help get the word out wider.

A: Absolutely, we will advertise it as broadly as we can. It's tricky because it's a temporary position that will make it harder to fill, but that doesn't make it impossible.

We could start having more communication between faculty and students but loop in EI too. If EI wants to be there initially, that's ok, but strong desire among grads to get an idea of what faculty are thinking about our letter.

EI chairs want to be supportive of letters however we can.

Exciting that people are supportive of All Hands.

EI committee chairs will show up where needed.

Q: Roadblocks for All Hands?

A: Time for organization. How to best run the meeting. But needs to be done. Who would organize it? All Hands meetings are organized and called for from the top. Scheduling is an issue. Want to have a third party person facilitate it. It can't be someone from our department. Do we want to survey the community to see what wants to be discussed at All Hands?

Is an All Hands something we can recommend at a faculty meeting? It's already on the "to-do list". Model for last All Hands was a ground-up thing. A bunch of people volunteered to lead it, volunteered to create structure and what we needed to talk about and how to report back. Recommend outsourcing



because it's a ton of work. A bunch of people in the community would be willing to help. External facilitator would help too. Isabel from CoE might be able to help find someone to facilitate. Would be good to have different facilitators in different quarters.

Discussion adjourned ~1:15.

## Appendix D. Diversity Equity, Inclusion and Justice (DEIJ) and Community Service Recognition Award

### Description

The DEIJ and Community Service Award recognizes significant contribution, time and effort of members of the School of Aquatic and Fishery Sciences (SAFS) towards advancing a climate for excellence in community service, academic endeavor, teaching, and research.

**Diversity** includes the cultures, world views, values and personal experiences that may result from differences in cultures, ethnicity, gender, age, religion, language, abilities, socioeconomic status, sexual orientation, geographic region, and more.

**Equity** can be a practice or policy that helps provide equal access to opportunities and resources for people who might otherwise be excluded or marginalized.

**Inclusion** pertains to actions or states of including or of being included within a group or a unit.

**Justice** includes environmental justice, particularly related to aquatic and fishery sciences and social justice, with an emphasis on a diverse and healthy work and educational environment.

The award is \$500 and is distributed quarterly. The names of the awardees will be recorded on a board outside the SAFS administrative suite.

### Nomination process

Current students, postdoctoral scholars, staff, faculty and teams may be nominated for the award. Nominations can be submitted by any member of the SAFS community. Self-nominations are not accepted.

- Write a separate nomination letter (maximum 750 words) for each nominee or team of nominees. Please make sure that the contact information is accurate and complete.
- The nomination letter should specifically identify the individual or team's contributions and accomplishments, state how they meet the award criteria, and state why they are deserving of the award.
- Nominators should indicate how they know the nominee and for what length of time.
- The nomination periods occur on a quarterly basis as follows:

Quarter	Nomination Period	Recipients Announced
Fall	November 1-15	December

Winter	February 1-15	March
Spring	May 1-15	June
Summer	August 1-15	September

### **Selection process**

The award selection committee will be led by the SAFS Diversity Specialist or the Manager of Student Services and Diversity. A subcommittee of four members made up of the subcommittee lead, one faculty, one staff, and one student from the Equity & Inclusion committee will participate in the selection process. Selection committee members will account for possible conflicts of interest.

Following receipt of nomination letters, the award selection committee has two weeks to review applications and make a recommendation to the Director of SAFS. The Director of SAFS will make a final decision and announce the award recipient around the middle of the month following the closing of the nomination period.

The selection criteria for the award include any of the following:

- Promotes diversity, equity, and inclusion at the interpersonal, small group, or unit level.
- Demonstrates a commitment to creating a culture of inclusion within their areas of influence.
- Applies exceptional efforts to promote an environment that is free from bias and discrimination.
- Implements initiatives that promote, advance, or model diversity, equity, and inclusion within the SAFS community by efforts that are above and beyond the routine expectations of the job or project.
- Contributes significant achievements for developing a culturally and intellectually diverse departmental community reflective of inclusive excellence.
- Demonstrates emerging or sustained commitment to the advancement of diversity, equity, inclusion and/or justice in the community through any of the following: research, teaching, mentorship, service, recruitment and retention efforts, multicultural programming, cultural competency, and collaborative partnerships
- Provides teaching with development and implementation of effective strategies that advance the education of students from underrepresented groups in the field of instruction and to include activities such as classroom instruction; direction of independent study, theses and dissertations; and mentoring.
- Conducts research with new knowledge that advances understanding of underrepresented groups in the field of study and/or has the potential to improve the quality of life among underrepresented groups in the field of study.
- Conducts service/outreach activities that promote the professional and/or academic advancement of underrepresented groups in the applicant's field of study, that contribute to diversity, equity and inclusion at SAFS through activities such as recruitment and mentoring; that promote the well-being of underrepresented communities in the applicant's field of study.

**Suggested Rubric to help with selection process:**

Please rate each nominee(s) on the following criteria:	1 never; very poorly	2 rarely; poorly	3 sometimes; moderately	4 often; well	5 almost all the time; exceptionally well
<b>Significance</b>					
The nominee(s) demonstrated outstanding commitment to the enhancement, development and sustainability of diversity, equity, inclusion and/or justice (DEIJ).					
<b>Impact</b>					
The program/activity advanced addressing issues of diversity, equity, and inclusion at SAFS.					
The activities of the nominee(s) led to measurable outcomes.					
The activity has been replicated at other units or institutions.					
<b>Innovation</b>					
The nominee's /nominees' contribution uniquely addressed key issues of DEIJ in SAFS.					
The nominee's / nominees' activities contributed to issues of DEIJ were different from existing activities and projects.					

Community Service					
The nominee's / nominees' DEIJ activities involved engaging members at SAFS, and/or the School's engagement with a community, neighborhood, local, or regional organization or association.					
The nominee(s) devoted significant time and energy to the community service activities.					
The nominee(s) exemplified the spirit of volunteerism and inspired others to contribute to community service for DEIJ at SAFS and surrounding communities.					

### Appendix E.1. Full Survey Questions for DEI Learning Opportunities & Group Discussions

The goal of this survey is to ask the SAFS Community topics of interest about diversity, equity, and inclusion (DEI) related to education, research and work at the School, preferred formats of events, and opportunities for engagement.

Please select your status below.

- ☐ Undergraduate student
- ☐ Graduate student
- ☐ Research staff
- ☐ Administrative staff
- ☐ Faculty
- ☐ Visitor / collaborator with SAFS community
- ☐ Other:

1. Are you interested in training workshops, group discussions, or both?

- ☐ Training workshops
- ☐ Group discussions
- ☐ Both
- ☐ Other:

2. What topics are you interested in learning about and discussing with others at SAFS?

- Strategies and support for BIPOC in Ecology & Evolutionary Biology (e.g., <https://www.nature.com/articles/s41559-020-1252-0>)
- History of racism and the criminal justice system (e.g., documentary "13th")
- LGBTQ+: Creating a more inclusive environment for LGBTQ+ in academic biology (e.g., <https://www.lifescied.org/doi/pdf/10.1187/cbe.20-04-0062>)
- The myth of "model minority" and why it is harmful (e.g., Karma of Brown Folk, by Vijay Prashad; [www.upress.umn.edu/book-division/books/the-karma-of-brown-folk](http://www.upress.umn.edu/book-division/books/the-karma-of-brown-folk))
- Class and gender barriers in STEM participation (e.g., [www.aacu.org/sites/default/files/files/PKAL\\_regional/ExploringClassAndGender.pdf](http://www.aacu.org/sites/default/files/files/PKAL_regional/ExploringClassAndGender.pdf))
- Allyship: Importance of allies, advocates, and accomplices (e.g., <https://uwnetid.sharepoint.com/sites/safs/dei/Shared%20Documents/The%20Allyship%20Challenge.pdf>)
- By-stander intervention to disrupt discrimination: What is appropriate and how? (e.g., [www.ohio.edu/health-promotion/bystander](http://www.ohio.edu/health-promotion/bystander))
- Resource use: Understanding what academic resources and time we are allowed to use to advance DEI in our work
- How to participate in Professional Societies and Chapters related to DEI and Environmental Sciences (e.g., <https://www.esa.org/blackecologists/>, <https://www.esa.org/inclusive-ecology/>, [http://orafs.org/wp-content/uploads/2019/02/ORAFS\\_Diversity\\_Workplan1\\_19.pdf](http://orafs.org/wp-content/uploads/2019/02/ORAFS_Diversity_Workplan1_19.pdf))
- Emotional Intelligence and diversity (e.g., <https://www.eidi-results.org/what-is-eid>)
- How diversity makes us smarter (e.g., <https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>)
- Implicit Bias and Dissonance (e.g., [implicit.harvard.edu/implicit/aboutus.html](http://implicit.harvard.edu/implicit/aboutus.html))
- Presentations of ongoing research at SAFS with a focus on equity and environmental justice
- Across the Generations: learning how to communicate across multiple generations
- Other:

3. What are your preferred formats for an educational & community-building event?

- Brief reading material (e.g., news article) and 1-hour discussion
- Peer-reviewed paper and 1-hour discussion
- Podcast and 1-hour discussion
- Brief documentary and 30-minute discussion
- Training workshop (half-day) led by a professional
- Full documentary (about 2 hours) and 30-minute discussion
- Quarterly Book Series
- Other:

4. What are your preferred times and durations for an educational & community-building event?

- Lunchtime for 1 hour
- Before work for 1 hour
- After work for 1 hour
- After work for about 2 hours
- 1-2 hours during work hours, with approval from supervisor
- Half-day, with approval from supervisor
- Full-day event, with approval from supervisor
- Other:

5. Would you be interested in attending another research lab's meeting when they are discussing DEI topics, if it was open to the rest of the SAFS community?

- ☐ Yes
- ☐ No
- ☐ Maybe

6. Do you think your research lab would be open to repeating a DEI-related lab meeting discussion that went well with the rest of the SAFS community?

- ☐ Yes
- ☐ No
- ☐ Maybe

7. Would you be interested in volunteering your time to help facilitate a 1-hour group discussion?

- ☐ Yes
- ☐ No
- ☐ Maybe

8. What barriers do you anticipate impacting your level of involvement with educational & community-building events?

- ☐ Not knowing about events
- ☐ Unsure of degree of involvement allowable given student/employment status
- ☐ Lack of support or enthusiasm from supervisor
- ☐ Lack of time
- ☐ Scheduling conflicts
- ☐ Not feeling welcome
- ☐ Difficult to attend because of location
- ☐ Other

9. If you are interested in helping out with facilitation or co-facilitation of group discussions please enter your contact information below.

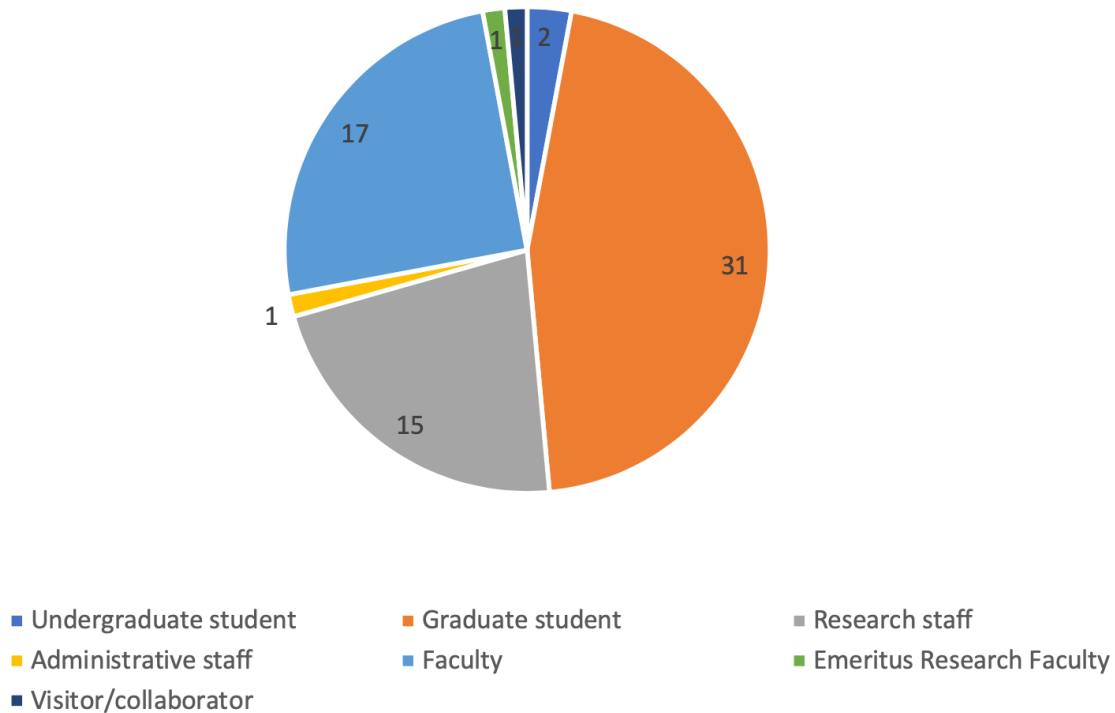
10. Please feel free to provide any more comments and ideas below or contact [safsincl@uw.edu](mailto:safsincl@uw.edu). Also, if you think your research lab or office suite would be interested in having a member from the SAFS Equity & Inclusion Committee come speak with your group, please let us know of your interest.

## Appendix E.2. Survey Results

We are excited to share with you the results from our survey on DEI Learning Opportunities & Group Discussions. Responses were received between September 15th – October 2nd, 2020. (The survey questions, as well as the pie and bar charts described below, can be found [here](#).)

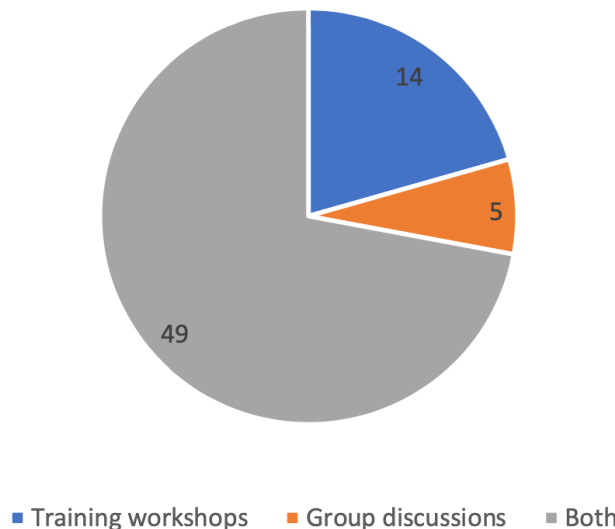
There was a total of 68 respondents. About 50% of faculty, more than 80% of graduate students, 15 research staff and postdocs, two undergraduate students, one administrative staff, one visiting scholar/collaborator, and one Emeritus Research Faculty responded to the survey.

### Peer group



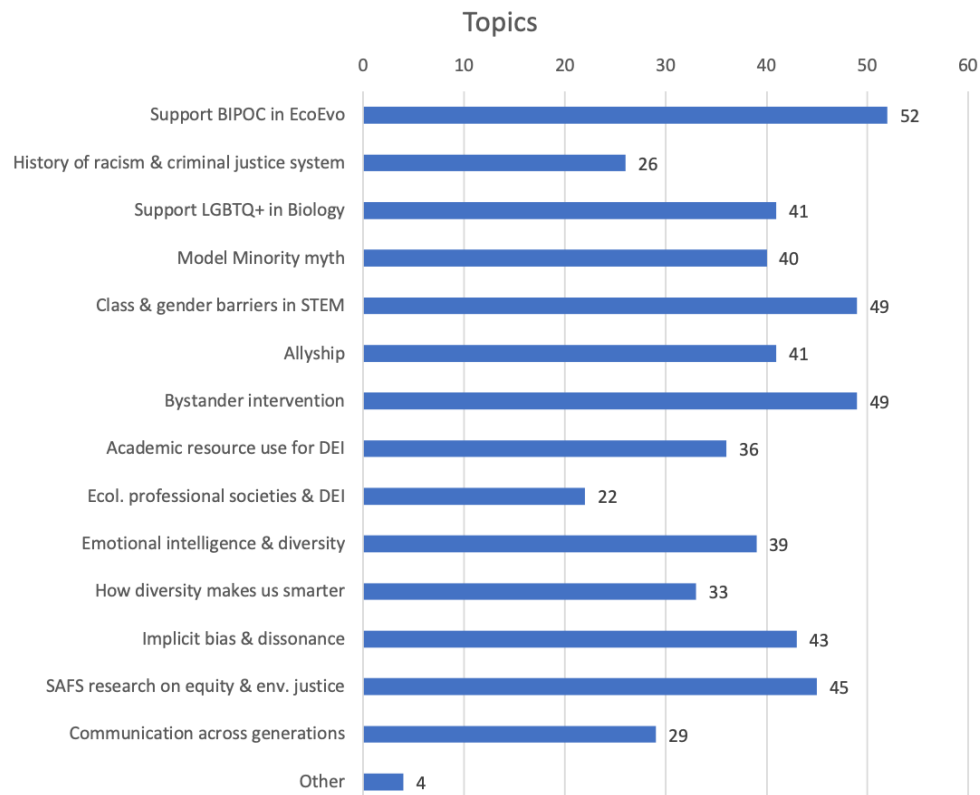
Most folks (63/68) were interested in training workshops led by a professional, and a good number (54/68) were interested in group discussions.

### Type of event

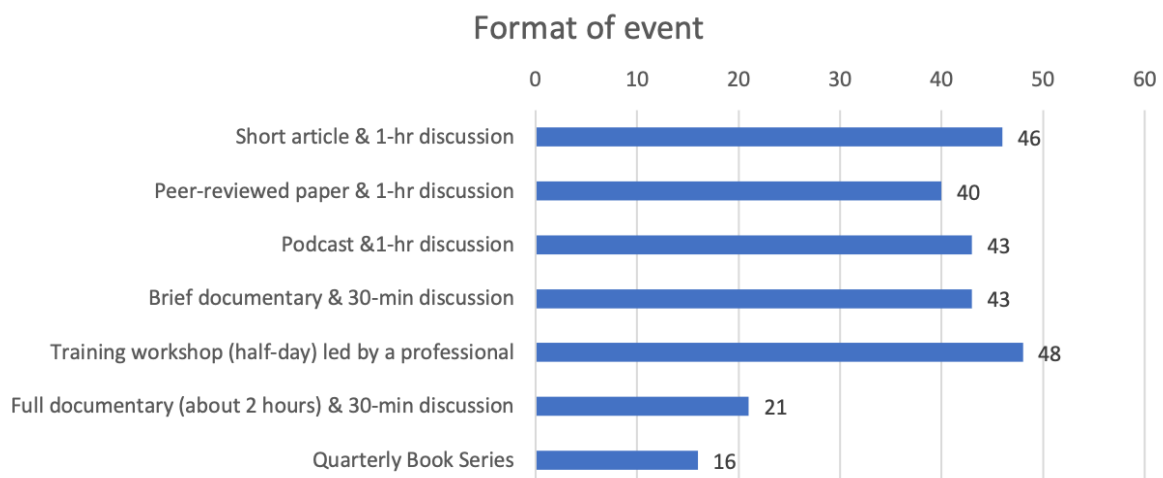


The topics that garnered the most interest were related to support for Black, Indigenous and People of Color in ecology and evolutionary biology, class & gender barriers in STEM, bystander intervention to disrupt discrimination, implicit bias & dissonance, and SAFS research on equity and environmental justice. All suggested topics had at least one third of respondent's interest. Some suggestions of other

topics were diversity in fisheries, how SAFS can maintain its core mission alongside further engagement and integration of DEI, Indigenous rights & natural resources, and effective outreach to address the leaky pipeline in STEM.

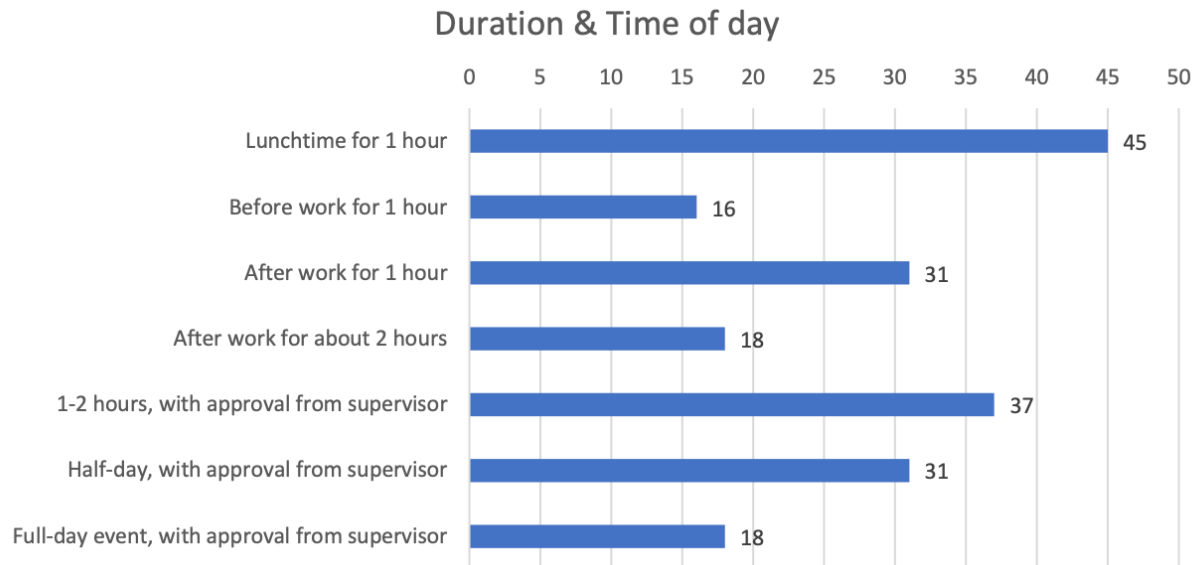


The format of events most favored were for a short article & 1-hour discussion and a training workshop (half day) led by a professional. These results match well with the previous results about topics and types of events.

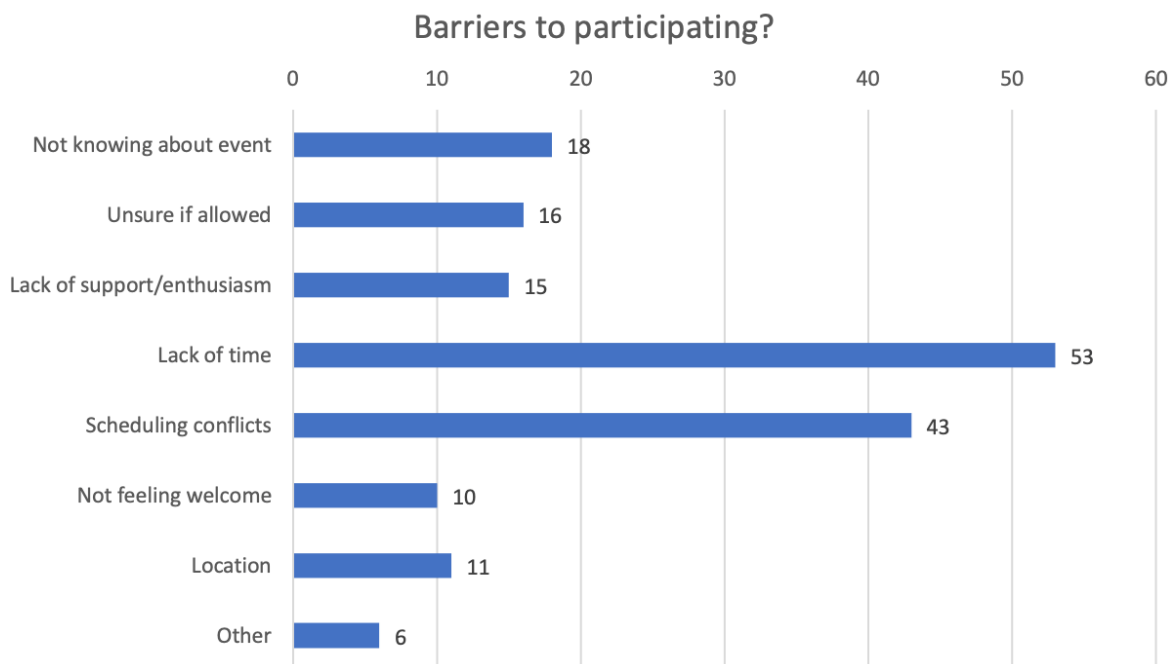


Respondents preferred having events during the lunchtime hour and for 1-2 hours during work hours with approval from supervisor.



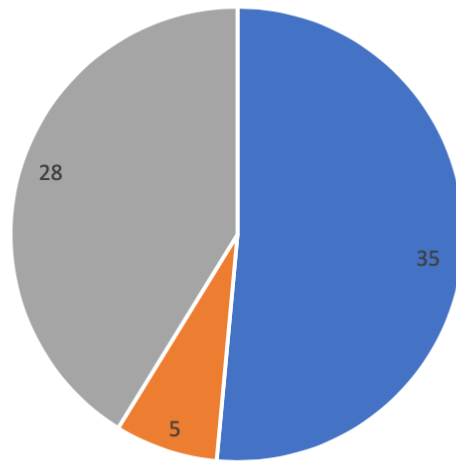


With regards to barriers to participation, it was clear that folks are busy! Most respondents said that lack of time and scheduling conflicts were the greatest barriers. This helps explain why most respondents preferred the lunchtime hour and short time periods during their work hours with approval. Still, we noticed that a number of folks do not know about events, are unsure if participation is allowed, feel that there is lack of support/enthusiasm, are not feeling welcome, and have difficulty attending due to locations of events. We will keep these in mind as we strive to make events as accessible as possible to members of the SAFS community.



Almost all respondents were interested to some extent in attending another lab's meeting discussion related to DEI.

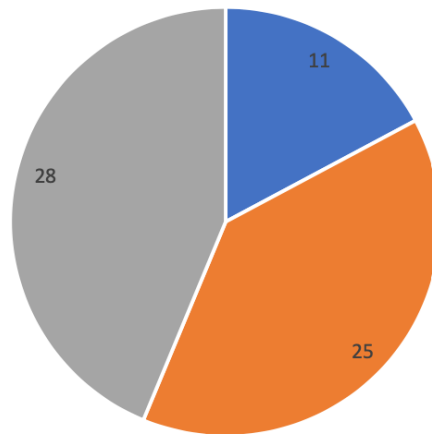
Attend another lab's meeting when they are discussing DEI topics ?



■ Yes ■ No ■ Maybe

More than half of respondents were willing or interested in helping facilitate a 1-hour discussion.

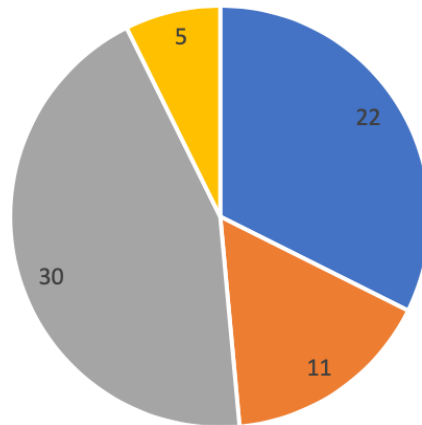
Volunteer to facilitate 1-hour discussion?



■ Yes ■ No ■ Maybe

More folks were open to repeating a DEI-related lab meeting discussion that went well with the rest of the SAFS community. We understand that some respondents may not be associated with a lab and thus this question was not relevant to them. We invite folks like undergraduate students and administrative staff to reach out to us with their questions and ideas related to DEI.

## Repeat a lab discussion with the rest of SAFS community?



■ Yes ■ No ■ Maybe ■ N/A

Thank you to all who responded. This will help us plan events for this academic year. As well, thank you to those who have already expressed their willingness to help facilitate some of these events. We will reach out to you shortly.

We realize that similar topics are often covered in webinars, panel discussions, training, etc. at the College of the Environment, the Office of Minority Affairs & Diversity, other units at UW, and beyond our University. We still think that it is important to hold these events at our School to help build and strengthen connections among all of us at SAFS. We can also tailor topics and needs of the SAFS community better at our own events.

### Appendix F. Resources, ground rules and paper related to *Picture a Scientist* Documentary & Discussion

Some links were shared to the group prior to the discussion, and are shared again here:

- [30 Grounding Techniques for Distressing Thoughts](#)
- [What are Distress Tolerance Skills?](#)
- Crisis hotline: 866-4CRISIS
- UW Confidential Advocates for Students: <https://livewellhuskies.com/uw-confidential-advocates-are-here-for-you/>
- UW Counseling Center: <https://washington.edu/counseling/> (includes services via secure Zoom)
- UW SafeCampus: <https://www.edu/safecampus/>

In addition to the documentary, a recent paper, "[Use science to stop sexual harassment in higher education](#)", by Clancy et al. published in PNAS, was also shared to help process thoughts on the film.

