


Infusing Race and Equity into the Evans School MPA Curriculum



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James Siap, Jenny Six & Stephanie Budrus

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**University of Washington
Daniel J. Evans School of Public Policy & Governance**

Acknowledgements

The University of Washington, as well as the Evans School, exists on indigenous land. We acknowledge and thank the Coast Salish people who have lived and cared for this land for generations. We also acknowledge the role that our discipline, public policy, has played in the genocide, forced removal, and continued disenfranchisement of the Duwamish, Suquamish, Snoqualmie, Puyallup, Muckleshoot, Tulalip, other Coast Salish peoples, and their descendants. It is incumbent upon us as public servants to actively partner with, amplify, and share power with Native peoples and choose a different path, a more equitable path, than our predecessors.

We would also like to thank our advisor, Steve Page, for his partnership, guidance, and willingness to engage with us and with the Curriculum Advocacy Team (CAT) over the past two years. Similarly, we thank Interim Dean Alison Cullen who has been an ally in furthering equity work at the Evans School and has helped lay a foundation for change. We are equally grateful for the many Evans School faculty and staff who have partnered with us and who continue to advance diversity, equity, and inclusion work at our institution.

Finally, we cannot thank the generations of Evans School students who came before us enough for their advocacy, disruption, ingenuity, engagement, and stalwart commitment to equity in public policy. They cracked open a policy window that we have every intention of climbing through.

To current, former, and future CAT members: we hope that this work serves as a guide as you continue to forge the path towards a more equitable world.

Positionality Statement

The six authors of this report are graduate students at the University of Washington. Though we come from different backgrounds and hold different identities, we share the immense privileges of those who can both access and function within institutes of higher learning. We also recognize the specific power inherent in the role of ‘policymaker.’ Policies have the power to transform lives, cultures, societies, and futures. It is incumbent upon us to approach this work with humility, awareness, and a commitment to partnering, elevating, and amplifying the voices of the diverse populations we serve - particularly those that have been historically and currently excluded from the policy process. As founding members of the Curriculum Advocacy Team, our vision is to co-create an intersectional, antiracist, anti-oppression graduate policy education with the goal of transforming public policy and creating a more just and equitable world.

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Glossary of Terms

Antiracist: Antiracist has been defined as “the **active process** of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.”¹ Author Ibram X. Kendi’s well-known discussion on antiracism includes the elaboration that, “one either endorses the idea of a racial hierarchy as a racist or racial equality as an antiracist ... it isn’t possible to be simply “not racist.”²

Bright Spots: Positive outliers; the first signs that things are working; the response to “what’s working and how can we do more of it?”³

Continuous Change: “The dynamic, interactive, and bottom-up processes”⁴ that come from individuals and groups of employees which are then institutionalized by managers or taken up by adjacent work groups which lead to “substantial changes at the organizational level.”⁵ Unlike episodic change, “continuous organizational change consists of a series of changes over time that may make it difficult for observers to identify their sources.”⁶

Colorblind: The idea that race and ethnicity should not be taken into account during the decision-making processes.

Community of Practice: A Community of Practice refers to an innovative learning framework characterized by a group of people interested in a particular domain who engage in collective learning.⁷

Diversity: Representation of various personal and group characteristics and identities, specifically those that have been traditionally excluded and marginalized.^{8,9}

Diversity, Equity, and Inclusion Efforts (DEI): Throughout this paper you will see reference to Diversity and Inclusion (D&I) as well as Diversity, Equity, and Inclusion (DEI). It is important to note that while these terms are often used interchangeably and refer to the same general concepts of promoting diversity in institutions and organizations and fostering inclusion and belonging of people of all identities, DEI adds the consideration of equity. Equity is related but distinct from another common term, ‘equality.’ In its simplest form, equality means giving everyone the same thing regardless of their identity or position in society, whereas equity means giving people what they need, with full consideration to their multiple identities and the concurrent historical and modern experiences and context they exist in. The inclusion of the ‘E’ for equity in DEI denotes a

¹ Anti-Racism Defined. (n.d.). <http://www.aclrc.com/antiracism-defined>

² Kendi, I. X. (2019). *How to be an antiracist*. New York: One World.

³ Heath, C., & Heath, D. (2010). *Switch: How to change things when change is hard*. Crown Publishing Group. pp. 27-48.

⁴ *Ibid.*, p.1

⁵ *Ibid.*, pp. 1

⁶ *Ibid.*, p. 7

⁷ Wenger, E. (2018). *Communities of practice: learning, meaning, and identity*. Cambridge: Cambridge University Press.

⁸ Center for Diversity and Inclusion. (2020). *Glossary of bias terms*. Washington University in St. Louis.

<https://students.wustl.edu/glossary-bias-terms/>

⁹ Ford Foundation. (2020). *Diversity, Equity, and Inclusion*. Ford Foundation.

<https://www.fordfoundation.org/about/people/diversity-equity-and-inclusion/>

recognition that equity is foundational to creating an inclusive and welcoming society and supporting rich diversity within it and its institutions and structures.

Driver: Person or team who is responsible for initiating and setting the direction of a project or task.

Episodic Change: Episodic organizational change is “triggered by identifiable intentional major interruptions”¹⁰ and “usually consists of changes that can be identified by a specific major disruptive event as the source.”¹¹

Equity: Giving people what they need, with full consideration to their multiple identities and the concurrent historical and modern experiences and context they exist in.

Equality: Giving everyone the same thing regardless of their identity or position in society.

Evans Community: This term refers to the all current and former Evans School staff, faculty, administrators, MPA students, Ph.D. students, concurrent students, EMPA students, and alumni

Faculty: Includes professors and lecturers.

Institutionalize: To designate formal ownership for previously informal, or student-led, initiatives, projects, and events within Evans School faculty, staff or administration.

Inclusion: Culture of belonging and power sharing with traditionally excluded groups.^{12,13}

Incorporating DEI: Addressing the racist foundations of U.S. public policy, understanding the mechanics of racism in policy, and equipping students with antiracist policy tools and skills.

Organizational Culture: Organizational culture can be understood as the shared underlying values and assumptions that shape behavior and relationships within the organization.¹⁴

Public Affairs and Public Administration: When we use the terms "public affairs" and "public administration" throughout this paper we are referring to the policies and management of government agencies as well as nonprofits, nongovernmental, contract and volunteer organizations engaged in public work and public policy.

Race neutral: Specifically, in the realm of policy design, to be race neutral is to explicitly exclude race as a consideration in the development or administration of policy. For example, race neutrality often emerges as an alternative to affirmative action in discussions of college admissions. The 2015 Supreme Court Case, *Fisher v. University of Texas at Austin* lost a challenge to the legality of a race-

¹⁰ Wee, E. X. M., & Taylor, M. S. (2018). Attention to change: A multilevel theory on the process of emergent continuous organizational change. *Journal of Applied Psychology, 103*(1), 1-13. <http://dx.doi.org/10.1037/apl0000261>, p.1

¹¹ Ibid., p. 7

¹² Ford Foundation. (2020). *Diversity, Equity, and Inclusion*. Ford Foundation. <https://www.fordfoundation.org/about/people/diversity-equity-and-inclusion/>

¹³ Diversity Resource Center. (2015, September). *Diversity & social justice glossary*. University of Washington Tacoma. https://www.tacoma.uw.edu/sites/default/files/sections/Diversity/diversity_glossary.pdf.pdf

¹⁴ Schein, E. H. (1999). *The Corporate Culture Survival Guide: Sense and Nonsense About Cultural Change*. San Francisco, Calif: Jossey-Bass.

conscious admissions system. Universities that abandon race-conscious policies in favor of race neutral ones often see a significant drop in the diversity of their student body, one of many examples confirming that race neutral policies often have racially discriminatory outcomes.¹⁵

Racist: Broadly, racism can be conceptualized as a belief that race is a main determinant of human characteristics and capabilities, and that racial differences inherently manifest in the superiority of some races in comparison to others.¹⁶ A person who holds these beliefs or something that perpetuates them can be considered, “racist.” The term has evolved over time in accepted meaning and connotation. Though the term is largely understood to be fairly synonymous with an individual or thing that is “prejudiced,” particularly regarding the idea of racial superiority or inferiority, the term “racist” carries with it the baggage of a moral sanction.¹⁷

Target Populations: Target populations are the intended recipients of service through a policy or initiative.

Targeted Universalism: Targeted Universalism is a transformative policy framework that is outcome-oriented and reorients policy debates to focus on targeted processes for reaching universal goals.¹⁸

Twomenism: The overrepresentation of two-women boards within the S&P 1500, as identified by Chang et al. The term refers to organizations that use average measures of diverse representation as acceptable thresholds for their own organization. Upon nominally exceeding said thresholds, senior leadership ceases efforts at diversifying, believing themselves to be beyond scrutiny on issues of diversity and representation.¹⁹

Abbreviations

APPAM: Association for Public Policy Analysis & Management

ASPA: American Society for Public Administration

COP: Community of Practice

CEI: Committee for Equity and Inclusion, sometimes referred to as the Equity and Inclusion Committee

D&I: Diversity and Inclusion

DEI: Diversity, Equity, and Inclusion

EDC: Evans Diversity Committee

ESJ: Equity and Social Justice

MPP: Masters in Public Policy

MPA: Masters in Public Administration

¹⁵ Garces, L. M. (2013). Understanding the Impact of Affirmative Action Bans in Different Graduate Fields of Study. *American Educational Research Journal*, 50(2), 251–284. doi: 10.3102/0002831212470483

¹⁶ Racism. (n.d.). In *Merriam-Webster.com dictionary*. <https://www.merriam-webster.com/dictionary/documentation>

¹⁷ McWhorter, J. (2019, July 24). Racist Is a Tough Little Word. *The Atlantic*.

¹⁸ powell, john, Stephen Menendian and Wendy Ake, “Targeted universalism: Policy & Practice.” Haas Institute for a Fair and Inclusive Society, University of California, Berkeley, 2019. [haasinstitute.berkeley.edu/targeteduniversalism](https://haas.berkeley.edu/targeteduniversalism).

¹⁹ Chang, E. H., Milkman, K. L., Chugh, D., & Akinola, M. (2019). Diversity thresholds: How social norms, visibility, and scrutiny relate to group composition. *Academy of Management Journal*, 62(1), 144-171.

NAPA: National Academy of Public Administration

NASPAA: Network of School of Public Policy, Affairs, and Administration

RSJI: Race and Social Justice Initiative

SL: service-learning

URM: underrepresented minority

Executive Summary

Who We Are

Five graduating MPA students and one first-year MPA student from the Curriculum Advocacy Team (CAT) at the University of Washington's Daniel J. Evans School of Public Policy and Governance are leading this project. Teammates include Andres Sheikh, Anna Kelsey, Charmila Ajmera, James Siap, Jenny Six, and Stephanie Budrus.

Why We Pursued This Project

The Curriculum Advocacy Team was formed in 2018 to pursue this goal: to create a community of practice between students, faculty, and staff where we can meaningfully, inclusively, and consistently collaborate on issues regarding race, equity and inclusion in curriculum. Over the past two years we have sought to understand the needs of our stakeholders and address the barriers they face to furthering this work. As our time at the Evans School ends, we wanted to consolidate our learnings and leave the Evans School community with a roadmap for continuing this work. We have a strong belief that our community can set the pace for this work across the nation and be a leader in centering race and equity both in public affairs education and in public policy.

Research Questions

Our research questions were developed based on the questions frequently asked by faculty and administrators during our previous CAT work:

1. Why is it important for a graduate public affairs curriculum to include considerations of race and equity?
2. How can institutions of higher education incorporate race and equity into their curricula?

Methodology

Our team conducted a literature review to provide background and context on key topics, such as: historical and current racism in U.S. public policy, history of graduate public policy education, race and equity in graduate public affairs education, and organizational change. We then interviewed over 30 stakeholders from the Evans School, other UW graduate schools and departments, and other MPA/MPP programs from around the U.S. We structured our interview questions to understand barriers to DEI in curricula and how institutions have found success in this work. We also reviewed historical documentation of 20 years of DEI work at the Evans School to capture where the school has made progress and where progress has stalled. Finally, we deployed a survey for current students on their perceptions of and attitudes about race and equity within the Evans School core curriculum.

Key Findings

Through our research, we identified six key themes:

1. Students are seeking more DEI work for its own sake and because they believe it to be in demand by employers
2. Across the graduate landscape, DEI work is not systematically integrated into curricula
3. Diversity of faculty, staff and students within the institution affects if and how DEI work is done

4. Numerous barriers, including time and funding, hamper efforts to implement DEI within curricula
5. Where DEI work has made progress, it has been energized by students, enacted by faculty, and championed by Deans and senior leadership
6. The next two years include key policy windows for the Evans School to accelerate DEI work

Preliminary Recommendations

Recommendations for the Evans School fall into the following four categories:

1. Revise the Evans School MPA curriculum and courses
2. Prioritize creating a diverse slate of candidates for faculty and staff hiring and promotion
3. Help course instructors integrate DEI into their teaching
4. Institutionalize DEI efforts

In outlining our recommendations for the Evans School, we identify when each recommendation should be implemented; which positions and committees within the school should oversee development, implementation, and evaluation of each recommendation; and considerations for how to evaluate progress on each recommendation.

Important Context and Limitations

It is important to note that while we recommend the adoption of core competencies and learning objectives that address race and equity, we do not state what those competencies and learning objectives look like, nor do we describe which specific DEI skills should be included in faculty and staff job descriptions. Further research and community engagement must be done in all of these areas to inform implementation. While we have provided sample measures of success for each recommendation, these too, will require community consultation. These recommendations are a starting point for the Evans School, not the finish line. The implementation of these recommendations will aid in transforming the culture of the Evans School and better prepare its graduates for public service. This work, however, is never over and requires continuous reassessment and redevelopment as well as sustained commitment at all institutional levels.

Chapter 1: Introduction

In January 2021, the Daniel J. Evans School of Public Policy and Governance will welcome incoming Dean Jodi Sandfort to our school. The activism of recent student cohorts at the Evans School, the momentum of changes within the school over the last few years, the transformational moment that the COVID-19 pandemic presents, and the renewed national focus on police violence against Black people in America all create a policy window for the incoming Dean to think bigger than ever before about this opportunity for transformative policy change. Current Evans School students see an opportunity for our school to emerge as a national leader on matters of race and equity in public policy. As a recent contingent of student activists, the Curriculum Advocacy Team presents this report as a tool by which to address the barriers and needs that Evans School faculty, staff, and administration have reported to our group over the past two years. We provide recommendations for how to address these barriers and fill these needs with the ultimate goal of taking full advantage of this moment to create transformational change.

In 2020, we are at an inflection point and faced with uncommon policy windows. We write this report against the backdrop of the COVID-19 pandemic, a global phenomenon that has exposed many of the racist and broken elements of the current public policy arena. The COVID-19 crisis, quarantine, and resulting economic impacts offer a policy window where policies previously believed to be impossible or infeasible are being considered and, in some cases, implemented (e.g., cash transfer relief to some U.S. residents).