#### \* Ground rules of discussion:

- This will not be a space to debate whether or not sexism exists in SAFS.
- Our primary commitment is to listen and learn from each other. We will listen to each other and

not talk at each other. We acknowledge differences amongst us in backgrounds, skills, interests, experiences and values. We realize that it is these very differences that will increase our awareness and understanding through this process. Seek to understand before needing to be understood.

- We will not demean, devalue, or ‘put down’ people for their experiences, lack of experiences or difference in interpretation of those experiences.
- We will trust that people are always doing the best they can. Support others in their efforts to discuss challenging topics. Be compassionate. Be mindful of our impact on others and not only our intent.
- Challenge the idea and not the person.
- Speak your discomfort.
- Step up, step back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
- Maintain a respectful atmosphere.

### Appendix G. DEI workshops facilitated by Dr. Aaftaab

In January, SAFS had two diversity, equity, and inclusion (DEI) workshops facilitated by Dr. Naheed Gina Aaftaab, the Assistant Director of the UW Center for Communication, Difference, and Equity. (Please see flyer below.) We had 36 people registered to at least one of the two workshops. Surveys were sent to registrants beforehand to customize the workshops to the interests and needs of our group as best possible.

For the first workshop on “**Dominance and difference in knowledge systems**”, we read and discussed Biermann’s “Knowledge, Power and Decolonization: Implication for Non-Indigenous Scholars, Researchers and Educators”.

Dr. Aaftaab and participants talked about multiple, different forms of knowledge, about how we exist in the world, how we can harness difference instead of suppressing it, and praxis. We contemplated what constitutes legitimate knowledge, and how knowledge is not innocent but rather produced and reproduced in systems of power. Towards the end of the discussion, we thought about how alternative ways of thinking show the limit of our own. Not all knowledge systems may necessarily be deemed equal, but a consideration of multiple knowledges is beneficial and important.

Even though one of the biggest challenges in de-colonizing knowledge is the synthesis of multiple knowledges, a diversity of knowledge is still good for everyone: at an intellectual level and also to elevate everyone’s humanity – the humanity of the oppressed and the oppressor. At the end, we were asked to think more practically and more specifically in our field: how would this work for scientific knowledge and for resource management?

After this more theoretical workshop, the second workshop focused on “**Practicing anti-racism and anti-sexism in education**”. Early on in the workshop, Dr. Aaftaab asked us to think about who has access to certain spaces, who is missing and why. Who even perceives this space as one that they can access, and what that could mean for our classrooms, labs, collaborators and so forth. How is our field categorized? Is it a space in which people perceive being able to achieve access? Some people may not even know that they have access!

Some participants brought up the importance of naming marginalized groups and thereby being able to center equity for individuals in particular ways. Thinking about this more consciously, naming the

intention and the timing of bringing in marginalized groups for input need to be done strategically, meaningfully, and with respect. It cannot be done for the sake of it and at the end of a process.

On the topic of microaggressions, participants shared their own experiences in small groups and reported back to the larger group. Discussions helped bring forth examples of how microaggressions are a communicative act that “puts you in your place”, even if done unconsciously. Other times it is an assumption of thinking “they” will not feel comfortable and are thus not included or not addressed directly. These small acts of microaggressions can have large impacts on mental and physical health and work productivity. In the workshop, the courage of those willing to share their experiences, the patience of those who are listening, the bravery of those able to interrupt a microaggression in the moment, and the humbleness of those willing to learn from their mistakes are all commended.

At the end, participants were asked to share concrete actions that they can take this quarter, in the next few years, and perhaps even in their lifetimes. Some said they would try tips on how to learn and say correct pronunciation of names, while others said they would try harder to become better listeners.

Given the interest and success of these workshops, we anticipate having more workshops and discussions like these in the future.



UNIVERSITY OF WASHINGTON  
SCHOOL OF AQUATIC AND FISHERY SCIENCES

## Workshops by Dr. Gina Aaftaab

Assistant Director, UW Center for Communication, Difference, and Equity

Workshops sponsored by the SAFS Equity & Inclusion Committee

Register through Zoom:

<https://washington.zoom.us/j/7592444444>



### Dominance and difference in knowledge systems

Thursday January 21, 11:30am–1:30pm (1.5 hours workshop + 30 min. Q&A)

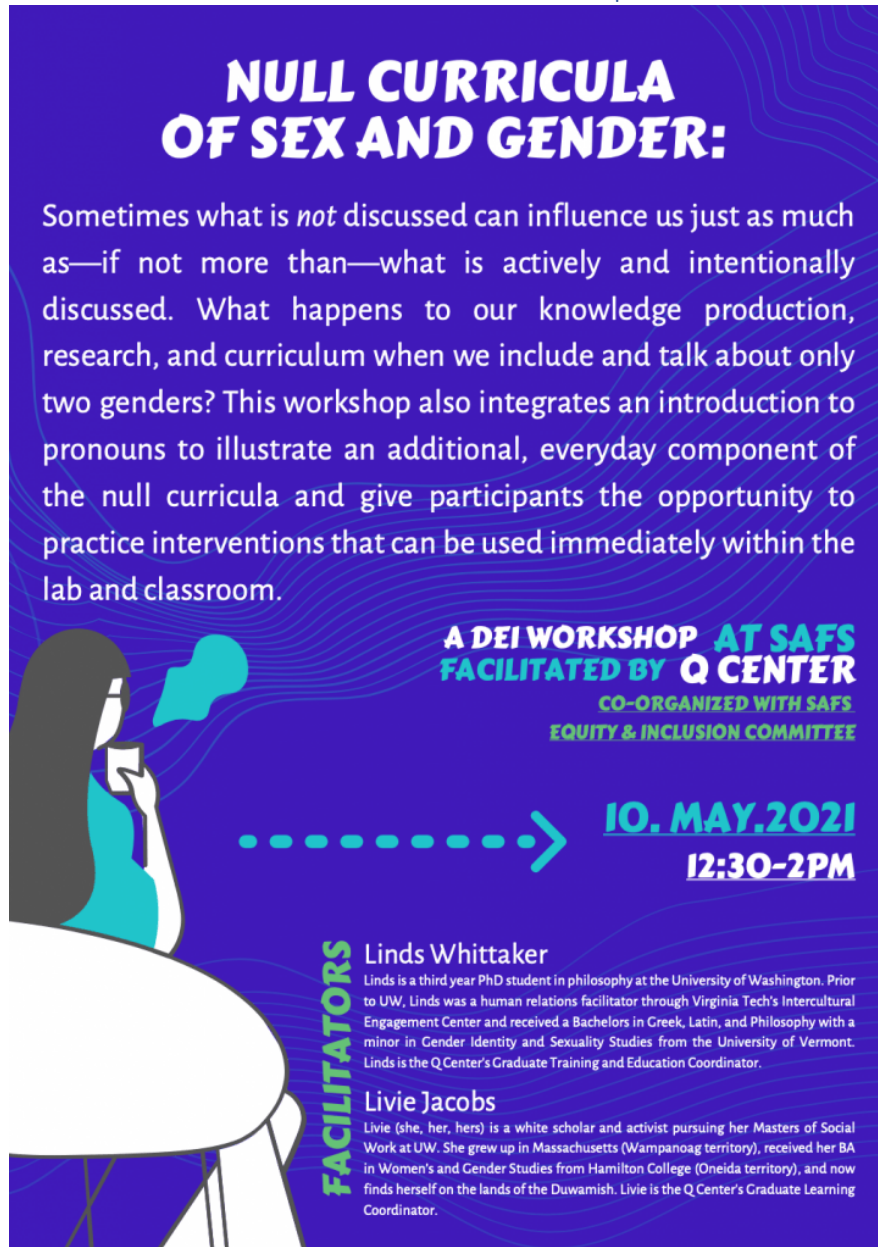
*Includes discussion on a reading, "Knowledge, Power and Decolonization: Implication for Non-Indigenous Scholars, Researchers and Educators" by Soenke Biermann (<https://www.jstor.org/stable/42980909>).*

### Practicing anti-racism and anti-sexism in education

Thursday January 28, 11:30am–1:30pm (1.5 hours workshop + 30 min. Q&A)

*Learn some practical tools on how to interrupt microaggressions and disrupt discrimination in an academic setting.*

**BIOGRAPHY** Dr. Naheed Gina Aaftaab is the Assistant Director for the UW Center for Communication, Difference, and Equity. The Center strives to be a space where our community of students, faculty, staff, and alumni gather to promote greater equity. Gina holds a Ph.D. in Anthropology, and her current work focuses on political and economic justice, community building, and how we connect the personal with the structural. In collaboration with community and units across campus, she creates innovative learning spaces and research projects, building bridges between academia and our community partners. Outside of the UW, Gina works with local immigrant and refugee communities. She can be reached at [gaaf@uw.edu](mailto:gaaf@uw.edu).



# NULL CURRICULA OF SEX AND GENDER:

Sometimes what is *not* discussed can influence us just as much as—if not more than—what is actively and intentionally discussed. What happens to our knowledge production, research, and curriculum when we include and talk about only two genders? This workshop also integrates an introduction to pronouns to illustrate an additional, everyday component of the null curricula and give participants the opportunity to practice interventions that can be used immediately within the lab and classroom.

**A DEI WORKSHOP AT SAFS  
FACILITATED BY Q CENTER**  
CO-ORGANIZED WITH SAFS  
EQUITY & INCLUSION COMMITTEE

**10. MAY. 2021  
12:30-2PM**

**FACILITATORS**

**Linds Whittaker**  
Linds is a third year PhD student in philosophy at the University of Washington. Prior to UW, Linds was a human relations facilitator through Virginia Tech's Intercultural Engagement Center and received a Bachelors in Greek, Latin, and Philosophy with a minor in Gender Identity and Sexuality Studies from the University of Vermont. Linds is the Q Center's Graduate Training and Education Coordinator.

**Livie Jacobs**  
Livie (she, her, hers) is a white scholar and activist pursuing her Masters of Social Work at UW. She grew up in Massachusetts (Wampanoag territory), received her BA in Women's and Gender Studies from Hamilton College (Oneida territory), and now finds herself on the lands of the Duwamish. Livie is the Q Center's Graduate Learning Coordinator.

The content-rich workshop and the many thoughtful questions for further reflection are available here (accessible with UW NetID):

- [Participant Guide](#)
- [Presentation Slides](#)
- [Workshop Recording](#)



## Appendix I. Resources for AAPI Anti-Racism

### Anti-Racism and Anti-Violence to support Asians, Asian Americans and Pacific Islanders

#### List of Resources:

#### Mental well-being and physical health

- [UW Counseling Center](#) (Care and Assistance for UW students)
- [Husky Health & Well-being](#) (All UW Seattle student health services in one place)
- [Health | Student Life](#) (students)
- [Mental health | Husky health](#) (students)
- [UW CareLink](#) (UW employees)
- [SafeCampus](#)
- [UW Let's Talk](#)
- [Bias Reporting Tool](#)

#### Legal services & filing a complaint

- [Student Legal Services](#)
- [File a complaint](#) (Washington State Human Rights Commission)

#### Education: Suggested readings, websites, podcasts and videos

- [Stop AAPI Hate National Report \(3/19/20-2/28/21\)](#)  
(Russell Jeung Ph.D., Aggie Yellow Horse, Ph.D., Tara Popovic, and Richard Lim)
- [Violence Against Asian Americans](#)  
(PBS)
- [Asian Americans](#), 5-part documentary series; [documentary trailer](#)  
(PBS)
- [We Need to Talk About Asian Hate](#)  
(The Try Guys)
- [AAPI Data](#)
- [Many Black and Asian Americans Say They Have Experienced Discrimination Amid the COVID-19 Outbreak](#) (Pew Research Center, Social & Demographic Trends)
- [A Snapshot of the American Asian Community: Takeaways from the Census](#)  
(The Practice, Harvard Law School)
- <https://anti-asianviolenceresources.carrrd.co>
- <https://asianawarenessproject.carrrd.co>
- [How Asian American Leaders Say the Biden Administration Can Address Hate](#)  
(NPR; March 20, 2021)
- [Self Evident](#) - a podcast that aims to challenge assumptions about Asian Americans
- [Asian American's economic inequality is violence, too](#)  
(The Seattle Times, Op-ed by Linh Thủy Nguyễn)
- [“Viet Thanh Nguyen on Roots of Anti-Asian Hate from U.S. Colonialism to Anti-China Political Rhetoric” and “We are Here Because You Are There”](#)  
(Democracy Now)
- [What This Wave of Anti-Asian Violence Reveals About America](#)  
(New York Times, Opinion by Anne Anlin Cheng)



- [How white supremacy, racist myths fuel anti-Asian violence](#)  
(UW News, Kim Eckart and Misty Shock Rule)

**Action: Suggested readings, resources, training, and organizations to support**

- [“5 Ds of Bystander Intervention”](#)  
(Washington State Commission on Asian Pacific American Affairs, CAPAA)
- [Stand Against Hatred](#) (Asian American Advancing Justice)
- [Hollaback!](#) (trainings and bystander guide)
- [Stop AAPI Hate](#)
- [Asian Americans Advancing Justice](#)
- <https://stopasianhate.carrd.co>
- [Asian American Journalist Association](#)
- [National Asian Pacific American Women’s Forum](#)
- [South Asian Network](#)
- [South Asian Americans Leading Together \(SAALT\)](#)
- [asians4antiracism](#)
- [RISE](#) (founded by [Amanda Nguyễn](#))

**Mutual Aid and Organizations to Support**

- [68 Ways to Donate in Support of Asian Communities](#)
- [AAPI Women Lead](#)
- [Asian Counseling and Referral Service \(ACRS\)](#)  
(King County and beyond)
- [Asian Mental Health Collective](#)

**Resources and Discussions about AAPI in Higher Education**

- [Confronting AAPI Racism During Covid-19](#)  
(Dr. David Takeuchi and Dr. Jane Lee, UW)
- [OCA - Asian Pacific American Advocates](#)  
(includes scholarships and internships)
- [Focusing on the Underserved: Immigrant, Refugee, and Indigenous Asian American and Pacific Islanders in Higher Education](#)  
(Editors: Sam D. Museus, Amefil Agbayani, Doris M. Ching)
- [Chinese Virus: Why Anti-Asian Racism is So Contagious](#)  
(University of Southern California, Race and Equity Center)

**AAPI Journalists/Reporters/Writers to Follow:**

(from [this resource list by Sarah Belle Lin](#))

- [Michelle Ye Hee Lee](#), Washington Post
- [Julia B. Chan](#), KQED
- [Kimmy Yam](#), NBC
- [Cecilia Lei](#), Vox
- [Nicole Hong](#), The New York Times
- [Janice Yu](#), Fox 5 Atlanta
- [Chenue Her](#), NBC Atlanta
- [Dion Lim](#), ABC7 News, San Francisco
- [CeFaan Kim](#), ABC7 News, New York
- [Han Li](#), World Journal - San Francisco Bureau

- [Betty Yu](#), KPIX-TV, San Francisco
- [Tracy Jan](#), The Washington Post
- [Kyung Lah](#), CNN
- [Wejia Jiang](#), CBS News
- [Jessica Prois](#), NBC Asian America
- [Frances Wang](#), CBS Miami
- [Marian Lu](#), The Washington Post
- [Shawna Chen](#), Axios
- [Karen K. Ho](#), Quartz
- [Nicole Dungca](#), Washington Post
- [Andrew Peng](#), The Yappie
- [Cecilia Kang](#), The New York Times
- [Vicky Nguyen](#), NBC News
- [Ericka Cruz Guevarra](#), KQED
- [Vivian Ho](#), The Guardian
- [Nicole Chung](#), Slate
- [Alice Wong](#), Editor of “Disability Visibility”
- [Moriah Balingit](#), Washington Post
- [Teresa Watanabe](#), The Los Angeles Times
- [Connie Wang](#), Refinery29
- [Mia Sato](#), MIT Technology Review

#### **AAPI Authors/Researchers to Follow:**

(from [this resource list by Sarah Belle Lin](#))

- [Michelle Kim](#), diversity/equity/inclusion
- [Connie Wun](#), race/gender/multiracial solidarity
- [Min Jin Lee](#), identity/immigrant/family author
- [Nancy Wang Yuen](#), race/ethnicity in media, sociologist
- [Joey S. Kim](#), identity/model minority myth/literature
- [Arisa Oh](#), race/gender/family/migration author
- [Amber Akemi Piatt](#), violence prevention/clinical psychology
- [Sherry Wang](#), social justice/anti-racism
- [May-lee Chai](#), immigration/race
- [Kevin Nadal](#), gender/sexuality/psychology/law and order
- [Jenn](#) (Reappropriate), race/feminism

#### **[Running document of additional resources \(UW CoEnv\)](#)**

#### **[List of resources to Support the AANHPI Community \(UW Combined Fund Drive\)](#)**

#### Appendix J. EI Committee monthly meeting minutes

September 1, 2020 Meeting minutes – SAFS E&I Committee

Location: Zoom

Start time: 1:00 pm

Meeting adjourned: 2:50 pm

Attendees: Jennifer Gosselin, Eleni Petrou, Katie Effert, Samantha Scherer, Jan Ohlberger, Juno O’neill, Mark Sorel

## AGENDA

1. **Additions / changes to agenda (5 min)**
  2. **Welcome new committee member, Katie Effert (8 min)**
    - a. Round-table introductions
  3. **EI Committee Terms of Reference, Guiding Principles (10 min)**
    - a. Update with specific language about voting?
    - b. Update with ground rules?
  4. **Request for volunteers: 2 reps for CoEnv DEI Committee (5 min)**
    - a. CoEnv wants two volunteers from SAFS for their DEI Committee.
    - b. As far as we can tell, the position is very low-key (provide verbal check-ins regarding DEI work from your department). [See examples of meeting notes here](#)
  5. **Decriminalizing UW Statement from EI Committee (10 min)**
  6. **Updates from Committee working groups (20 min)**  
**(progress to date and next steps)**
    - a. Communications
    - b. Undergraduate Resources
    - c. Graduate Resources
    - d. Education and community-building
    - e. Faculty Outreach
      - i. What we learned about UW training from CICOES
  7. **Committee input for new Diversity Specialist hire (10 min)**
    - a. Isadora started a new job at another higher education institution in the region.
    - b. SAFS wants to hire a Diversity Specialist, and has committed to funding a 9-month position (at present; possible extension in future). Update from Sam.
    - c. Our committee will need to participate in the hiring process
  8. **Proposal for External Consultant (15 min)**
    - a. For easy access to committee: [DEI Strategic Plan 2018-2021](#); [DEI budget](#)
  9. **EI Committee in SAFS Bylaws (5 min)**
    - a. Comments on draft to Andre
  10. **New Announcements (2 min)**
  11. **Parting words and adjourn**
- Tabled**
12. **SAFS Diversity Award (10 min)**
    - a. Andre wants to elevate DEI work at SAFS by creating a SAFS Diversity Award
    - b. Caveat: the Committee would be in charge of nominations, so we would recuse ourselves?
    - c. Thoughts?

There are a few versions of documents and potentially some repetition in EI committee Terms of Reference and Guiding Principles. Good time to consolidate to one document for Terms of Reference and one document for Guiding Principles, and have the name of the committee consistent (i.e., Equity & Inclusion Committee; EI Committee; not DEI Committee). This would reduce confusion, and provide an opportunity to make sure that all language is consistent. More specific language, such as about voting,

could be added. The current interpretation is that *ex officio* members have a vote. We should specify whether a vote of approval requires majority,  $\frac{2}{3}$ , unanimous, or something else. We likely have power to set the rules regarding the requirement for a vote of approval. *Opinions:*  $\frac{2}{3}$  could be good as opposed to consensus to allow things to get done even when there are some dissenters. It's important that everyone's opinions are heard, but it is potentially ok to move forward even if a small minority of people dissent. Another question is whether voting by email is appropriate? *Opinion:* A benefit is that everyone can be "present" for email voting. A major drawback is that it is harder to communicate via email. Multiple members feel that in person discussion is preferable when possible. Once the EI Committee becomes an official SAFS committee at the level of the School Council, all bylaws changes would need to be voted on in official and public meetings. We will also have to post our meeting dates ahead of time and provide opportunities for people to attend meetings if they like. For Faculty Meetings, call in or Zoom links are provided on the website so people can attend if they like. Faculty meetings are going to be listed on the SAFS calendars from now on, so we could do that for EI meetings as well. There is an EI specific calendar being developed for the DEI webpage, where it could be listed. We can also have private "Executive Committee" sessions like occur at some Faculty Meetings.

We could potentially add some ground rules to the Guiding Principles as part of our update. An example would be,

- Approach the discussion with a sense of curiosity, a willingness to learn from others' perspectives and experiences, and a desire for constructive dialogue.
- Accept every person's perception as being true for them.
- Avoid making judgments about others. Assume positive intent and be empathetic.
- Speak only for yourself.
- Be mentally present.
- Stay engaged and guard against "shutting down."
- Say it here. Say it now.
- Listen actively to everyone.
- Avoid interrupting, side conversations, checking smartphones, and other distractions.
- Be courageous and authentic. Share with others what is going on in your mind, even if it isn't very pretty. Express your feelings genuinely.
- Support others in their efforts to broach uncomfortable topics or experiment with unfamiliar behaviors.
- Maintain confidentiality.
- Hold one another accountable for adhering to these guidelines.

Jenn will start updating the Terms of Reference/ Guiding Principles and share a draft with the committee for feedback.

CoEnv DEI committee contacted the EI committee chairs to ask if 2 members of our committee would join them. Jackie sat on the committee last year. Juno would be willing to sit on the committee next year as well. Action Item: Eleni will respond to Isabel and cc Juno and Jackie. It seems like the CoEnv committee has largely been for sharing information about things happening in the different departments, but the format might be changing. Next year, we could check in at our monthly meeting to see if our main reps can attend CoEnv and UW DEI committees, and find a backup to attend if not. Jan can be a backup.

As discussed in the last meeting, the EI Committee will make a public statement in support of decriminalizing the UYPD in acknowledgment of protests. Drafting an EI Committee statement has provided good opportunities to discuss this subject as a group. We will wait until tonight to see if any more votes or comments come in regarding whether or not to post our EI Committee statement, and then move forward with passing the final saved as a pdf document to Andre, Steven, and Jonas for their perspectives from leadership and feedback, in case there were some things we do not know about or had not considered. We plan to post the pdf document of the statement on the EI Committee webpage and link to it through the SAFS DEI Blog.

There are two places where we could store meeting minutes PDFs: Shared Drive or SAFS Media Files. Many members prefer a folder on the Shared Drive for SAFS EI policy docs, where everything public-facing lives.

Communications committee update: They are focusing on redesigning the SAFS DEI web page. They are going to have one page with a list of all resources; A “one stop shop” for everything DEI related. It will include an embedded DEI calendar. Important events (committee meetings, etc.) will be linked to the general SAFS calendar as well.

Undergraduate resources: They are redesigning the website that provides information on undergraduate opportunities.

Graduate resources: Draft of SAFS competencies has been shared with administrators for review. This is meant to be language that outlines the competencies that are meant to be gained by majors, with the intent to make that information more accessible to potential students from diverse backgrounds.

Education and community building: They developed an infosheet for the lactation room (where it’s located, how to get a key, etc.). A [lactation room survey](#) was created to track usage and get community feedback.

They also developed a survey to gauge how community members want to engage in DEI work at SAFS in terms of specific topics and types of events. This could lead to more community engagement. E.g., NWFSC Month of Action & NWFSC DEI Newsletter

Faculty Outreach Group: They talked to staff member Abby Zorn at CICOES (former JISAO). CICOES has a required training and has some funds for this. They would be happy to partner with SAFS on sponsoring trainings (e.g., Safe campus training <https://www.washington.edu/safecampus/training-options/>)

Diversity Specialist update: Leadership is discussing how to move forward in light of Isadora’s departure and the proposal for external evaluation. Four potential options have emerged for the upcoming year, but nothing has been decided. The options that are still in the works are: 1) move forward with searching for a DS, 2) hire a graduate student from a different department with expertise as an RA or SA, 3) share a position with another department, or 4) look for an external consultant to do a major evaluation of SAFS and provide recommendations about how to move forward.

Sam will work on fleshing these options out in the next week and then send what she comes up with to the EI committee and the authors of the Proposal for external evaluation.

One of Isadora’s responsibilities was supporting faculty, students, and staff. The EI committee could potentially step up our efforts in this area in her absence.

Some members of the committee support the proposal for an external consultant. As mentioned above, details would need to be worked out.

The [Draft bylaws amendment is up](#). Please provide input by September 18th. After that, the draft will go to Faculty and then the College of the Environment for approval.

#### October 7, 2020 Meeting minutes – SAFS E&I Committee

Location: Zoom

Start time: 3:00 pm

Meeting adjourned: 4:33 pm

Attendees: Eleni Petrou, Jennifer Gosselin, Sam Scherer, Jacqueline Padilla-Gamino, Steven Roberts, Kim Yazzie, Mark Sorel, Danielle Claar, Jan Ohlberger, Katie Effert

Guests: Kerry Naish, Andre Punt, Mark Scheuerell (3:45pm-4:33pm)

#### AGENDA

##### **Part 1: EI Committee**

1. **Additions / changes to agenda (3 min)**
2. **EI Committee Terms of Reference; Guiding Principles - Voting (8 min)**
  - a. Review and discuss updated [terms of reference](#)
  - b. Vote on  $\frac{2}{3}$  rule:
    - i. to approve a motion, quorum must approve motion by  $\frac{2}{3}$
  - c. [Guiding Principles](#); discuss, vote
3. **Students Explore Aquatic Sciences (SEAS) program (7 min)**
  - a. Add and identify a SEAS liaison?
  - b. How can we support SEAS?
4. **Discuss [Diversity Specialist - Climate Audit - Training] (15 min)**
  - a. Do people feel strongly in support (or against) any of the options outlined?
  - b. Do people want other options to be considered?
  - c. At what point in the process will we be able to provide feedback and a recommendation?
5. **Discuss Decriminalizing UW Statement (7 min)**
  - a. Questions and/or concerns
  - b. Next steps
6. **SAFS Diversity Award (5 min)**
  - a. Andre wants to elevate DEI work at SAFS by creating a SAFS Diversity Award
  - b. Caveat: the Committee would be in charge of nominations, so we would recuse ourselves.
  - c. Thoughts?

##### **Part 2: EI Committee & Leads of Faculty Working Groups**

7. **Updates from Faculty Working groups (15 min)**
  - a. Department Governance around DEI (Andre)
  - b. Recruitment (Mark)
  - c. Retention (Steven)
  - d. Integrating considerations of DEI into teaching (Luke)
8. **Updates from EI Committee working groups (15 min)**  
**(progress to date and next steps)**

- a. Communications (Sam, Steven, Jenn)
  - b. Undergraduate Resources (Sam, Juno, Danielle, Eleni)
  - c. Graduate Resources (Jenn, Eleni, Kim, Steven, Jackie)
  - d. Education and community-building (Jenn, Danielle, Jan, Mark, Eleni)
  - e. Faculty Outreach (Steven, Jackie)
9. **Where does our work overlap and how can we support each other? (12 min)**
10. **New Announcements (3 min)**
- a. We should host a Zoom Meeting for the SAFS community, to report on our activities, solicit feedback, and encourage participation in next year's committee
  - b. Look into having UW Diversity Recruiter (Eboney Anderson) come speak to our committee and/or faculty?
11. **Parting words and adjourn**
- Tabled to November meeting:**
12. **Discussion on SAFS BIPOC students lunches (10 min)**
- a. Jackie presents her proposal
  - b. Discuss
  - c. Vote

## **Part 1: EI Committee**

- **EI committee terms of references; Guiding principles; Voting**

Quorum vote (11 is the current total number of members. Quorum =  $\frac{2}{3}$  of total members);  
 2/3rds of quorum (i.e. at least 8/11 of members present are required to pass a vote).

  - Comments:
    - Some comments from the faculty meeting: generally, no other committees vote. A comment at the faculty meeting was to strive for the EI committee to meet the consensus of the community, to be representative of the departmental community. The EI committee should represent the full body of the peer groups and voice their perspectives.
    - This is covered in the draft Guiding Principles, which we will discuss and vote on next.
    - For EI committee updates at future Faculty Meetings, we can delve into 1-2 main topics and could bring up at the next meeting that we are representing all and not individual action.
    - 2/3rds better than consensus, as discussed at Sept 1 EI committee meeting.
    - Re: representing voice of the community: Members are generally self-volunteering, not nominated by peer groups as a whole. Good things to think about
      - About voting, we are posting statements that are accessible to the public. Different members of the committee could have different perspectives and consensus can be difficult to achieve. The vote gives us a better foundation for moving forward and not be at a standstill. This is different from RASC (Recruitment, Admissions and Scholarship Committee), statements not made so no need to vote
    - Voting to show in minutes, instead of building in consensus with each other
    - Revisit how our minutes are recorded as stated in the Guiding Principles. Change language from facts only to all ideas recorded in our notes/minutes, and not necessarily tied to names. This is what we have been doing already. This

allows the different perspectives from all peers to be represented, even if any of them do not make it into a final document or statement.

- One member stated support in voting for value statements
- Eleni motioned to vote to accept the EI committee TOR
- Let's make sure wording is the same in both the EI committee Terms of Reference and in the SAFS Bylaws.
  - The documents were double checked and the wording is identical currently.
  - A note was made that the wording in the SAFS Bylaws could change by the time it was voted on by the Faculty and then reviewed by the College of the Environment.
  - We assume that if changes need to be made that the EI Committee would be involved in the edits.
  - Eventually, if/when the SAFS Bylaws are approved, the section about the EI Committee would replace the TOR we are voting on now.
- In regard to voting, is quorum a fixed number? For example, if 11 committee members, meeting can run with at least 8 people present, and for example 6 of 8 votes in favor would be required to pass a vote.
  - Yes, language will be clarified in document
  - We should err on the side of explaining quorum required to vote, if it comes to a critical vote there could be a hang up; would be great to clarify the language now
- [text updated re quorum and 2/3 rule]  
*A quorum of two-thirds of the standing committee should be present to conduct business. The process of making decisions on important topics (such as public actions or announcements) is done through voting on a motion. Committee members will be given the chance to discuss and debate a motion in a committee meeting, and subsequently the motion will be put to a vote. For a motion to pass, at least two-thirds of the quorum (i.e., members present at meeting) must vote in favor at a meeting, or two-thirds of the standing committee must vote in favor by email. All committee members have the right to vote (including ex officio members).*
  - Steven motioned to accept the Terms of Reference as written at present, Sam seconded. All in favor: 9 of 9 present. Motion passes.
- **Students Explore Aquatic Sciences (SEAS) program**  
A request has been made to have a member from the board of SEAS to be a liaison to the EI committee (i.e. SEAS liaison). A meeting was held with SEAS regarding how to support, maintain SEAS.
  - How can we support SEAS? One idea was to bring in a trainer/speaker for GSS.
  - The liaison is not a voting member.
  - Steven motioned to have a SEAS liaison sit in on EI meetings; Eleni seconded. All in favor: 9 of 9 present. Motion passes.
- **Discuss [Diversity specialist—Climate audit—Training]**  
Discussion
  - SAFS is going ahead with a search for a 50% FTE temp Diversity Specialist.
    - A draft job description started with a kitchen sink approach. Since then, the biggest changes were taking the evaluation and assessment piece out; took out



- leading SEAS (not feasible if 50% FTE); will be involved with SEAS or leading at some point; up in air actual duties
  - The position proposed to be more general now, to support the whole SAFS community including EI committee, to carry out some of the stuff that committee recommends.
  - Regarding the climate survey/assessment, there is no consensus with faculty at this time. There is thoughtful consideration, people need more time to think about options, and people need more information.
  - The money going to the Diversity Specialist position (i.e., 50% FTE for 9 months) was already in place. Anything more is a challenge to contend with due to budget cuts due to COVID. The funding for this position for full time and into the future beyond this academic year is unclear at this time.
- The Climate Audit may offer insight to devising the diversity specialist position
- Results of the the audit can be used to discover what it is we need to go forward to sustain our work, regarding staffing
- There will be a written report on the faculty retreat
- Maybe it's a good idea for the EI Committee to put out a statement on why the Climate Audit is important?
  - Start determining how we want to get there, and how we want to be
  - Not necessary, it is generally understood that the committee supports the audit
- Regarding the diversity specialist position, the main consideration is why are we going to get someone now when we don't know what we want and need? Faculty seem to want to discuss this more, about what we really want, what we need, which will come from evaluations
- [EI Member] surprised faculty are not sure where we should go when the department has both a strategic plan and a DEI Strategic Plan
- The other part is budgetary concerns, possible layoffs, reduction in TAs and RAs, and so it's hard for people to reckon with bringing in an outside firm at this time
- Regarding budget, good for it to not be just a one-time thing, should be sustainable
- It would be good to come to a middle ground to move forward
- Would the EI Committee be tapped for recommendations?
- When Faculty retreat statement is out, perhaps EI Committee can respond to that statement

Discussing the Decriminalizing UW statement and the SAFS Diversity Award were tabled to the next meeting.

## **Part 2: EI Committee & Leads of Faculty Working Groups**

- **Department Governance around DEI – Updates from Andre**
  - Working off of GitHub (<https://github.com/OARS-SAFS/DEI/projects/3>)
    - To include DEI in the annual reporting by faculty and staff with PI status, the SAFS Annual Activity Reports (AARs), now have a section for having DEI activities
    - Student and postdoc mentoring is not a formal part of tenure packages. We can't change the UW profile for such things, but the faculty are planning on developing a way to capture and include this information.
    - The EI committee is now a permanent fixture in the department, which needs to be formalized through the School bylaws. The bylaws are agreed by the faculty and then the College. The text for the EI committee in the bylaws is built around the TOR developed by the EI committee. If you were at the Faculty meeting, you

may have heard that the bylaws document was tabled for two weeks. More in two weeks' time.

- A job description for the diversity specialist position is being drafted. We are working on getting the right salary band and job title.
- Other things to consider: many people don't know how governance works in SAFS; we have a number of processes that involve information flow, and some decisions are subject to concurrence. For example, for PI status, the faculty votes, then the Dean of the College makes the final decision. This will be part of a flowchart, the first draft will be ready by School Council
  - An EI member will cover rubric for Recruitment, Admissions, and Scholarship Committee (RASC)
- Dealing with violations of policy is complicated and the process needs to be consistent with current UW and State processes, some of which are not easy to find. The Code of Conduct group has been looking at this, and it is a complicated issue. A review needs to be made of how WA state governs privacy issues.
  - The policy violation process is pretty much a legal framework, and due process needs to be followed, not in the purview of the Governance Group, the Code of Conduct group will offer insight.
- The rubric for RASC already takes diversity into account, but it is not well documented, however. Questions such as, how a decision is made, for who is offered a fellowship, etc., is not straightforward. A number of things are considered, including diversity, new faculty to build labs, which all make sense but is not documented.
  - Departmental governance needs to be better explained
- Concerns/questions:
  - A committee member expressed support for stating and making known what has worked and not worked the past 10+ years, including what efforts have been carried out.
- **Recruitment – Updates from Mark Scheuerell (<https://github.com/OARS-SAFS/DEI/projects/1>)**
  - We've had a number of small and big discussions, with inputs from Tim, Jackie, Gordon, Kai, and others
  - 4 themes:
    - To get the word out on opportunities at SAFS and get the name out in their worldview, partnering with local organizations, Seattle Aquarium, Pacific Science Center, MESA, local and regional. Also talking to SEAS for joint outreach activities to raise SAFS as a science and also as an opportunity to consider.
    - Discussions on an internship program, a suggestion to do our own version of AFS' Hutton Junior Fisheries Biology Program, focused on High School students who get a stipend. Interns would get hands on experience with activities at SAFS.
      - Or a summer institute, which could bring in science teachers. A Faculty connection with a retired teacher may help with ideas.
    - Grad student recruitment: Focus on fellowships geared towards underrepresented minorities and underserved minorities. There are stipulations as to how funding is spent, some ways around devising this, some leeway but not infinite flexibility.

- An option is to have students know they are accepted during the February recruitment visit, so that the visit is a focus on getting to know one another instead of having to interview hard for positions.
  - A preview program akin to Stanford's program, would bring in people in the fall, first generation students. Questions include who would pay for this? To increase the pool of applicants we receive, we would need to increase funds for these efforts.
  - Efforts for already up and running SEAS group
    - Modules, project-based modules, can contribute more to learning for middle and high school students
    - To get them interested , they can get paid for their work.
    - SAFS Open House, partnering with Oceanography and SMEA. This year will be virtual, SEAS will need help with virtual learning activities.
- Comments:
  - Science kits can be mailed out, could help with Open House planning
  - Need to consider what precautions are needed for kits, small pieces, chemicals, etc.
- **Retention – Updates from Steven (<https://github.com/OARS-SAFS/DEI/projects/2>)**
  - What we have been focusing on is communication, so we have that ongoing [documents were shared in chat box]
    - You can see overlap with recruitment
  - Comments:
    - Staff and students (including EI committee members) can and have contributed to the faculty working groups. Anyone can add to GitHub repo so we all know what we are doing.
    - Will this be on the blog? Yes, it will be
    - Still in feedback process and so just posted, perhaps some confusion from that
    - There is a lot going on and the information presented can swamp the audience; will use Faculty Meeting updates from EI committee to get down to 1-2 items of discussion. Communication is so important.
    - First time EI comm sat in on committee and so had a lot to report on.
- **Integrating considerations of DEI into teaching – Updates from Kerry (<https://github.com/OARS-SAFS/DEI/projects/4>)**
  - Three goals:
    - 1. Decrease achievement gaps
    - 2. Management: looking specifically at training programs, how to move towards workshop that result in meaningful differences
    - 3. Develop a curriculum that includes social justice at different degrees, very large efforts across units in CoEnv. Education Group feels that these are strong tangible things to make long term differences in the culture of our degree programs.
  - Comments:
    - What kind of classes are you looking at? The college has a website with diversity classes listed, so faculty can encourage students to look at classes. Working with POE who are using these; this is both undergraduate and graduate. Pairing folks with those who are working in these areas. Co-teaching and modules into classes, relevant for undergraduate and graduate. It would be great to reach out to those doing work in these areas.

- Active learning, many workshops for faculty meetings. New DEI-minded courses from students and staff on how to resource them, DEI working groups, rework SAFS competencies on website. Address how to work across the College to create new content.
  - Is there a way to track student feedback? There is a deep concern about if students are in the position to comment, there is a bias against reviews, to avoid a potential popularity contest.
- **Updates from EI Committee working groups**
  - Communications
    - we have a new SAFS DEI landing page (<https://fish.uw.edu/about/diversity-equity-and-inclusion/>). If the committee wants to give feedback, send that as an email to Sam.
  - Undergraduate resources
    - A general document guiding undergraduates on professional development, how to receive mentoring, a general statement crafted with undergraduate member(s). It'll be more comprehensive, not all students have knowledge upon arrival to college. Job searching folded into it.
    - Comments/questions:
      - We had a 300-level career services course that is no longer offered. Will be scheduling individual workshops throughout the year in partnership with Career Center and advisers from MARBIO and OCEAN. Also meeting with organizations (e.g. NOAA) on career conversations with scientists, peer mentoring in development.
  - Graduate Resources
    - Graduate resources to have a program that has 5 different modules relating to leadership, diversity, science communication, diversity, outreach, through a DEI lens. The seed grant application to have a 2-day workshop wasn't awarded. It is great that CoEnv would have provided matching funds and maybe still will. We will continue with this. The Graduate School and other units (Oceanography, Program on Climate Change, POD, Career Center) were interested in this.
    - This working group met last Friday. Alternatives to a formal certificate program were offered, if the main purpose is the program itself and not necessarily the certificate. This is to guide training, hands-on experience, includes a reflection piece on how participants can tie these into future skills, career paths they take. One example is an interdisciplinary track like at Dept. of Astronomy. We are interested in hearing how other courses are being developed.
      - Comments:
        - There is an attraction with a certificate, to put on CV. How much weight is put on the value of a certificate, compared to achieving a list of checkoffs? I can see the pros and cons; we know hoops we need to go through in getting a certificate program in place. What are the costs of not having something formal?
        - We can make it formal in SAFS to be more credible than just checking the boxes. Can create a module and do online.
        - We have to be really careful, are we awarding something other than a degree?

- No awarding or granting, but in that participating in a nicely formed activity
  - Can use on FISH 600 to get activities on transcript
  - If the modules are successful and there is a demand for a more formal certificate program, it can be formalized in the future The initial program could help provide data to help support a certificate program proposal in the future.
  - What is a certificate program at the UW? Some argue that a graduate education is supposed to develop this anyway. Essentially if this is part of the graduate certificate, maybe we need to ask ourselves, are we training students? The other thing is, time. Many of our graduate students are RAs and TAs, that going over the required time, students could be swamped.
  - Some people are doing these things already. Need to be clear about the additional value of the program.
- Education and community-building
  - There were 68 respondents to the Education & Community-building survey. Results and interpretations will be written up and shared with the SAFS community. It was interesting to see common patterns across a few questions. Basically, people want action done but are really busy.
  - There is a lactation room (chair and fridge have been purchased; information sheet and sign-up sheet drafted).
  - The book series will be continuing this quarter
  - Comments:
    - The survey is a good topic for an update at the faculty meeting as well.
    - Panel discussions and lots of CoEnv events going on, still good for us to offer opportunities within the department. Can tailor best practices to needs of SAFS. Following events, SAFS could follow up and hold within-department discussions to build off of campus/college wide events.
- Faculty Outreach
  - No updates at this time
- **New announcements**
  - Reach out to Ebonee Anderson (UW Diversity Recruiter) regarding diversity hiring tool? Ask if she can come speak to faculty and/or our committee?
    - Comment: That would be okay.

**Meeting adjourned: 4:33 pm**

November 5<sup>th</sup>, 2020 Meeting minutes – SAFS E&I Committee

Location: Zoom

Start time: 2:05 pm

Meeting adjourned: 3:30 pm

Attendees: Jennifer Gosselin, Eleni Petrou, Mark Sorel, Kim Yazzie, Steven Roberts, Samantha Scherer, Juno O’neill, Danielle Claar

AGENDA

1. **Additions / changes to agenda (3 min)**
2. **SAFS BIPOC student lunches (15 min)**
  - a. Proposed idea (Jackie)
  - b. Discuss
  - c. Vote
3. **Update on status of Land Acknowledgement Guide (10 min)**
  - a. Brief update (Kim, Mark, and Jenn)
  - b. We will send out the document to committee for review and finalization
4. **Discussion on E&I Summary from faculty (20 min)**
  - a. Round-table discussion:
  - b. Are there any ideas from the two letters to the faculty that the EI Committee wants to support but that are not being considered by the faculty at this time?
    - i. For example, Jenn and Eleni support the idea of having a racial equity audit by an external consultant. Is there a way to work towards this in the long-term, such as:
      1. Contribute funds from DEI budget
      2. Engage with faculty to convince them that this is worthwhile
  - c. What does everyone think?
5. **Prepare for Annual Meeting with SAFS (15 min)**
  - a. Purpose: Update SAFS community and engage in relationship-building and opportunity for Q&A
  - b. Proposed format:
    - i. Zoom Meeting w/ slides
      1. Quick update from AY 2019-2020
      2. One Committee rep from each working group gives work in progress for AY 2020-2021
      3. Open up the floor for discussion
  - c. Who wants to volunteer? :)
6. **SAFS Diversity Award (5 min)**
  - a. Andre wants to elevate DEI work at SAFS by creating a SAFS Diversity Award
  - b. Caveat: the Committee would be in charge of nominations, so we would recuse ourselves.
  - c. Thoughts?
7. **Review EI Committee Guiding Principles (10 min)**
8. **New Announcements (5 min)**
  - a. Picture a Scientist documentary, Clancy et al. 2020 PNAS paper, facilitated discussion by Amy Fox (Eleni and Jenn)
  - b. Microaggressions / Bystander intervention training (Jenn)
  - c. UW Campus Safety & Policing Town Hall from Oct. 30th
  - d. Staff lunches
  - e. Update from CoEnv Diversity committee
9. **Parting words and adjourn**

Additions or changes to agenda:

Changes to Updates

Thinking about staff lunches once a quarter.

Updates from College of the Environment Diversity Committee

Jackie proposes holding student lunches for BIPOC students. The plan is to write a small proposal for some funding for food, etc. Need to think a bit about how to advertise in a way that would work with 1-200. To get around wording, it can be an affinity group, based on cultures rather than specific races, first generation, etc., which is not quite the same as BIPOC, but there is some overlap. Potential to start before we get back on campus. Focus on students rather than staff. Meant to be fun. Because it may be some time before we are back on campus, we could have some safe space meetings virtually, like we did previously. There was support from the committee for these.

Land Acknowledgement Guide: Isadora put together a really informative guide about Land Acknowledgments and the American Indians whose land the UW sits on. We have consulted with the director of the UW Intellectual House, lisaaksiichaa Ross Brain, about the Guide and their main suggestion was that it could be reviewed by federally recognized Tribes. For example, the guide mentions the Duwamish People, who are not currently a federally recognised Tribe (but were before), and could be contentious. But, as a learning resource, the document provides a ton of information for SAFS community members to start learning more about Indigenous Nations and people in the region. Therefore, we are in favor of sharing the draft with SAFS sooner rather than later, recognizing that it is a guide for learning rather than any kind of official SAFS Land Acknowledgement. It is NOT an official SAFS land acknowledgement, but there is an example suggested and guidance. Coming up with an official acknowledgement would be quite hard and lengthy. The Guide will also remain a living document. The current draft and feedback from lisaaksiichaa will be distributed to the committee for review prior to making the document public, which will hopefully occur in December. As a longer term project, Kim and Mark will work on reaching out to local Tribes in the appropriate manner. Kim has experience reaching out to Tribes, so can help ensure that we do so in a way that is legal, respectful, and in the spirit of reciprocity. Kim and Mark will also reach out to the others in the College of the Environment to see how they are handling land acknowledgement and specifically how to acknowledge (or not acknowledge) the Duwamish People in other departments.

#### Discussion on EI Summary from Faculty:

Jenn and Eleni went to the faculty meeting on Tuesday (Nov. 3). There were several letters supporting a racial equity audit circulated beforehand. Jenn and Eleni said that they support the racial equity audit, and that they would discuss more with the Committee. At the meeting, they reiterated the idea that a racial equity audit by a professional, independent third party would provide valuable baseline information about the current culture at SAFS, and provide a roadmap for the future that will help SAFS come closer to the goals stated in the DEI Strategic Plan. Faculty chimed in that they are interested in an Audit too. Andre asked if the EI committee co-chairs and authors of the original proposal could work on fleshing out details of an Audit proposal. They accepted and are working on fleshing out a proposal, but will reach out to the Committee if they need more support. Also, any input/questions from the committee would be relayed to the original authors of the proposal.

It was suggested that this next more detailed proposal of an equity audit could be circulated widely to SAFS before our Committee had an open meeting, so that folks could comment at that meeting if they saw any major issues with the direction that the proposal was going. The more detailed proposal is expected at the next Faculty Meeting (Nov. 17), which is the day following the EI Committee Open Meeting (Nov. 16); so perhaps any feedback from the EI open meeting could be passed along to the Faculty. When soliciting feedback about the audit, efforts should be made to include undergraduates, staff, and postdocs, who are commonly not heard from.

There seemed to be a lot of confusion about the purpose of the Faculty Retreat EI discussion summary. It is possible that there were multiple conversations that crossed among several groups/individuals. It was understood by some that the summary was going to address the proposal. However, the external audit was only briefly discussed at the faculty retreat, and thus it was not included in the summary, even if there is general support by faculty for it.

The EI Committee has been tasked with updating the DEI strategic plan for 2021/22-2024/25. We can build on the last strategic plan (2018-2021) for this update, but we should try to get more community involvement and discussion about it. If there is an audit, that could inform strategic plan updates, but we don't need to wait for then to make some changes.

Prepare for annual meeting with SAFS:

We could open the meeting with one slide with "accomplishments" from last year. Mention in some way that SAFS 360 continues to work on the Code of Conduct. Leave considerable time for **structured** listening. We want to have an agenda of topics that we are soliciting feedback on, to guide the conversation. We want to ensure that there is air time for all community members, so we may set some guidelines for the amount of time spent on each subject and for each individual comment. We should solicit feedback from the community ahead of time on what topics they would like to discuss. This can be done with an update to the registration for the meeting. Based on questions/comments received ahead of time, we can then synthesize these into a rough agenda and circulate that ahead of time so folks have time to think about the topics. A reminder email with links to existing information about what the EI committee is doing will be sent out to the SAFS community, and an emphasis on seeking questions/comments to help prepare an agenda. The agenda will clarify the structure/format of the open meeting.

A couple of potential topics already raised by community members:

What role the EI committee plays in decision making? What power does it have? And how does this change with it being elevated to a more official committee?

-Some of this is laid out in the School Bylaws (or currently approved Terms of Reference), but individual committee members could benefit from reviewing this. Generally, we are an advisory committee that can make recommendations, which could be approved by the School Director and Administrator. The committee also helps implement the policies. We could discuss this in more detail at the meeting though.

What are the routes for community members to engage with the committee on initiatives that they care about? Can community members attend committee meetings to discuss certain topics? If so, how?

-Some of our efforts to engage the community so far have included the survey of what issues and events were of interest. There is also a question about volunteering as part of the registration for the open meeting. The purpose of the question was to help with engagement, if people can and however much they can/want. We can talk about this topic further at the meeting. This is a good reminder that we should highlight the new webpage at the meeting, as we haven't done enough to increase awareness of the website. Also, we should reiterate at the Annual Meeting that folks are welcome to reach out to us via email.

Jenn and Eleni will work on making first drafts of the intro slides and then we can all start reviewing and editing. We can also come up with a plan for who will speak on each topic, etc.



We should all remind our constituents to register for the meeting!! A little over 20 have registered so far. The registration has a place to enter suggested discussion topics, but we should make it more clear that we want these.

General idea for the structure of the meeting is to start very narrow and be specific about what the EI Committee has done and is doing, and then move to more broad and open discussion as the meeting goes on, with a little time at the end for completely open comments.

We expect that community members may have thoughts and feelings to share about the proposed external racial justice audit, in which case we want there to be enough time for this.

Multiple Committee members will take notes at the meeting to make sure that we capture what is shared by the community. The Committee members will sign onto the (Zoom or webinar) platform 15 or 20 minutes before the meeting to get organized and touch base about the game plan.

We need to have a plan for how to facilitate the open listening/discussion sections. Sam volunteered to keep track of time to make sure topics and individuals get air time. We should come up with a more detailed plan for facilitation though.

Guiding principles:

Mark Sorel moved to approve the new guiding principles circulated prior to the meeting. Steven Roberts seconded. All present approved (8 yeas/8 members present). Motion passes. Sam will post on the DEI website.

Upcoming committee organised events.

*November:* Annual open meeting

*December:* Screen [Picture a Scientist](#). Will be available for virtual screening with a license. Documentary about gender discrimination in the sciences. Amy has volunteered to facilitate discussion. [Paper in journal PNAS](#) on topic as well that could be discussed.

*January:* Potentially two training workshops. Followup to CoE microaggressions training. Part 1 covering history and background; part 2 covering practical techniques of disrupting microaggressions. Currently in the proposal phase. Facilitator could come to the meeting in December for 10-15 minutes to meet us and share/seek ideas to customize the training workshops. The professional training would be led by Gina Aftaab from [Center for Communication, Difference, and Equity](#).

UW Campus Safety & Policing Town Hall from Oct. 30th

Recording here:

<https://www.washington.edu/president/townhall/>

Staff lunches.

A staff member from the committee is hearing that this peer group may feel isolated, feel like they are not valued for input in current discussions, and the percentage of folks responding was really low compared to faculty and grad students. There is support for staff lunches by the committee. Staff member of committee will organize.

Juno will attend the next two CoE DEI committee meetings.

New award at SAFS. Diversity Award:

How it would be chosen could be tough. Some of us hate awards, but we do think that community service really needs to be better recognized. An alternative to an annual award would be more regular awards/recognition. Possibly a monthly or quarterly award/recognition that would be featured on the SAFS webpage. It should be a community service award or something like that rather than a diversity award, which sounds weird because a single award is somewhat opposite of inclusive. We will work on soliciting nominations for monthly awards/recognition of individuals who are doing excellent work for our community.

Meeting adjourned promptly at 3:30 :)

#### December 7<sup>th</sup>, 2020 Meeting minutes – SAFS EI Committee

Location: ZOOM

Start time: 1:00 am

Meeting adjourned: 2:30 pm

Attendees: Jennifer Gosselin, Eleni Petrou, Danielle Claar, Steven Roberts, Sam Scherer, Kimberly Yazzie, Mark Sorel, Jan Ohlberger, Juno O'Neill

#### AGENDA

1. **Additions / changes to agenda (5 min)**
2. **Diversity Specialist position (10 min)**
  - a. [Announcement](#)
  - b. Hiring committee
3. **SAFS DEI / Community Service award/recognition (10 min)**
  - a. Karp, Punt, Advancement; seed gifts
  - b. [Draft description, purpose, selection criteria](#)
4. **External assessment proposal (15 min)**
  - a. Update (Eleni and Jenn)
  - b. Discussion
  - c. DEI Budget
5. **Review of Land Acknowledgement Guide (10 min)**
  - a. Update (Kim and Mark)
  - b. Comments/questions from committee
  - c. Okay to send out [the guide](#) to SAFS community as a resource?
6. **FINS liaison (5 min)**
  - a. Discussion
  - b. Vote to approve a non-voting FINS liaison
7. **Discussion on required diversity training (5 min)**
  - a. Past discussions
  - b. Required for new employees, but possible for all employees?
  - c. What kind of diversity training?
  - d. What kind of format?
8. **January workshops (Gina Aaftaab, Assistant Director, [Center for Communication, Difference, and Equity](#)) (15 min)**
  - a. Description of workshops:

- i. Background on neocolonialism in science education, as well as topics of privilege and diverse knowledge systems
    - ii. Practical techniques of interrupting microaggressions and disrupting discrimination
  - b. Questions for Gina; questions for us
- 9. Updates and New Announcements (10 min)**
- a. Graduate student/Postdoc Interdisciplinary Study Areas (INSTARS) update & seeking input from committee & others for next month
  - b. Setting up SAFS COVID-19 Emergency Fund (Sam)
  - c. Regular date/time for our monthly meetings?
  - d. SAFS volunteers for engagement
  - e. Undergraduate resources update
- 10. Parting words and adjourn**

### **Diversity specialist position**

Might be able to download applications now, there is a small committee, plan to meet with peer groups. Jonas (SAFS Administrator) and Sam (Manager of Student Services and Diversity) are part of the committee, maybe another representative from the EI committee to go through initial rounds. We want to avoid interview exhaustion.

- There is no deadline, will take applications until the position is filled, takes 2 weeks to get resumes from HR. At that point, might do another blast asking for more applications. Some questions we have are, when is a good time to use the hiring rubric? We don't want to rush into this. If anyone has experience, please assist.
- Ideally, the hiring committee would consist of two leads, and two others. Will pull the list and then maybe meet with all units?
- For the second round of interviews we can decide on what length. Will use rubric.
- Sam will post a hiring plan in chat, so we can see what her thoughts are.
  - A conversation with Ebonee Anderson (Diversity Recruiter, UW Total Talent Management) about the hiring tool, talked about how the hiring tool can be adjusted or adapted before review of applications, and not during/throughout the hiring process.
  - Question: Do apps go through a central office first like through HR? Yes, although not fine tooth combining. Until resumes are reviewed, won't know what to look for or what cut-off to use. Maybe anyone who is initially interested can help figure that out.
  - Question: What is the time commitment for joining the hiring committee? More time required for a part that receives feedback, etc. For now, just need another set of eyes.
  - Is it enough to have a hiring committee that's a central group that is always involved?
  - Question: Can a subcommittee help? Since not everyone on the EI committee is here, we can send an email to the EI group to gauge interest in involvement, maybe get interest by the end of the week.
  - Comments:
    - Need someone to help with initial work, drafting thoughts, etc.
    - You have a small committee, larger swaths of the community could be peer groups.
    - Hiring committee is central, there every step of the way. Andre will make the final decision. Jonas and Sam for sure; it would be valuable to have 2 more people. Who should the 2 be? Should it be representatives across all peer

groups? What does the hiring committee look like? Who are they? We should decide that today

- How to avoid too many cooks in the kitchen? We have other input groups already, EI committee could be another.
- Key to have interactive stakeholder groups
- Hiring committee will execute a 1 hour interview consisting of a small group, a big group would be intimidating. Comment: since EI staff hire would interact highly with students, might be great to have at least a student on the central hiring committee? Comment: if 10 people are interested? How do you make the call? Maybe this committee recommends a student? Might have to come up with a new rubric to get a student to come onto the application review/interview process. Maybe if we can come up with a list of students. Have students decide amongst themselves?
- Should there be a faculty member on the hiring committee? Diversity specialist should be working with all peer groups. Do we want a rep from each peer group?
- I think go small on the hiring committee, and then use the peer group interviews to represent those groups. Sam is the hiring manager, the lead. Maybe good to keep it small, get a grad student. Peer groups are also represented through the EI committee.
- Need to think about the time commitment and who has time to synthesize and collate comments
- Jenn volunteered to help find a small group. We can figure out by Friday, from the committee if anyone is interested and next week if no one is interested, we can find someone next week. Provide a list of to-dos and time needed for each task, that may help one decide to get involved, to reflect on involvement.