This inflection point lays bare the “colorblind” services provided by the free market that, in reality, perpetuate historic and systemic inequalities. We see this now in health outcomes in African American communities.²⁰ Generations of environmental, political, and economic racism have led to a current situation where communities of color are dying at unacceptable rates.²¹ The trends that began even before the racist founding of this country and that have persisted through the history documented in this report *will* continue unless and until policymakers learn to confront systemic inequities and structural racism with effective, antiracist, anti-oppressive policies. Students of public policy need to learn tangible skills to translate a values system into actionable policy that will undo this current political landscape that continues to result in the deaths of black and brown people even today. Without an antiracist approach to policymaking and the ability to confidently and meaningfully challenge the status quo, graduates of this institution *will* continue to perpetuate administrative racism and do harm in communities.

As we have finalized this report, a renewed national focus on violence against Black people in America, by both law enforcement and non-law enforcement alike, has emerged following the murders of Ahmaud Arbery, Breonna Taylor, George Floyd, Manuel Ellis, David McAtee, and Tony McDade. The racism that drove these acts is the same racism that has created the disproportionate impacts of the COVID-19 pandemic and has perpetuated failures in every area of policy. The inequities and violence that we are seeing today are the direct consequences of policy decisions. The curriculum that we are working towards will equip public affairs graduates not just

²⁰ Chotiner, I., (April 2020). *The Interwoven Threads of Inequality and Health*. The New Yorker.

²¹ Johnson, A., Buford, T., (2020). Early Data Shows African Americans have Contracted and Died of Coronavirus at an Alarming Rate. *ProPublica*.

to react to these injustices, but more importantly, to work tirelessly at preventing them from occurring in the future.

Through a targeted universalism approach, we know it is possible to create an intersectional, antiracist, anti-oppression Evans School culture and curriculum. We invite every member of the Evans School community to think big, to think expansively, and to expand the universe of what you have previously considered possible. We are in a profound moment of change and opportunity and would like to offer a vision that is grounded in actionable next steps that we can all take. This report and the recommendations embedded in it are intended to support Evans' teaching teams, the incoming Dean, and the broader Evans School leadership team in fulfilling both the school's mission to educate the future leaders of public service and its commitment to the [Public Affairs Diversity Alliance](#).²²

To inform this report, we seek to answer the following research questions:

1. Why is it important for a graduate public affairs curriculum to include considerations of race and equity?
2. How can institutions of higher education incorporate race and equity into their curricula?

In Chapter 2 we will cover the context and background of racism in U.S. public policy, the history of graduate public affairs education and how it has and has not addressed race and equity, and the organizational change necessary to support the integration of race and equity in both public affairs education and public policy. In Chapter 3 we detail our research methods, which included over 30 stakeholder interviews, a review of 20 years of documentation about DEI efforts at the Evans School and survey analysis of past diversity surveys at Evans, and a Current Student Survey deployed for the purposes of this study. Chapter 4 includes the main findings and analysis from our collected evidence, synthesized into six key themes. Chapter 5 includes several recommendations that address each theme in detail, laid out on a suggested timeline with clear ownership roles within the institution and measures of evaluation. Chapter 6 ends the report with our concluding remarks and areas of future study for the Evans School.

This report was conducted by six members of the Evans School Curriculum Advocacy Team (CAT) and is the final product of a Spring 2020 independent study with Professor Stephen Page. CAT was founded in 2018 and operates with the following mission and vision:

MISSION: To collaborate with students, faculty, staff, and administration to create an intersectional, anti-oppression, antiracist Evans School curriculum.²³

VISION: An Evans School curriculum where students are equipped with the skills to appropriately serve marginalized communities, and to create public policy that interrupts the legacy of structural violence - a product of racist and oppressive public policy in the U.S. This reformed curriculum will effectively transform the culture and classroom experience to ensure that every Evans School

²² University of Washington Evans School of Public Policy & Governance. (2019, March 4) The Daniel J. Evans School of Public Policy & Governance Joins Diversity Alliance to Support a More Diverse and Inclusive Faculty. <https://evans.uw.edu/blog/2019/03/daniel-j-evans-school-public-policy-governance-joins-diversity-alliance-support-more>

²³ Curriculum Advocacy Team. (2019). UW Evans School Community of Practice Memo.

student feels validated and seen in the curriculum with regard to their lived experience. It will also help build an environment where students from underserved populations can succeed at the same rate as their structurally privileged counterparts.²⁴

APPROACH: CAT seeks to achieve these goals in collaboration with faculty and staff through a “Community of Practice.” The value of collaboration between students and faculty has been a consistent theme throughout the history of the Evans School and the Community of Practice (CoP) recognizes that effective institutional change at the Evans School requires more than student activism, and thus seeks to form partnerships across all organizational levels to conduct this work.

Key Findings and Recommendations

Through our research, we identified six key themes. First, students are overwhelmingly seeking more instruction on DEI because they believe it is imperative to their work as public servants and because they believe it to be in demand by employers. Both historically and currently, there have been gaps in the perceptions of students and instructors in how well the curriculum incorporates race and equity and equips students to engage in DEI work following graduation. Students are aware that they need these skills and are worried that without them, they and their peers will perpetuate administrative racism as public servants. Additionally, current students have overwhelmingly reported seeing job postings in the field of public policy indicating the need for candidates with DEI skills.

Second, across the landscape of graduate level education, DEI work is not systematically integrated into curricula and students within the same program experience highly varied levels of exposure to this content. There is a clear distinction between courses that “check the box” of DEI and courses that systematically include this content throughout the course. Of Evans School students who report that they have seen DEI woven into their course curriculum, the majority report seeing this in the management sequence as opposed to economics and quantitative analysis courses, which make up four of the nine required core courses.²⁵ Students however, note bright spots for including race and equity in the quantitatively focused courses, countering instructors’ notions that equity considerations do not apply in these classes. Numerous reasons for variation in the incorporation of DEI are identified and explored in Chapter 4.

Third, diversity within an institution affects both if and how DEI work is pursued and implemented. Students of color have always led the charge in advocating for increased DEI at the Evans School and have faced burdensome levels of responsibility in providing emotional labor and teaching their peers and faculty. DEI integration in the curriculum has increased as faculty have grown more diverse, with one interviewee noting that it takes a diverse faculty to teach DEI content. Further, we find that the trend in DEI work at the Evans School is moving away from a focus on just diversity to an expanded concentration on equity and inclusion as well as what those terms mean in an academic context.

²⁴ Ibid.

²⁵ University of Washington. Evans School of Public Policy and Governance. (n.d.). *Degree requirements*. <https://evans.uw.edu/academic-programs/mpa/degree-requirements>

Fourth, while staff and faculty highlighted several barriers to this work, we found that time and funding are the key resource constraints. Without addressing these barriers, further progress cannot be made in this space. Typically, experts in their classrooms, faculty who want to incorporate DEI into their courses must first engage in their own learning and preparation to alter their course content. Already facing the competing priorities of research, teaching, and service, the additional work to understand how race and equity is relevant to their respective specialties adequately enough to teach it to students requires additional time that must be allocated by the institution. Alongside this, the institution must also provide financial resources. Without financial resources, training and other capacity-building opportunities cannot be pursued. Finally, a lack of alignment on race and equity within the curriculum and a lack of accountability from the institution hinder progress on this front.

Fifth, where DEI work has made progress across institutions, it has been energized by students, enacted by faculty, and championed by Deans and those in senior leadership positions. Despite the barriers noted above, faculty have been responsive to student demands in this area, but due to the barriers discussed, responsiveness is the rule and proactiveness the exception. Change often begins with student agitation and gains traction with support from the Dean's office and other senior leadership.

Finally, interviewees stressed that the next two years include key policy windows for the Evans School to accelerate DEI work. Alongside national policy windows that have opened, the Evans School is entering a period of NASPAA re-accreditation, welcoming a new Dean in January 2021, developing an update to its expiring Evans Blueprint for Diversity, and is currently hiring for key staff positions related to DEI in the school.

Recommendations were developed to address each of these findings and were grouped into four categories. They detail specific steps to take, when they should be prioritized, which positions and committees within the school should be responsible for overseeing their development, implementation, and evaluation, and how they should be evaluated.

The first category of recommendations is to revise the Evans School MPA curriculum and courses. This revision includes updating the core competencies and learning objectives for Evans School students and including DEI skills as one of those competencies. To meet this competency, race and equity should be embedded into the learning objectives of each core course. The development of what these skills and competencies look like should be assisted in part by research into the current and future demand for DEI skills by public affairs employers, especially those who typically hire Evans School graduates. The process of NASPAA re-accreditation can also be leveraged for this recommendation.

Second, the Evans School should prioritize creating a diverse slate of candidates for faculty and staff hiring and promotion. To do this, the Evans School must maintain and build on current student involvement in the hiring process and ensure they have a voice in decision-making. Hiring should also focus on skills and experience gaps of the current faculty and staff. These gaps should be directly addressed in job descriptions and interview questions.

Third, we recommend that the Evans School provide current faculty with the necessary resources and assistance to integrate DEI into their teaching. As noted, faculty are experts in their respective

specializations, but not in DEI. Developing the knowledge and skills necessary should be a job requirement and as such, the time to engage in this job requirement must be provided to them. Funding should be included in this support, as trainings and capacity-building activities will be required. The Evans School can incentivize this work by recognizing and compensating faculty, instructors, and teaching assistants who make changes to incorporate DEI into their courses.

Finally, the Evans School must institutionalize ongoing DEI efforts. In reviewing historical documentation of DEI work at the Evans School, we find that much of the work has been repeated over the decades due to a lack of institutionalization and the ad hoc nature of individuals engaging in this work unsupported. To aid in institutionalization, the goals and measures of the Evans Blueprint for Diversity should be publicly reported and evaluated and updated annually. Current and historical work must also be documented and made transparent. Historical documentation shows the ebbs and flows of momentum in this space and where efforts have fizzled out. Transparent documentation can show stakeholders where progress has been made, what assisted in said progress, where barriers occur, and how those barriers might be addressed. Without documentation there is no context from which stakeholders can build. Last in this category, the Evans School should create the role of Assistant Dean of DEI to support faculty, staff, and students in this work by advising on initiatives and sustaining efforts across cohorts and the multiple academic programs within the school.

It is important to note that these recommendations are initial steps for the school to take in building a foundation of DEI work at Evans. They are not the finish line in this work and a sustained commitment to this area across all levels of the institution is required to ensure continued progress and momentum. The changes we recommend will not address every problem or barrier on their own. Implementation considerations must be made, and future research and community conversations must be had to guide this work.

Chapter 2: Context & Background

Public affairs education in the United States exists in a specific context and history when it comes to race and equity. This history has shaped public policy - and thus the American public - in profound ways. To fully understand the current state of MPA and MPP curricula, we feel it is necessary to understand the specific racial, cultural, economic, and political contexts it operates within. The sections below delineate a brief history of the racism in U.S. public policy to orient our readers (section 2.1); a history of public affairs graduate education that explores the pedagogical underpinnings of the structure and content of modern MPA and MPP programs (section 2.2); recent conversations and attempts to incorporate race and equity into graduate public affairs education and the growing demand for related skillsets by MPA and MPP employers (section 2.3); and finally a discussion of organizational change and the shifts necessary to fully address race and equity both within the discipline of public administration and in the institution of academia, neither of which were built to consider these concepts (section 2.4).

In the following sections, we focus specifically on racial equity for several reasons. First, racism is foundational to American history and politics. This country and its government were founded on the genocide and forced displacement of native populations. Its economy and subsequent global power were built on the labor of slaves. Racism permeates American governance, policy, and culture. Second, race has frequently been used to keep other marginalized communities from collaborating and organizing together for their common interests against entrenched power structures. This manifests in many forms, including the myth of the “model minority,”²⁶ physical ethnic segregation in America,²⁷ as well as light-skinned privilege.²⁸ A focus on race can help to illuminate the connections and common barriers that different communities face. Finally, an antiracist framework is clear about the difference between individual, institutional, and structural racism and is intersectional by nature. Anti-racism naturally lends itself to solidarity with other marginalized communities and identities and ultimately seeks liberation, dignity, and equity for all people.

2.1 Historical and Current Racism in U.S. Public Policy

The current policy environment is built on centuries of public policies and policy processes designed to aggregate and to hoard power, resulting in policy outcomes that differ by demographic subgroups, including race. Policy researchers, policymakers, and policy administrators each hold power in their discretionary choices, which shape the trends of who benefits and who is burdened by policy decisions. These decisions include the choice of whether or not to regulate practices and the extent to which regulation is appropriate. Despite legal standards and policy mechanisms purported to be race-neutral or “colorblind,” racism and discrimination have been a mainstay feature of U.S. policy since before independence from Britain. As Flynn et. al state in *The Hidden Rules of Race*, “Policies that are colorblind frequently have both racialized origins and racialized

²⁶ Park, L. (2008). Continuing Significance of the Model Minority Myth: The Second Generation. *Social Justice*, 35(2) (112), 134-144. www.jstor.org/stable/29768492

²⁷ Maly, M. (2005). Racial and Ethnic Segregation and Integration in Urban America. In *Beyond Segregation: Multiracial And Multiethnic Neighborhoods* (pp. 8-28). Philadelphia: Temple University Press. www.jstor.org/stable/j.ctt14bt1kz.6

²⁸ Jablonski, N. (2012). Institutional Slavery and the Politics of Pigmentation. In *Living Color: The Biological and Social Meaning of Skin Color* (pp. 142-156). University of California Press. www.jstor.org/stable/10.1525/j.ctt1pn64b.17

outcomes; even race-conscious policies exist in the context of racial historical rules.”²⁹ Understanding this history, the current state of racism in public policy, and opportunities to build on antiracist policy work are all necessary for the Evans School Masters of Public Administration program to prepare students for public service.

The history of racism in U.S. public policy matters in the context of public service and public affairs education because it explains how current policies, norms, and accepted harm came to be. More specifically, it explains the context in which MPA graduates must work and make policy decisions during and after their graduate school experience. Since before the foundation of the United States, colonizers committed genocide, forced removal and mass incarceration of native indigenous populations, and grew the American economy with the free labor of enslaved individuals. This section provides a sampling of key events and trends that highlight the prevalence - historical and current - of racism in public policy. This is not intended to be a comprehensive history of racist U.S. policies. Instead, we hope to provide a sampling of the many policies over many centuries to situate the role that history plays in current public policy. These policies - free labor, theft of land and capital inputs to production, redlining, voter suppression, and more - have built and perpetuated a system of racist policies. This history informs the current state of public affairs education.

From the Emancipation Proclamation through present day, U.S. policy has swayed between progress towards equity and doubling back on racist policies and processes

The Founding of America, “with liberty and justice for all” (1776) explicitly denied the humanity of black and brown enslaved individuals. The disconnect between stated public values and aspirations and the reality of public policy and institutions is woven into the fabric of the nation.

The First Reconstruction (1863-1877) included passing the 13th, 14th, and 15th amendments to the U.S. Constitution which abolished slavery except as punishment for a crime, provided equal protection and birthright citizenship for formerly enslaved individuals and prohibited racial discrimination in voting laws. The Freedmen's Bureau was established in 1865 as a temporary federal agency that provided assistance to formerly enslaved individuals.³⁰ *The Civil Rights Actions of 1866, 1870, and 1875* - along with the *Reconstruction Act of 1867* - established federal antidiscrimination oversight.³¹ However, in the years that followed, much of this progress was undone. *U.S. Senate Bill 60 of 1866* aimed to make the Freedman's Bureau a permanent federal agency, but it ultimately did not pass.³² Further, *The Slaughterhouse Cases*,³³ the *Civil Rights Cases*,³⁴ and - post-reconstruction - *U.S. v Cruikshank*³⁵ each narrowed and weakened the protections of key civil rights legislation. In 1877, federal oversight was withdrawn.³⁶

²⁹ Flynn, A., Warren, D. T., Wong, F. J., & Holmberg, S. R. (2017). *The hidden rules of race: Barriers to an inclusive economy*. Cambridge University Press.

³⁰ National Archives. (2016, September 19). “African American Records: Freeman’s Bureau.” National Archives and Records Administration. <https://www.archives.gov/research/african-americans/freedmens-bureau>

³¹ Foner, E. (2015). *A short history of reconstruction*. Harper Collins.

³² U.S. House of Representatives. N.d. “The Civil Rights Bill of 1866.” <https://history.house.gov/historical-highlights/1851-1900/the-civil-rights-bill-of-1866/>

³³ Library of Congress. (n.d.). 86 U.S. 36, 1873. <https://www.loc.gov/item/usrep083036/>

³⁴ Library of Congress. (n.d.). 109 U.S. 3, 1883. <https://www.loc.gov/item/usrep109003/>

³⁵ Library of Congress. (n.d.). 92 U.S. 542, 1876. <https://www.loc.gov/item/usrep092542/>

³⁶ Foner, E. (2015). Why reconstruction matters. *New York Times*.

The Jim Crow Era (1877-1954) was marked with violence and policies that supported racial separation in all parts of life.³⁷ This included policies that allowed for voter suppression of black individuals.³⁸ Additionally, while the New Deal provided worker protections and organizing rights, job creation, wage increases, and education and homeownership opportunities, black individuals were excluded, formally and informally, from many of these policies and programs.³⁹ The federal government withheld maintenance capital mortgages and invested in restrictive zoning, making cities less cared for and communities more geographically segregated.⁴⁰

The Second Reconstruction a.k.a. The Civil Rights Era (1955 - 1968) included several milestones of racial inclusion, such as the 1954 court decision for *Brown vs. Board of Education*, the 1965 *Voting Rights Act*, and the 1964 *Civil Rights Act*, which each declared various forms of segregation to be unconstitutional. However, at the same time, the “pro-market” government of the late-20th century reduced investment in public education, transportation, and communication infrastructure. While there was some progress during this time, there were continued racist policies and de facto segregation, such as redlining. These policies stalled economic progress for black Americans, relative to white Americans, who on average had higher rates of economic mobility.⁴¹

The Post-Civil Rights Era (1969 - present) has included policy decisions generally trending towards deregulation, which has allowed inequities to thrive. The War on Drugs and the privatization of government functions - including many criminal justice operations - have exponentially increased mass incarceration,⁴² income and wealth inequality, health disparities, and more, all of which impact outcomes along racial lines.⁴³ In 2013 the Supreme Court issued a decision that effectively hollowed out the *Voting Rights Act*'s oversight of counties with a history of discrimination. The 2016 election of President Donald Trump and preceding policy of nationalist/neoliberal trends - including deregulation of where and with whom wealth accrues - are a reminder that policy outcomes are shaped not only by market forces, but also by political choices and belief systems.⁴⁴

2.2 History of Graduate Public Policy Education

As the U.S. federal government has grown in complexity, scope, and power, the discipline of public affairs has emerged and taken shape alongside it. To understand the current practices, policies, and norms of government bodies and public agencies, we must examine the history of how public administrators are educated and trained. Higher education is a powerful tool for shaping institutions. It is imperative to examine the nature and use of this tool in public affairs to date.

³⁷ Jaynes, G. D. (Ed.). (2005). *Encyclopedia of African American Society* (Vol. 2). Sage.

³⁸ Valelly, R. M. (2009). *The two reconstructions: The struggle for black enfranchisement*. University of Chicago Press.

³⁹ Katznelson, I. (2005). *When affirmative action was white: An untold history of racial inequality in twentieth-century America*. WW Norton & Company.

⁴⁰ Wilson, W. J. (2011). *When work disappears: The world of the new urban poor*. Vintage.

⁴¹ Flynn, A., Warren, D. T., Wong, F. J., & Holmberg, S. R. (2017). *The hidden rules of race: Barriers to an inclusive economy*. Cambridge University Press.

⁴² Alexander, M. (2020). *The New Jim Crow: Mass incarceration in the age of colorblindness*. The New Press.

⁴³ Flynn, A., Warren, D. T., Wong, F. J., & Holmberg, S. R. (2017). *The hidden rules of race: Barriers to an inclusive economy*. Cambridge University Press.

⁴⁴ Flynn, A., Warren, D. T., Wong, F. J., & Holmberg, S. R. (2017). *The hidden rules of race: Barriers to an inclusive economy*. Cambridge University Press.

Political Science and Economics are foundational to public affairs education

The genesis of modern graduate public policy education took place in the 1960s. As Donald Stokes, the previous Dean of the Woodrow Wilson School of Public and International Affairs at Princeton University, argues in “Political and Organizational Analysis in the Policy Curriculum” graduate programs for public policy and, later, public administration were heavily influenced by the academic fields of Political Science and Economics, which were seen as ‘hard’ disciplines.⁴⁵ The influence of the latter laid the groundwork for a focus on quantitative analysis and skills that persists in MPP and MPA programs today. The focus on the former serves as a basis for, ironically, rejecting the field of public administration as passive and reactive, and instead pivoting towards public policy, which was seen as more prescriptive and proactive. Stokes argues that political science as a discipline is, “laid out from the perspective of a decision-maker or problem-solver or actor” whereas “other social sciences are laid out from the perspective not of a decision-maker or actor but of a detached observer.”⁴⁶ A focus on actor-centered, authoritative decision making remains a through-line in the intellectual structure of graduate public administration and policy programs today. These influences are also reflected in the oft-referred “pillars” of public affairs education. The original pillars include - depending on the source - efficiency, effectiveness, and sometimes economy.

Pedagogy and teaching methods reflect the influence of these disciplines

These influences manifest in several fixtures of public administration and policy education today, primarily the case method and the policy workshop. Case methods are framed to be open-ended and focused on decision-making, requiring students to analyze problems, make choices, and ultimately decide what actions to take. The goal of this teaching device is to emulate real-life scenarios that students might encounter in a professional setting and allow them to practice and experiment with their responses. The policy workshop is similarly ‘actor-focused’ and, while it bears similarities to the case method, is typically focused on a larger, more complex policy or management problem, the analysis of which spans over several weeks as opposed to one class period, and encompasses a much wider, far less curated library of possible sources and information. The workshop shares the same goals as the case method, giving students the opportunity to evaluate the policy problem, choose among a variety of policy options, and ultimately act on them.

The ultimate goal of a public affairs education is to prepare students for real-world scenarios in public administration

The purpose of these pedagogical tools is primarily to provide students with exposure to and experience with scenarios they will likely face in their careers as public servants. Stokes compares such methods to a flight simulator, in that the cost of mistakes is minimized and instructors are able to discuss myriad examples of potential challenges students may face in the future and multiple ways to address them. However, as Stokes concedes, great care must be taken when using such methods as “it is, after all, easy enough to build a flight simulator that will teach pilots to crash planes.”⁴⁷ Or, as we discussed in the previous section, perpetuate systems of racism and oppression. Stokes goes on to say that, “what is difficult - and requires exacting if behind-the-scenes technical knowledge - is

⁴⁵ Stokes, D. (1986). Political and Organizational Analysis in the Policy Curriculum. *Journal of Policy Analysis and Management*, 6(1), 45-55. doi:10.2307/3324080

⁴⁶ Ibid., pg. 47

⁴⁷ Ibid., pg. 51

building a simulator that is closely matched to problems or situations pilots will actually encounter.”⁴⁸ Thus, as many scholars now argue, it is imperative that educators in MPA and MPP programs acknowledge the increasing need for cultural competency and skills related to race and equity in policymaking and that they prepare their students accordingly.

Unsurprisingly, demand for these skills is showing up in the labor market as well. Employment companies Monster and Glassdoor report on the emergence of Diversity & Inclusion (D&I) programs and initiatives within private sector organizations and the subsequent increases in demand for D&I officers, program managers, and other such titles.^{49,50} Writing for *Insight Into Diversity*, Madeline Szrom notes:

Companies are now looking, more than ever, to hire candidates with strong cultural competence, which means that students coming from institutions where diversity and inclusion are valued may have the upper hand.⁵¹

The need for these skills goes beyond D&I specific roles. Szrom further highlights DEI competency efforts at San Diego State University and Ohio State University. Both organizations have reported a strong desire from recruiters for job candidates who have the cultural competency and DEI skills that they see as necessary to be successful in a diverse workforce and to engage with diverse client bases.⁵²

Demand for these skills can be seen from local public sector employers in and around the Seattle area and at the state level as well. Both the City of Seattle’s Race and Social Justice Initiative (RSJI) and King County’s Equity and Social Justice Initiative (ESJ) discuss the need for public servants with a nuanced understanding of how to address the needs of diverse populations and the inequities they face. ESJ prioritizes identifying and addressing upstream determinants of inequity like structural racism and discrimination, rather than only focusing on the outcomes of those determinants.⁵³ Similarly, RSJI’s 2015-2017 strategic plan states that the city is committed to systemic change to address institutional racism and its goal is to “put achieving racial equity on the greater Seattle region’s front burner.”⁵⁴ To do so requires public servants who (1) understand the history of oppression and racism in public policy, (2) have the skills necessary to implement systems-level change, and (3) know how to engage and build relationships with diverse communities.

At the state level, House Bill 1783 was passed in March of 2020 and established the nation’s first statewide Office of Equity under the Office of the Governor.⁵⁵ Across state agencies in

⁴⁸ Ibid., pg. 51

⁴⁹ Monster. (n.d.). *Diversity and inclusion in government for workforce excellence*. Monster Government Solutions. https://www.monstergovernmentolutions.com/docs/win/MON_DIwhitepaper_monster_0523.pdf

⁵⁰ Zhao, D. (2019, October 23). *Increasing investment in diversity & inclusion: Evidence from the growing job market*. Glassdoor. <https://www.glassdoor.com/research/diversity-inclusion-jobs/>

⁵¹ Szrom, M. (2016, February 10). *Why cultural competence matters to recruiters*. INSIGHT Into Diversity. <https://www.insightintodiversity.com/why-cultural-competence-matters-to-recruiters/>

⁵² Ibid.

⁵³ King County Office of Equity and Social Justice (n.d.). *Equity and social justice strategic plan 2016-2022*.

<https://aqua.kingcounty.gov/dnrp/library/dnrp-directors-office/equity-social-justice/201609-ESJ-SP-FULL.pdf>, p.12

⁵⁴ Seattle Office for Civil Rights. (n.d.). *Race and Social Justice Initiative vision & strategy 2015-2017*.

<https://www.seattle.gov/Documents/Departments/RSJI/rsji-2015-2017-plan.pdf>, p. 14

⁵⁵ Washington State Congress. (2020) Final Bill Report E2SHB 1783. <http://lawfilesexternal.wa.gov/biennium/2019-20/Pdf/Bill%20Reports/House/1783-S2.E%20HBR%20FBR%2020.pdf?eq=20200525101146>

Washington, there has been an increased focus on identifying, addressing, and reducing systemic inequities; the Office of Equity intends to streamline this process by collating promising practices from around the state and coordinating implementation and training across agencies.⁵⁶ The availability of these funds are likely to be impacted given projected funding cuts in Washington State due to the 2020 Recession. The passage of HB 1783 signals both a commitment to and a need for equity-related policy skills across state government. Outside of Washington, state and local agencies across the country are also focusing more on equity and seeking public employees with DEI skillsets and acumen. This is reflected in offices, projects, and plans focused on building equity skills across government agencies in Multnomah County, OR,⁵⁷ Fairfax County, VA,⁵⁸ San Francisco, CA⁵⁹ and Dubuque, Iowa,⁶⁰ and many others.

To prepare students to enter a labor market that demands race and equity skills, the Evans Blueprint for Diversity, 2017-2021 has included a goal to provide this training to students and to support faculty in bringing it into their classrooms, per “NASPAA standard 5.1 that our curriculum provide students with ‘the ability to communicate and interact productively with a diverse and changing workforce and citizenry.’”⁶¹ While the Evans Blueprint for Diversity lays out steps to achieve this goal, author Jocelyn Frye offers specific skillsets that MPA and MPP students need to effectively do this work. She starts first and foremost with an understanding that social equity is central to policy work and that this requires “a more sophisticated understanding of equity.”⁶² She goes on to stress the importance of balancing the theoretical with the practical, the need for policy-relevant research, a grounded understanding of public institutions, critical thinking skills, and strong leadership tied to a commitment to social change. Shifting from understanding equity as an add-on to understanding its integral role within policy will require a profound transformation of some aspects of MPA and MPP curricula. Interestingly though, many of the skills Frye presents are not absent from current curricula. This suggests that there may be some places within curricula where direct application of these skills to issues of race and equity can assist in equipping students with the skills they need.

Increased demand for race and equity skillsets underscores the need for students of Public Policy and Public Administration to learn these skills - formally - in the classroom. To graduate students without a firm grasp of policymaking with an equity lens is to do a disservice both to the populations they will serve as well as to their value in the hiring

⁵⁶ Kent Reporter. (2020). State House passes formation of nation’s first statewide ‘Office of Equity’ <https://www.kentreporter.com/northwest/state-house-passes-formation-of-nations-first-statewide-office-of-equity/>

⁵⁷ Multnomah County Office of Diversity and Equity. (n.d.) Equity and Empowerment Lens. <https://multco.us/diversity-equity/equity-and-empowerment-lens>

⁵⁸ Fairfax County Office of Human Rights and Equity Programs. (n.d.) Human Rights and Equity Programs. <https://www.fairfaxcounty.gov/humanrights/>

⁵⁹ City and County of San Francisco Human Rights Commission. (2020) Human Rights Commission Welcomes Shakirah Simley as director of newly created Office of Racial Equity. <https://sf-hrc.org/sites/default/files/1.13.20%20-%20Office%20of%20Racial%20Equity%20Director%20Announcement%20-%20FINAL1A%20.pdf>

⁶⁰ City of Dubuque. (n.d.) Inclusive Dubuque Equity Profile. <https://www.cityofdubuque.org/2181/Equity-Profile>

⁶¹ Evans Diversity Committee. (2017). *Evans School blueprint for diversity, 2017-2021*. University of Washington Evans School of Public Policy and Governance. <https://evans.uw.edu/sites/default/files/Evans%20School%20Diversity%20Blueprint%202017-2021.pdf>

⁶² Frye, J. (2004). Preparing MPA Students for the Public Interest Workplace. *Journal of Public Affairs Education*, 10(2), 165-167. www.jstor.org/stable/40215651

market. Creating curricula to help MPA and MPP students develop such skills is not a simple task. To properly infuse race and equity into curricula requires time, resources, thought, and intention. As described in the following section, such discussions are becoming increasingly prevalent in public affairs education.