### **Community service award**

A few more edits were made to the draft description and selection process for the recognition award. There would be a subcommittee for the selection process. This would be 4 people, Diversity Specialist or the Manager of Student Services and Diversity, one faculty, and one student to all be involved. A smaller group of members from the EI committee helps alleviate the workload on all members. A quarterly award, so changes to subcommittee members is possible. The committee has expressed the importance of making this award more inclusive (therefore quarterly), and with an emphasis on community service. So a few more additions to the rubric were made to put more weight on the community service component. The document will be sent to Andre. There needs to be a short description of the award (255 characters) to get to the College of Environment, Advancement. Based on the seed fund, there could be a \$500 award per quarter.

- This was discussed, Andre's thinking is that \$500 is on parity with other recognition awards given (i.e. SAFS' merit and staff awards). Andre thinks \$500 per award per quarter is fine. For the near future, it seems fine to move forward.
- Should we move forward with the draft document?
- Let's vote on this and then revisit in a year to see if the rubric worked well and if it needs to be revised, and see how much funding is available a year from now. Jenn makes a motion for the award description and selection process (including the rubric) and award amount, and to have the EI committee review it in a year? We should decide on a name, it's rather long? It is best to keep the full name as is currently (i.e., SAFS Diversity, Equity, Inclusion, and Justice [DEIJ] Community Service Recognition Award) and if the EI committee next year wants to shorten it

they can during their revisions. Sam seconds. All members present voted (8 yeas / 8 members present; motion passes).

- In a year from now, the EI committee can refine the award title to something shorter and any associated acronyms

### **External assessment proposal**

Andre asked the original authors of the external audit to synthesize into main goals, to picture what this audit would look like. The draft went to Tim first, and will be supported. At the last faculty meeting, the goals were not presented yet, we're still working on it. The list was shared with the EI committee.

Author of the document said it's okay to provide feedback today, as they are meeting with the School Council tomorrow (Tuesday the 8<sup>th</sup>).

- If there is anything to raise at this time for the faculty meeting or anything to discuss, feel free to email co-chairs any thoughts that come up. Any feedback on the list may be helpful, too, even if you are in agreement with the list. Feel free to remain anonymous as the co-chairs can bring up the question or comment up anonymously.

### **Review of land acknowledgement guide**

The University acknowledgement was a huge undertaking involving the tribal liaison. Departments and units can adapt the statement. The department's statement should be mindful of sovereignty status and not undermine anyone, how do we do this?

- How do we do this in a good way? It seems like a big task.
- Maybe have community members working with Tribes review the guide? Some folks may not have the background to comment further on the document as their interactions with Tribes are limited or do not warrant input at this capacity.
- The guide is mostly background. Then reference the UW land acknowledgement statement and possibly other examples.
- We either do this or not
- Maybe get rid of the suggested statement, share the document as to be a living document that is living, providing guidance/information on local Tribes
- It seems like we need more time, have one more month to edit the guide and seek input from others.
- We'll solicit everyone's input on the document

### **FINS liaison**

Similar to the SEAS liaison, it was thought to have a similar FINS liaison. Should we have a similar position?

- Since all graduate students are FINS, don't we already have two graduate students on here to serve as such? They can still provide additional ideas from different meetings.
- Maybe have one of the graduate student representatives be elected by FINS?
- If I [grad rep] need to step down to be a vote, I am fine with that, too.
- We have a SEAS liaison, but has not attended.
- It seems like there's quite a bit of grad student representation. With staff, for example, there isn't this level of representation; but there is also not that much activity from staff.
- Our meetings are and should be open to everyone to attend as non-voting attendees

Everyone in attendance voted to support the decision to have a FINS liaison attend EI meetings. Jenn makes a motion to have a FINS liaison for the EI committee, seconded by Sam, 8 yeas out of 8 members present; motion passes.

### Required diversity training

Co-chairs were asked several months ago to look into (required) diversity training and discuss with CICOES because they have had some training for their group as required by NOAA. Their training came through SafeCampus. Some other possibilities that the co-chairs considered a few months ago (Aug) were:

- <https://www.washington.edu/safecampus/training-options/>
- <https://wellbeing.uw.edu/resources/trainings-outreach/>
- [Stress Management and Self-Care for Students in the STEM Fields Training Request Form.](#)
- Empowering Prevention and Inclusive Communities (EPIC)

But many of these are on hold due to COVID-19.

Also, what type of diversity training and in what format/type is important for whether the training is successful. A faculty had asked for references a while ago, and we provided a list which can be accessed [here](#).

The external audit will likely cover some of these questions about training, can provide helpful information. We are short on time for discussion currently, but can bring up some of these questions that have come up in the past for us to think about, possibly for the next meeting. What does it take to make it mandatory? It is required for new hires, but not current employees. Who do we ask to learn more about this? This can be part of the external audit.

### Training workshops in January, led by Dr. Gina Aaftaab

Gina is the Assistant Director for the UW Center for Communication, Difference, and Equity. It would be great to have a two part series. Gina has given a microaggressions training workshop sponsored by the CoEnv, and it would be great if she could provide a more in-depth training for us at SAFS. The first training would include topics about neocolonialism in science education, diverse knowledge systems, and privilege, more as a background; and then a second training that first focuses on practical tools to interrupt microaggressions, and disrupt discrimination.

- Training is scheduled for January 21st and January 28th, 11:30-1:30 pm.
- Gina: I would like to learn from you all, the sessions. I think the practical discussion around privilege is more familiar, the discussion around neocolonialism in science education, could be tailored to be specific to what is done in SAFS.
  - Gina has a science, technology and studies background in relation to colonial and neocolonialism, more in the development, global identity, anthropology. Not so much as it applies to the education field of what you are doing from day to day.
  - How deep, how specific, should it be? Should there be readings, discussion, to ground us, or a review of terminology?
  - Comment: An introduction to all of it is good. Comment: Has a graduate student taught any of this in their hot topics course? Comment: getting a more general background would be good. Any readings would be great, to get us thinking would be useful. It's great to bring up ideas. Comment: one may be riled up that some of these issues are on a more personal basis, and with understanding that these issues are more systematic, helped one recognize that it's not their fault and were more open to the idea.
  - Gina: Is there a text you would like to tackle? Or something to share over winter break? Comment: a book, Sacred Ecology, is good. I found incorporation of different knowledge systems important for learning. Comment: some labs have had some discussions, one lab discussed a blog post. Comment: neocolonialism is not a topic here in the school, I don't know myself, just to let you know where some of us are coming from.

- Gina: 1st there is also a lot of work around decolonizing methodologies, social science methodologies, community engaged work; can get some assigned reading sent out on those topics.
- Gina: 2nd thinking about privilege, or within CoEnv, in thinking through how that works in the education setting could be another topic.
- Comment: is diversity training good enough or not? Better than nothing, not the solution for everything. Maybe specific examples of how this works in the classroom setting, picturing self in scenarios, and abstract enough so that people can think over over the course of months/years to improve themselves.
- Comment: Someone said microaggressions on a deeper level, how do you break through that barrier to understand? Maybe simple and big questions to be equipped with for personal growth is good.
- Comment: are you thinking disrupting microaggressions in the classroom?
- Comment: doing a training, and people attend for 1-2 hours and that's it, it may not quite sink in.
- Gina: the more specific the topics to your group, it'll sink in more. Even if experiences are outside the program, e.g., gender stuff, access to informal networks, if you are not a traditional grad student, or have a network to plug into. Without names or maintain anonymity, can write up scenarios for the classroom or team. If something has come up for you. I think that sometimes in my work, it's great to center black voices. The topic can feel distant. Acknowledge what is missing from the group, also talk about what is impacting the group?
- Comment: If centering racial equity that would resonate well with SAFS.
- Gina: has anyone centered these conversations? What some have done, SAFS experiences have varied from none to some discussions. Break out groups might be good to help address the different levels of discussions.
- Comment: great to get a survey sent out, optional regarding workshops. A deeper dive into the topics would be great. Mostly, people are pretty general: what kind of work gets recognition? Structure that limits our desires for interaction?
- Invite people who have done this work to speak up and contribute. Survey of participants and ask if people who do have experience would like to lead breakout groups.

This training will be tailored. Gina will be in touch with the EI committee.

### **Updates and new announcements**

- Graduate student/Postdoc Interdisciplinary Study Areas (INSTARS)
  - Renamed
  - Isabel said can provide feedback from original. She knew the document would be taken to the next stage. Staci, leading her course, would be great to include. Luke T to include as well, who is involved with curriculum development. Document will be circulated soon.
- Setting up SAFS COVID-19 Emergency Fund
  - Sam looking into setting up an emergency fund again. Sam is working with other folks who have set up a similar emergency fund. More on this next time.
- SAFS volunteers for engagement
  - Will reach out to folks who expressed interest in volunteering from the EI open meeting. Volunteering options can include making a post on the DEI blog, or if anyone wants to

make connections to other affinity groups, feel welcome to do so. Can share notes of meetings, workshops, panel discussion, etc. attended to loop in others. A podcast series of interviews in SAFS could be another way to build community. Lastly, attend the events that we organize. Let me know if you have any ideas to send to volunteers!

- Undergraduate resources update
  - Update from undergrad resources. It's on Sam's desk, we gave her a bunch of texts. It's 80% done, will incorporate edits, to send out to focus groups sometime this winter. On another note, a video that Steven and Amy did for navigating graduate school applications is a helpful resource. A potential grad student found it very useful.
- Question/suggestion for new business
  - A while ago, there was a diversity metrics data book. Do we want to look at numbers gathered by the college in general, to look at patterns, look at gender, racial representations. Could we take anything from the audit, maybe the audit will look at that?
    - Some folks from HR are analyzing the data. Looking at race, classified vs. professional staff, more attrition in professional staff than classified staff. In regard to the climate survey, those data will be sent to the college deans and unit chairs at some point soon. And that it will be up to the dean and chairs what to do with the data. It's been on a lot of people's minds, good to see statistics. It sounds like there are different groups working on it across campus. The audit can help how to best analyze those metrics, if available.

Meeting adjourned at 2:30 pm

## February 4, 2021 Meeting Minutes – SAFS EI Committee

Started 1:00

Attendees: Jan Ohlberger, Juno O'Neill, Kim Yazzie, Sam Scherer, Eleni Petrou, Mark Sorel, Jenn Gosselin, Danielle Claar

### AGENDA

1. **Additions / changes to agenda (1:00 - 1:05)**
2. **Land Acknowledgement Guide (1:05 - 1:15)**
  - a. Brief update (Kim and Mark)
  - b. Comments/questions from committee
  - c. Vote on accepting final version and sending out to SAFS
3. **Tent City 3 meals proposal (1:15 - 1:30)**
  - Pitch: When Tent City 3 (TC3) was hosted near SAFS in 2017, graduate students raised money to provide Tent City residents with a hot meal from Agua Verde. This gesture was really appreciated by the Tent City residents. I propose that we use our budget to provide a hot meal to residents again. I believe there are ~32 residents, and I estimate that it would cost ~\$20/person to get a hot meal from Agua Verde (total = ~\$600). We could ask for a couple of volunteers to help deliver the meals and this would be a meaningful way to encourage solidarity between SAFS and TC3. Alternatively, we could donate [directly to the fund](#) supporting TC3. They are far short of their fundraising goals, so if we donate and then send an email to SAFS to encourage donations, that could be a meaningful way to support TC3 as well.
4. **DEI Budget (1:30 - 1:45)**



5. **DEIJ Community Service Award subcommittee (1:45 - 1:55)**
6. **EI Committee 2021-22: nominations begin March 29 (1:55 - 2:00)**
7. **Staff/postdoc fun/informative event in late Feb? (2 - 2:15)**
8. **Diversity Training** (if we have moved through the other agenda items quickly and there is time)
9. **Updates (2:15 - 2:30)**
  - a. Diversity Specialist position
  - b. Undergraduate resources
  - c. SAFS INSTARS
  - d. CoEnv Diversity Committee
  - e. Code of Conduct
  - f. 2021 All Hands Meeting
  - g. Next DEI Book for discussion (co-facilitators J Martinelli, K Mistry, Jenn)
  - h. Hilborn/Scheuerell/Tornabene/Parrish joint lab discussion led by N. Baker
10. **New Announcements**
11. **Parting words and adjourn**

Land Acknowledgement Guide- Mark and Kim made some edits to what Isadora put together. Made explicit that this is a working document and anyone can provide suggestions at any time. \*Action item: Add email for where to provide comments. We also made it clear that there is no official SAFS statement, but rather suggestions and a guide. \*Action item: add an acknowledgement section (Issaksiichaa, Eleni, Mark, Kim, Jenn, et al.).

Potentially include Land Acknowledgment Statement Guide in onboarding materials. Potentially add more resources about best practices for partnering with Tribes on research in the future. Eleni motions to approve Land Acknowledgement Guide with the above discussed changes (acknowledgments and contact info). Jan seconds. All present voted in favor. Will try to get it published within a week.

Danielle Claar joined meeting.

Tent City 3: Eleni can reach out to organizers to see if they are accepting hot food donations. We can't donate with state funds, but we could provide services (e.g. hot meals). Could also put out an email to SAFS reminding folks that they can donate. Looking at DEI budget, there isn't an obvious line item that connects to donating to Tent City 3. We could put it under the Community Engagement line or potentially Printing line. Next steps: Work on transferring some Office Materials line to Discretionary Funds. Jenn can reach out to Andre about approving the change of budget, and Eleni will work on a proposal for the spending of ~\$600 for hot food or supplies. Eleni will send out a proposal next week and we can vote via email.

DEI Budget: We were holding off somewhat on spending our DEI budget because we thought we might need to support the audit and associated training, but it now seems that the audit will be funded by other means, so we can use this funding to support the strategic plan as originally intended. We need to do some thinking and put together proposals for spending. Could reach out to the community for ideas as well. Regarding budget and line items, we should try to stick to structure if we can because thought went into it, but we can also think about modifying it for the future based on the evolving needs of the SAFS Community. Andre doesn't want to have to approve every little expenditure. Hopefully the new DS will arrive in time to help direct our use of the DEI budget.

DEIJ award committee: Sam will be on the subcommittee based on her role as Manager of Students Services and Diversity. Need additional faculty, staff, and student representatives. Eleni and Mark will be on the subcommittee, Juno, Kim, and Jenn are available as backups. Will email Steven and Jackie to see if they want to join, and pull from the backup pool if not.

EI Committee nominations for next year will be happening in March. Current members need to think about who is staying on and who is leaving. SAFS 360 is probably going to go dormant until needed again, so no current need for liaison (noting that this could change). Another conversation is if, in addition to the Associate Director and the Diversity Specialist having *ex officio* memberships, the Manager of Student Services and Diversity would have *ex officio* membership too.

-Because the Committee has become so important, it has been discussed whether a faculty member should be a chair. The current thinking seems to be that Faculty are highly encouraged to apply to chair, but nothing formal requires faculty to chair the Committee. Should DS be a chair? They are paid, but not a permanent position. Worth thinking about. One argument for having a faculty member chair the committee is how much work it takes, and some types of faculty are paid to be on committees as part of their work. If we do want the faculty to chair this committee, maybe we should push for it. Further discussion at the next meeting.

Staff/postdocs fun lunch. Could have a fun event in late February. Food stipend can be a good way to make things fun. Hire trivia person. There was one meetup in December. There was some interest in continuing meetups for staff/postdocs, and could alternate between fun meetings and town-hall-like/informative meetings. Jenn will reach out to Amy and Steven. Jan volunteered to help out. Fun events needed for undergrads too. Career panels. kaffeeklatsch for undergrads. Hard to get undergrads to show up. Maybe make events that are for multiple groups (e.g. undergrads and grads) And get faculty and grads to encourage students and staff in their labs to attend). Use hoola hoops to make socially distanced lunch on SAFS lawn for staff/ postdocs. Organize a walk in the Arboretum. Some folks are less likely to do Zoom things but want to get outside.

Diversity training: How could we look into making it required? Not enough time to discuss today what kind of diversity training is best. But assuming there is an appropriate diversity training available, let's focus the discussion on what it would take to make it required. There has been some discussion over the last several months, and so continuing the conversation Would need to start with Andre, Jonas, and Steven to find out what needs to be addressed to make it a possibility. Could do something online that wouldn't be as effective but could be useful. Would take a lot of effort to make this change. Long term grassroots organizing most likely. Potentially find a training ahead of time, start by making it highly encouraged, talk to Andre to find out what it would take to make it required..

Diversity specialist position: Wrapping up interviews this week. Jenn and Eleni will combine everyone's scoring. Will have another meeting to discuss if necessary. Hope to make an offer by mid February. Start date depends on availability of DS. Will do second interviews if needed.

Undergraduate resources: CICOES could potentially provide \$3,000 scholarships for students. Website in final review before published. Undergraduate resource pages are more robust and easier to find, including current internship opportunities (mostly within SAFS but some external). Will launch soon.

SAFS INSTARS (professional development program): Getting reviews currently from invited reviewers. Will open up to all of SAFS for review after that and start to think about a spring meeting/workshop with facilitators/speakers for more discussion with SAFS members.

CoE Diversity Committee: Still working out the kinks of how to structure work of that Committee. Hearing some ideas from other units. Future meetings may each revolve around a theme, e.g., recruitment.

DEI Book: Julieta, Kelly, and Jenn will be leading the next book review. Book focused on helping people to facilitate discussions on race. Also great for learning about teaching, public speaking, facilitating courageous conversations in general. Likely a discussion in March.

February monthly event: A grad student is interested in leading discussion on work-life balance. Several faculty were also interested, but the initial discussion will be smaller (a joint lab discussion). Jenn will listen in and think about how we can broaden the discussion for the whole department.

Code of Conduct: Working draft in hand, ready to share with the community. Once draft ready to go, Cathy will make it beautiful and then it will be published, with hopes that it will be part of onboarding material. Because living documents, it needs to be an item in the biannual strategic plan review.

2021 All Hands meeting: There has been a call for an All Hands meeting. Potentially that is the unveiling of the draft of the Code of Conduct. Would be full circle because the code was conceived at the 2018 All Hands meeting. Lots of new community members in last few years, so there is a need to update and inform folks on history. Draft could potentially be ready for review in about a month, so maybe all hands late winter or early spring quarter.

Meeting adjourned at 2:28.

#### March 18, 2021 Meeting Minutes – SAFS EI Committee

Started at 1:00 pm

Attendees: Eleni Petrou, Jennifer Gosselin, Sam Scherer, Jackie Padilla-Gamino, Steven Roberts, Danielle Claar, Kim Yazzie, Jan Ohlberger

#### AGENDA

1. **Additions / changes to agenda**
2. **Tent City 3 hot meals update**
3. **DEI Budget & proposals**
4. **SAFS INSTARS (Interdisciplinary Study Areas)**
  - a. Gina Aaftaab is open to creating introductory "Diversity" module in April
    - i. Put this to vote - we propose to use ~\$500 from DEI Budget to pay for Gina's work
  - b. Early May: send SAFS INSTARS to reviewers: Andre Punt, Tim Essington, Luke Tornabene, Natalie Lowell, etc.
  - c. Late May: have Open Meeting to share SAFS INSTARS idea with SAFS, and potentially have some speakers
5. **Workshop from Q Center**
6. **Addressing Discrimination & Harassment (ADH) training at UW; required vs. optional**

7. **COVID Impact Statement for faculty searches & other hirings**  
<http://mpowir.org/resources/covid/>
8. **EI Committee 2021-22:** nominations begin March 29
9. **Updates**
  - a. Diversity Specialist position
  - b. Racial equity audit
  - c. DEIJ Community Service Award
  - d. Steven & Amy's Community Check-ins
  - e. SAFS DEI Book Club
  - f. Work-Life Balance joint labs / SAFS discussion
10. **New Announcements**
11. **Parting words and adjourn**

## Meeting minutes

### Tent City 3 hot meals update

- We raised over \$1,900 and two sets of hot meals have been bought and delivered. There was \$800 left over, will plan to use on hot meals for Tent City 3 during spring quarter 2021.
- Comments: Support for spending now for current Tent City 3 rather than a future Tent City

### DEI Budget & proposals

The SAFS DEI budget needs to be updated. There were a few typos, and subtotals do not add up. The total in the document actually adds up to \$26,125, not \$21,125 as written. The error is in the subtotal under Goal 1, which should add up to \$10,900 but is written as \$5,900. This could be corrected for a total of \$21,125 by reducing amounts for particular line items (see [Google spreadsheet](#)).

- Steven made a motion to accept the corrections to the budget, Sam seconded, all were in favor (8)

We had been holding back on spending the DEI budget because there was interest in helping support the racial equity audit and reserving funds for the new Diversity Specialist. We now know that we don't need to help support the audit with funds. Even with estimates of what was already spent by previous Diversity Specialist, what we anticipate using for upcoming workshops, conferences, and trainings, there could be a good amount of funds left over for the new Diversity Specialist to use when they come on board.

- Using funds: We can announce to the department that we can support attendance to conferences or workshops with funds. We can support up to 3 people to attend a conference or two and other workshops/trainings.
- E.g.,
  - Upholding These Truths--Equity, Diversity, and Democracy, March 24-26, 2021 (virtual), hosted by the Association of American Colleges and Universities;  
<https://www.aacu.org/events/2021-diversity-equity-and-student-success-conference>.  
 Fees: Nonmember Individual \$415, Nonmember Team \$360, Student \$75, Nonmember Preconference Workshop \$155
  - The Diversity, Equity and Inclusion Conference, May 25-26, 2021 (Virtual)  
<https://conference-board.org/events/diversity> \$495
  - Set a limit on number of folks interested in receiving funds? First come first served? There seems to be limited interest because people have full schedules already.
  - The budget itemizes registration fees for workshops/conferences with unit cost and number of units already (e.g., \$500 x 10)

- Another example: A fieldwork workshop, The Fieldwork Initiative:  
<http://fieldworkinitiative.org/the-fisst-training/>
- Comments and questions:
  - Can it be used to support an undergraduate? E.g., student internships, conference registration fees, travel. Cannot be used as salary, but yes for training and workshops.
  - Could be used for recruitment and training and workshops, to create a culturally diverse fluid environment.
  - Many of the workshops facilitated by UW are free or cheaper than expected.
  - With regards to supporting undergraduate students, can it be a paid internship? Advertising and eligibility language would need to be in compliance with I-200, i.e., encouraging applicants who demonstrate understanding/commitment to DEI work
  - In regard to conferences, some conferences offer an opportunity for an administrator or attendee to attend workshops geared towards DEI work. We could provide funds to attend such an event (e.g. ESA), an equity session and then attendee can return to share what they learned via various outlets, SAFS newsletter, etc.
  - Cannot be used for salary, we seem to be restricted.
  - While we look into the possibility of funding undergraduate internship opportunities, of note is a similar effort that Cooperative Institute for Climate, Ocean, and Ecosystem Studies (CICOES) already taking steps in determining feasibility and needs of undergraduate students for scholarship fund for participation in research, and I think they want to do this by the end of the academic/fiscal year. CICOES might have a decent amount of funds that can be distributed out into chunks to undergraduates.
    - More like a scholarship for doing research, not tied to a lab? What else should we know?
    - Money from CICOES, not DEI budget; this is a potential opportunity that may be further along in planning, but similar to what is being suggested here for part of the DEI budget.
  - Maybe the funds can be used as a stipend that's categorized in a different category, or distributed as a scholarship? There may be ways around the salary component.
  - This is a discussion that we continue at another time (next meeting). Sam will look into this possibility further given the budget category and associated restrictions of the DEI budget.
  - For now, are we okay to send out an announcement regarding financial support for conference/workshop/training registration fees, which is already existing as line budget items in the DEI budget?
  - Steven made a motion to use funds, Sam seconded, all were in favor (8)
  - Jenn will send out a draft email to the committee before sending out the announcement to SAFS about funding opportunities

### **SAFS INSTARS (Interdisciplinary Study Areas)**

The latest version of the SAFS INSTARS description has been shared with the committee, and any comments/edits on the current draft was requested. From some previous reviews, an introductory module on Diversity that everyone takes would be good to have before any participants of the program take on any of the other modules. At first, the modules were created in a way that DEI would be integrated and a separate Diversity module would not be needed. But there were aspects of DEI not falling into the existing modules, and so a separate Diversity module to capture all other aspects of diversity was created. There was also a concern that people are at different stages, so having an introductory module would be good for a starting point for everyone. To create the introductory

'Diversity' module, we can ask Dr. Gina Aaftaab to develop it. In the DEI budget there are funds (\$500) for professional development that can be used for her consultation fee. First, anyone have any comments on the draft? Second, is it okay to pay Gina \$500 to develop the introductory 'Diversity' module. Also, the plan is to send out the next draft to SAFS Director, Chair of School Council, Chair of Curriculum Committee, former chair of SAFS DEI committee for the next round of review.s Then could send to SAFS and have a School-wide meeting in early June, with potentially some speakers like originally proposed in the Diversity Seed Grant proposal. Gina may be involved with this too.

- Comments and questions:
  - Who is Gina? She is the one who did the workshops in January and from UW CCDE.
  - How long will training be, the introductory part? Online? A one day thing or a couple of hours? To complete in one's own time?
  - Will ask Gina and see what to do, to develop the module.
- Motion made by Sam, to allocate \$500 from the budget to develop the introductory module. Jackie seconds, all in favor (8).

### **Workshop from Q Center**

The Q Center is offering workshops that can cover a number of topics: leadership development, importance of pronouns, the intersection between queer politics and ideology and academics, oppression byproducts of leadership, self-advocacy, etc. It's a new program, new staff hired, and no workshops developed yet. After a workshop, typically do 1-hour of content and a half hour Q&A. They charge no fees to make it more accessible. Based on the initial planning meeting, they suggested a few topics that might work best for our School. The workshop can focus on null curricula. What is not talked about can have a bigger impact than topics discussed. Can focus on sex and gender identities. What does that do to our research when we talk about just two genders? An email could be sent to the department. An email listing potential topics to garner feedback and then will get in touch with the Q center. Are the last few topics discussed okay for the workshop? Yes, Null curricula is a good one. Also, pronouns in an introductory context would be good, because there seems to be a lot of confusion about this. Okay, Jenn will reach out to the facilitators from Q Center. They are already doing a workshop in April at another unit and so ours would be around early-mid-May. Also, they are starting to develop a "Train the Trainer" program and so if anyone has any interest in giving them suggestions / feedback, they would appreciate it. Let Jenn know and she can help get you in contact.

### **Addressing Discrimination & Harassment (ADH) training at UW; required vs. optional**

- Comments and question on training:
  - To help continue the discussion about "diversity" training, looked into the ADH training that is required for new employees, but not required for existing employees. Setting aside the question about whether required training is the best option, looked into whether it could even be made required.
  - Reached out to SAFS Administrator who reached out to a couple of people in HR. learned that some units at UW can make it required. So, then asked the question of how one would you go about that, how does it work for other units, what are the stats or qualitative results related to its effectiveness?
  - After not hearing back from HR, reached out to UW POD who runs the ADH training. If we want to look into this further, we can ask Ebonee Anderson for more information. Whether or not the School wants to have it required is another topic for conversation. The effectiveness of In-person vs. online is known to be different. Have heard from a number of accounts that a minimum of 4 hours of in-person training is needed. Could be

similar to discussions that faculty had last summer. Some of the most important aspects of training are the discussions.

- There are ways of making the training required. E.g., Can take on students only after training has been completed. Sometimes it is easier to just do the training than getting reminder emails repeatedly.
- Regarding training, everyone dreads doing required workshops; health and safety workshops, great to get more intergroup dialogue.
- The inner dialogue part is great to have with workshops.
- Diversity specialist can organize events (e.g. staff and postdoc potlucks, Chitchat, etc) that staff have in the past.
- May be a good idea to have fellowships to facilitate these trainings, incentivizes the participants.
- There are many ways to help encourage discussions, such as lab meetings to discuss Code of Conduct, and could be more effective than required online training.
- Develop a rubric so that people are learning specific things. Maybe lab PIs could look through a list of suggestions.
- How do we increase participation?
  - Partner with a lab group to break up silos, to mix up attendance instead of the same people who come to these events
  - Our lab every now and then brings in/invites other lab groups
  - Some lab groups may be left out, one faculty invites labs from other departments across campus
- How to reach other people, thinking about our role as a committee
  - Partnering with community, good to bring lab groups together, maybe invite people to discuss partnership
  - Maybe some kind of rubric to go through certain topics especially for those labs where discussions do not happen
  - It looks like we'll continue to discuss how to develop a rubric; a draft rubric can get started
- An example of creative ways to engage with EI: <http://centerforneurotech.org/feature-stories/using-theater-encourage-equity-and-inclusion>

### **COVID Impact Statement for faculty searches & other hirings**

<http://mpowir.org/resources/covid/>

SAFS Director had sent Co-chairs an initiative that is starting at other units. It is a statement that can go along with the Diversity Hiring Tool to highlight the inequities that have arisen during the pandemic and can continue for years. This would help the hiring committee be more aware of lasting Covid-19 impacts on faculty during searches/hiring. Who is interested in helping Jenn draft the statement. Please let Jenn know if you come across any articles to use as references in the statement too. A statement would help people to consider the hardships that are faced by applicants. Postdocs will help.