2.3 Race and Equity in Graduate Public Affairs Education

This section examines when and how topics of race and equity have entered discussions about the content and approach to graduate public affairs education. Until the late 1990s and early 2000s, such topics were not widely discussed in MPA and MPP programs and thus were not reflected in the content or skills that graduates formally brought to their work in public service, thereby allowing for a perpetuation of the status quo. However, as society and culture have shifted to focus on racial equity so has public affairs education, to varied effect on the actual content and character of courses, MPA and MPP programs, and the academic institutions that offer them.

Race and equity are included sporadically and inconsistently in public affairs curricula

From a review of academic papers over the last several decades, it would appear that a robust discussion about integrating race and equity into public policy curricula has gained ground in the last 15-20 years. The *Journal of Public Affairs Education* (J-PAE) 2003 symposium on Social Equity in Public Affairs Education, and its subsequent issue on the same topic, launched over a decade of dialogue and conversation in the field on how to integrate equity into MPA and MPP programs.

As part of this seminal issue of the J-PAE, Svava and Brunet published a paper arguing that, compared to two other established pillars of public administration - efficiency and effectiveness - equity, while also a pillar, is “a skeletal one lacking core and cover.”⁶³ They argue that equity is discussed only at a surface level, it is not meaningfully fleshed out and integrated into the curricula. To illustrate this, the authors assessed graduate public affairs textbooks for mention of equity in 2004 and found either no mention of equity whatsoever or, at best, tangential discussions about topics like due process, discrimination, and sexual harassment.⁶⁴ In the textbooks they reviewed, there was no discussion of cultural competency, distributional equity practices or measures, or ethics as it relates to equity. Susan White did a similar study of course content at the top twenty schools of public affairs in 2004 and found that only 6 of the 16 top programs in public affairs required a course on diversity, while three of them did not offer any course on diversity.⁶⁵ White also found that of the schools that did offer courses that touched on the topic of diversity, few of them incorporated content on disability, sexual orientation, age or religion, and that coverage of race and ethnicity was widely variable.⁶⁶

Another study surveying the curricula of NASPAA member schools in 2008 by Heather Wyatt-Nichol and Kwame Badu Antwi-Boasiako finds similar results, confirming that where diversity was incorporated into public affairs curricula, there was more attention paid to race, ethnicity, and

⁶³ Svava, J., & Brunet, J. (2004). Filling in the Skeletal Pillar: Addressing Social Equity in Introductory Courses in Public Administration. *Journal of Public Affairs Education*, 10(2), 100. www.jstor.org/stable/40215644

⁶⁴ Ibid. pg. 105-106

⁶⁵ White, S. (2004). Multicultural MPA Curriculum: Are We Preparing Culturally Competent Public Administrators? *Journal of Public Affairs Education*, 10(2), 111-123. www.jstor.org/stable/40215645

⁶⁶ Ibid.

gender than other elements of diversity. However, they noted that inclusion of diversity in required courses was highly variable, as was the offer of any stand-alone courses on topics of diversity, and that none of these courses are included in the core or required curricula.⁶⁷

Equity lacks clear definitions and measures in public policy

Svara, Brunet, and many other graduate policy educators such as Susan Gooden, Samuel Myers, and Mitchell Rice, postulate that the relative absence of equity in public affairs curricula is in part due to the myriad definitions, meanings, and values ascribed to equity. Svara and Brunet go on to say that this lack of a clear and consistent definition has led to further confusion in the field about how to operationalize equity. They also suggest that this ambiguity is compounded by a lack of clear measures on equity, especially in comparison to the robust and well-established measures used for efficiency and effectiveness. The authors postulate that part of the reason for this is that equity is perceived to be a more normative concept, informed by individual perspectives, values, and beliefs, whereas efficiency and effectiveness are commonly understood as being somehow more ‘objective.’ Gooden and Myers further expand upon this, highlighting the perceived conflict between equity and other considerations in the policy process such as efficiency, political feasibility, and effectiveness. They note how equity is often positioned as incompatible with these criteria. For example, there is a perception that if equity is prioritized, it is at the expense of efficiency or effectiveness. In many cases, they are presented as zero-sum: policymakers can either have an equitable policy or an effective one, not both. Given the long-standing focus on efficiency and effectiveness, borne out of the focus on economics in public affairs education, Gooden and Myers note that these criteria are often prioritized above equity, further diminishing its presence in policy.

However, as Deborah Stone argues, policy decisions are not made in a hyper-rational market, but instead in a political “polis” informed by emotional, moral, and social factors.⁶⁸ Stone argues that equity and efficiency are not necessarily a trade-off, because:

- People are motivated to work not by unequal rewards, but instead because they seek inherent self-satisfaction, a sense of belonging, and a desire to contribute to society towards a common good.
- Redistribution is not a waste of resources and does not stifle economic growth, experimentation, or innovation; instead it encourages work and fosters creativity and risk-taking because it ensures economic stability.
- Society can achieve both equity and economic growth by managing political and policy choices.

She summarizes by arguing that, “Where labor is well organized and shares a significant political power, wherein other words there is someone to ‘articulate the self-interest of the non rich,’ economic policies tend to reconcile equality with efficiency. The idea that the two are incompatible is a politically useful myth for the rich and powerful.”⁶⁹

⁶⁷ Wyatt-Nichol, H., & Antwi-Boasiako, K. (2008). Diversity across the Curriculum: Perceptions and Practices. *Journal of Public Affairs Education*, 14(1), 79-90. www.jstor.org/stable/40215799

⁶⁸ Stone, D. (2012). *The Policy Paradox: The Art of Political Decision Making*. New York, NY: W. W. Norton & Company. p. 17-61.

⁶⁹ Ibid. p. 83.

The reaction to including equity in graduate public affairs education

In critiquing the arguments for including equity in public affairs curricula, David Rosenbloom of American University postulates that facets of equity, specifically redistribution, may also come into conflict with the rule of law. He cautions that public administrators are bound to follow existing laws and implement regulations - he provides the example of regressive taxes - even though “that may not comport with concepts of social equity.”⁷⁰ He goes on to argue that upholding legal principles, such as the equal protection doctrine, should take precedence over individual definitions and interpretations of social equity. Rosenbloom instead suggests that general adherence to such principles as equal protection, representative bureaucracy, employment laws, and other existing laws are sufficient to uphold equity and that a specific focus on social equity does little to add to public affairs education. He then advocates for the inclusion of law as a pillar of public administration education and argues that such a focus would cover equity issues given its coverage of the principles and laws referenced above. As demonstrated in section 2.1 of this chapter however, such principles do little to uplift historically marginalized communities, and color-blind or race-neutral policies can serve to inflict greater harm. Affirmative action is a case in point. By removing the consideration of race, among other characteristics, it creates an environment that is supposedly more equal and therefore more equitable, according to Rosenbloom’s reasoning. Recent work by Long and Bateman provides a rebuttal to Rosenbloom’s reasoning showing the long-term harm that color-blind and race-neutral policies have had in furthering underrepresentation of minority groups within “elite public universities.”⁷¹

Citing Clarence Thomas’ writing on the 1995 *Adarand Constructors, Inc. v. Peña* decision about federal efforts to contract with minority-owned businesses, Rosenbloom argues that equity actually produces inequity, in that providing opportunities for one minority group may naturally exclude others from a public benefit, manifest in fears of ‘reverse discrimination,’ or harm minorities by patronizing them, give them a sense of superiority or inferiority (it could go either way), or create a dependency on the government.⁷² These, however, are not the pitfalls of considering equity within policymaking and policy analysis. Rather, they are the pitfalls of not properly understanding how to incorporate equity into policy. A proper understanding of what communities need, how identities intersect or face conflicting needs, and how to bring communities into the policy process can counteract the concerns that Rosenbloom puts forth. To avoid patronizing marginalized communities, for example, we should genuinely engage their specific needs rather than ignore them altogether. Finally, Rosenbloom states that as a profession of government, public administrators do not have the “democratic-constitutional legitimation” to impose such values as equity on the political system without a mandate from “constitutional branches of government.”⁷³ As he concludes, “Advocacy, not imposition of personal and professional values, should be the rule.”⁷⁴ Other schools of thought, particularly in program evaluation, recommend explicit inclusion of values-based indicators when carrying out the work of program administration. Bronwen Geddes, in her toolkit *Measuring Wellness: An Indicator Development Guide for First Nations*, argues that the

⁷⁰ Rosenbloom, D. (2005). Taking Social Equity Seriously in MPA Education. *Journal of Public Affairs Education*, 11(3), 248. www.jstor.org/stable/40215706

⁷¹ Long, M. C., & Bateman, N. A. (2020). Long-run changes in underrepresentation after affirmative action bans in public universities. *Educational Evaluation and Policy Analysis*, 42(2), 188-207. <https://doi.org/10.3102/0162373720904433>

⁷² Ibid. pg. 249

⁷³ Ibid. pg. 250-251

⁷⁴ Ibid. pg. 251

articulation of and commitment to community values does and should have a place in work that serves the public.⁷⁵

As Norman Johnson and James Svava recognize in *Justice for All: Promoting Social Equity in Public Administration*, many public administrators subscribe to very narrow definitions of their responsibilities and do not consider equity to fit within their scope of work.⁷⁶ Further, “some may take actions that inadvertently contradict social equity out of a lack of awareness, a lack of sensitivity, or bias, and some may discriminate based on prejudice.”⁷⁷ Such conceptions of the purview and purpose of public administrators, paired with societal norms that have created a lack of awareness and acknowledgment - in addition to extreme discomfort - around issues of race and equity in America, serve to make the integration and operationalization of such considerations into public administration and policy all the more challenging.

Despite these challenges, there seems to be a growing consensus that public affairs education and public administration can and should address equity in some capacity. However, as Svava and Brunet aptly state, “there is limited agreement about what equity means or what administrators should do about it except to be for equity in a general way.”⁷⁸

Public affairs professional programs are increasingly addressing equity

In response to increasing calls for and conversations about equity and public affairs, public administration professional programs such as the Network of School of Public Policy, Affairs, and Administration (NASPAA), the Association for Public Policy Analysis & Management (APPAM), the American Society for Public Administration (ASPA), and the National Academy of Public Administration (NAPA) have made attempts to elevate, define, and measure equity as a pillar of public policy education over the years. In addition to conversations about equity among public affairs educators and professionals, there is also increased demand from public and nonprofit employers of MPA and MPP students for job applicants who have proficiency in cultural competency, social equity research, and racial equity analysis, as detailed in the previous section. To address these demands, there have been numerous research meetings, conferences, discussions, panels, and symposiums hosted on the topic of equity in public affairs education. However, to date, it seems that these efforts have had little effect engendering demonstrable, widespread behavioral change in graduate programs.

As part of their response to discussions of incorporating equity into public affairs education, in 2005, NAPA officially identified social equity as the fourth pillar of public administration; the other three pillars they identify are economy, efficiency, and effectiveness. To address one of the common challenges that scholars and educators cite when it comes to including equity in public affairs education - defining it - NAPA also created a working definition of social equity. They define it as, “The fair, just and equitable management of all institutions serving the public directly or by contract, and the fair, just and equitable distribution of public services, and the implementation of public policy, and the commitment to promote fairness, justice and equity in the formation of public

⁷⁵ Geddes, B. (2015). *Measuring Wellness: An Indicator Development Guide for First Nations*. First Nations of British Columbia.

⁷⁶ Johnson, N. J., & Svava, J. H. (2011). *Justice for all: promoting social equity in public administration*. Armonk, NY: M.E. Sharpe. Pg. 4

⁷⁷ Ibid.

⁷⁸ Svava, J., & Brunet, J. (2004). Filling in the Skeletal Pillar: Addressing Social Equity in Introductory Courses in Public Administration. *Journal of Public Affairs Education*, 10(2), 100. www.jstor.org/stable/40215644

policy.”⁷⁹ Despite this and similar attempts to provide a standardized definition, the problem remains of clarifying what equity is, how to change processes and behavior to integrate it into the policy process (both in how policy is taught and practiced), and how to measure it in order to know if more equitable policy outcomes are being produced.

To address this gap, a NAPA panel on equity in public affairs has put forth four criteria to give operational meaning to equity: procedural fairness, access, quality, and outcomes.

- Procedural fairness centers on the application of due process, equal protection, and equal rights in both management practices (hiring, promotion, contracting, etc.) and policy practices.
- Access, or distributional equity, refers to equitable access to services and benefits and involves an examination of the policies, processes, and procedures that may create barriers to services and benefits for some groups and not others. Many distributional models can be used to address this including equality, differentiated equality, targeted intervention, and redistribution.
- Quality refers to the fact that access equity necessitates consistent, equal quality when it comes to services and processes.
- Outcomes focus on impact; do policies and programs result in the same impact on the individuals and communities served? What is necessary to achieve equal outcomes?

In a similar effort to encourage changes in public affairs education and encourage the integration of equity, in 2009 NASPAA added a new accreditation standard centered around equity and diversity in curricula and program activities. Current NASPAA standards include requirements for diversity much more broadly and include the need to recruit and retain diverse faculty members and students, as well as create curricula that will prepare graduates “to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce.”⁸⁰ NASPAA is recognized by the Council for Higher Accreditation as the accreditor for MPA and MPP programs; as part of the accreditation and re-accreditation process, NASPAA requires that all of its member organizations undergo a rigorous self-study process to assess progress and adherence to each institution’s stated mission and goals as well as to NASPAA Accreditation Standards every seven years.⁸¹ The addition of equity and diversity accreditation requirements has prompted many public affairs programs to increase their focus on these topics, to varied effect.

As Svava and Brunet articulate, despite stated commitments to equity and diversity among professional programs and schools, “Equity cannot be a defining value of the field unless it is tied to a commitment to advance equity.”⁸² This commitment must extend from the domain of administrators, with attention paid to procedural and access barriers, to that of elected officials, with changes to legislation. Furthermore, “What administrators should do is analyze unmet needs and recommend ways to improve existing policies and programs and/or create new policies or programs

⁷⁹ Svava, J., & Brunet, J. (2004). Filling in the Skeletal Pillar: Addressing Social Equity in Introductory Courses in Public Administration. *Journal of Public Affairs Education*, 10(2), 101. www.jstor.org/stable/40215644

⁸⁰ NASPAA Standards: Commission on Peer Review and Accreditation. (2019, October 18). [https://www.naspaa.org/sites/default/files/docs/2019-11/NASPAA Accreditation Standards - 2019 FINAL with rationale.pdf](https://www.naspaa.org/sites/default/files/docs/2019-11/NASPAA%20Accreditation%20Standards%20-%202019%20FINAL%20with%20rationale.pdf)

⁸¹ NASPAA. (n.d.) Accreditation: Step-by-Step. <https://www.naspaa.org/accreditation/accreditation-step-step>

⁸² Ibid. pg. 102

to advance equity.”⁸³ Administrators in this context refer to both practitioners in the field of public policy as well as to administrators in graduate public affairs education. Deans, staff, and faculty must be explicit in their commitment to equity and actively work towards systemic and institutional change both within their programs and in their discipline.

Integrating Equity in Teaching

Svara and Brunet identify a key barrier to integrating equity into public affairs education - the ability of instructors to address this topic. They concede that especially given the debate around definitions and measures when it comes to equity, that this is a challenging task. Furthermore, with shifting perceptions and interest in equity among public affairs students, as well as the evolution of graduate education more broadly, professors must constantly adapt and modify their teaching methodology and pedagogy. As Jeffrey Straussman succinctly articulates, “One of the challenges we face as a profession is to provide a curriculum that is current yet has great staying power and, at the same time, is flexible and adaptable.”⁸⁴ No small feat.

Additional challenges come with the myriad facets of equity being called for in public affairs education. These include explicit content on equity and inequity in the history of public administration and law in the United States, the relationship between equity and ethics, focus on components of equity and inequity as they relate to race, class, gender and gender identity, religion, sexual orientation, disability rights, and more, as well as calls for a more international perspective on policy in general. As Straussman notes, professors’ typical - and understandable - response to such requests is simply to add in a case study or a few readings that address one of the topics listed above. However, as he goes on to state, “though well meaning, this begs the issue of whether anything much has really changed in the content or pedagogy of a course that takes this minimal approach.”⁸⁵ Indeed, a singular reading or case study, in isolation from the rest of a course’s content and pedagogy does little to meaningfully address any topic, much less one as complex as equity.

As other scholars and public administration instructors have noted, a more systematic and comprehensive approach is needed to truly and meaningfully integrate broader perspectives and a focus on topics of equity in public policy curricula. Topics, examples, and the tools and skills to measure equity must be integrated into every course. Norman-Major points out that professors tend to view such efforts as easier in courses like those pertaining to Human Resource Management (given their focus on discrimination based on race, ability, or gender, topics of sexual harassment, etc.) or courses on politics and policy through the inclusion of examples and cases, it is also possible and necessary to incorporate them in courses where equity is viewed to be incompatible or irrelevant to the course material, such as budgeting, economics, or statistics. As Norman-Major goes on to argue, such quantitative topics are, in fact, well-positioned to incorporate topics of equity and diversity if instructors are willing to think more expansively and to apply a more concerted effort to alter traditional course content.⁸⁶

⁸³ Svara, J., & Brunet, J. (2004). Filling in the Skeletal Pillar: Addressing Social Equity in Introductory Courses in Public Administration. *Journal of Public Affairs Education*, 10(2), 102. www.jstor.org/stable/40215644

⁸⁴ Straussman, J. (2008). Public Management, Politics, and the Policy Process in the Public Affairs Curriculum. *Journal of Policy Analysis and Management*, 27(3), 629. www.jstor.org/stable/30163448

⁸⁵ Straussman, J. (2008). Public Management, Politics, and the Policy Process in the Public Affairs Curriculum. *Journal of Policy Analysis and Management*, 27(3), 630. www.jstor.org/stable/30163448

⁸⁶ Norman-Major, K. (2011). Balancing the Four Es; or Can We Achieve Equity for Social Equity in Public Administration? *Journal of Public Affairs Education*, 17(2), 233-252. www.jstor.org/stable/23036113

Norman-Major offers three practical aspects of equity to help public affairs educators incorporate it into their teaching:

1. Simple fairness and equal treatment is measured through data collection on clients served and through evaluating system processes and application to determine procedural fairness and due process.
2. Distribution of resources to reduce inequalities in universal programs and services is implemented through evaluating how programs can alleviate disparities in access to resources as well as focus on actions and distribution that will provide equality of opportunities for all members of society.
3. Redistribution of resources to level the playing field through targeted programs is implemented by identifying specific populations to provide services to achieve equality of results (outcomes) instead of input equality, or treating everyone the same.⁸⁷

She proceeds to offer a focus on the Social Return on Investment as a way to understand the long-term benefits of social equity for society. Social Return on Investment is a principles-based method to measure extra-financial value such as social or environmental value, which is not currently considered in conventional financial accounting. Norman-Major challenges public administrators and educators alike to consider the demanding timeline for the results of investments that reduce equity, arguing that it should be extended. In direct reference to the perceived equity-efficiency tradeoff discussed previously, Norman-Major also argues for redefining efficiency to include an assessment of the broader payoff to society, over a longer timeframe. She reiterates the need to incorporate equity into every facet of public affairs education - just as the other pillars of the economy, efficiency, and effectiveness have been - and offers numerous suggestions for how to do so in common public affairs courses.

Other scholars, such as Jo Aldridge and Bagele Chilisa, offer alternative methodologies for creating more community-centered and inclusive policies through the use of participatory and indigenous research methods and principles, respectively. Amplifying community voices and community knowledge. Aldridge offers participatory research methods as a way to 1) promote inclusion and collaboration between researchers and policymakers and the communities they serve and 2) to recognize and give credence to the voices of both individuals and communities in social research.”⁸⁸ Important considerations for implementing participatory research methodologies include that it has less credibility compared to traditional methods, it can become a burden to the participants, and - even if the researcher aims to lessen the “traditional” normative hierarchy of researcher and research participants - power dynamics remain. Bagele Chilisa’s documentation of indigenous epistemologies provides another important framework to recognize forms of knowing in addition to the “traditional,” white, Western, norms and signals of knowledge.⁸⁹ Participatory research and indigenous epistemologies are just a few approaches for amplifying the knowledge that resides in communities so often left out of policy decisions.

⁸⁷ Ibid.

⁸⁸ Aldridge, J. (2016). *Participatory research: Working with vulnerable groups in research and practice*. Policy Press. p.8.

⁸⁹ Chilisa, B. (2019). *Indigenous research methodologies*. Sage Publications, Incorporated.

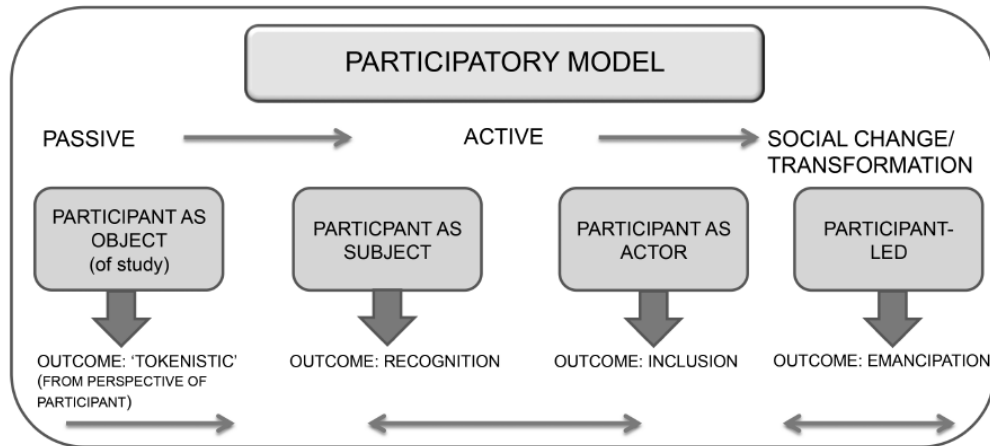


Figure 2.1: Aldridge (2016)

Participatory research methods and indigenous epistemologies also offer paths for recognizing the limitations and risks of policy decisions based on unchecked quantitative data. Both methodologies recognize the need to complement and elevate the value of quantitative data, as well as consider qualitative data. They argue that this can be done by demonstrating rigorous, and appropriate qualitative and mixed-method policy work. As Deborah Stone notes, data collection and analysis methods can be biased, and the evidence used to make policy decisions is laden with the biases and assumptions made by researchers.⁹⁰ Though qualitative work does not fully mitigate those risks, it does provide a mechanism for pairing empirics with the stories and experiences of target populations so that conclusions also account for lived experience.

Normalizing a targeted universalist approach to policy work, John Powell offers an alternative to the traditional approaches of either targeted or universal policies. Instead, he advocates for setting shared, universal goals and developing targeted strategies to achieve those goals. These strategies should be created based upon how different groups are situated across geographies and within structures and cultures. Targeted universalism rejects an “either-or” approach to policy options because it accepts that multiple strategies are needed to address complex policy problems. Furthermore, targeted universalism “rejects the notion that identity groups are intrinsically different” and instead assumes that society urgently needs aligned and coherent strategies that create belonging for all populations and span policy issues.⁹¹ A targeted universalism approach also promotes the bridging of issues and instead directs policymakers to focus on barriers and create a suite of policy options - regardless of their domain (i.e., environment, housing, healthcare) - to address the barrier.⁹² Waldner et. al explore the integration of Service-learning (SL) into public administration courses to facilitate this pairing.⁹³ The authors detail the theoretical foundation for service-learning, defining it as “a method of teaching whereby students perform work or create a product for a community partner in a way that enhances course content” and that facilitates active community partnerships geared towards addressing a community-identified need.⁹⁴ The course content should be explicitly

⁹⁰ Stone, D. (2011). *Policy paradox: The art of political decision making*. New York: W. W. Norton & Company.

⁹¹ Powell, J.A., Menendian, S., & Ake, W. (2019, May). Targeted Universalism: Policy and Practice. Haas institute for a fair and inclusive society.

⁹² Powell, J. A. (2008). Post-racialism or targeted universalism. *Denn. UL Rev.*, 86, 785.

⁹³ Waldner, L., Roberts, K., Widener, M., & Sullivan, B. (2011). Serving Up Justice: Fusing Service Learning and Social Equity in the Public Administration Classroom. *Journal of Public Affairs Education*, 17(2), 209-232.

⁹⁴ Ibid. 211

connected to the service-learning, include structured reflection and skill application, and render service to the community. In SL, the community is defined by policy needs instead of geography or identity. The benefits associated with SL include moral development, leadership skills, increased racial understanding, increased community involvement, critical analysis, and the ability to connect and apply knowledge to practical settings.^{95,96} Waldner & Hunter recommend client-based work, in which students act individually or in teams as consultants, which allows students to work on a real project or policy problem for nonprofit organizations or government entities (similar to Evans' capstone projects).⁹⁷

In the examples of service-learning that Waldner et. al. explore in *Serving Up Justice: Fusing Service Learning and Social Equity in the Public Administration Classroom*, they highlight the underlying equity component common in many service-learning partnerships and the opportunity this pedagogy has for furthering the integration of race and equity into the MPA curriculum.⁹⁸ Mitchell expands upon this with the pedagogy of Critical SL, which explicitly emphasizes social change and social justice, encourages students to question both 'why' and 'how' policies do or do not help the communities they impact, and helps to bridge the gap between theory and practice.⁹⁹ Through the specific case study of an MPA course focused on a health equity SL project, Waldner et. al. highlight that SL can be leveraged in both in-person and online courses. The case study details the importance of identifying a community partner and having the course instructor work closely with them to design the syllabus and course assignment, create a student SL contract to clarify expectations, help guide lessons throughout the quarter, and provide feedback throughout the course.¹⁰⁰ This helped to ensure that course elements met the defined learning objectives of the class, served the client, and centered equity. Waldner et. al provide additional examples of how SL can be applied to other MPA courses like budgeting and nonprofit management.¹⁰¹

The authors also explore the outcomes for both students and community partners engaged, as well as limitations and areas for further refinement. Through close collaboration with a community partner, instructors can ensure that course outcomes provide concrete benefits to the community in question. Students can connect course concepts to real-world policy issues and conduct robust, relevant, and community-centered analysis, as well as gain cultural competency skills and experience with the ethics of stakeholder engagement and obligation.¹⁰² Despite these identified benefits, Waldner et. al also discuss the limitations and challenges of SL. Notably, there is an increased workload for instructors, community partners, and students to create meaningful community-centered SL courses. Careful project design is vital to ensure that the community partner that

⁹⁵ Harkavy, I., & Hartley, M. (2010). Pursuing Franklin's dream: Philosophical and historical service-learning. *American Journal of Community Psychology*, 46(3/4), 418-427.

⁹⁶ Eyler, J., Giles, D. E., Jr., Stenson, C. M., & Gray, C. J. (2001). *At a glance: What we know about the effects of service-learning on college students, faculty, institutions and communities, 1993-2000* (3rd ed.). Nashville, TN: Vanderbilt University

⁹⁷ Waldner, L. S., & Hunter, D. (2008). Client-based courses: Variations in service-learning. *Journal of Public Affairs Education*, 14(2), 219-239.

⁹⁸ Waldner, L., Roberts, K., Widener, M., & Sullivan, B. (2011). *Serving Up Justice: Fusing Service Learning and Social Equity in the Public Administration Classroom*. *Journal of Public Affairs Education*, 17(2), 213.

⁹⁹ Mitchell, T. (2007). Critical service-learning as social education: A case study of the citizens-scholars program. *Equity and Excellence in Education*, 40, 101-112.

¹⁰⁰ Waldner, L., Roberts, K., Widener, M., & Sullivan, B. (2011). *Serving Up Justice: Fusing Service Learning and Social Equity in the Public Administration Classroom*. *Journal of Public Affairs Education*, 17(2), 213-214

¹⁰¹ Ibid.

¹⁰² Ibid. 222

instructors work with are compensated for their time and labor, and that the course outcomes provide a cohesive and useful result for the community in question and avoid causing harm.¹⁰³ Privilege and power dynamics must be carefully and diligently considered and managed throughout the course to ensure this. If done well though, SL has enormous potential to bring course concepts to life and provide students with community-centered, participatory policy experience.

The scholars cited above, along with many others, provide several tools and alternative methods to address the United States' historical and current role in perpetuating racist policies. Integrating these tools and methods into MPA and MPP curricula would better prepare students for careers in public service. Successful integration, however, requires an understanding of not just the curricula itself, but the institutions in which it operates.

Integrating equity into organizations

There is also much discussion about the broader, organizational, and systemic changes that must be made in public affairs generally, and public affairs education specifically, to meaningfully integrate equity into our field. A common solution posited in these discussions centers on the faculty teaching the courses. Scholars like David W. Pitts, Lois Recascino Wise, and Mitchell Rice postulate that generally monolithic faculty composition and the nature and content of the courses offered create a feedback loop, maintaining the status quo in courses and content as the demographics and background of professors generally stay the same over time. They advocate for prioritizing diversity in hiring for open faculty positions and investing in expanding the Ph.D. pipeline, implying that a more diverse staff will bring in new perspectives and priorities which will in turn disrupt the feedback loop and inject it with different ways of thinking and teaching.¹⁰⁴ This concept is explored further in the following section on organizational change.

Mitchell Rice also advocates for increased diversity in the student population of public affairs programs, stating that “if social equity involves fairness and equal treatment in public service delivery and public policy implementation, then a more basic focus on curricula and courses in public administration education has to examine who works in public organizations, how well are they managed, and who receives public services in a multicultural society. Further, is there a connection between a public organization’s interest or lack of interest in social equity in service delivery and its ability to promote and manage diversity among its workforce?”¹⁰⁵ He contends that the culture of public organizations does not have positive associations with equity and does not consider service provision to clients with differing needs a core responsibility. Such beliefs are then replicated and perpetuated in public affairs education, producing yet another feedback loop. Rice’s ultimate argument is that understanding, appreciating, and investing in diversity must be built into a public organization’s culture - be it an MPA program or a government body - to equitably serve a diverse population. Broader organizational change is needed to achieve more equitable organizational culture.