- Comments and questions:
  - Should express how the pandemic affects us all differently
  - Need to be careful about word choice and scenarios
  - Can use examples from other departments
- This statement will be drafted in the next few weeks.

### **EI Committee 2021-22: nominations begin March 29**

SAM: staying on for now to help onboard Diversity Specialist, this may change; Katie resigned as she is no longer at the School; Jenn: stepping down because other increased responsibilities; Eleni: stepping down due length of current position at SAFS; Danielle: stepping down due to length of position at SAFS; Jan: stepping down due to unknown length of position at SAFS; Kim: stepping down due to length of position at SAFS; Jackie: will remain on committee to help with transfer of knowledge; Steven: will remain on committee in *ex officio* status; anyone who did not attend meeting, status unknown at this time. Eleni will check with them.

- Comments and questions:
  - We should look for an administrative staff person, at the very least
  - Diversity specialist will join the committee
  - Next year, maybe have a vice chair to stay on so there is overlap in experience. For example, the vice chair staying on can transition into leadership and experience can carry over.
  - Co-chairing worked well because there was/is a lot of work, with the pandemic it was a lot of work
  - Co-chair(s) will help draft email for Call for Nominations; to be sent out at the beginning of Spring Quarter.
  - To help with transfer of knowledge during transitions between committee members, we have the annual report. That was one of the main reasons for having annual reports. Current draft for this year:  
<https://docs.google.com/document/d/1A84H4vXKb2bxj1oymLkXm-5J1XGbnJk/edit>

## Updates

- Diversity Specialist will start April 1.
- Staci Amburgey received the DEI & Community Service Award for Winter quarter. Well deserved. There are many folks at SAFS who would be great to nominate. Please write and encourage nominations for next quarter.
- Community check ins: having monthly, the format is to break out into groups, talking about COVID, how to build community, etc.
- Outdoor gatherings have been suggested for staff get togethers, Steven and Amy could plan for this
  - People appreciate the opportunity to talk across peer groups
- Book club: it was a smaller group than usual. Perhaps it was due to the facilitative nature of the book, but we tried to put it in the context of topics related to everyday conversations as well. Particular topics covered from the book included fears associated with facilitating conversations about race and DEI more generally, hot buttons / microaggressions, and cultural competence. It's an opportunity to practice too.
- Work-life balance discussion: this was originally going to be a school-wide discussion, but was then decided to be a joint lab discussion (Hilborn, Parrish, Tornabene, Scheuerell, Essington; i.e., those who volunteered after the survey sent at the beginning of the school year). There is interest in continuing the discussion or having a school-wide workshop. If anyone has suggestions for who would be a good facilitator for a work-life balance workshop, please let Jenn know.
- Tentative events: April - all hands meeting; May - Q Center workshop; June - at end of year, potentially INSTARS discussion.

Next meeting will be focused more on broad discussions of particular topics, rather than a busy agenda.

**Meeting adjourned: 2:30 pm**



## April 16th, 2021 Meeting minutes – SAFS EI Committee

Location: ZOOM

Start time: 3:00 am

Meeting adjourned: 4:30 pm

Attendees: Jennifer Gosselin, Mark Sorel, Eleni Petrou, Michael Matrinez, [Samantha Scherer](#), Danielle Claar, Kimberly Yazzie, Steven Roberts, Jan Ohlberger

### AGENDA

1. **Additions / changes to agenda**
2. **Welcome Michael!**
3. **[Covid-19 impact statement for hiring & admissions committees](#)  
(Please edit & comment!)**
4. **[Learning and practicing DEI at SAFS](#)  
(Please add to this list!)**
5. **SAFS affinity groups**
6. **SAFS Code of Conduct**
7. **Spring quarter DEIJ & Community Service subcommittee**
8. **Updates**
  - a. Looking into possibility of undergrad scholarships through DEI budget
  - b. CoEnv DEI committee
  - c. UW Diversity committee
  - d. Q Center workshop
  - e. SAFS INSTARS
  - f. Funding opportunities for conferences/workshops
  - g. TC3 Meals
  - h. EI Committee 2021-22 nominations
9. **New Announcements**
10. **Parting words and adjourn**

*Michael (they/them) introduced themselves to the committee.*

Has spent past weeks reading about what's been happening in the dept. and meeting people. Excited to keep talking with people. Do some training and workshops, read with people, have discussions. Especially interested in talking about gender and queer stuff. Loves talking about systems and structures and how those contribute to equity and oppression. Loves talking about communication styles. If it is remotely connected to DEIJ they want to talk about it. Thanks for bringing me onboard!

*Covid-19 impact statement for hiring and admissions.*

Originally focused on faculty searches and inequities during Covid-19 and how pandemic can have long term consequences. Can expand scope to students and staff. How far do we want to take this? Aren't sure what current policies are. Is it general enough to move forward as is or should we make it more specific?

There is awareness about COVID impacts among Committees, but it is valuable to document it. The Recruitment, Admissions, and Scholarship Committee (RASC) acknowledges it. RASC uses two student prompts, which did not change this year. But, COVID impacts came out in essays with existing prompts

(e.g., couldn't access field sites, etc.) and the committee came in knowing that there would be COVID impacts.

Statements acknowledging COVID impacts would help increase awareness and standardize equitable practices among search committees.

Preparing to evaluate undergrad applications for scholarships; would be good to include COVID impact questions.

Doesn't need to be as specific as rubric for faculty hiring.

At the Equity in Graduate Education Summit (UW, April 2021), among units that had a larger increase in admissions of underrepresented minorities (URMs), they had changed from one longer essay question to four short prompts/questions, required reviewers to take implicit bias training to be allowed on committees, among other things (recording of the seminar will be available and linked to our Covid-19 impact statement). From the latest data at UW, there was no correlation between dropping the requirement of Graduate Record Examinations (GRE) and increased admissions of URMs. Perhaps, this is still a preliminary result, but this is what the data showed, said the speaker at the seminar. Once the recording of the Equity in Graduate Education Summit is available, we can link it to this document because it is useful to not only have resources from other universities, but also some directly from the UW.

Should have a more final version of the COVID-impact statement document within a week to circulate to the Committee for final approval. The committee is welcome to edit/comment in the next week. Target is to hand off to committees related to hiring, promotion & tenures, and admissions. Would be good to include committees related to scholarships as well. Because it has been expanded to include students, we may need to include things like missing internship opportunities. It might be worth adding a statement about missed scholarships and missed paid internships too. Another option would be to purposefully ignore certain kinds of experiences from that last year and evaluate based on competencies and other ways of showing them, because giving points for certain experiences from last year is going to prioritize people who had more access to safe opportunities which require resources.

#### *Learning and practicing DEI at SAFS document.*

Things we can do instead/in addition to something like a required diversity training (e.g., Addressing Discrimination and Harassment training at UW that's only required for new employees). Could make the document editable by SAFS Community so that new ideas can be added to the list. As currently written, It is kind of structured around labs. This was something we discussed last meeting and were trying to avoid. We know some labs are already doing stuff and others aren't, and this might not change that. Will rephrase to de-emphasize the focus surrounding the lab structure. Can add to the list activities in which individuals could contribute. E.g., Could create a digital mural where all individuals could post ideas, thoughts, concepts, resources. Will edit and send out to SAFS community via email, post on DEI blog, share on DEI Slack channel, link on SAFS DEI website, etc.

Along with the idea of helping to create a welcoming environment, there is Social Support Network Mapping. Other seminars/workshops have talked about connections within a department and to services within a university. It is not about just knowing what services are available, but how strong the connections are and how one knows the very people in these services and can help introduce a person to them. Related to mentorship. Wonder if part of equity audit could be formal mapping of support

network and where links are missing or it is weak. Related to mentorship because not solely one person who is a mentor. Seeing SAFS as a team of mentors with connections to various individuals with different types of knowledge and experiences.

E.g., <https://ssnm.ctl.columbia.edu>  
<https://ssnm.ctl.columbia.edu/map/interactive/>

#### *Affinity groups.*

Have heard folks talk about and want to get affinity groups rolling. Have had great times in affinity groups for people of color and queer folks. Question: how to go about it? Could send out an anonymous form asking, how do you identify? what groups would you want to be a part of? This would allow us to assess where to focus efforts based on the community. Make a few groups that represent most broadly represented (e.g., gender, race). Who is interested in helping? Is there a formal process to avoid running afoul of I-200. [UW has affinity groups](#) so we can look to those or contact the Office of Minority Affairs to see what we can and can't do. Advantage of doing it at SAFS is that we can structure it however people want it to be. GO-MAP might also be able to help.

Having a white affinity/ anti-racist caucus or workshop series be specifically anti-racist would be important.

A space where folks could have a space to get together, socialize, etc., not necessarily goal oriented.

Past experience with forming a faculty of color affinity group was that it started small and then grew and changed over time. Rotating between social fun times and talking about particular topics or career development. Benefit of having groups include students, faculty, and staff is that it creates opportunities to make connections across career levels and find mentorship. How do groups emerge? Start by sending out anonymous surveys with demographic questions (very broad) and see where the general population is. E.g., I would be interested in joining affinity groups around X aspect of my identity. From there send out invitations: If you identify as \_\_\_\_\_, I'm going to be hosting affinity groups. From there start having meetings and putting together affinity group mailing lists etc. Suggest including CICOES and Marine Biology also.

#### *Code of conduct, all hands;*

Tuesday at noon. Will have 3rd party facilitator, [Jeff Leinaweaver](#), who came recommended from POD. We may not really need a facilitator, but he is there to keep us moving forward if things come up. Will be introducing Michael at the meeting. Talking about equity audit. Presenting code of conduct. Brief overview of Code of Conduct. Then open up to community comments. Don't need assistance from EI committee right now organizing, but come to meeting and give feedback via anonymous online form or verbally, or any other way. Read documents. If not a lot of feedback on documents, can use time to talk about next steps. Already hearing some great ideas from the community for next steps. Can provide feedback via anonymous form or at all hands meeting.

#### *Next quarter DEIJ and community service award:*

May 15th deadline for nominations. Subcommittee will be led by Michael. Seeking volunteers, ideally one faculty, one staff, and one student. Volunteers for this round are Eleni, Sam, and Steven (Jenn and Jan as backup). Anyone else thinking about volunteering but swamped this quarter, can volunteer in the summer.

*Undergraduate research scholarships.*

Tabled. Will be following up with Andre to see if the type of discretionary budget can be used for scholarships.

*College of the Environment Committee Diversity Committee:*

Either it is not going on or they are not emailing. We did get an email from Joy Chu, Marketing Specialist from the College of the Environment, asking to interview students on the Committee about what DEI work is going on at SAFS. We can draw from the SAFS Newsletter, Annual Report, and Blog for info to share with Joy. Also meeting minutes and last year's Report are good sources of information on what the EI committee has been doing.

*UW Diversity Committee*

Table update to next meeting.

*Q Center workshop monday May 10th, 12:30pm-2pm.*

Will send out info shortly. A poster announcing the workshop should be ready by April 26th. The facilitators will work with Michael and Jenn. Two weeks before the workshop, facilitators will solicit feedback on content.

*SAFS INSTARS (Interdisciplinary Study Areas:*

Working on incorporating the introductory diversity module into the full description of the program. This introductory module was developed by Gina Aaftaab. Next round of reviewers will be from SAFS Director, Chair of School Council, Chair of Curriculum Committee, and Graduate Advisor; followed by another review from the Curriculum Committee and then all of SAFS. We will see how quickly the reviews go and if we'll be able to hold a workshop in June with all of SAFS to discuss.

*Funding opportunities for conferences and workshops.*

Some people have signed up for POD workshops and one person to a conference. Still opportunities available. Would be great to remind folks that opportunities are available. Please encourage folks in your peer groups.

*TC3 meals:*

Should be delivering meals for the third time next week. If anyone is interested in helping out, please contact Eleni.

*EI Committee 2021-2022:*

Sam in her role of Manager of Student Services & Diversity will be on the committee in the *ex officio* staff position related to Diversity. Only a few nominations so far. We need more undergrad, grad, and staff nominations. Jenn instead of not continuing to be a member next year, is now deciding to be a research staff member on the committee, if needed (i.e., not enough nominations). She will leave it to the subcommittee to decide. The subcommittee evaluation the nominations for next year's EI committee includes (as stated in TOR) outgoing members, Steven (SAFS Associate Director), and Jonas (SAFS Administrator).

*Moving forward with equity audit.*

Whitworth Key is who we are working with. They will be soliciting participation in focus groups soon, and sending out electronic surveys covering the same questions. Getting results back in summer is the general timeline. Andre will give more info at All Hands meeting.

Whitworth Key is providing the process. The goal is to finish the data gathering and recommendations before the summer.

May 14th, 2021 Meeting minutes – SAFS EI Committee

Location: ZOOM

Start time: 3:00 am

Meeting adjourned: 4:30 pm

Attendees: Jennifer Gosselin, Mark Sorel, Eleni Petrou, Michael Matrinez, [Samantha Scherer](#), Danielle Claar, Kimberly Yazzie, Steven Roberts, Jan Ohlberger

## AGENDA

1. **Additions / changes to agenda**
2. **SAFS-INSTARS**
  - a. Updates on progress and feedback
  - b. [June workshop for SAFS community](#)
    - i. Please encourage your peer groups to attend
    - ii. Please join if you can!
3. **Covid-19 impact statement**
4. **SAFS Code of Conduct & discussion on committee's involvement**  
(Michael and Sam)
5. **Racial Equity Audit**  
(Michael and Sam)
6. **FINS DEI work** (Mark)
  - a. Overview
  - b. How can it be sustained?
  - c. How can we coordinate between our groups?
7. **Updates**
  - a. CoEnv DEI committee
  - b. UW Diversity committee
  - c. Q Center workshop
  - d. TC3 Meals
  - e. EI Committee 2021-22 nominations
  - f. DEIJ & Community Service Award (spring)
8. **New Announcements**
9. **Parting words and adjourn**

Social event for fins and EI Committee

Institutional memory. Making sure that Kim and I talk to the incoming EI reps to let them know how things go.

CoE, everyone has to say their name. 40 people. Kills momentum

Similar with UW council. Similar thing. One person talking. One person doing a lot of work. Took a lot of time to develop the climate tool. Some people want to approve it. Some people want to keep working.

Those meetings need a different approach. Only a couple of people are doing all the work. College and UW have been missing a lot of people.

Might be because Isabel left, and they haven't replaced that position. So, things might be disorganized.

Not much has been happening in other committees.

The main thing they realized is that every department is on their own journey. Huge variability in what people even think diversity is. Clearly some departments center around those topics and are doing a lot of things and others are so far away. Still asking different people, how can we come all together in our own way. Message is that "we are at so many stages of DEI" There isn't an answer for every department or a way forward. Some departments are investing tremendously, and others have not even started. Others have been doing it the whole time.

I've heard that sitting on the CoE committee is painful. Could we not send delegates? But then we wouldn't know if it improved. One person resigned from the committee. A person wrote an email saying they felt really uncomfortable being a part of the committee and they were resigning. Was sent to entire committee. Terry addressed it briefly. Didn't feel welcome. More people have felt the same way.

Andre has asked us to attend. Sounds like an enormous waste of time currently. If we want to give them feedback, then it would be great to do that through Andre. One thing that I mentioned, was to do a center at the CoE level, that can help to bring underrepresented minorities to the college of the environment that have a lot of field projects, because those field projects are so important. But it has gone nowhere. But they have asked \_\_\_\_ to do it, and they don't follow through and support leadership.

Once we know who CoE new president is, we should make a list of things that we think the units need to support their DEI work. Maybe we can do that as a Committee. Good thing to take on in the next year.

Update of Qcenter workshop. Nice 1.5 hour workshop of gender and sex. Facilitation was lovely. Conversation was great. Resources were shared. Talking about sex and intersex people and the diversity of things that go into determining a person's biological sex and gender. Probably about 15 people there. It was recorded and there will be a video that will be shared. A lot of it focused on the null curriculum (what we are not teaching - specifically with regard to sex and gender) and the implicit and explicit curriculum. Michael is someone who can answer questions about gender issues. They are trans. They cannot be offended by a question asked in good faith.

Tent city 3 last batch of meals delivered last week. Total success. Felt good to do it. Hope we can do it again.

Equity and inclusion committee 2021-2022 updates. Need to make a decision sometime in summer. More updates to come.

Deadline for DEI award is Saturday. Of 5 people who agreed to be on the committee all but 2 have been nominated or nominated. Kim agreed to step in as 3rd member.

Mason Wiley is student services person at Friday Harbor labs. Sent a letter: Megan Detier reached out asking for assistance to recruit a diverse group of students. Could invite to meeting and we can all talk about it. Need to also look at the culture before bringing in people from different backgrounds, because

that will not change things. How should we respond. Have him come to meetings and chat with group. Was part of Friday Harbor Lab committee recruiting FHL postdoc. A Very prestigious postdoc. They need a lot of help. Just the way they talk, the way they evaluate. Not bad people, not wanting to cause harm, but don't have language because they have never done it. First year that people were thinking about those things. Very positive, got to see something change.

Will write back to him and see what they want. Have a relationship with our committee and can talk about things. Seems to really be on board with making things better. Could build relationships with their committee that would be beneficial. Copy Eleni and Jenn.

Next meeting is happening on June 18th. Would be good to have it be a communication meeting with those folks rather than try to do other stuff.

Seed grants from office of minority affairs and diversity.

<https://www.washington.edu/diversity/diversity-blueprint/seed-grants/>

Deadline is June 18th. 1-3 thousand dollars.

Could fund honoraria for bringing speakers into classes. Can share it widely.

#### June 18th, 2021 Meeting minutes – SAFS EI Committee

Attendees: Jenn Gosselin, Eleni Petrou, Steven Roberts, Michael Martinez, Mark Sorel, Jan Ohlberger, Mason Wiley (guest from FHL)

#### AGENDA

1. **Additions / changes to agenda**
2. **Help with diverse recruitment at Friday Harbor Labs (FHL), and other internship opportunities**
  - a. Guest: Mason Wiley (FHL)
3. **Suggestions for SAFS Seminars speakers in Fall quarter**
4. **SAFS-INSTARS**
  - a. Updates on progress and feedback
  - b. June workshop for SAFS community
5. **Covid-19 impact statement**
6. **SAFS Code of Conduct & discussion on committee's involvement**  
(Michael and Sam)
7. **Racial Equity Audit**  
(Michael and Sam)
8. **Updates**
  - a. EI Committee 2021-22 nominations
  - b. Equity & Inclusion Annual Report 2020-21
9. **New Announcements**
10. **Parting words and adjourn**

#### Meeting Minutes

- 1) **Additions / changes to agenda**
- 2) **Help with diverse recruitment at Friday Harbor Labs (FHL), and other internship opportunities**
  - Overview of FHL undergraduate programs: ~50 undergrads participate per quarter for UW coursework or NSF REU

- Questions for EI Committee:
  - Am I missing outreach opportunities?
  - Are the applications welcoming and inclusive, and the messaging clear?
- Current outreach:
  - UW departments: MARBIO, SAFS, BIOL, OCEAN
  - UW Bothell and Tacoma
  - MESA K-14 program
  - Community Colleges
- Wrote UW Diversity Seed Grant to get funds to invite students (from UW Tacoma or Bothell?) to FHL and recruit them to the marine science program
- Another opportunity: advertise to SACNAS
- Discussion with Equity & Inclusion committee:
  - Adopt Dr. Erika Zavaleta's approach to teaching field skills and outdoor skills via field work 101 class -> allow students to ease into field work early in undergraduate career.
  - Wilderness First Aid class could be a fun and empowering component of Field Work 101 curriculum
  - Connect recruitment materials to careers and skills that can be widely useful in lots of careers and not just marine science (non-academic, State and County environmental positions, health sciences, etc.). Skills can include communication & team work, data analysis and visualization, interpretation of complex information, etc.
  - Use wording that is explicit that people of all backgrounds, ethnicities, and skill levels welcome. For example:
    - *People of color encouraged to apply*
    - *People of all skills and abilities welcome*
    - Need to check wording with State regulations
  - Check phrasing on financial aid information so that students who need aid are not scared away
    - *If you need a full scholarship, you will not be turned away* (that will not count against you in the application process)
    - Add a link to the program costs in the application materials, so it is easy to find that information
    - Clearly advertise that there are special scholarships for students who are underrepresented minorities in STEM
    - Clarify that scholarships cover the cost of housing, tuition, and dining at FHL
  - Advertise FHL programs on the MOSAIC listserv and Black Student Union listserv at UW. Look into advertising to other student groups that are organized around race, gender, and ability
    - Key point: these outreach efforts require long-term relationship building with affinity groups, so the relationship between FHL and these communities is built on trust
  - What support services are at FHL for students?
    - When they arrive, we provide them with written resources and information about the FHL DEI Committee. FHL has Code of Conduct that we discuss, and we encourage students who are living and working together to set boundaries and communicate with each other. Cultivate a climate of respect.
    - Be proactive: rather than waiting for students to ask for help, connect them with a point person to be support



- Early on in program, have open conversations/presentations about the difficulties of working in the field (loneliness, feeling incompetent because something is new), so undergrads know that they are not alone in feeling this way.

### 3) Suggestions for SAFS Seminars speakers in Fall quarter

- Pitch: Let's devote 1-2 of the seminars to micro-seminars (~15 min each) for new postdocs and staff scientists
  - Because of the pandemic, new SAFS members have been really isolated. This could be a great way to network and connect with the department.
  - Allow interested people to self-nominate via email
  - Micro-seminars were very successful and fun in the past
- Because many members were not present at meeting, an email will be sent out to committee members to solicit suggestions for one more week for fall seminar speakers.
- Who is in charge of fall seminar?
  - Jose Guzman, Jim Anderson, Ray Hilborn, Carolyn Friedman
  - **TASK:** We need someone to follow up with them about the micro-seminar idea
  - FYI: the seminar format will likely be hybrid (some in-person, some on-line)

### 4) SAFS-INSTARS

- Workshop was held on June 14<sup>th</sup>
- ~15 people attended: some faculty, grad students, Miriam Beltram from PCC
- General feedback:
  - It would be good to eventually have this program show up in participants transcripts
  - Too many modules made program administration very challenging. Start with 1-2 modules in pilot program
  - Identify 1-2 experts who would oversee the education and training components of these modules
- Michael has started to compile list of skills, learning objectives, and assessments
- Jose Guzman wants to help out as well. Might be opportunities to collaborate with him this summer
- Miriam is updating the PCC certificate program, to see if they can include equity and justice perspectives
- We need to clarify that the goal of SAFS-INSTARS is NOT mastery of each of the subject areas but the first steps of a journey of learning and growth. This will be a lifelong journey.
- Voice of reason: Let's not hold ourselves to an impossible standard of perfection but let's try SAFS-INSTARS as a pilot program. This will be a key message to communicate at the faculty retreat in fall.

### 5) Covid-19 impact statement

- Approved by Jonas & Andre, and shared on listservs
- Received spontaneous praise from 2 lab groups. Yay!!

### 6) SAFS Code of Conduct

- Michael has been organizing and working on suggestions from lab meetings. Incorporating them into the Code of Conduct draft.
- After it is finalized (we are unclear on deadline), the next steps will be to share online and work on implementation
- Has anyone asked the W&K consultants how to move the Code of Conduct forward to implementation?
  - No- that is a great idea. **TASK:** We need to do that.

### 7) Racial Equity Audit

- Some committee members met with W&K yesterday and additional focus groups were held this past week.
- W&K is going to create survey and will share with SAFS this summer
  - Timeline (likely flexible): Draft of the survey will be sent to core planning committee to review in the next 2 weeks. Surveys go out in mid-July, SAFS has 2 weeks to respond.
- **TASK:** Committee will need to reach out to peer groups and friends and lab groups to encourage people to fill out survey
  - Messaging: Critical part of this audit process is getting high participation in the survey. Maybe lots of people don't understand how critical this data collection step is.
    - Michael will write email to SAFS listervs to explain.
  - It might be cool if there are some real-time updates on what proportion of SAFS have completed survey
    - Maybe E&I can sponsor a fun event when we reach a certain survey response threshold? Like a pizza party?
- Will there be any in-person presentations for W&K to share findings with SAFS?
  - Not sure...we need to follow up on that.
  - It would be great if they presented, and Andre encouraged people to attend
  - W&K would like final draft of report to be completed before faculty retreat in fall.

#### 8a) Committee nominations:

- New members for 2021-2022: Raymond Buckley, Staci Amburgey, and Mark Scheuerell will join. Hurray!
- Still need grad student reps: Mark Sorel will reach out to grad students in late summer and fall.

#### 8b) Annual report

- Jenn and Eleni will work on it during summer
- Our last day is August 31st
- Heartfelt thanks and goodbyes! Have an excellent summer and see you all in fall (hopefully)!

### Appendix K.1. DEI article for SAFS Newsletter, spring/summer 2020

#### **Working towards a more diverse and equitable SAFS**

*Aug 25, 2020 By: SAFS Equity & Inclusion Committee*

In light of the current Black Lives Matter movement and protests over the murders of George Floyd, Breonna Taylor, Ahmaud Arbery and countless others, many communities across the nation are gaining a greater awareness of systemic racism and are reimagining public safety.

As many have adjusted their lives in the midst of a pandemic and during this marked time of social unrest, SAFS is recommitting itself to better connect and support its own community for a true sense of belonging and for welcoming diverse perspectives, skills, and experiences. At SAFS, a Diversity Specialist, a strategic plan, and the Equity & Inclusion Committee are engaged in efforts to help advance diversity, equity, and inclusion (DEI) initiatives.

#### **Diversity Specialist**

The role of the Diversity Specialist is to help foster equity and inclusion within the SAFS community. This includes creating community events to build a sense of belonging, developing programs that help build

cultural fluency, and providing support to any undergraduate and graduate students, administrative and research staff, postdoctoral researchers, and faculty who want to address any issues related to DEI. This position was created in 2018.

We asked our Diversity Specialist, Isadora Jimenez Hidalgo, what some of her thoughts are about the greatest successes we've had at increasing DEI at SAFS.



Isadora Jimenez

Isadora Jimenez (IJ): I think to have a big success, we have to have a big impact. Currently, the DEI initiatives are still in early stages, and so our School is not quite there yet.

What has been great is that, at the community level, more people are starting to open up and are participating in the School's community events. One of the first things I did was to have quarterly staff/postdoc potlucks. Before the pandemic, we had a whole year of these events with some friendly competition of best dishes! I look forward to more of these in the future.

Another one of the community events that I am starting is the SAFS Chitchat. It is fashioned after a Japanese form of storytelling called PechaKucha, where the presenters show several slides about themselves and provide brief commentary on each one. It has been a wonderful way to learn about folks in the SAFS community outside of work.

We also have the SAFS Book Series, where we read and discuss one book per quarter. Last year, we read [White Fragility](#), [Blindspot](#), and [Rage Becomes Her](#). This summer we read [Native Seattle](#). In the fall, we will read [How to Be an Antiracist](#).

Lastly, I'd like to mention the School's Annual [Open House](#). It's a community event that I helped organize with graduate students before I was the School's Diversity Specialist. It's been a fantastic event for families to come learn about what we do at SAFS.



SAFS Open House 2019. Dan DiNicola/UW

### Strategic Plan

The [2018–2021 DEI Strategic Plan](#) was written by the SAFS Diversity Specialist and SAFS Administration. It includes six goals related to recognizing the value of diversity, creating a culturally fluent and safe environment, maximizing student success, creating a website that mirrors the community, reinstating the diversity committee, and effectively communicating with the College and other departments about DEI.

Given Isadora’s involvement, we asked her to give us some background about how the strategic plan came about and to tell us what was the most interesting thing she learned through the process of writing it.

IJ: Oh! The thing that struck me most was coming to the realization about how behind we were on DEI! I think it is important to recognize that we have a lot of work to do. I had a sense of that when we started on the strategic plan. But I now realize that we have a long way to go. Most of the work and the decision making involves faculty, and so we need their support and their involvement because of the School’s institutional structure. We are getting more of their involvement and support, which is critical.

About how I started with the strategic plan: I looked at the University’s Diversity Blueprint and the Action Plan from the College of the Environment. I also looked at the 10-year Academic Review that Director André Punt wrote for the School. I met with staff and students to hear what they had to say and to learn about their ideas. I did some research on other UW departments and colleges.

I would like to clarify that the School’s strategic plan is not a strict manual to follow, but a document that helps guide the path we take for these three years at SAFS. The goals are intentionally broad so that they can be achieved in multiple ways. It allows for flexibility in how we choose to approach them.



On other news, I want to share that it is time for me to move on. I am taking a new position at another higher education institution in the region. I enjoyed working at SAFS for 13 years! I will miss many SAFS members and community events but know that SAFS is committed to continue improving the sense of belonging for all.