¹⁰³ Ibid. 8

¹⁰⁴ Pitts, D. (2004). Diversity in Professional Schools: A Case Study of Public Affairs and Law. *Journal of Public Affairs Education*, 10(2), 125-142. www.jstor.org/stable/40215646

¹⁰⁵ Rice, M. (2004). Organizational Culture, Social Equity, and Diversity: Teaching Public Administration Education in the Postmodern Era. *Journal of Public Affairs Education*, 10(2), 143. www.jstor.org/stable/40215647

2.4 Organizational Change

To investigate how to operationalize organizational change within academia, we start with a general review of organizational change literature and continue with a review of literature specific to organizational change as it relates to DEI. Academic research in this area predominantly covers the private, public, and nonprofit sectors, whereas academic institutions tend to be distinct from these three environments. To apply organizational research to academic settings, we examine research from social psychology concerning feelings of belonging and academic achievement of underrepresented minority students, as well as research concerning the structure of academic settings and how that relates to academic success. Finally, we end with proposed DEI performance measures and how these measures fail to adequately capture equity and inclusion.

Much of the literature around organizational change focuses on top-down approaches and episodic change that results from identifiable triggers, as opposed to continuous change that comes from individuals within organizations in an ongoing manner.¹⁰⁶ Continuous change is predominantly generated from the bottom up, as work units develop and implement routine changes that are replicated throughout an organization. These changes can either be identified and harnessed by managers and implemented across the organization, or they can be adapted by other work units to fit their respective processes.¹⁰⁷ Central to either process is the action of work unit actors to implement change in an organization.

A review of the organizational change literature, however, underscores that senior leadership remains necessary in successfully implementing organizational change, especially when it comes to large cultural shifts. John Kotter argues that senior leadership is important for setting the tone for the rest of the organization and preventing failure in change efforts.¹⁰⁸ Change efforts need to establish a clear and actionable vision and identify certain steps that will be implemented by those with senior authority. To be effective, the steps of change efforts must include the removal of organizational obstacles and the creation of opportunities to celebrate small wins over the course of the larger change effort.¹⁰⁹

One example of an organizational obstacle is “compensation or performance-appraisal systems [that] make people choose between the new vision and their own self-interest.”¹¹⁰ This observation aligns with work by Steven Kerr, who writes about the conflict between what organizations hope for and what they reward. In applying this framework to universities, he notes that university faculty are often rewarded for research and publications while the institution hopes for, but does not incentivize, effective teaching. Not only do we not incentivize good teaching, but, as Kerr notes, “[p]unishments for poor teaching are also rare.”¹¹¹

¹⁰⁶ Wee, E. X. M., & Taylor, M. S. (2018). Attention to change: A multilevel theory on the process of emergent continuous organizational change. *Journal of Applied Psychology, 103*(1), 1-13. <http://dx.doi.org/10.1037/apl0000261>

¹⁰⁷ Ibid.

¹⁰⁸ Kotter, J. P. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review, 85*(1), 96-103. <https://hbr.org/2007/01/leading-change-why-transformation-efforts-fail?autocomplete=true>

¹⁰⁹ Ibid.

¹¹⁰ Ibid, p. 101

¹¹¹ Kerr, S. (1995). On the folly of rewarding A, while hoping for B. *The Academy of Management Executive, 9*(1), 7-14. www.jstor.org/stable/4165235, p. 9

Kotter's focus on recognizing small wins is also supported by the more recent work of Heath & Heath. Heath & Heath consider organizational change in the context of research on the brain within the field of psychology.¹¹² They base their recommendations for change on the framework of a two-system brain, with an emotional side that acts compulsively and a rational side that works more methodically. The emotional side of the brain, they contend, is where individuals find their motivation and where change efforts often fail. This is where small wins come into play. By structuring smaller tasks and benchmarks into the larger change effort, small wins can be achieved and help sustain motivation for individuals within the organization.

Organizational Change as It Relates to Diversity, Equity, and Inclusion

Change efforts around the diversity, racial equity, and inclusion (DEI) work of an organization illustrate the need for both bottom up change and senior-level leadership. Organizational DEI campaigns that start from the bottom and move upwards cannot gain much ground without eventual support from senior leadership, while efforts that are led from the top down can be insufficient or ineffectual. These top down changes can be driven by external calls for diversity which lead to what authors Chang, Milkman, Chugh, and Akinola label as “twokenism.”¹¹³ This phenomenon is the result of “descriptive social norms,”¹¹⁴ which organizations use to signal compliance with socially held norms. Descriptive social norms signal what behavior is both socially acceptable and effective or adaptive in a given environment. Chang et al. identify the development of “twokenism” through descriptive social norms by looking at the level of gender diversity on corporate boards over the last several years. Analyzing the boards of directors of the S&P 1500, their study found that a disproportionate number of boards had exactly two female directors when the average number across all organizations fell between one and two. Using data from 2013, the authors compared the number of two-women boards to the number of two-women boards that would be expected were all of the women on these boards distributed amongst the boards at random. The finding here was that in using the average number of women on boards as a benchmark, organizations ceased gender diversity efforts once they had nominally exceeded that mark. When the average number of women on boards was between one and two, two became the number that was both socially acceptable and adaptive in these settings, leading to the name “twokenism.”

The example of “twokenism”, and descriptive social norms more generally, illustrates why efforts that are led from the top down can be insufficient or ineffectual. Although he emphasizes the need for support and leadership from senior-level positions, Kotter also underscores the importance of coalitions whose members span seniority levels. This is necessary, he notes, because “[i]f the existing hierarchy were working well, there would be no need for a major transformation.”¹¹⁵ Minors asserts that before senior leaders become involved in this change process, agitation for increased DEI comes from lower-level members of the organization.¹¹⁶ What “twokenism” shows

¹¹² Heath, C., & Heath, D. (2010). *Switch: How to change things when change is hard*. Crown Publishing Group.

¹¹³ Chang, E. H., Milkman, K. L., Chugh, D., & Akinola, M. (2019). Diversity thresholds: How social norms, visibility, and scrutiny relate to group composition. *Academy of Management Journal*, 62(1), 144-171. <https://doi.org/10.5465/amj.2017.0440>, p. 151

¹¹⁴ Ibid, p. 145

¹¹⁵ Kotter, J. P. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review*, 85(1), 96-103. <https://hbr.org/2007/01/leading-change-why-transformation-efforts-fail?autocomplete=true>, p. 98

¹¹⁶ Minors, A. (2015). *Creating antiracist organizations*. Arnold Minors & Associates.

https://www.racialequitytools.org/resourcefiles/uni-versity_to_poly-versity_-_anti-racism_v5.1a_.pdf

us is that without additional efforts from lower levels, the organization may end their change effort with only symbolic levels of diversity.

The insufficiency of diversity can be understood using Schien's framework on corporate culture.¹¹⁷ He breaks culture down into three levels, from the visible to the invisible. Level one is what he calls artifacts, or observable traits. Level two is espoused values, and level three consists of the basic underlying assumptions shared by organization members. The most important parts of culture, he argues, are invisible and can be found in level three. Increasing diversity to match descriptive social norm thresholds is an artifact that helps support the espoused values of the organization. But by only reaching this step, the organization has made no real changes to the shared values found in level three. This level of culture is deeply ingrained and is the result of a "joint learning process"¹¹⁸ that occurs over time and is often derived from the values of the organization's founders. At best, minimally changing the organization's demographic representation might signal to the rest of the organization that senior leadership is looking to change the company culture. More realistically, this signals very little commitment, especially without further plans for increasing diversity or for holding the organization accountable for these efforts.

Calls to go beyond symbolic measures of diversity are becoming more prevalent, with an increasing focus on the importance of equity and inclusion. Minors identifies six stages that organizations move through on their way from being exclusionary (stage one) to being inclusive (stage six).¹¹⁹ Along these stages, he describes the activities of the organization as they relate to DEI. The characteristics of stages one through three describe organizations that may very well be similar to those in the "twokenism" study. In these organizations, pressure for change starts with pressure from outside the organization in stage one. By stage two (passive), diversity extends only to people of color who assimilate well into the organization. By stage three (token acceptance), we finally see agitation from internal actors wherein members of the organization push for increased equity and inclusion. To move beyond stage three, however, agitation from internal actors is not sufficient. In stages four (symbolic equity), five (substantial equity), and six (including), actors at all levels, including senior management, must begin to put pressure on an organization and those with authority must begin granting power and resources to those appointed to do DEI work for the company. Not only do we see in this process the need for input from all levels of the organization, but stages four through six also show movement from diversity to equity and inclusion. The focus moves beyond recruitment and retention efforts. Women and people of color hold positions of power, their contributions are valued, and the organization becomes actively antiracist.¹²⁰

A report by Equity in the Center complements Minors's work. It presents a three-stage cycle, from representation (increasing the diversity of an organization), to evolving corporate culture (making organizations more inclusive), to addressing systemic racism (i.e. - addressing equity issues in society that ultimately impact representation).¹²¹ More explicitly than Minors, the report identifies levers of change for DEI within an institution: senior leaders, managers, the board of directors,

¹¹⁷ Schein, E. H. (1999). *The corporate survival guide: Sense and nonsense about cultural change*. Jossey-Bass.

¹¹⁸ Ibid, p. 20

¹¹⁹ Minors, A. (2015). *Creating antiracist organizations*. Arnold Minors & Associates.

https://www.racialequitytools.org/resourcefiles/uni-versity_to_poly-versity_-_anti-racism_v5.1a_.pdf

¹²⁰ Ibid.

¹²¹ Equity in the Center (2019). *Awake to woke to work: Building a race equity culture*. ProInspire.

<https://www.equityinthecenter.org/wp-content/uploads/2019/04/Equity-in-Center-Awake-Woke-Work-2019-final-1.pdf>

community, learning environment, data, and organizational culture. Of these seven levers identified, four are people-oriented. Of those four, three identify mid- and senior-level positions. These senior-level positions comprise actors with the power and authority to change policies and processes that enable substantive DEI change to occur.¹²²

Khademian's cultural roots framework can help us understand how these institutional actors and other levers work to shift culture and allow for organizational change. Tasks, resources, and environment make up the "roots" of organizational culture and the integration of roots produces "commitments" or rules for getting a job done.¹²³ This process of integration is how managers shape culture. Within this framework, culture change requires understanding the individual roots and how they work together to build culture. Khademian echoes previously reviewed sources in highlighting the need to clearly communicate the vision for change and argues that incremental changes need to be institutionalized along the way. Because change is difficult and continuous, institutionalizing change along the way will serve to "preserve it and foster more of the same."¹²⁴

Hartmann and Khademian build on this framework, describing "culture as a form of knowing"¹²⁵ and presenting "A Pragmatic Model of Culture and Leadership."¹²⁶ In this model, culture is a part of a cycle of incentives, actions, and consequences, and this cycle informs how members understand the work and culture of the organization. Each stage of the cycle presents an opportunity for leadership to intervene. Like the integration of cultural roots by managers, intervention in the cycle of incentives, actions, and consequences can allow leadership to influence organizational cultures.

Support for these conclusions comes from a study by Kalev, Dobbin, and Kelly assessing the effectiveness of three separate categories of diversity efforts undertaken by organizations. The first approach can be understood as organizational responsibility, wherein organizations establish DEI committees, departments, and individual positions. In these instances, the organization can signal a commitment to change through the allocation of resources and the assigning of responsibility to monitor progress and compliance. These approaches are not guarantees for success, however they attempt to address the problem of decoupling, wherein individual actors have trouble adjusting their daily behaviors to pursue newly established goals. In providing structure and authority for organizational change, the authors find that this approach is more effective than the two other approaches: reducing bias through training and providing mentorship and networking to women and people of color. They do note, however, that the effectiveness of these approaches may be bolstered when administered in combination with organizational responsibility.¹²⁷

DEI in Academic Institutions

While Rice argues for greater diversity within public institutions, the literature on organizational change supports the need for a focus on equity and inclusion to achieve diversity. And while the

¹²² Ibid.

¹²³ Khademian, A. M. (2002). *Working with culture: How the job gets done in public programs*. CQ Press, p. 43.

¹²⁴ Ibid, p. 49

¹²⁵ Hartmann, J., & Khademian, A. M. (2010). Culture change refined and revitalized: The road show and guides for pragmatic action. *Public Administration Review*, 70(6), 845-856. <https://www.jstor.org/stable/40927101>, p. 848

¹²⁶ Ibid, p. 849

¹²⁷ Kalev, A., Dobbin, F., & Kelly, E. (2006). Best practices or best guesses? Assessing the efficacy of corporate affirmative action and diversity policies. *American Sociological Review*, 71(4). www.jstor.org/stable/30039011

above section provides insight into institutional levers and how to implement change, research in social psychology can help us understand the relationships between race, inclusion and feelings of belonging, and academic achievement. Numerous studies by Mendoza-Denton and colleagues build on the concept of rejection sensitivity, exploring how perceptions of belonging influence the experiences of underrepresented minority students at predominantly white universities. Rejection sensitivity is the phenomenon where individuals come to “anxiously expect, readily perceive, and intensely react to rejection in situations in which rejection is possible.”¹²⁸ On the individual level, experiences and expectations of rejection operate within personal relationships, whereas on the group status level, rejection sensitivity corresponds to expectations of rejection based on membership within non-dominant groups.

Two of these studies, conducted in 2002 and 2008, examine the relationship between race-based rejection sensitivity and feelings of belonging within a college setting, trust in the institution, and academic achievement. The 2008 study also looks at the role that strong ethnic identification plays in how rejection sensitivity corresponds to academic achievement and identification with the institution. Both studies look specifically at the experiences of African-Americans at a predominantly white college. The authors find that African-American students with high levels of race-based rejection sensitivity reported more instances of “race-based negativity” and lower levels of well-being and belonging.¹²⁹ Further, students with high race-based rejection sensitivity were less likely to interact with TAs and professors regarding academic concerns, and after two to three years, had lower levels of academic achievement. A bright spot of the 2002 study came from the finding that regardless of rejection sensitivity level, students who reported instances of race-based positivity felt a greater sense of belonging in the day following said event. The authors note that such events were typically same-race interactions without concern regarding race-based rejection.

Although this initial study finds a relationship between race-based rejection sensitivity and academic achievement, a 2008 follow up study looks at the mediating role played by what they call ethnic identification.¹³⁰ The authors find that among African-American students who had high levels of race-based rejection sensitivity, strong ethnic identification was associated with lower levels of institutional identification, but there was no significant relationship with academic achievement. However, for African-American students with low rejection sensitivity, high ethnic identification *was* associated with increased academic achievement. The authors posit that for high rejection sensitivity students, strong ethnic identification creates a conflict in values whereby identifying with the institution and its values is incompatible with the individual's values.