Mark Sorel presenting at the first SAFS ChitChat event. Samantha Scherer/UW

### Equity & Inclusion Committee

The committee, consisting of 12 members, has broad representation among peer groups: undergraduate students, graduate students, postdoctoral researchers, staff, and faculty. It includes a representative for the College of the Environment Diversity Committee and a representative from SAFS 360, which is a working group tasked to write the SAFS Code of Conduct. The Equity & Inclusion Committee is finishing its second year. Its main responsibilities are to identify ways to promote DEI and to create a supportive and respectful environment for all. The committee also helps to advise on policies to the School Director and Administrator and to support their implementation.

This past year, the committee worked on a number of events and documents. The [Diversity Hiring Tool handout](#), which was started by last year's committee members, was finalized by current committee members. It is now accessible through the [SAFS DEI website](#). The current committee also helped get a lactation room in place for nursing parents who are students, staff, faculty, collaborators, and visiting scholars. A [Diversity Seminar](#), given by Prof. Ivan Arismendi (Oregon State University), was hosted by the committee. Lastly, the committee submitted a UW Diversity & Inclusion Seed Grant proposal for a planning workshop to create a Professional Development Certificate Program for Graduate Students and Postdoctoral Researchers with a DEI lens in mind. We're excited to see this idea take its next step in a more formal way, after grassroots efforts by SAFS graduate students and the Diversity Specialist who had organized training related to outreach and the Students Explore Aquatic Sciences (SEAS) program.

Because of the Black Lives Matter movement, the School has come together in new ways and has recommitted itself to increasing DEI further. A few faculty working groups have formed, including one focused on retention (led by Prof. [Steven Roberts](#)) and another focused on recruitment (led by Prof. [Mark Scheuerell](#)). The Equity & Inclusion Committee looks forward to continuing its work alongside these working groups.

In our next article, we will discuss ongoing efforts at SAFS and the importance of these being achieved in a sustainable manner.

We also welcome the SAFS community and friends to continue learning about DEI with us through our [Blog](#) and the [SAFS DEI website](#).

If you have comments, questions, or suggestions for the Equity & Inclusion Committee, please email us at [safsincl@uw.edu](mailto:safsincl@uw.edu). We would love to hear from you.

# Sustainability of DEI Efforts at SAFS

*"I am only one, but I am one. I cannot do everything, but I can do something. And because I cannot do everything, I will not refuse to do the something that I can do."*

—Edward Everett Hale

In the midst of a pandemic, civil unrest after a democratic election, and their interconnections to our work, education, and relationships at SAFS, many in the SAFS community are pondering our roles in advancing diversity, equity, inclusion, and justice (DEIJ). These are immensely challenging tasks, which for some may invoke a state of paralysis or exhaustion, and for others a call to action. The SAFS Equity & Inclusion (EI) Committee, which has recently been raised to the status of an official school committee, strives to play a part in making SAFS a welcoming place, where people work together as a diverse and inclusive community.

Several efforts related to DEIJ are in progress at SAFS. For example, the EI Committee has hosted and sponsored several events: an Annual Open Meeting; a virtual screening of the documentary *Picture a Scientist*, with a follow-up discussion on gender discrimination; and two workshops led by Naheed Gina Aaftaab, assistant director, UW Center for Communication, Difference, and Equity.

In the workshop, "Dominance and difference in knowledge systems," participants read and discussed *Knowledge, Power and Decolonization: Implication for Non-Indigenous Scholars, Researchers, and Educators*

by Soenke Biermann. In another workshop, "Practicing anti-racism and anti-sexism in education," participants were asked to reflect on access to certain spaces, such as higher education, and share their own experiences; they also learned practical tools for interrupting micro-aggressions and disrupting discrimination in an academic setting.

Working toward equity and inclusion is a group/community effort, and members across SAFS peer groups have contributed. We have many graduate students and colleagues to thank for proposing a line-up of speakers for the 2021 Bevan Seminar Series on "Diversity, Equity, and Inclusion in Fisheries and Aquatic Sciences," which can be viewed through recordings on the SAFS YouTube channel.

Staci Amburgey (postdoctoral scholar) led the seminar course, "Cultivating Inclusive Conservation Practices," which can be viewed through recordings on the SAFS YouTube channel.

The School's DEI Book Club, facilitated by Julieta Martinelli (postdoctoral scholar), recently read and discussed Ibram X. Kendi's *How to Be an Antiracist*. The next book discussion will be co-facilitated by Julieta, Kelly Mistry (graduate student), and Jennifer







Photos: Dan DiNicola

### Students Explore Aquatic Sciences (SEAS) Open House

Gosselin and will focus on Caprice Hollins & Ilsa Govan's *Diversity, Equity and Inclusion: Strategies for Facilitating Conversations on Race*.

The SAFS outreach program, Students Explore Aquatic Sciences (SEAS), aims to increase access to science for underserved students in the Seattle area; it is volunteer run by graduate students, undergraduates, and staff.

Many SAFS members devote time and effort to DEIJ, and there is now a Diversity, Equity, Inclusion, and Justice and Community Service Recognition Award to help highlight, celebrate, and reward these significant contributions.

There is still much work to be done to increase DEIJ at SAFS. Based on community engagements and co-created objectives, the School is moving forward with a racial equity audit to provide baseline data, give opportunities to the SAFS community to voice their perspectives, and produce guidelines for working toward racial equity in a way that is meaningful and effective. This will be an important step towards promoting many dimensions of social justice in the School. It will be a great opportunity for increased participation and will be a critical juncture for maintained engagement from many at our School's members. Following the departure of Isadora Jimenez-Hidalgo (see DEI article in the Spring-Summer 2020 SAFS newsletter), SAFS is in the process of hiring a new diversity specialist, who will help support DEIJ efforts at the School.

The EI Committee is excited to work with the entire SAFS community (past and present) to make SAFS a place where diversity is celebrated within a vibrant hub of discovery and innovation. Please feel free to reach out to the EI Committee at [safsinc1@uw.edu](mailto:safsinc1@uw.edu), visit the SAFS DEI website, and stay tuned for further announcements of upcoming events. ■

### Students Explore Aquatic Sciences (SEAS) Open House

## From the Director

—continued from page 1

sequence of Zoom meetings, punctuated by watching cats and other pets invading screens.

I would like to thank all of our supporters for their contributions during the last year (pages 14–15). Your gifts give the School the ability to support students who would otherwise not be able to attend the University of Washington as well as research projects that are advancing knowledge but are not yet sufficiently well developed to be supported through traditional funding routes. We profile one of our long-term donors, Chuck McCallum (CEO of the Chignik Regional Aquacultural Association) on page 9.

Finally, I would like to highlight a new fund that will support the Diversity, Equity, Inclusion, and Justice and Community Service Recognition Award, a way to recognize those individuals who are going above and beyond to make SAFS more welcoming and successful.

Keep well and keep safe.

—André Punt

Photo: Dan DiNicola





Appendix L. College of the Environment interviews Ei committee undergrad and grad reps  
[Equity and Inclusion at the School of Aquatic and Fishery Sciences](#)



From left to right: Juno O'Neill, Mark Sorel and Kimberly Yazzie

Working towards equity and inclusion is a community effort, and one that requires active participation and push for change. The Equity & Inclusion (E&I) Committee is at the helm of advancing diversity, equity, inclusion and justice initiatives at the [School of Aquatic and Fishery Sciences](#) (SAFS), and they have been working to make the School and community a more welcoming place. We caught up with undergraduate committee representative Juno O'Neill and graduate representatives Mark Sorel and Kimberly Yazzie.

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Q: Describe your involvement in Diversity, Equity and Inclusion (DEI) efforts at SAFS.

Juno:

I'm the undergraduate representative in the E&I Committee. I have been working to hammer down on the resources that are available to undergraduate students. A lot of times as undergrads, it's hard to find resources about research, internships, labs, etc. so I want to help compile resources for that so that it's all in one place and easy to find.

Mark:

I'm a cisgendered, heterosexual white man who's a 3rd year PhD, so that shaped how I show up in this space. The first thing I do is educate myself about DEI so I can show up in a positive way. I'm part of a lab so I do what I can to get our lab group talking about DEI and racism. As the grad student representative and co-secretary on the Committee, my main role is to be a conduit between the grad student body and the committee. I can raise issues from grad students up to the committee and also weigh in on statements the Committee puts out and on initiatives that the Committee is recommending or leading.

Kim:

I'm a grad student representative and co-secretary on the E&I Committee, which is composed of as many peer groups within SAFS as possible. Roles within the committee are self selected and there are opportunities to get involved in different projects and proposals that originate within the committee or that get shared with the committee to recommend for further action.

Q: Can you tell us about SAFS' DEI strategy?

Juno:

The E&I committee acts as the mediator between SAFS administration and staff, faculty and students. We are trying to make SAFS a space where everyone feels included, and with that, provide resources for undergrad and graduate students, trainings for staff and faculty, and aid administration with gathering opinions from the rest of the SAFS community.

Mark:

The overarching goal is to increase recruitment and retention of folks who have been historically underrepresented or marginalized, and to have a work environment where people feel welcome, culturally fluent, interact across cultures and be aware and work in that capacity. Everything flows down from there. For example, we have been working on increasing effective communication between different parts of the school and between SAFS and the broader College of the Environment. The profile of DEI has been raised in school, and the E&I Committee has been elevated to an official School Committee, so every faculty meeting now has space in the agenda for the E&I committee to give a report. This has allowed for increased communication and space for E&I news to be reported to faculty. Students also can attend faculty meetings or read minutes afterwards.

Kim:

The Committee is really transparent and [posts everything to the SAFS website](#) to remind the community of the guiding goals and objectives in the collective work that the committee envisions. Community feedback can be submitted online anonymously, shared at open forums within the department, or discussed through members of the committee via their peer groups. Some of the guiding objectives and goals include increasing recruitment and retention of historically underrepresented individuals, creating a culturally fluent and welcoming environment within SAFS, and to maximize student success.

Q: In your opinion, what are the 3 biggest “wins” within the past year?

Juno:

One major win is that we got approved for a lactation station in the Fisheries building. We also came together as a SAFS community to donate and buy meals for Tent City, and distributed those meals. Finally, I’m super excited that we have started a racial equity audit. We brought in an outside group, and they’ve distributed questions and formed interest groups.

Mark:

It’s been a heck of a year and I think it has mainly been a positive year for DEI due in large part to the Black Lives Matter Movement.

The first big win is the [Bevan Lecture Series](#) this last winter quarter, centered around DEI and its intersection with aquatic and fishery sciences and our School’s mission. This really raises the profile of these issues, and we all learned a lot and these experts also provided us with tools that can help us achieve our goals.

Secondly, the elevation of the E&I Committee to an official School Committee status has been a huge win. This ensures that it will not go away, and that equity and inclusion issues will be part of regular conversations at every faculty meeting.

Lastly, the commencement of the DEIJ (diversity, equity, inclusion and justice) and Community Service Award recognizes that this work is important to our community and our scholarship. This is awarded quarterly and recognizes folks who pour a huge amount of their resources who are excelling in that area. We have some superstars in our department, so it is nice to see them get recognized and rewarded.

Kim:

The creation of the diversity hiring tool, which is a rubric for hires in the School for things to consider when reviewing an application has been a huge win. Secondly, assisting with the development of the

framework for a professional development program called INSTARS, which includes independent study modules with a DEIJ focus that provide opportunities for training, self and group reflections, public outreach, etc. This was started by individuals within SAFS, and the Committee helped push it forward. I also think the equity audit is a huge win — it was started by the greater community and really pushed by the grad students. I also want to add a fourth remarkable win: the hiring of our new Diversity Specialist, Michael Martinez, who has hit the ground running this quarter.

Q: What drew you to join the E&I Committee?

Juno:

I joined as a freshman, and my initial thought was that I wanted to get involved in SAFS. It's hard to transition from high school to college. I felt like I might be isolated from the SAFS community, but it would help me get involved and help bring others in to also help them feel more included.

Mark:

I want to acknowledge the folks who have done this hard work and did it because they had to, because they were being discriminated against in this field. For me, personally, I feel lucky to do the work that I do a lot of the time, but a few things bother me about it.

For one, at certain levels the field is dominated by white males and there is discrimination against people with other identities. That makes me feel bad, and as a white male myself with some experience in the field, I have a little power and a lot of desire to change that.

The other thing is that a lot of environmental research is supported with public dollars. We research the management of natural resources that are public goods, and we research environmental issues that affect people's lives. On top of that, what gets studied and how it gets studied is very dependent on who is leading the research, so it is totally counter-productive to have a group of leaders in the field that do not represent society. I think it is necessary to make space for perspectives that have not been elevated or have been suppressed in the past in order to really uphold the social contract between science institutions and society. So after working in the field for a while, I realized that it was part of my job to educate myself about DEIJ and start using my voice and privilege a little bit.

Kim:

I think it is so important to have diverse representation within committees and really across any unit in the academy. I thought it would be great to get involved to see how ideas and visionary goals for DEIJ come to fruition, are routed for action and how they are launched. There is a lot to be done within the academy around DEIJ work and sometimes we are just scratching the surface, considering institutional history and barriers that require time, patience and fortitude to address and overcome. It's great to be part of a formal network to find ways to create a more welcoming atmosphere.

Q: Anything coming up that you're excited about?

Juno:

Going back to the equity audit, I'm excited for it to get going and start a plan for how to start implementation within the community. I'm excited to get something drafted to make the community more inclusive and more aware of what's going on.

Mark:

The external racial equity audit and our new Diversity Specialist, Michael Martinez. We have amazing scientists from all types of different backgrounds who are leading the field bravely into the future, and in

some instances the School has a real opportunity to help them along in their careers. I'm excited to see these folks advance and how that will change the field for the better.

Kim:

I'm really excited about the equity audit and how this will provide a roadmap for ways in which the department will grow and so that people can identify actionable items to get involved with. Sometimes we get so knee deep in our research that we get lost in our work and our comforts that it will be good to be reminded of how we still need to grow as a community.

Q: How receptive has the School been to moving DEI initiatives forward?

Juno:

The School has been really great with it. SAFS Director André Punt has been really great in supporting DEI efforts and he has been really enthusiastic about it. He's been putting a lot of time and resources into it.

Mark:

Really receptive! When someone puts a proposal forth, there is certainly scrutiny because change can be uncomfortable and people want to make sure that it'll ultimately work. Almost everyone is totally committed and realizes that it's in their best interest to promote DEI, but it can be a little unnerving when you're trying to see if change can get in the way of your existing goals. I would like to see SAFS working in partnership with the College of the Environment more on big initiatives that create some really positive structural changes...I expect there will be opportunities for that in the coming year.

Kim:

I think the School, as a whole, supports DEI efforts. We're all learning ways in which to equip ourselves with the tools and knowledge to be a better partner, ally and relative. The pandemic and the social unrest from this past year has really brought to light important issues around systemic racism for one, and conversations and action are being encouraged.

Q: Do you have any advice for people who want to make a difference but don't know where to start?

Juno:

A lot of the biggest changes come from the people within SAFS. Anyone can email [the E&I committee](#) directly and talk about ideas, or Michael Martinez is always happy to sit down with you and take your concerns or comments to the committee and talk about implementation and support.

Mark:

I do think it is important to educate yourself. One of the most impactful things I did early on in grad school was attend a workshop hosted by the College of the Environment called Equity 101 and it was totally eye opening. Something like that can get you going but there are so many resources out there. I also want to stress the importance of community, and the ability to connect with other people who are doing this work. Attending that workshop series allowed me to make connections with staff and students in SAFS and that led me to apply to the E&I Committee. Since then, I've also realized that in times when it's scary to step up, it's nice to have people to talk to who are like minded. The grad student community at SAFS is amazing, and I feel that everyone should find a community of like-minded people who have similar interests and passions.

Kim:

One way is to find an affinity group within your department, College or greater University community, to branch out and connect to collectively plan for change. Connections to communities off-campus should not be overlooked. It always starts with conversation to web ideas and action, and so I suggest activities that foster this. Within SAFS there are a number of events and activities, workshops, book clubs, etc. to get involved. You can also propose ideas to the E&I committee!

Q: Do you have any parting thoughts?

Juno:

Diversity efforts are really hard to do and implement because it's a "meet me halfway" situation, but I think that we've been really fortunate that a lot of people are willing to meet us halfway. The only way DEI efforts get done is when everyone wants to do it. I've been really grateful that SAFS has been so receptive to charge ahead.

Mark:

The College of the Environment and SAFS are both meant to serve you. If you can lend your voice or your financial resources to promote DEI, it will make a difference. To those who have been harmed by SAFS in the past or will be in the future, I am sorry. It is not fair and it isn't right. I hope that we can change to do less harm and more help in the future, and that one day SAFS will be authentically yours.

Kim:

Supporting and working on DEI efforts can be overwhelming and exhausting. While collective action is important, individual action is key, too.

For more information, tools and resources or contact information, visit the [SAFS DEI page](#). The College of the Environment [DEI pages](#) also contain useful resources on equity and inclusion.

## Appendix M. Covid-19 Impact statement on admissions, hiring, and other forms of evaluations of students, postdoctoral scholars, research staff and faculty

By: School of Aquatic and Fishery Sciences (SAFS) Equity & Inclusion Committee

The pressure of the Covid-19 pandemic has disproportionately affected women and people of color (POC), LGBTQ+ people, people with disabilities, and other historically marginalized groups (Maas et al 2020, Umucu and Lee 2020, Drabble and Eliason 2021, Fulweiler et al. 2021, Lee et al. 2021). Inequities exacerbated by the pandemic need to be addressed in higher education and at the School of Aquatic and Fishery Sciences (SAFS). Given the University of Washington's values of diversity, respect, integrity, collaboration, excellence, and innovation, the SAFS Equity & Inclusion committee believes that proactive and continued measures to mitigate Covid-19 impacts will help our School embody these values. This statement provides considerations, particularly considerations relevant to long-term impacts from the Covid-19 pandemic (Shillington et al. 2020; [MPOWER](#)), for committees on admissions, scholarships/internships, hiring, promotion, tenure, and other forms of evaluations.

The pandemic is an extraordinary event causing "career shocks" due to factors outside of any individual's control (Akkermans, Seibert and Mol, 2018). Over the course of the pandemic, POC, individuals with low-income backgrounds, and women (among other marginalized groups) have

experienced greater impacts to their physical health and safety, mental wellbeing, and employment (Kantemneni 2020; Maas 2020). Marginalized groups in higher education and in the sciences are not immune to these effects (Woolston 2020).

As higher education experiences a great contraction (Gardner 2021) and declining admissions (Zahneis 2021), it is important to understand inequities experienced by marginalized groups in order for institutions to maintain diversity and provide equitable support for recruitment and retention. Women faculty, who already experience gender disparities, have experienced differential impacts from the pandemic (Oleschuk, 2020; Kramer 2020; Lee et al. 2021) because they are commonly responsible for unpaid domestic work (Donner 2020) such as caregiving (Amaro and Prados 2020; Kantemneni 2020; Kowal et al. 2020; Staniscuaski et al 2020). Faculty and staff in marginalized groups, such as women and POC, regularly contribute volunteer service to recruit and retain individuals from marginalized groups (Guarino and Borden 2017; Lee et al. 2021) and they may be frequently sought out as student mentors. These additional service responsibilities can result in fewer submitted manuscripts and preprints (Viglione 2020).

Certain universities have already implemented policies to protect early-career faculty from the career shocks caused by the pandemic (e.g., pause on tenure clock in more than 250 colleges and universities [Butler 2021], including [MSU](#), [UCSB](#), [UMASS](#), [UW](#)). However, the effects of the pandemic will continue and change over time, with different implications over the course of weeks, months and years as well as at different life stages (Akkermans 2020). Thus, equitable support is not only important in recruitment, but also over the course of years for retention (see recommendations in Misra et al. 2020 and Gonzales and Griffin 2021).

Institutions in higher education must adapt assessment structures for faculty and other early career students and staff (Misra et al. 2020). For example, evaluation systems for faculty that only measure productivity using metrics based on the number of articles, citations, and grants, are incomplete because the aforementioned metrics do not take into account contributions in teaching, mentorship, and service. Furthermore, faculty members with tenure-delays should not be held to higher standards and compared with other faculty members experiencing different working conditions (UMASS ADVANCE 2021). Not all individuals are starting from the same playing field but rather each individual is navigating a unique life journey that can lead to different forms of research, learning, and innovation (Akkermans 2020).

Students have also had to navigate significant changes in their education when transitioning to entirely remote learning. These changes particularly impacted students that lacked access to computers and the internet (McMurtrie 2020). Remote learning may have also resulted in "theory-rich, practice-poor" types of education (NASEM 2020a). Many students, including first generation students, had to adapt to learning from home in shared spaces with family members that might not be aware of the requirements necessary to complete coursework and/or be expected to contribute significantly to household responsibilities (NASEM 2020b). Additional and potentially compounding impacts include reduced or cancelled support services such as those for student mental health and tutoring (Raaper and Brown 2020). As a result of these challenges, students will likely require additional support and training as they transition to undergraduate classrooms and workplaces.

It is important to make policy changes and embody practices that help ensure that early career individuals, including students (Brown 2020), have equitable access to SAFS and are seen in a more holistic manner in the context of socio-economic challenges and hardships during and after the Covid-19 pandemic. We thus recommend that reviewers on committees evaluate candidates using an equity-minded approach.

## **Recommendations**

In addition to the recommendations included in the [SAFS Diversity Hiring Tool](#), we recommend that **reviewers on admissions, hiring, and evaluation committees allow candidates and employees to provide an optional statement regarding if and how Covid-19 impacted their research, learning, publication output, teaching, grades, etc.** This optional Covid-19 impact statement could be used when making decisions regarding admissions of graduate students, as well as hiring or evaluations of academic student employees, interns, postdoctoral scholars, research scientists, and faculty during and after the pandemic. Here is a suggested prompt for a Covid-19 impact statement:

*You may submit an optional statement that outlines how you have been impacted by the COVID-19 pandemic. Impacts can include: loss of field work or lab time, decreased hours due to childcare or family responsibilities, mental health issues, or funding gaps. You do not need to include details, such as reference to personal at-home situations, medical issues, etc. You can describe the impact this event has had on your ability to meet your professional obligations. You are also welcome to include information on what you did differently at work or lessons learned during this time.*

A candidate's Covid-19 impact statement might include the following topics and themes:

#### Teaching, mentorship, and service

- Candidate had to spend additional time to transition to online teaching or learning (including additional hours required for the transition, challenges such as access to internet service and software, and required training)
- Candidate had to provide additional mentorship to their students (including number of students and higher-level mentoring related to physical/mental health/trauma, economic and social consequences, and changes in course and degree requirements)
- Candidate had to provide additional service to their department(s), universities, professional societies, communities impacted by Covid-19, etc.

#### Research, publications, and presentations/conferences

- Candidate had work impacted by “essential” vs. “non-essential” worker status; lack of access to research subjects/samples; limited access to field/lab space and supplies; travel/visa restrictions; increased time for review of manuscripts
- Candidate produced materials (e.g., for K-12 and other communities) beyond the range of what is traditionally considered a publication, but that is still important for recruiting marginalized individuals affected by Covid-19 into STEM fields
- Candidate had fewer opportunities to present or had to spend more time organizing a conference that was changed to virtual format conferences and other speaking engagements

#### Funding, opportunities, and support

- Candidate dealt with changes in grants, fellowships, scholarships, and paid internships (including cancellations and delays)
- Candidate lost some funding because it was redirected for personnel, PPE, and research related to Covid-19 initiatives
- Candidate experienced reduced support due to cancelled services for mental health, tutoring, etc.

#### Work time in context of work environment

- Candidate accrued additional work responsibilities due to other faculty/staff leave of absences or retirements



- Candidate had to prioritize required tasks (at expense of other research and educational tasks), such as closing and re-opening labs, coordinating with the labs and other collaborators, adapting lab and field protocols to meet Covid-19-related regulations, completing required training, following practices of Covid-19 guidelines, etc.

#### Work time in context of personal responsibilities, health and wellbeing

- Candidate had work impacted by health issues, loss of loved ones, partnership with an essential worker, etc.
- Candidate experienced reduced work time and mental energy due to caregiving responsibilities, including loss of childcare (either intermittent or for an extended period of time), transition to online schooling for school-aged children, care for sick family members, and elder care.
- Candidate had work disrupted by short- or long-term effects of being ill with Covid-19, including the ongoing effects of the less-understood "[long Covid](#)".

Overall, we recommend that review committees take into account the impacts that Covid-19 may have on candidates and students, and consider alternative forms of evaluations. For example, allow candidates to list competencies instead of actual experiences, which may be accessible only to those with the means to access and participate in paid positions, paid/unpaid internships, volunteer opportunities, field work, etc. Another example is scaling the amount of work produced not over the course of calendar months and years but by actual time worked. Opportunities to conduct scholarly work may have been reduced due to caregiving responsibilities for children, parents and extended family, which can increase even more for those facing intersectional inequalities. For more information, please see Malisch et al. 2020 Suppl. Info. for a list of questions related to faculty merit, tenure and promotion evaluations: 1) Research and Scholarly Work; 2) Teaching; 3) Service; and 4) Additional Questions and Considerations. At the end of this document, there is also a section of "Additional Resources" with many more examples from other departments, universities and organizations that have existing or suggested programs in place to mitigate against further disparities experienced by marginalized groups. This Covid-19 impact statement is a starting point, and we recommend that some of these practices of evaluations through an equitable lens remain even beyond the time of the Covid-19 pandemic.

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### **Additional resources**

- Association of American Colleges & Universities (AAC&U). [Quality, Equity, and Inclusion during the COVID Crisis](#) (including free webinar series).
- Purdue University [Navigating Careers in the Academy: Gender, Race, and Class](#)
- Rochester Institute of Technology, [Pandemic Impact Statements: Suggestions for Faculty](#)
- Stanford University, [Gendered COVID-19 Faculty Experiences](#)
- University of Arizona, [Supporting Faculty During & After COVID-19 Don't let go of equity](#)
- University of Massachusetts Amherst ADVANCE, [Documenting Pandemic Impacts](#)
- University of Washington, [Equity & Justice in Graduate Programs](#), (e.g., Summit on Equity in Graduate Education, April 14-15, 2021)
- University of Washington, [COVID-19 Resources](#), including:  
[COVID-19-related promotion and tenure clock extensions](#),  
[Interfolio recruitments and COVID-19](#),  
[Families First Coronavirus Response Act](#),  
[Exception to 5-year limit for extraordinary circumstances related to COVID-19](#), and  
[International Scholar COVID-19 Related Updates](#).
- University of Washington, [Designation of Classified and Professional Staff Employees Who Perform Essential Services](#)

## **Appendix N. Statement of Support for SAFS Code of Conduct from EI committee** May 4, 2021

### **Statement of Support for SAFS Code of Conduct from EI committee**

The Code of Conduct helps define inclusive, ethical, and collegial behavior at SAFS. It also provides links to resources and support services at the University of Washington for those who have experienced discrimination or harassment. This information is very valuable and we thank the SAFS360 committee

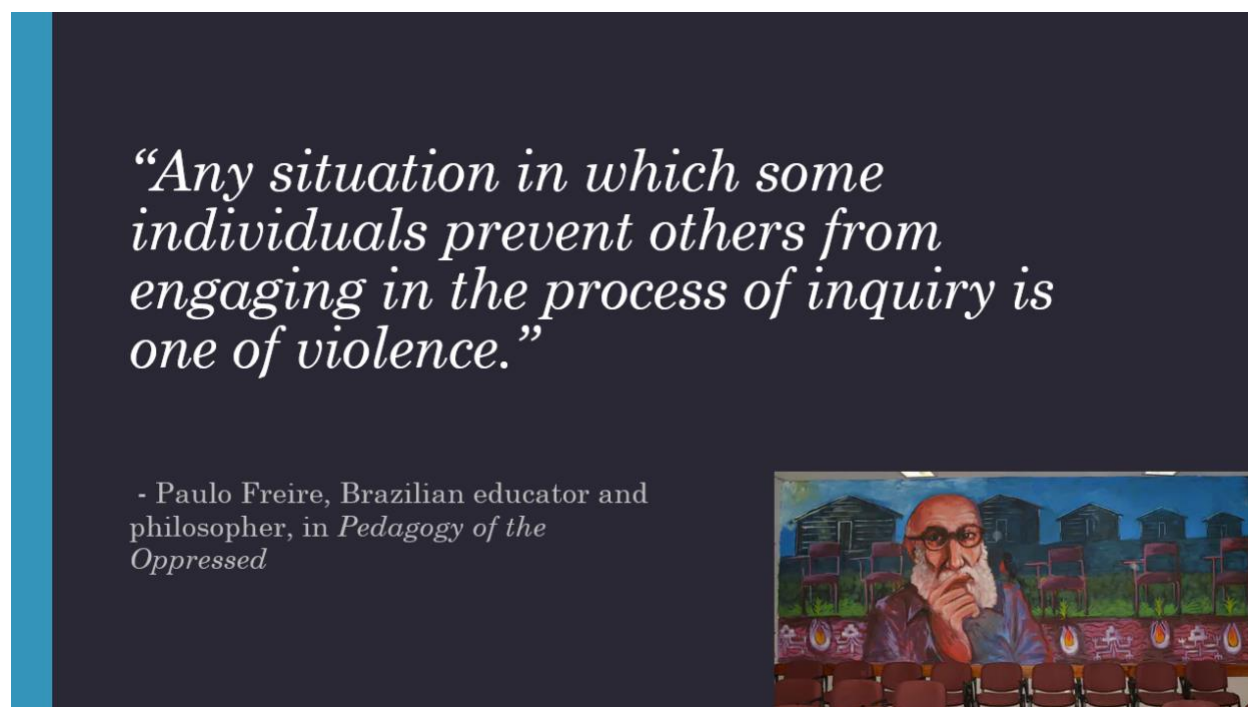
for their hard work and perseverance, willingness to reach out to others for input, and their patience and empathy while they listened and learned.

We encourage each and every member of SAFS to review and discuss the Code of Conduct with their colleagues, collaborators, labs, and with the Equity and Inclusion Committee. Institutional and personal accountability is a big component of the Code of Conduct. Accountability is “the glue that ties commitment to the result.” Each and every one of us, but especially those in positions of power, have a responsibility to hold their coworkers, employees, and students accountable for following the Code of Conduct. We recognize that everyone may make mistakes or fall short of commitments but these are opportunities for learning and growth.

The Code of Conduct is new to us. It has yet to be finalized, and we have yet to put it in practice, at a personal level and at an institutional level. There may be some trial and error in its implementation, and what we learn over time will help refine the Code of Conduct. For example, at the All Hands Meeting where the Code of Conduct was introduced to SAFS, it became apparent that a large virtual meeting was perhaps not the most effective way to foster discussion at the departmental level. We recognize that “office hours” for feedback on the Code of Conduct were available by peer group. Organizers of future meetings, in coordination with the facilitator, might consider summarizing the feedback at the beginning of the meeting to help start discussion. They could also continue to use peer break-out groups for part of the discussions, as people will likely feel more comfortable providing feedback in this setting, and then have report backs to the whole group. We are still learning how to have these types of discussions in the workplace, and require space to learn together in a supportive environment.

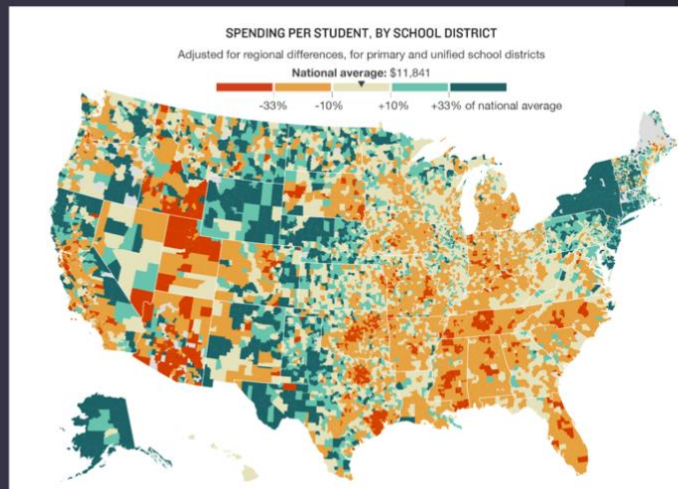
We look forward to using the Code of Conduct and contributing to this “living document”.

Appendix O. Eleni Petrou’s slides from Bevan Series Panel Discussion, *The Future of SAFS*  
March 11, 2021



# Inequity in the U.S. educational system

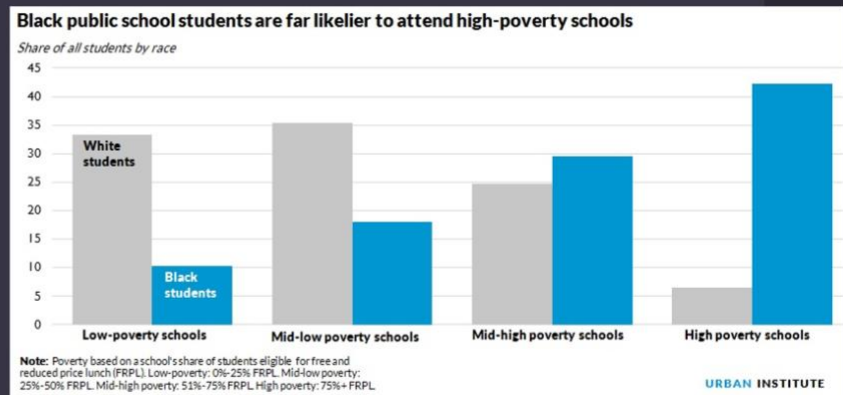
- Inadequate and inequitable funding of public education
  - ~45% funding comes from local property taxes
- This scheme is fundamentally unfair to poorer districts



Source: Education Week, U.S. Census Bureau. Figure by NPR.

# Inequity in the U.S. educational system

- Racist policies like segregation and redlining have resulted in the disproportionate representation of Black students and students of color in underfunded schools
- Inequitable access to resources like science labs, AP classes, reasonable class sizes



Source: Urban Institute (urban.org)

# Inequity in higher education

- Barriers to entry:
  - Socioeconomic factors
  - Lack of mentorship
  - Discriminatory practices in hiring and promotion
    - Explicit and implicit bias play a role
- In fisheries science,
  - 1 in 10 scientists is nonwhite
  - 1 in 4 scientists is a woman

Figure from Arismendi and Penaluna 2016. *Bioscience*

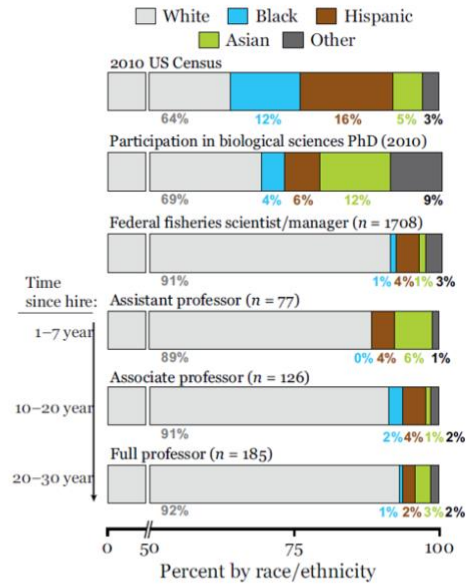


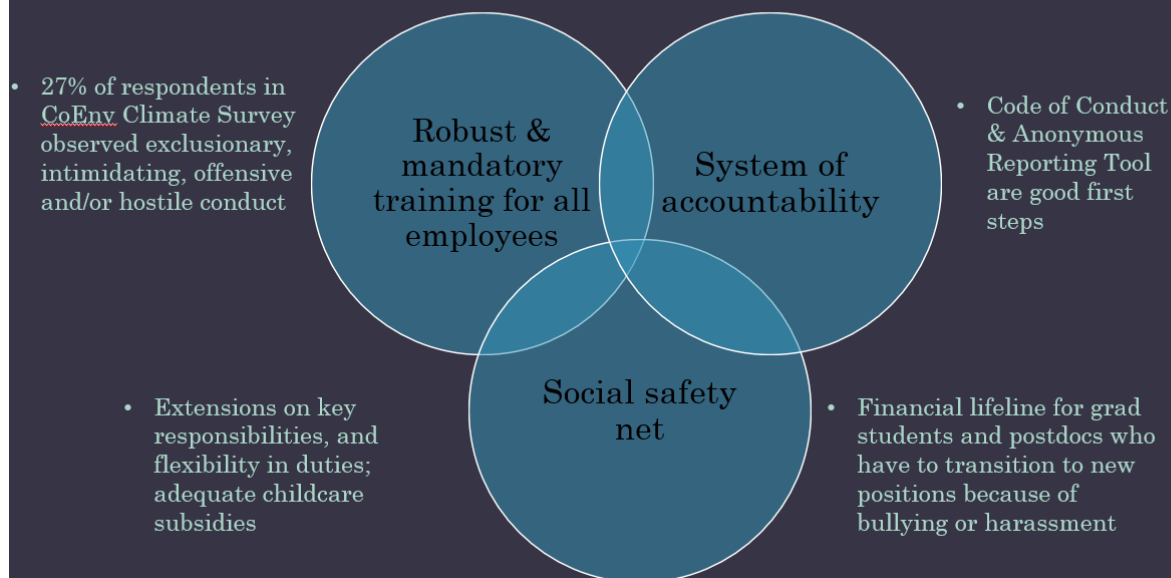
Figure 2. Participation by race or ethnicity in the US fisheries science workforce. The data for academia came from a webpage search; the federal government data were obtained using a FOIA request.

## What can we do about these really big issues at the level of SAFS?

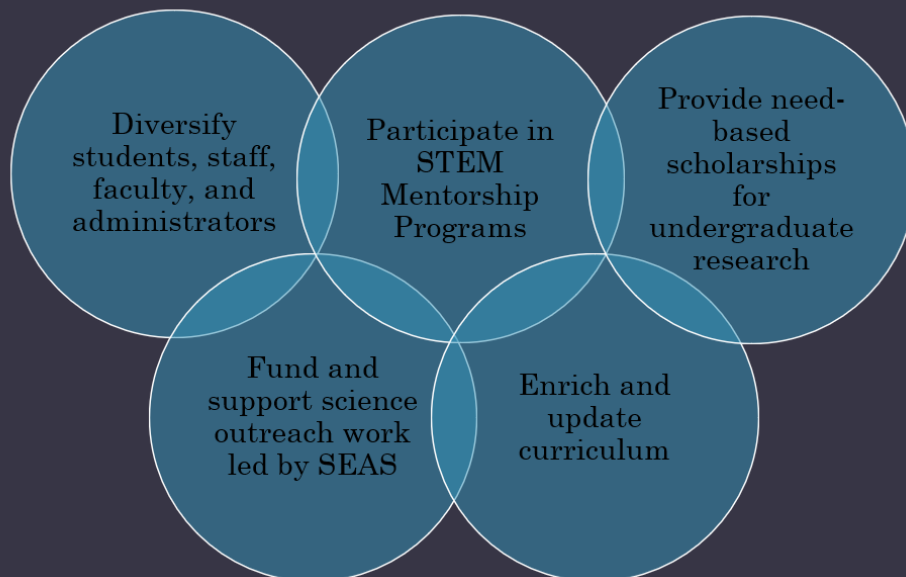
- We have an ethical obligation to improve working conditions and learning environments for our students, our colleagues, and ourselves



## Recommendation #1 : Promote a fair work culture



## Recommendation #2: Dismantle exclusion



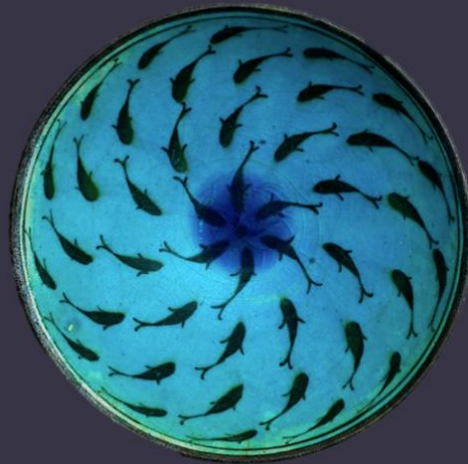
# Be proactive and leverage your resources!

- Diversity Specialist
- Racial Equity Audit
- SAFS E&I Committee
- SAFS leadership should operationalize recommendations on departmental policies
  - Ex) Hiring, Admissions & Scholarships, Tenure & Promotion
- What could this look like?
  - Ex) Annual Activity Report
  - Ex) Qualifying exam

I invite all of you at SAFS  
to engage in

*praxis: “reflection and  
action upon the world in  
order to transform it”*

- Paulo Freire



Bowl with fish, Iran (13<sup>th</sup> – 14<sup>th</sup> century)

**Guide to School of Aquatic and Fishery Sciences  
Interdisciplinary Study Areas (SAFS-INSTARS)**



Contact: [safsincl@uw.edu](mailto:safsincl@uw.edu)

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### A. Summary program description

The SAFS Interdisciplinary Study Areas (INSTARS) program offers a pathway for graduate students and postdoctoral scholars to expand their educational opportunities in the following **modules**:

- I. Introduction to Diversity,
- II. Leadership,
- III. Teaching,
- IV. Communication,
- V. Outreach,
- VI. Mentorship, and
- VII. Other Diversity Topic of Choice

Each area of study has a corresponding module consisting of three **components**:

1. Education & Training,
2. Action, and
3. Reflection.

The modules and components have been designed around specific learning opportunities at the University of Washington and the greater community, and center diversity and equity in education, research, and service. The intent of this initiative is to provide graduate students and postdoctoral scholars with additional professional experience that will help them succeed in their careers. We hope that this initiative will also increase the number of graduate students and postdoctoral scholars that participate in academic service and community engagement.

The study modules align with the mission and strategic goals at SAFS by helping graduate students and postdoctoral scholars to:

- develop cultural competence so that they can participate in creating and/or maintaining culturally fluent and safe workplaces and learning environments;
- engage in meaningful scientific outreach activities that serve communities historically excluded from science, technology, engineering and mathematics (STEM) fields;
- engage with others who have diverse technical, professional, and personal skills that differ from their own previous experiences;
- understand diverse perspectives and skills, and confront existing frameworks that serve as barriers to cultural competency, and
- reshape education, research, and management for better leadership from members of the aquatic and fishery sciences communities.

## **B. Format of study modules and components**

The modules serve as individual plans that can be customized to each participant's needs and interests. Working with a graduate advisor or principal investigator (PI) and a diversity specialist, participants can choose to complete any number of the study modules in addition to the required module "Introduction to Diversity". Graduate students can receive academic credit for completing a study module by enrolling in FISH 600 (Independent Study). For postdoctoral scholars, completion of a study module will be recorded as completed by SAFS and can be added to one's *Curriculum Vitae*. For undergraduate students interested in a similar program, there is the Husky Leadership Certificate program. Participation in SAFS-INSTARS requires approval from the participant's graduate advisor or PI before enrollment.

Participants are expected to formulate a plan on how to complete each component of each module with intentional and thoughtful approaches to integrating best and innovative practices related to diversity, equity, and inclusion. Successful completion of a module will be assessed by the graduate advisor or PI and a diversity specialist

The Education & Training component can consist of a UW class, training workshops, and/or be self-directed (please see suggestions and references listed for each module). This component requires at least 20 hours of instruction or training.

The Action component entails using newly learned skills from the previous component and applying them to a specific hands-on action. These actions can include service to the department or other units at the UW, extensions of one's research, and service to communities historically excluded from science. This component requires at least 20 hours of preparation and active participation.

The Reflection component should include: a summary of any training, workshop, or course taken; how information from a training was incorporated into an action component; and how lessons learned will be integrated into a future career path. The Reflection component can range in the type of writing and should be something that the participant finds most useful for their personal development and career development. For example, it can be a diversity statement that is later customized further in future job applications, or it can be an essay that explores what structural and organization actions may be needed to improve institutions. The final reflection piece should be approximately 2500 words in length.

## **C. Study modules and components with suggested opportunities**

### **I. Introduction to Diversity**

This module serves as a brief foundation of knowledge related to diversity to be covered before starting any one of the six other modules described below.

***\*Disclaimer about training: committing to diversity and equity requires long-term engagement in learning, self-reflection, connecting across differences, and participating in uncomfortable conversations. Below is a starting point.***

#### **1. Education & Training: (duration: 20 hours for an introduction – lifetime commitment)**

Pick at least two options of training/webinar, read one book, and watch the short videos listed below:

##### **a. Training/webinar options:**

- i. Explore ongoing work on campus and training options from:
      - ☐ [College of Environment Diversity Office](#)
      - ☐ [Center for Communication, Difference, and Equity](#)
      - ☐ [SAFS Diversity, Equity and Inclusion resources & committee](#)
 (min. 3 hours)
    - ii. Watch the webinar on [DEI Accountability](#) (1.5 hours)
    - iii. Participate in bystander intervention training, e.g., free online training may be available at [hollaback!](#) (~.5 hour)
  - b. Books:
    - i. Read and complete exercises in [Layla Saad's book \*Me and White Supremacy\*](#) (recommended for white and white-identifying individuals) (~6-12 hours)
    - ii. Read [Resmaa Menakem's book \*My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies\*](#) (recommended for Black, Indigenous, People of Color [BIPOC] individuals) (~6-12 hours)
  - c. Watch short videos:
    - ☐ Kimberly Crenshaw's TED talk on [intersectionality](#) (~0.5 hour)
    - ☐ Bryan Stevenson's TED talk on [\(in\)justice system](#) (~0.5 hour)
    - ☐ Hari Nef's TED talk on [#FreetheFemme](#) (~0.25 hour)
    - ☐ New York Times on [Microaggressions](#) (~3 minutes)
  - d. For additional resources and exploration (for lifetime learning):
    - i. Explore resources listed by [Avarna Group](#) (min. 3 hours)
    - ii. Subscribe and listen: NPR's [Code Switch podcast](#) (min. 1 hour)
2. **Action:** (duration: 1.5 days – lifetime commitment)

It is important to learn and reflect before engaging with social justice advocacy, and communities that have been impacted by historical and structural injustices. This is true for BIPOC and other marginalized identities, albeit in different ways.

The following actions are a way to explore what you have been learning. As you are participating in the activities below, think about how you can further your learning through reading, discussion, and reflection.

- a. Visit the [Duwamish Tribe](#) website. Study the history of the Duwamish River and the cleanup efforts by the [Duwamish Cleanup Coalition](#). Take a physical trip to the Longhouse (when they are open), preferably via public transit (please note, the Longhouse is not easily accessible via public transit and requires walking a significant distance). On the trip, observe the urban environment closely. Reflect on environmental changes, degradation, community engagement, and accessibility. (min. 1 day)
- b. Explore the City of Seattle Commission [meetings](#) and observe one that is of interest. Consider joining one of the commissions. (min. 2 hours)

Optional and for continued engagement: Participate in a march that you wouldn't normally go to, or one that doesn't align with your identity politics. Reflect on what it means to be an ally. (min. 1 day)

**3. Reflection:**

- a. Write a diversity statement that could accompany your application file for your dream job.

## **II. Leadership**

Leadership is an art of motivating and supporting people as they work together to achieve a common goal. Inclusive leaders treat all members of their team with respect and promote a healthy working environment. This module guides participants in learning and practicing leadership skills. Leadership in practice can occur at any level within a group or an organization and does not necessarily have to occur at a "top" hierarchical position.

**1. Education & Training**

- a. attend a leadership training course from UW Professional and Organizational Development (e.g., [Leadership for Leads](#), [Leadership Style Makes a Difference](#), [Learning to Lead](#), [Mindfulness and Leadership](#))
- b. attend/watch seminars from the Center for Leadership and Strategic Thinking. <https://foster.uw.edu/centers/leadership/>
- c. read 10 articles and/or 1 book about teaching skills and teaching philosophies (see suggested references near end of document)

**2. Action**

Pick one or a few of the options below to serve as a:

- a. coordinator of SAFS Open House
- b. various positions within [Fisheries Interdisciplinary Network of Students \(FINS\)](#) (ex. FINS coordinator, coordinator of a FINS event such as research Research Derby or Graduate Students Symposium)
- c. leader of College of the Environment peer mentoring program
- d. member of a SAFS committee (e.g., Equity & Inclusion, Curriculum, Hiring, Facilities)
- e. member of a UW committee (e.g., Graduate & Professional Student Senate)
- f. chief scientist for a field research study

**3. Reflection**

- a. Write a reflection on your experience as a leader, and how you will incorporate skills gained in your future work.

## **III. Teaching**

Teaching skills are invaluable to scientists, whether they are employed as full-time researchers or educators. Even though teaching skills might initially be developed in a classroom setting, having the ability to inspire curiosity in others and transfer knowledge is useful in any professional environment. The goal of this module is to help participants develop teaching skills, and particular emphasis is given to inclusive teaching practices and active learning.

1. **Education & Training:**
  - a. attend one or more Teaching Assistant workshops at the [Center for Teaching and Learning](#)
  - b. participate in one quarter of seminars by the UW Biology Education Research Group ([UW BERG](#))
  - c. read 10 articles and/or 1 book about teaching skills and teaching philosophies (see suggested references near end of document).
2. **Action:**
  - a. teach one class at any academic level of your choice as a guest lecturer or as a Teaching Assistant (e.g., courses at UW and other colleges/universities; conference workshops; enrichment courses for middle and high school students); for graduate students, contact the Graduate Advisor for TA opportunities, for postdoctoral scholars, contact the SAFS Curriculum Committee; for both graduate students and postdoctoral scholars, contact [Students Explore Aquatic Sciences \[SEAS\]](#) for outreach opportunities, particularly geared towards middle and high school students
  - b. be part of the organizing committee for a special session workshop on equity-centered teaching practices
  - c. read 10 articles and/or 1 book about teaching skills and teaching philosophies (see suggested references near end of document)
3. **Reflection:**
  - a. Write a teaching statement, compile a portfolio, or write a reflection piece about how your newly gained skills and experiences have changed your teaching philosophy and practices.

#### IV. **Communication**

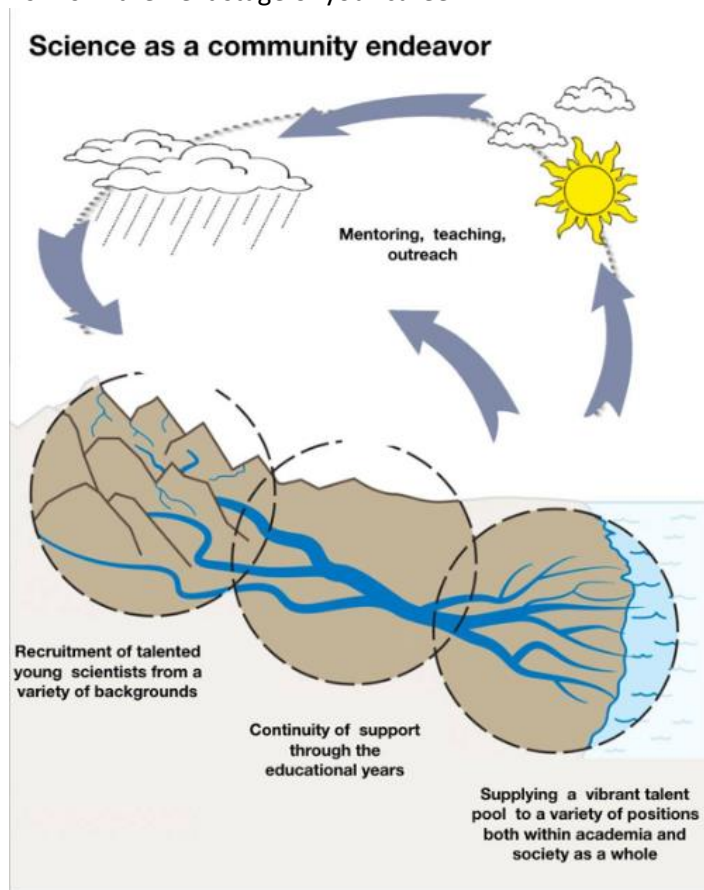
This module includes communication skills that are oral, visual, and written in a culturally competent manner. Having cross-cultural communication skills across multiple dimensions helps to create an equal opportunity working and learning environment where everyone feels valued and empowered to engage and contribute.

1. **Education & Training:**
  - a. attend one or more of the opportunities related to: [Training, Fellowships, Coaching and Courses at the College of the Environment, Science Communication Fellowship at the Pacific Science Center](#), or [Science Communication at WA SeaGrant](#)
  - b. attend opportunities more specifically related to science writing at the [UW Department of Communication](#) or [PR2ISM](#)
  - c. read 10 articles and/or 1 book about teaching skills and teaching philosophies (see suggested references near end of document)
2. **Action:**
  - a. participate in a science writing and communication class (e.g., an [Engage class](#), a 5-teen course focused on science communication, or a citizen science class

- b. speak at a Science Communication event or communicate to policy makers, journalists, and the general public
- c. submit a research proposal for funding
- d. write a press release (e.g., for the SAFS website) in partnership with [CoEnv Science Communication](#) and one-on-one coaching (coencvom@uw.edu)
- e. apply best practices in science communication through one or several social media platforms

3. **Reflection:**

- a. Write about how your oral and/or written communication skills have improved by incorporating feedback from your training and how you envision using these skills in the next stage of your career.



(Graphic designed by Jen MacKinnon)

V. **Outreach**

(Kindergarten-Grade 12; adult programs)

Scientific outreach is one of the main ways that scientists engage with the greater community, promote scientific literacy, and inspire the next generation to enjoy science and pursue scientific careers. This module emphasizes the importance of building and maintaining relationships with the greater community (beyond SAFS) in a culturally competent and respectful manner.

1. **Education & Training:**
  - a. attend an outreach training (e.g., from [Students Explore Aquatic Sciences \[SEAS\]](#); [Community Engagement & Leadership Education \[CELE\]](#)).
  - b. read 10 articles and/or one book (see suggested references near end of document)
2. **Action:**
  - a. participate in three outreach events hosted by SEAS
  - b. become a board member of SEAS
  - c. participate in an outreach event hosted outside of SEAS (e.g., [Pacific Science Center Polar Science](#) & [Get Up Close With Climate Change, CELE, Riverways Education Partnerships, Seattle MESA](#))
  - d. add a component to a community science project (e.g., [UW citizen science](#), [SciStarter](#), [citizenscience.gov](#))
  - e. participate in adult/public engagement opportunities
  - f. give a talk as part of the [Sustainability in Prisons Project](#)
3. **Reflection:**
  - a. Write a reflection piece on your experience on any outreach event, and how you can better become culturally competent and better engage with the communities in your future work.

## VI. Mentorship

Mentorship skills are not often taught in academic settings, even though mentors play a hugely important role in supporting the education and development of early-career scientists. Furthermore, high-quality mentorship is critical to retaining historically under-represented students in STEM fields and careers. The goal of this module is to introduce participants to the key characteristics of good, supportive mentorship.

1. **Education & Training:**
  - a. guides and learning opportunities at the UW through the [Husky Leadership Program](#) and [Graduate School](#)
  - b. training workshops from [PR2ISM](#)
  - c. professional training/coaching from [UW POD & Mentoring Toolkit](#)
  - d. [resources on Inclusive Mentoring](#) from Sheridan Center, Brown University
  - e. [resources from The Professional Counselor](#) (e.g., [Cross-Racial Trust in Mentoring Relationships](#))
2. **Action:**
  - a. participate in the [UW mentorship program](#)
  - b. participate in the SAFS peer mentoring program
  - c. participate in the College of the Environment Interdisciplinary Mentorship Program
  - d. be a mentor as part of a professional society
  - e. be a judge of poster/oral presentations at a conference at the UW or by a professional society
  - f. mentor a Capstone student

**3. Reflection:**

- a. Write a reflection piece on your experience as a mentor, and how you would apply and improve on your mentorship skills in the future.

**VII. Other Diversity Topic of Choice**

For other topics and skills not closely linked to those from the other six modules, please customize the Education & Training, Action, and Reflection components into another theme of your choice.

**1. Education & Training:**

- a. register for courses from UW Professional and Organizational Development:  
(E.g., Supervising in a Diverse Workplace  
Exploring Cultural Competence  
Addressing Discrimination and Harassment  
The Challenge of Allyship  
The Erosion of Empathy  
Working Across Generations  
Race, Bias, and Dissonance  
Exploration of Race in the Workplace: A Guide for Self-Study)
- b. attend a conference or several meetings from iEMBER  
(<https://qubeshub.org/community/groups/iember>)
- c. attend a "Train the Trainer" workshop from Cultures Connecting, Seattle WA  
(<https://www.culturesconnecting.com/train-the-trainer-strategies>)
- d. attend a seminar by the Council for Opportunity in Education  
(<https://coenet.org>)
- e. attend a conference hosted by the National Academies of Sciences, Engineering, Medicine (e.g., [Imagining the Future of Undergraduate STEM Education Symposium](#); Transformation in the U.S. Higher Education system: Implications for Racial Equity)
- f. attend a workshop (e.g., Holistic Admission workshop) hosted by the [Office of Graduate Student Affairs/ Core Programs](#) and the [Graduate Opportunities and Minority Achievement Program \(GO-MAP\)](#).