The findings of these studies highly support the notion that diversity in and of itself is inadequate within academic institutions by showing that feelings of belonging at minimum influence underrepresented minority (URM) students’ wellbeing, but also have the potential to impact academic performance. It is important to note however, that researchers measured race-based rejection sensitivity for incoming freshmen and measured their experiences as they transitioned into

¹²⁸ Mendoza-Denton, R., Downey, G., Purdie, V. J., Davis, A., & Pietrzak, J. (2002). Sensitivity to status-based rejection: Implications for African American students’ college experience. *Journal of Personality and Social Psychology*, *83*(4), 896-918. doi: 10.1037//0022-3514.83.4.896, p 897

¹²⁹ Ibid, p. 913

¹³⁰ Mendoza-Denton, R., & Pietrzak, J. (2008). Distinguishing institutional identification from academic goal pursuit: Interactive effects of ethnic identification and race-based rejection sensitivity. *Journal of Personality and Social Psychology*, *95*(2), 338-351. doi: 10.1037/0022-3514.95.2.338

the college environment.¹³¹ Because rejection-sensitivity is the product of prior experiences, it is not only based on the actual culture within the institution. That being said, positive experiences within the institution can improve feelings of belonging and building a welcoming and inclusive culture may serve to mitigate the impact of high rejection sensitivity.¹³²

Building on the influence of inclusion, findings from two studies conducted in 2017 and 2018 support the importance of equity within academic institutions as well. In these studies, researchers look specifically at student publishing rates by race within science, technology, engineering, and math (STEM) disciplines first at University of California-Berkeley and subsequently at California Institute of Technology, Stanford University, and University of California-Los Angeles. The authors reason that enrollment and graduation numbers for underrepresented student groups were inadequate representations of success and that publishing rates better reflected further professional achievement in these disciplines.¹³³ Both studies find that increased structure within graduate programs increased not only URM publishing rates, but also perceptions of ability and belonging among URM students.^{134,135} Structure is defined as clear expectations around academic progress and research culture, checkpoints to meet, and regular and systematic progress reports with advisors. Whereas graduate programs can be relatively unstructured, students with familial backgrounds in post-secondary education are predominantly white and may have a better understanding of the culture and expectations of these programs. By creating this structure, institutions can create more equitable access to success for URM students.

Measures of Success in DEI Initiatives

For the STEM disciplines, Mendoza-Denton et al. call attention to the fact that graduation rates for these disciplines are not a sufficient measure for evaluating the success of their DEI efforts. Rather, they note that because success in prestigious STEM programs is related to publishing, they use this as their outcome variable. For MPA and MPP programs, graduation rates may provide valuable insights, however these programs will have to understand what constitutes success for their graduates, how to build an inclusive culture, and how they can measure these outcomes.

What these metrics are, however, is less straightforward, and much of the literature comes from the private sector. They are more or less adaptable to the academic environment and focus on retention, institutional power as reflected by title and level within the organization, access to senior

¹³¹ Mendoza-Denton, R., Downey, G., Purdie, V. J., Davis, A., & Pietrzak, J. (2002). Sensitivity to status-based rejection: Implications for African American students' college experience. *Journal of Personality and Social Psychology*, 83(4), 896-918. doi: 10.1037//0022-3514.83.4.896

¹³² Ibid.

¹³³ Mendoza-Denton R, Patt C, Fisher A, Eppig A, Young I, Smith A, et al. (2017) Differences in STEM doctoral publication by ethnicity, gender and academic field at a large public research university. *PLoS ONE* 12(4): e0174296. <https://doi.org/10.1371/journal.pone.0174296>

¹³⁴ Ibid.

¹³⁵ Fisher AJ, Mendoza-Denton R, Patt C, Young I, Eppig A, Garrell RL, et al. (2019) Structure and belonging: Pathways to success for underrepresented minority and women PhD students in STEM fields. *PLoS ONE* 14(1): e0209279. <https://doi.org/10.1371/journal.pone.0209279>

leadership, and involvement in decision making.^{136,137} These might translate to academic persistence, faculty retention, institutional power as reflected by tenure, equitable student access to research and professional development opportunities, and student involvement in DEI implementation and oversight. Like the organizational change literature, the trend in measuring DEI success is in the direction of inclusion and away from diversity on its own.¹³⁸ Alongside an examination of who has power or access to those in power, the use of qualitative measures is recommended to assess organizational climate and feelings of inclusion among non-dominant group members.¹³⁹

Organizational change as it relates to race and equity is an iterative and continuous process, requiring consistent reassessment, improvements in processes, and updated goals. Quantifiable metrics and climate surveys can show the success of DEI initiatives, but they do not ensure cultural change, nor do they provide accountability among those in power. If those in power do not stay committed to change campaigns, or if turnover brings in new individuals less committed to change efforts, momentum can be lost and progress can be halted. While members of academia look to quantifiable metrics to measure outcomes, these measures are not the finish line.

2.5 Gaps in Existing Literature

Despite the literature published and ongoing work in this space, our review of existing literature reveals several gaps, which this report aims to explore, including: a lack of empirics that common practices work; how to carve out a path forward; a clear connection between antiracist curricula, job skills, and impact; specifics around the demand for DEI skills in the labor market; how context matters for Evans; and what equity and inclusion look like in academia beyond curricular aspects.

The literature suggests a number of common best practices for implementing organizational change around DEI, and while the literature builds a compelling narrative, there is a lack of empirics that such practices are effective across a broad landscape. Further, while there are suggested best practices for *how* to implement change, there is little by way of *what* equitable and inclusive institutions look like. Diversity is relatively easier to characterize, at least in terms of visible identities, but what makes for an equitable and inclusive organization is less clear. Research out of UC Berkeley does start to build that picture for us and is especially valuable given that it concerns academic institutions, rather than private sector organizations. However, it focuses largely on STEM Ph.D. programs, and how that may translate to the Evans School community or MPA/MPP programs more broadly is uncertain.

Alongside a public policy history that demonstrates a need for public servants with antiracist and anti-oppression skillsets, there is a clear increase in demand for these skillsets in the labor market, particularly among institutions that employ Evans School graduates. The literature, however, speaks broadly of DEI skills and does not identify the specific antiracist skills that are needed in the

¹³⁶ Johansson, A. (2017, November 9). *How can you measure diversity and inclusion results? Millennials have an idea*. Forbes. <https://www.forbes.com/sites/annajohansson/2017/11/09/how-can-you-measure-diversity-and-inclusion-results-millennials-have-an-idea/#5474fad72310>

¹³⁷ Williams, B. A. (2017, April 20). *8 ways to measure diversity that have nothing to do with hiring*. Fortune. <https://fortune.com/2017/04/20/workplace-diversity/>

¹³⁸ Suarez, P. (2019, June 3). *Putting metrics on diversity & inclusion*. Five to Nine. <https://fivetonine.co/blog/putting-metrics-diversity-inclusion>

¹³⁹ Ibid.

workforce. There is also little connection to the implementation of these skills and the impact they have on policy outcomes. Which skills lead to more equitable outcomes is still unknown.

Throughout this report, our research methods will serve to help us explore these topics and uncover relevant information. Not all of these gaps will be filled by our research. Where these gaps remain and where additional questions emerge, we will provide recommendations for future research to build on this report.

Chapter 3: Research Methods & Limitations

This report utilized the mixed qualitative and quantitative methods of interview and survey collection. Mixed methods research is an increasingly prevalent methodology in social research, and one that we found to be the most appropriate approach to answering our research questions.¹⁴⁰ This is due to mixed methods research being particularly valuable in obtaining complementary views of a single phenomenon, a completeness of picture, and a diversity of viewpoints on a single issue.¹⁴¹ We therefore employed qualitative tools to develop a vast, in-depth picture of distinct perspectives and approaches, while quantitative tools were used to aggregate perspectives and preferences from a single population. Combined, these methods produce a rigorous assessment of the phenomenon of the integration of race and equity principles into graduate, specifically MPA, curricula.

This report is not intended to be a thorough analysis of all methods and examples of furthering the inclusion of DEI principles in academic curricula and culture. It is intended as a tool for faculty and staff at the Evans School to use to think bigger and more deeply about the next steps to advance this work.

3.1 Survey as a Research Method

An online, structured survey was used as our first method of data collection in this project (referred to as the Current Student Survey in this report). The survey addresses our research question through large-scale collection of quantifiable data. Survey collection is considered an accurate method by which to rapidly obtain a representative sample of respondents for a rigorous approach to analyze a phenomenon.¹⁴² Fully structured surveys ensure that each respondent reacts to the exact same questions and cues.¹⁴³ Online survey deployment minimizes the influence of social desirability bias that might be present in an interview due to the face-to-face nature of the interaction and awareness of interviewer perspective and values.¹⁴⁴ The Currents Student Survey we deployed used Likert scale responses for most questions and included a final comment text box for open-ended feedback and any additional thoughts related to our research questions. We included this comment text box to add richness and perspective to our qualitative data.

Likert scales are typically given in 5- or 7-point ranges and are used to measure attitudes and perceptions towards questions and statements. Data resulting from Likert scales may be interpreted using modes or using means and standard deviations, depending on whether the scale used is considered to be ordinal or interval in nature.¹⁴⁵ To report findings from our student survey, we have chosen to report data as ordinal, which is a more conservative approach to Likert data analysis.

¹⁴⁰ Bernard, H., Wutich, A., Ryan, G., (2017) *Analyzing Qualitative Data: Systematic Approaches*, Second Edition, SAGE Publications, Inc. 200.

¹⁴¹ Vinkatesh, V., Brown, S., Bala, H., (2013) Bridging the Qualitative-Quantitative Divide: Guidelines for Conducting Mixed Methods Research in Information Systems. (37)1. 21-54.

¹⁴² Ponto, J., (2015). Understanding and Evaluating Survey Research. *JADPRO*. (6)2. 168-171.

¹⁴³ Bernard, H., Wutich, A., Ryan, G., (2017) *Analyzing Qualitative Data: Systematic Approaches*, Second Edition, SAGE Publications, Inc. 86.

¹⁴⁴ Presser, N., Stinson, L., (1998) Data Collection Mode and Social Desirability Bias in Self-Reported Religious Attendance. (6)1. 137-145.

¹⁴⁵ Sullivan, G. M., & Artino, Jr., A. R. (2013). Analyzing and interpreting data from likert-type scales. *Journal of Graduate Medical Education*, 5(4), 541-542. doi: 10.4300/JGME-5-4-18

Categories of “very important” and “very well addressed” may have different meanings to different respondents, and the difference between categories may not be consistent for all respondents. Reporting results using means and standard deviations may misrepresent actual findings and lead to inaccurate analysis. Because the aim of this survey was to identify general student perceptions, modal reports alongside open-ended question responses will allow for an appropriate analysis of findings.

Likert scale questions in the survey tool used a five-point scale. Google Forms allows for labeling of the one and five values, but not of the middle (two through four) values, which adds additional barriers to analysis. Typically, the middle value will be clearly labeled as a neutral response, and the values on either side of it remove the emphasis of “very” or “not at all” found at the tail end of possible responses. This is another reason for which we do not present our findings as means. Dependent on the question, values were labeled from “not important at all” (1) to “very important” (5), “not addressed at all” (1) to “very well addressed” (5), or “not comfortable at all” (1) to “very comfortable” (5). Two questions allowed for either a “yes” or “no” answer, and two questions allowed for multiple selected answers. A copy of this survey instrument can be found in [Appendix A](#).

3.1.1 Survey Scope and Research Questions

To complete the survey portion of this report, team members drafted survey questions with the assistance of Professor Heather Hill. This survey was designed to predominantly include close-ended questions to minimize respondent burden and promote high rates of completion.¹⁴⁶ Close-ended questions included Likert scales to measure intensity of preference, and multiple choice questions. The purpose of these surveys was to answer the questions:

What is the current landscape of integration of issues of race and equity in the Evans School Core Curriculum?

What is the current student appetite for developing additional skills and competencies related to issues of race and equity?

3.1.2 Respondent Identification

This research team attempted to sample the entire population of current Evans School EMPA and MPA students to obtain a large sample to lend methodological rigor to the quantitative analysis of results. While we received sufficient responses to include EMPA survey findings, the EMPA curriculum was determined to be too separate from the MPA curriculum to analyze in this report. We do suggest, however, that EMPA students are surveyed and engaged on these topics in the future.

An additional survey tool for Evans School Alumni was initially included in our research design but was ultimately discarded due to limitations in time and a lack of formal mechanisms by which to obtain a critical mass of alumni responses. Purposive sampling of alumni, our remaining option, would have been an inappropriate mechanism due to the high likelihood of producing a low number

¹⁴⁶ Johnson, G., (2015) Data Collection III - Surveys. Research Methods for Public Administrators, Third Edition. Routledge. 127-144.

of responses and skewed data that would not stand up to rigorous analysis. We recommend a robust survey of alumni in the future using the survey tool included in [Appendix A](#).

3.1.3 Deployment Process

Surveys were deployed using both formal and informal channels. We leveraged the timing of the 526 Program Evaluation Course to request formal inclusion of our survey in one of the core courses. Instructors provided either class time, or notification via email or Canvas page. This ensured that all first-year Evans School MPA students were aware of and explicitly invited to participate in this data collection tool, and that it was contextualized in a relevant course that underscored the importance of data gathering and program evaluation.

To reach second year Evans School students, independent study participants contacted faculty teaching elective courses in Spring Quarter 2020 to request the survey be shared during class sessions, via email, or on their canvas pages. The survey was also shared through cohort Facebook pages and via Evans School-wide email communications. Of the respondents, 63 first-year students (41.7% of all first years) completed the survey, while 51 second-year or continuing Evans School students (29.5% of continuing students) completed the survey. We are confident that these responses lend methodological rigor to the resulting quantitative analysis.

3.1.4 Ethical Considerations

Survey responses were anonymous, and while the survey was limited to one response per Gmail account, these account names were not collected nor available to us. In deploying this survey, our main ethical consideration was around survey fatigue and general emotional fatigue due to the current COVID-19 pandemic. Students at the Evans School have been repeatedly asked for feedback and survey participation throughout the Spring 2020 academic quarter and this can cause burden on survey respondents. To minimize this impact and still receive substantive data, the survey was crafted and formatted to be short and predominantly consist of multiple choice, yes/no, or Likert scale questions as opposed to open ended questions.

3.1.5 Survey Limitations

The sudden transition to online learning and additional feedback requested from students as a result of the 2020 COVID-19 pandemic may have compounded the effects of respondent fatigue.¹⁴⁷ This phenomenon could result in a deterioration of survey data. We attempted to mitigate the effects of survey fatigue through creation of a relatively short survey tool, and by not requiring answers to qualitative questions for submission. Additionally, we expect that the volume of feedback requested from students at this time might have an adverse effect on response rates, leaving us with potentially less representation that we might have had without the extenuating circumstance of the COVID-19 pandemic.

Further, survey deployment occurred prior to first year students completing their Spring Quarter classes. The timing of the survey could have affected student perception of classes that were currently underway, notably PUBPOL 513, 526, and 528, and could account for some variance in opinion between first- and second-year cohorts.

¹⁴⁷ Lavrakas, P., (2008) *Respondent Fatigue*. Encyclopedia of Survey Research Methods, SAGE.

Please see [Appendix A](#) for the survey instrument used to collect MPA/EMPA feedback

3.2 Semi-Structured Interviews as a Research Method

Within the social sciences, semi-structured interviews are extensively used as a method for data collection.¹⁴⁸ Semi-structured interviews are particularly suited for our research questions as they situate us to effectively synthesize subjective viewpoints into common thematic elements which can then be analyzed.¹⁴⁹ While the exploratory nature of this tool enables researchers to develop a comprehensive understanding of themes from a number of perspectives, there is little statistical power in analysis. Instead the value lies in researchers' ability to deviate from a single epistemological framework and to encompass a multitude of theoretical frameworks in the exploration of a topic.¹⁵⁰

In this project, semi-structured interviews were used as a discovery mechanism to allow interviewees to guide data collection with their individual perspectives and experiences. This enabled interviewers to provide flexibility for respondents to reveal information that previously existed in interviewer blind spots, while ensuring comparability between responses through aligned question content.¹⁵¹ Various probes were written into questions to ensure a thoroughness in those responses.