**2. Action:**

- a. organize paper discussion sessions or a book club discussion at SAFS
- b. host a booth at a conference, orientation, or outreach even to help with recruitment
- c. as a member of the Equity & Inclusion committee, propose and support policies that help increase diversity, equity and inclusion at SAFS
- d. create a rubric to help an organization or institution reduce bias in their hiring or admissions practices
- e. organize an event as part of the National First-Generation College Celebration
- f. work on a paper with members of iEMBER
- g. organize and host a meeting, workshop or training, and apply for diversity funding through the College of the Environment  
(<https://environment.uw.edu/about/diversity-equity-inclusion/tools-and-additional-resources/diversity-funding/>; up to \$1500).



- h. apply for a UW Diversity Seed Grant and implement the proposed work (<https://www.washington.edu/diversity/diversity-blueprint/seed-grants/>; up to \$3000; preference for proposals with matching funds from one's department)

### **3. Reflection:**

- a. Write a reflection piece on your new knowledge and experience in increasing diversity in aquatic and fishery sciences and related fields, as well as how you would apply new strategies in the future.

## **D. Completion**

### **SAFS-INSTARS Evaluation**

Verification of completed components and evaluation of reflection pieces will be performed by participant's graduate advisor or PI and a diversity specialist. Additional reviewers such as a member of their graduate research committee, a mentor (faculty, research scientist, and teaching instructor) at the UW, and an external expert on the topic at hand are welcome.

### **Submission of summary or full reflection piece for SAFS-INSTARS database**

Participants must submit a summary of their final reflection piece upon completion of a module. This will serve as part of a resource library for other students, postdocs, staff and faculty at SAFS as well as those considering coming to and collaborating with SAFS.

### **Exit survey**

Upon completion of a module, we ask participants to complete a survey. Responses will help refine the study modules, and assess the interest and need for formalizing the study modules into a UW graduate certificate program. The survey will also serve as a way to learn about new resources and opportunities that can be added to the lists in each module. We hope to see this program continue to expand through the years with the sharing of knowledge and experiences from participants.

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Why it is crucial to make cultural diversity visible in STEM education  
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## F. Acknowledgements

Over the years, many members of SAFS and friends of SAFS have contributed to the continued creation of INSTARS. If you have contributed in any way to this program, even in its draft/proposed form, please add your name to the list.

Naheed Gina Aaftaab, Staci Amburgey, Miriam Bertram, Tim Essington, Amy Fox, Jennifer Lâm-Anh Gosselin, Isadora Jimenez-Hidalgo, Corinne Klohmann, Jacqueline Padilla-Gamiño, William Mahoney, Eleni Petrou, Julia Parrish, Andre Punt, Mikelle Nuwer, Steven Roberts, Terryl Ross, Mark Scheuerell, Luke Tornabene, Yaamini Venkataraman, Kimberly Yazzie



## Appendix P.2. SAFS INSTARS Frequently Asked Questions

SAFS INSTARS FAQ's (v. 2021-summer)

### School of Aquatic and Fishery Sciences Interdisciplinary Study Areas (SAFS-INSTARS)

#### Questions & Answers

*(will be updated as more questions arise)*

**What would be the additional value of having this program at SAFS? Some argue that a graduate education is supposed to develop this anyway. If this is part of a graduate certificate program, maybe we need to ask ourselves, are we training our students well enough? Furthermore, other units and the Graduate School have similar professional development programs already.**

We agree that professional training and hands-on experiences exist in the current curriculum and that there are many other opportunities at the UW. However, we think that the accumulation of knowledge and opportunities listed within INSTARS can add to the education and experiences that graduate students and postdoctoral scholars currently have, particularly because of the themes of diversity, equity, inclusion, social and environmental justice integrated within every part of the modules of INSTARS (i.e., Leadership, Teaching, Communication, Outreach, and Mentorship). Furthermore, the way that it is designed for participants to add to the list of training opportunities, various programs with actions, and diversity statements, the program becomes an accumulation of knowledge relevant to aquatic and fishery sciences. We envision that through the years, it will become an entity co-created by members of SAFS and that they will cherish the program for these reasons even when they have moved onto the next stage of their careers.

#### **How is diversity integrated in the program?**

Originally, there was one Diversity module, but over the course of the last year a few different frameworks were drafted. At one point, the idea that diversity should not be an aside but rather integrated in each of the modules (i.e., Leadership, Teaching, Communication, Outreach, and Mentorship) led to the removal of the Diversity module. However, there were some aspects related to diversity that were not covered in these five modules. Thus, an additional module was added for "Other Diversity Topic of Choice".

A few reviewers of an earlier draft description of INSTARS suggested that there be an introductory Diversity module. Making this module required would help to ensure that all participants in the program have a basic understanding of diversity. Even though all of the other modules have diversity-related components integrated within each one of them, the "Introduction to Diversity" module would provide a foundational understanding before delving into one of the more focused modules. The "Introduction to Diversity" module was developed by Dr. Naheed Gina Aaftaab from the UW Center for Communication, Difference, and Equity.

**How many modules do participants of SAFS-INSTARS need to complete?**

Participants must complete the "Introduction to Diversity" module, and then may complete one or more of the other six modules.

**Who reviews these plans to ensure that they are thoughtful? Is that the SAFS Equity & Inclusion committee's role? The graduate advisor or principal investigator could provide that feedback but they may not be experts in the topic.**

We think that the best option is to have the graduate advisor or PI and the diversity specialist review the plans and the work. We thought about having an expert external to SAFS also be one of the reviewers. However, at this point in the pilot version of the program, we would like to keep things as simple and as feasible as possible. Experts external to SAFS or even the UW are welcome to provide feedback in addition to the evaluation by the advisor/PI and diversity specialist.

**Assisting diverse individuals so they can work within the system that exists is an extractive mindset. Do we really want to assist these students as they navigate a toxic environment just because we want them to make things better as leaders in a system that does not benefit them?**

This program is meant for anyone and for them to think about anyone else with different experiences than theirs. It is not meant for only "diverse individuals". We do agree with the comment that the description of the program could be better phrased and that the self-reflection piece can entail identifying structures that need to be changed for a more just system, and what structural and organizational actions would be needed to improve institutions. We have revised the description of the program accordingly and are open to additional revisions.

**What about students who don't want to become leaders in this field. Do we empower them as well?**

Leadership qualities and actions do not necessarily have to come from a person in a leadership position. We have rephrased parts of the INSTARS program description so that the focus is on leadership skills and actions, rather than a need to hold a leadership position.

**Many of our graduate students are RAs and TAs, who are already swamped. How can graduate students find the time for INSTARS?**

Many students at SAFS are already fulfilling major components of SAFS INSTARS by volunteering at SEAS, serving on academic committees, and organizing community events like the SAFS Open House, the SAFS Picnic, and the Graduate Student Symposium. This program would support these activities by encouraging more student participation and providing students with a framework for additional training. Furthermore, we would like to provide this program as an opportunity because interest has been expressed by various graduate students, postdoctoral scholars and faculty in the last few years. Graduate students can participate in the program through FISH600 when they are able to schedule for it.

**How can the SAFS community be able to ask questions and provide input on the creation of INSTARS?**

We will tentatively have a workshop in 2021 where all members of SAFS can hear about the program, ask questions, and contribute ideas to help improve its creation and potential implementation. We will also have opportunities for members of SAFS to provide input in a written format if they are unable to attend the workshop. Hopefully, folks will be able to attend the workshop because we plan to have speakers and members of various agencies and organizations associated with the aquatic and fishery sciences communities in the region.

**Why is INSTARS not being developed into a formal Certificate Program at the UW?**

If the modules are successful and there is a demand for a more formal certificate program, it can be formalized in the future. The initial program could help provide data (e.g., number of individuals who have expressed interest, number of participants in the early version of the program, number of faculty supportive of the program) to help support a formal certificate program proposal in the future.

**What earlier versions of SAFS INSTARS have there been?**

The idea was first conceived by staff and graduate students, including Isadora Jimenez-Hidalgo and Yaamini Venkataraman. The first description of the program was inspired by the [C-MORE PDTP](#) that Prof. Jaqueline (Jackie) Padilla-Gamiño was a part of, at the University of Hawaii.

The first full version of the proposal was submitted by Isadora Jimenez-Hidalgo, Jennifer Gosselin, Kim Yazzie, Jackie Padilla-Gamiño, and Mark Scheuerell for a UW Diversity Seed Grant in spring 2020, with partial matching funds from SAFS, the College of the Environment, and UW Program on Climate Change. We also had representatives at the UW outside of SAFS who had expressed support of our proposal and were planning to participate at the proposed workshop to help design the program:

- Prof. William M. Mahoney, Jr. (Associate Dean, Student & Postdoctoral Affairs, UW Graduate School);
- Prof. Julia Parrish (Associate Dean, Academic Affairs, CoEnv);
- Dr. Terryl Ross (Assistant Dean, Diversity, Equity, and Inclusion, CoEnv);
- Ms. Ujima Donalson (Assistant Vice President, POD, Total Talent Management – Human Resources);
- Ms. Briana Randall (Executive Director, Career & Internship Center);
- Dr. Miriam Bertram (Assistant Director of Program Operations, Program on Climate Change);
- Dr. Mikelle Nuwer (Senior Lecturer, School of Oceanography).

Unfortunately, the proposal was not funded, but Jennifer Gosselin and Eleni Petrou continued to develop it with input from Steven Roberts, Jackie Padilla-Gamiño, Mark Scheuerell, and Kim Yazzie. We decided that for an early stage of the program, we would not formalize it as a certificate program at the UW. Still, if there was interest backed by statistics of how many graduate students and postdocs participated in the program, we could then apply to formalize it into a certificate program.

At the beginning of the academic year 2020-21, we provided a brief summary of SAFS-INSTARS at one of our Equity & Inclusion committee meetings attended by Andre Punt, Mark Scheuerell, Steven Roberts, and Kerry Naish (representatives of the Faculty working groups on Governance, Recruitment, Retention and Integrating DEI into Teaching, respectively). We received some feedback at this point.



Earlier in 2021, we solicited feedback from Yaamini Venkataraman, Corinne Klohmann, and Staci Amburgey who highlighted some loose ends related to the "Diversity" module and a few other aspects of the program. In March 2021, the rest of the Equity & Inclusion committee had a chance to review it. At the Equity & Inclusion committee meeting in March, the committee supported having Gina Aaftaab review the program description and develop the introductory "Diversity" module. The committee also agreed that we should solicit feedback with one more round of reviewers before sharing with all members at SAFS.

In April 2021, the INSTARS draft description is being reviewed by Andre Punt, Tim Essington, Luke Tornabene, and Amy Fox. The next expected rounds of reviews will be from the Curriculum Committee, and then all members of SAFS.

## Appendix Q.1. SAFS-INSTARS Workshop June 2021 Schedule

### School of Aquatic and Fishery Sciences - Interdisciplinary Study Areas (SAFS-INSTARS)

Workshop - June 14th, 2021 11am-1pm

#### Goals for workshop

1. Introduce SAFS-INSTARS to everyone at SAFS
2. Gauge interest and likelihood of participation
3. Answer questions
4. Gather feedback

#### Introduction to SAFS-INSTARS (15 minutes)

Eleni Petrou and Jennifer Gosselin (Co-chairs of Equity & Inclusion committee)

- Background leading up to interest and need for this program
- Description of the program
- What we plan to get out of today's workshop

#### Refining SAFS-INSTARS: some important considerations (15 minutes)

Michael Martinez (Diversity Specialist)

- importance of integrating DEI in education and research
- how this program helps to achieve that
- suggested evaluation rubric / assessment

#### Feedback from workshop participants - Breakout groups

Facilitated by Jennifer Gosselin, Eleni Petrou and Michael Martinez

(Answers recorded by breakout groups in [Shared Google Doc.](#))

#### Breakout session #1 (10 minutes)

Q1: Would you be interested in participating in this program?

Q2: What features of the program do you like the most?

Q3: What features do you like the least?

Q4: Is anything missing from the program?

#### Report back #1 (10 minutes)

#### Breakout session #2 (10 minutes)

Q5: Are there barriers to participating in this program?

Q6: Do you anticipate using skills developed in SAFS-INSTARS in your future careers?

(Do you anticipate students/postdocs will use skills developed here in their future careers?)

**Report back #2** (10 minutes)

**BREAK** (10 minutes)

**Formalizing a program into a Certificate Program at the UW** (15 minutes)

Miriam Bertram (Assistant Director of Program Operations, Program on Climate Change)

- What does it take (in terms of expertise, administrative effort, etc.) to create and run a graduate certificate program?
- Benefits of a formal graduate certificate program
- Lessons learned
- Other considerations

**Open Discussion** (20 minutes)

**Closing remarks** (5 minutes)

Appendix Q.2. Presentation by Equity and Inclusion Committee co-chairs



## Reimagining STEM Workforce Development as a Braided River

A contemporary approach to today's science careers looks less like a structured pipeline and more like a collection of paths that change and adapt to the needs of the individual.



A braided river in New Zealand. Credit: Finding Watt, stock.adobe.com

Contemporary STEM careers do not look like traditional science careers of the past. Careers are dynamic and a scientist may have many jobs in their lifetime:

- Educator
- Researcher
- Consultant or business founder
- Policy maker
- Employee of a Tribe or First Nation

Scientists balance many responsibilities:

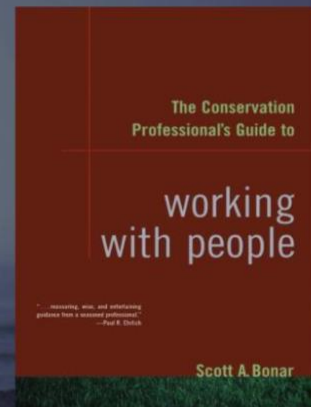
- Fulfilling caregiving responsibilities and/or raising families
- Contributing to their communities

These experiences:

- Bring new ideas and interdisciplinary perspectives to science

## To be a successful conservation or fisheries scientist, one needs:

- Strong disciplinary foundation
- Analytical and writing skills
- Creativity
- Interpersonal, intercultural, and organizational skills
- An understanding of the historical and social context in which scientific inquiry takes place



## SAFS Mission

Our mission at SAFS is to excel in providing **multidisciplinary & experiential learning** for undergraduate and graduate students

interested in **aquatic environments**, to conduct groundbreaking **research** on topics pertinent to understanding and managing these environments,

and to **communicate** our findings to **regional, national, and international audiences**.

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

Greater diversity.

Strengthen cultural competency.

Specific to our school.

Greater impact if we understand & work with audiences (communities).

## How do we integrate DEI in research and education?\*

- Often hear criticism: DEI topics are an afterthought or an add-on

- Aim for more *familiarity*...

...for more *natural* integration of DEI in research and education

\* *Michael Martínez will speak about the importance of integrating DEI in education and research*



## Background from last few years to present

- SEAS Outreach Program
  - An important link in the pipeline for increased participation of students who are underrepresented minorities in STEM
- SEAS volunteers realized that they needed more training in cultural competence and pedagogy
  - Organized a seminar for SEAS
- Thus, the idea was hatched for a SAFS Professional Development Program
  - Help complement SEAS Program
  - Benefit graduate students and postdocs more generally

## Background from last few years to present

- 2019: Draft program description started by Isadora Jimenez Hidalgo, based on:
  - Professional Development Training Program, Center for Microbial Oceanography: Research and Education University of Hawaii (CMORE-PDTP)
- 2020: Further developed into Diversity Seed Grant proposal at UW
  - Unfortunately, not funded
- 2021: Further developed into SAFS-INSTARS
  - Has been through a few rounds of reviews from various individuals (incl. faculty, grad students, postdocs) and the Curriculum Committee

## Highlights of current draft of SAFS-INSTARS

### •Modules:

- I. Introduction to Diversity
  - Developed by Dr. Gina Aaftaab, UW Center for Communication, Difference, and Equity
- II. Leadership
- III. Teaching
- IV. Communication
- V. Outreach
- VI. Mentorship
- VII. Other Topic of choice

### •Components:

1. Education & Training
2. Action
3. Reflection

## Let's walk through a module together: Mentorship

*Mentorship skills are not often taught in academic settings, even though mentors play a hugely important role in supporting the education and development of early-career scientists. Furthermore, high-quality mentorship is critical to retaining historically under-represented students in STEM fields and careers. The goal of this module is to introduce participants to the key characteristics of good, supportive mentorship.*



## Let's walk through a module together: Mentorship

### 1). Education & Training

Do one of the following learning activities:

- Take a professional development class through UW POD & read through their [Mentoring Toolkit](#)
- Read the [Mentoring Guides](#) for UW Students and Faculty provided by the UW Graduate School
- Read literature on inclusive mentoring compiled by the [Sheridan Center at Brown University](#)

## Let's walk through a module together: Mentorship

### 2). Action

Do one of the following action opportunities:

- Participate in the [UW Mentorship Program](#)
- Participate in the FINS Peer Mentoring Program
- Supervise and mentor a Capstone student
- Mentor a junior scientist in your lab group
- Participate in the College of the Environment Interdisciplinary Mentorship Program
- Be a mentor as part of a professional society

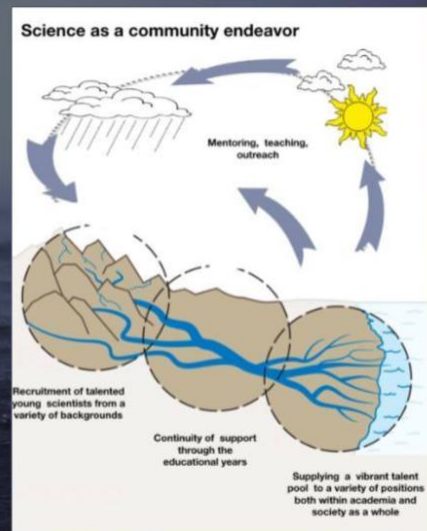
## Let's walk through a module together: Mentorship

### 3). Reflection

- Write a reflection piece on your experience as a mentor, and how you would apply and improve on your mentorship skills in the future.

## SAFS-INSTARS as a community endeavor

- Participants can add to program or adjust it so it meets their educational goals
  - Stronger program over time
- SAFS-INSTARS aims to highlight and increase participation in existing efforts at SAFS (e.g., SEAS, Open House, undergraduate mentorship)





## SAFS-INSTARS aligns with SAFS mission and DEI Strategic Goals

- **Develop cultural competence** to create and/or maintain culturally fluent & safe workplaces and learning environments;
- **Engage in meaningful scientific outreach** activities that serve communities historically excluded from STEM fields;
- **Engage with others who have diverse** technical, professional, and personal **skills** that differ from their own previous experiences;



## SAFS-INSTARS aligns with SAFS mission and DEI Strategic Goals

- Understand diverse perspectives and skills, and **confront existing frameworks** that serve as **barriers to participating in STEM careers**
- **Reshape education, research, and management for better leadership** from members of the aquatic and fishery sciences communities.



## **Next steps**

- **Gather and incorporate feedback from this workshop**
- **Faculty will discuss the proposed program at the Faculty Retreat in early fall**

## **Breakout session #1 (10 minutes)**

Q1: Would you be interested in participating in this program?

Q2: What features of the program do you like the most?

Q3: What features do you like the least?

Q4: Is anything missing from the program?

## **Report back #1 (10 minutes)**

## **Breakout session #2 (10 minutes)**

Q5: Are there barriers to participating in this program?

Q6: Do you anticipate using skills developed in SAFS-INSTARS in your future careers?

## **Report back #2 (10 minutes)**

Appendix Q.3. Presentation by SAFS Diversity Specialist

# DEIJ and Assessing INSTARS Work

6/14/2021

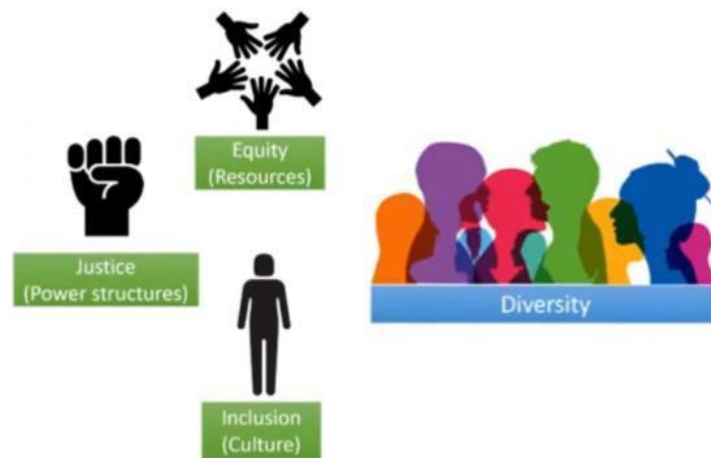
## Some Definitions

Diversity: different traits, backgrounds, experiences

Equity: access to **resources**

Inclusion: **culture** that is welcoming and supportive

Justice: addressing **power structures**



See David Muñoz's presentation for FISH513: [Antiracism in Conservation](#)

## Importance of DEIJ in Education and Research

From the [SAFS DEI webpage](#):

“We also recognize that science is richer, and the SAFS community is more vibrant when a diverse group of people participate in research.”

- Morally, ethically, it's the right thing to do
- Increases talent pool



## Benefits of Diversity

Research can be narrowly focused on what the dominant culture perceives as most important. Diversity helps broaden this focus.

People with different perspectives and different knowledge systems can:

- Bring traditional/cultural knowledge into the institution
- Identify new questions/problems to investigate
- Approach existing questions/problems in new ways
- Expand methods of investigating and conducting research
- Help identify and compensate for “blind spots” and biases

## White Supremacy Hurts Everyone

INSTARS gives participants the tools to learn different values and behaviors for building more equitable and just institutions.

Aspects of White Supremacy Culture:

- Fear of making mistakes
- Binary thinking
- Energy spent on defensiveness rather than growth
- Individualism, perfectionism (doesn't value collaboration, self-care)
- Limited view of “success”

Learn more at [whitesupremacyculture.info](https://whitesupremacyculture.info)



## How INSTARS Can Help

By increasing their competency in the INSTARS modules (diversity, leadership, teaching, communication, outreach, mentorship) participants expand their ability to advance equity, inclusion, and justice.

Participants will develop knowledge and skills to act and advocate for themselves and others—and to create equitable, inclusive, and just policies and practices that support diversity.

## Assessing Participants' Learning

Participant submits written reflection to diversity specialist and advisor/PI

- Broadly, does it contain the minimum:
  - Summary of training, workshops, courses, education, etc. and what participant learned
  - Description of how information from education/training was incorporated into action plan, action that was taken, and reflection on completing said action(s)
  - Practical application of topic, e.g., diversity statement, plans for future development, teaching philosophy, etc.
- Specifically, does it demonstrate knowledge and skills relevant to the module
  - Non-exhaustive list of knowledge, skills, skilled behaviors available for each module

Option to meet with diversity specialist for a conversation about work done in the module, further reflection, directions for growth

## Examples of Knowledge and Skills for Diversity Module

### Knowledge

- Identity groups present in communities where we live, work, conduct research
- Work being done at UW to advance equity
- White supremacy culture
- Understanding of one's identities
- History and ongoing impacts of structural oppression, colonialism

### Skills

- Antidotes to white supremacy culture
- Cross cultural communication
- Trust-building
- How to repair harm
- Active listening
- Making change in organizations
- Assertive communication
- Conflict de-escalation

### Appendix Q.4. Summary of INSTARS feedback from breakout groups

#### Proposed SAFS-INSTARS workshop – Feedback

##### **Breakout session #1** (10 minutes)

Q1: Would you be interested in participating in this program?

Q2: What features of the program do you like the most?

Q3: What features do you like the least?

Q4: Is anything missing from the program?

##### **Breakout Group #1 – facilitated by Michael Martinez - notes:**

- Q1: Would you be interested in participating in this program?
  - Faculty: yes, would be interested in completing modules
  - Grad student: yes, maybe already doing some of it
  - Faculty: yes, see grad students already doing some of this work
- Q2: What features of the program do you like the most?
  - Categories, important topics from employer perspective
  - Diversity is a requirement
  - Concept, important to acknowledge and emphasize professional development
  - Incorporation of diversity throughout
  - Reflection, time to be introspective
  - Helps connect us back to SAFS mission and values
- Q3: What features do you like the least?
  - No red flags
  - Concerns about uneven assessment
  - Apply action higher up Bloom's taxonomy
  - Concerns that actions in combination with reflection may not demonstrate that participant has met learning objectives

- Q4: Is anything missing from the program?
  - o Very clear learning outcomes
  - o Modules aligned with current pedagogy
  - o Modules informed by best practices - how do we elevate what students are doing already?
  - o Oversight and assessment
  - o Faculty engagement

**Breakout Group #2 – facilitated by Eleni Petrou - notes:**

- Q1: Would you be interested in participating in this program?
  - o Yes!
  - o Yes, and we will need central coordination, to take weight off of faculty PI
  - o Yes, I would encourage people to participate and help with implementation of formal certificate program
- Q2: What features of the program do you like the most?
  - o Diversity, teaching, and mentorship pieces will be critical skills to enrich graduate education.
  - o I like the idea of the program. The idea of requiring these skills and this background. That this will be a part of graduate education. The idea is really important. To elevate what we think what a great student or leader is, who can make a difference. Also that the program is flexible and achievable (bite-sized) to maximize participation.
  - o I agree with points made. I love the idea of the program and the topics. I have concerns and questions about the execution of the program but it is a great idea. To train and educate future faculty and leaders, and they need these skills.
- Q3: What features do you like the least?
  - o I have a number of questions that lead to the same place. one concern- slight mismatch between the idea that students need more training and the series of activities that are proposed. Training components needs more rigour. What are skills that the participants will have at the end? We need an expert to develop each of these modules, and evaluate participants.
  - o Start with fewer number of modules at first, and add on later.

**Breakout Group #3 – facilitated by Jennifer Gosselin - notes:**

- Question #1: Would you be interested in participating in this program?
  - o Yes, from grad student(s).
  - o Follow-up question: Do you have time available to work on module(s) of this program?
  - o Yes, already participating in peer mentor program, and related classes. Maybe as much as a 2-credit class.
- Question #2: What features of the program do you like the most?
  - o Overall structure of the program
  - o Faculty: Would have loved to have had some mentoring training in the past. That's great to have it in the program now.
- Q3 & Q4: What features do you like the least? Is anything missing from the program?
  - o Unsure about the number of modules. One concern is that some faculty are going to want to add more modules, and it may become unwieldy.
  - o That's okay for it to be a living curriculum, as curriculum should be.
  - o First year could be run as a pilot.

- On the trainee side of things, it is important to consider and decide on how formal the recognition of participation in the program is going to be. This may affect how willing people would be in participating in the program. Some may not, if it is just added training and not formally recognized.
- Graduate students in Program on Climate Change many years ago were already doing the work, so asked for formal recognition.
- For some of the actionable items, students can add the class or skill on their CV.
- UW Professional and Continuing Education (PCE) does not show up on transcript.
- People with Master's degrees have salary bumps. It is important that it's transcriptable.

#### **Breakout session #2 (10 minutes)**

Q5: Are there barriers to participating in this program?

Q6: Do you anticipate using skills developed in SAFS-INSTARS in your future careers?

(Do you anticipate students/postdocs will use skills developed here in their future careers?)

#### **Breakout Group – Faculty & Admin Staff - notes:**

- Q5: Are there barriers to participating in this program?
  - Faculty expertise in evaluating, students might be more trained/skilled in module areas
  - Faculty bandwidth
  - Need faculty support/buy-in
  - Guidance for faculty on assessing
  - Concerns about what is reasonable for students
  - Student bandwidth
  - Need to make sure time spent on INSTARS is valued as much as other educational work
  - If faculty are unsupportive, students won't have access to participate - concerns that program will only be accessible to a few
  - Need to define terms: outreach, communication
  - Who are the experts? Who will be evaluating?
  - Concerns that diversity specialist position is temporary
  - Resources outside of SAFS, concerns about sustainability
- Q6: Do you anticipate using skills developed in SAFS-INSTARS in your future careers?  
(Do you anticipate students/postdocs will use skills developed here in their future careers?)
  - Unanimous yes
  - Want clearer definitions of "leadership", "mentorship", etc.; very broad terms

#### **Breakout Group – Grad students, Postdocs, Research Staff - notes:**

- Q5: Are there barriers to participating in this program?
  - For some grad students, time and PI support might be barriers to support. For example, there are some PIs that might think that this program takes too much time away from research (esp for MS students, who are on shorter timelines) or that the program is 'a waste of time'.
  - For some of these skills that are important, there might be PIs that conceptualize that these skills are separate from the skills required to be a scientist. So how the program is pitched to PIs will be key. Maybe provide Q&A for advisor (with talking points). Make the point that students are already doing these things.
- Q6: Do you anticipate using skills developed in SAFS-INSTARS in your future careers?
  - Yes! Having the ability to see things with a different lens helps you at work and in life. Knowing how to mentor, for example, is just useful.

- Yes, definitely. No matter what career you do, having a foundation of communication and DEIJ will be very useful.
- It would be great if this were made available for research staff. I don't know how important it would be for research staff to have access to a formal certificate program. Might help people negotiate a higher salary?
- People might be more likely to participate if they can get a formal certificate at the end. Might help with PI buy-in too.