3.2.1 Interview Scope and Research Questions

To complete the interview portion of this study we drafted distinct semi-structured interview scripts for the following interviewees: Current Evans School students, alumni, faculty, staff, University of Washington graduate programs faculty/staff (non-Evans), University of Washington graduate students (non-Evans School), external graduate faculty/staff, and external MPA/MPP students. The purpose of these interviews was to answer the questions:

HOW does an institution go about incorporating issues of race and equity into a curriculum?

WHY is it important for a graduate curriculum to include considerations of race and equity?

3.2.2 Interview Process

Preparation: Interview participants were purposively sampled to provide a broad range of perspectives related to the topic of this study. Interviewees were identified by the authors through either their participation activities or initiatives of interest, due to their distinct role within their institution, or through referral. Snowball sampling was utilized during the first three-quarters of our

¹⁴⁸ Bradford, S., & Cullen, F. (2012). *Research and research methods for youth practitioners*. London: Routledge

¹⁴⁹ Flick, U. W. E. (2009). *An introduction to qualitative research*. London: SAGE Publishing.

¹⁵⁰ Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.

Evans, C., (2018). *Analysing Semi-Structured Interviews Using Thematic Analysis: Exploring Voluntary Civic Participation Among Adults*. SAGE Research Methods Datasets. 1-6.

¹⁵¹ Bernard, H., Wutich, A., Ryan, G., (2017) *Analyzing Qualitative Data: Systematic Approaches*, Second Edition, SAGE Publications, Inc. 83.

interview collection timeline to expand reach beyond our initial contacts. As interviews were conducted, gaps in perspectives were identified and additional interviewees were contacted for participation.

The interview process used was as follows: This team began the process through contacting interviewees with an introductory email and interview request. Once an interview was scheduled, two team members were assigned to ensure one note-taker, and one individual to lead the questioning. Interview scripts were then reviewed to determine the need for any interview-specific questions to elicit information about a specific topic or point of view unique to the interviewee. Next, a notes document was created and cataloged in a Google folder so that notes taken during interviews would be saved automatically and available to the entire team. Finally, interviewees were contacted 24 hours prior to the interview to re-confirm.

Timing: Each interviewee was asked for an hour of time. Interviews were shortened or extended as needed per each interviewee's availability.

Recording: All interviews were conducted via Zoom due to the COVID-19 pandemic. If consent was obtained, zoom calls were recorded and immediately uploaded to a corresponding google folder. Recordings were used to corroborate notes taken during interviews and to ensure reporting validity. They were deleted at the conclusion of the analysis.

Write Up: Interview notes were saved to the Google Drive in the appropriate folder. Interview notes and recordings were then analyzed by team members to identify key themes. To the extent possible, team members did not analyze interviews that they participated in, however in some cases, this was unavoidable.

3.2.3 Ethical Considerations

The incorporation of DEI or race and equity into an institution is a sensitive topic. While some institutional actors advocate for change in a visible manner, some do so behind the scenes or in a more strategic way due to institutional power structures. For this reason, all interviewees were asked if they would like to remain anonymous and if they would prefer to not have their institution identified. For those who consented to being identified, authors opted to maintain anonymity for certain responses and the decision to attribute was considered on the basis of content.

3.2.4 Interview Limitations

The selection of a purposive sampling strategy for interviewees was necessary to appropriately answer research questions but does limit the generalizability of our data. As the scope of this project is intended specifically to address the infusion of equity into the Evans School curriculum, we feel that this does not significantly limit the utility of interviews as a survey method. In fact, an in-depth case study of a NASPAA-accredited, well-regarded institution will contribute meaningful lessons and direction to other institutions as they seek to better integrate these issues into respective curricula.

Finally, our interviews were limited in both the capacity of the researchers and the capacity of the interviewees. While we interviewed as many individuals as we were able to within this timeframe, one-hour meetings with 36 interviewees is not wholly representative of DEI work being done in graduate programs - specifically public affairs graduate programs - today. We did not transcribe and

code interview data, however each interview was reviewed by two separate individuals for themes and data.

3.2.5 COVID-19 Pandemic Effects

This study was conducted in the midst of the COVID-19 Pandemic. The pandemic eliminated our ability to conduct in-person interviews, and the added challenges of the pandemic restricted interviewee availability. According to the Centers for Disease Control (CDC), individuals experience psychological distress during a large-scale crisis that can affect information processing and perception. Key to this analysis are the adverse effects of a crisis on memory, as we relied on interviewees for the construction of a historical timeline outside of the documents we were able to obtain.¹⁵² Some individuals that we reached out to declined to be interviewed due to various reasons related to COVID-19.

Please see [Appendix B](#) for interview instruments used in semi-structured interviews.

3.3 Review of Evans School historical documents as a research method

Interviewees often referenced historical documents in responses to questions and probes. We solicited, catalogued, and analyzed some of these documents, which has become part of this analysis. These documents represent the recorded history of DEI efforts at the Evans School up to the current 2019-2020 academic year as comprehensively as possible, though they are not exhaustive. A full overview of these findings can be found in [Appendix C](#). Documentation reviewed included Diversity Survey results, notes from Diversity Potlucks, notes from faculty meetings (brown bags, discussions on DEI training), Diversity Committee (now known as Committee for Equity & Inclusion) annual reports and notes, and reports from other, student-led projects and initiatives. In addition to documentation specific to the Evans School, this study also reviewed the core course requirements of other MPA and MPP programs as part of this process of broad documentation. A matrix of these requirements is included in [Appendix D](#).

3.3.1 Limitations of Document Review

There is not a comprehensive written history of DEI efforts at the Evans School, nor a formal mechanism for cataloging the written components of efforts. Therefore, it was impossible to gain access to the full range of documents that we believe exist. Conversations with faculty and staff helped us to understand that some documentation was either lost or archived in locations that faculty and staff could not or did not know how to access. Therefore, we were limited by what documentation could be found by interviewees and by what they were willing and able to share.

At times, documentation was challenging to compare across school years even if it was available for review. Historical surveys were not reported with consistent metrics each year and some lack crucial information, such as sample size, which limits the ability for robust analysis.

There are additional logistical barriers to accessing Evans School historical documentation. The ‘Catalyst’ page that housed many historical Evans School documents (i.e. - EDC notes, survey findings, etc.) was retired and is inaccessible. as current faculty are unable to gain access to share

¹⁵² “CERC: Psychology of a Crisis.” (2019). Centers for Disease Control and Prevention. https://emergency.cdc.gov/cerc/ppt/CERC_Psychology_of_a_Crisis.pdf

with students. Any documentation prior to 2001 was not digital and is therefore difficult to locate. This limited the scope of the documentation included in analysis.

Chapter 4: Findings and Analysis

This chapter details the key findings from evidence collection through document review, survey, and interviews. This summary of findings is followed by an analysis of how these findings address the research questions that center this report. For readability, we have synthesized our findings. However, given the volume and value of information collected through our research and interviews, please refer to [Appendix C](#) (History of DEI Work at the Evans School) and [Appendix E](#) (Complete Findings) with additional information for reference.

4.1 History and Evolution of DEI work at the Evans School (detailed in [Appendix C](#))



To contextualize our analysis and recommendations, it is necessary to acknowledge the key events and actors who have shaped the current state of DEI in the Evans School culture, curriculum, and processes. The timeline in *figure 4.1* shows the history of work around diversity, equity, and inclusion at the Evans School and was created by reviewing available documentation from the last 20 years, and by interviewing current and former Evans School faculty and staff to detail the 10 years prior to that. The documentation reviewed includes results from various climate and diversity surveys conducted by the Evans School, notes from Diversity Potlucks, and notes from the Evans Diversity Committee (EDC) and its successor, the Committee for Equity and Inclusion (CEI). For a much deeper, more detailed narrative review of the last 30 years of DEI work at Evans, please see [Appendix C](#).

Figure 4.1: History and Evolution of DEI Work at the Evans School, 1990-2020

4.2 Findings and Analysis (detailed in Appendix E)

Between our review of historical documents, the Current Student Survey we deployed (Appendix E), and interviews with stakeholders, a collection of findings emerged. We detail themes and provide analysis within each of the findings listed in *table 4.1* in the sections that follow.

Table 4.1: Summary of Findings
4.2.1 Students are seeking more DEI work for its own sake and because they believe it to be in demand by employers
4.2.2 Across the graduate landscape, DEI work is not systematically integrated into curricula
4.2.3 Diversity of faculty, staff and students within the institution affects <i>if</i> and <i>how</i> DEI work is done
4.2.4 Numerous barriers, including time and funding, hamper efforts to implement DEI within curricula
4.2.5 Where DEI work has made progress, it has been energized by students, enacted by faculty, and championed by Deans and senior leadership
4.2.6 The next two years include key policy windows for the Evans School to accelerate DEI work

4.2.1 Finding: Students are seeking more DEI work for its own sake and because they believe it to be in demand by employers

Current Evans School students and students throughout the time frame studied for this report have consistently called for more incorporation of DEI in their learning for myriad reasons. Whether driven by a personal desire to learn, a fear of doing harm professionally due to a lack of understanding and skillsets, or a wish to be marketable to employers, many factors have and continue to motivate these calls.

Evans School students seek education on DEI as part of their graduate curriculum

Evans School students have demonstrated sustained demand for DEI skills in their curriculum, expressing that they came to the Evans School expecting to learn these competencies.

- **Some Evans School students specifically called out the school’s expressed commitment to leadership in race and equity as a driving factor for their interest in the program.** In several survey comments, student respondents noted that after completing their first two quarters, they realize that race and equity is not as integrated into classes as they believed when they accepted their offer to the Evans School.

- **Current MPA students at the Evans School responded that they want greater competency on DEI skills.** When asked about the importance of including race and equity in an MPA curriculum, 77.2%, or 88 out of 114 MPA student respondents answered that it was very important. However, when asked whether the Evans School core curriculum adequately addresses race and equity, forty-nine percent of MPA student respondents rated the core curriculum’s inclusion as a 3 out of 5. Another 24% rated it as only a 2. As one student respondent stated in a survey comment, *“It is a disservice to students to say race is difficult to talk about and hedge conversations with caveats and not let students speak - it would be much more helpful to normalize being able to talk about race or class or other inequities even if it's uncomfortable.”*
- **A review of historical documents from the Evans School shows that calls for integrating DEI in the curriculum have been consistent and have increased over time.** Over the last 30 years these calls have evolved from discussions around recruiting students from more diverse backgrounds and experiences, to discussions about the need to training MPA students with skills in cultural competency, to current calls for an antiracist curriculum. See [Appendix C](#) for reference.
- **Student demand for DEI skills is an important incentive - if not imperative - for faculty to adapt their curriculum accordingly.** One Evans School faculty member summed this up with a characterization of supply and demand in the MPA market. They detailed what they perceive as a growing appetite among prospective students for DEI in their MPA education, and if the Evans School does not respond to this demand there will be real consequences in terms of tuition dollars spent elsewhere. This argument overlays a financial incentive to faculty that it was suggested may resonate when other arguments do not. Other faculty members we interviewed echoed that they perceive that their responsibility as faculty members is to prepare their students for the challenges they will face in the workplace.

Student demands for DEI include connecting course learning to current events and engaging with the community

Evans students have expressed a strong interest in instructors more directly and more consistently connecting course concepts and learning objectives to current events and work taking place in community organizations.

- **Students expressed a strong desire to connect course content to current events in order to make policy theory tangible.** Notes from the May 2020 Student to Student Check-in ([Appendix G](#)) indicate demand to incorporate current events, such as the connections between the COVID-19 crisis and policy choices across policy topics and levels of government, into course content at the Evans School.
- **Students demonstrated a demand for community engagement throughout the MPA curriculum.** The current student survey indicated a demand for connecting core coursework more directly to policy work taking place in our community, including the application of DEI concepts. Survey respondents noted that, currently, some instructors talk about equity in theory, but then skim over opportunities for students to develop practical DEI skills by connecting community engagement to components of the course (e.g. case and project topics, course activities, and class conversations).

Evans School students believe that competency in DEI is crucial for careers in public service

Student demand for DEI in the classroom is driven by an understanding that without race and equity skills and lenses, they are likely to do harm in the communities they serve.

- **Students expect DEI to be part of their MPA curriculum in order to prepare them for a career in public service.** Student respondents indicate that they believe these skills are necessary to effectively and equitably carry out the development and implementation of policy. When asked, “How important do you think competency on race and equity is to be a successful public administrator?” 92 of 114 current MPA students surveyed indicated that it was very important (Rated 5 out of 5). Both quantitative and qualitative survey data show a clear gap between the expressed demand for these skills and the extent to which students feel the core curriculum prepares them to leverage these skills in careers in the public and non-profit sectors. A complete look at survey findings can be found in [Appendix E](#).
- **Students are concerned about perpetuating administrative racism and inequity when they enter public service.** Qualitative student survey feedback revealed a fear that the inconsistent ability of both students and faculty to use a race and equity lens to approach public policy would inevitably perpetuate administrative racism. One student expressed the following in a survey comment about DEI skills: *“I am deeply concerned to not be developing and strengthening this skill. Most of all I am concerned that my cohort, and all cohorts really, will graduate with strong, evidence-based skills not rooted in equity. And that this will result in us perpetuating administrative racism. I sincerely hope that Evans becomes more intentional about an antiracist curriculum, because otherwise I can see well-intentioned and well-educated people leaving this program and not being able to catch inequities that are so embedded in policy, or inadvertently create inequitable policies.”*

Employers have interest in hiring individuals who have the ability to engage in diverse work environments

Demand for race and equity skills from employers, coupled with student demand, creates an additional imperative for incorporating DEI into the Evans School curriculum.

- **Interviewees stated that as an institution, Evans’s primary objective is to produce highly qualified public administrators.** One Evans School faculty member we interviewed noted that career services can be a conduit by which to communicate employers’ needs to faculty to reiterate that these skills are necessary for our graduates.
- **There is not only a demand to learn, but also demand to hire.** One interviewee, in addressing faculty concerns on who has ownership of what is being taught, stated “your [faculty’s] product is owned by the people on each end of it, which are the students and the employers.” Other interviews noted that in the Seattle metro-area, employers see these skillsets as desirable, and state that they make candidates more competitive.
- **In many job postings, employers explicitly state their desire for candidates with DEI skillsets.** Out of 114 student survey respondents, 85% reported seeing job postings that reference competency in race, equity, and inclusion in the last year. In evaluating their

comfort in executing race and equity work for an employer, 81 survey respondents rated their ability as a 3 or 4 on a 1-5 scale.

- **While public sector employers are noting DEI related responsibilities in job descriptions, private sector companies at a minimum want to see cultural competency.** Additionally, employees can influence their employers just as Evans School students have been shown to influence the Evans School faculty and administration. In fact, one interviewee called out that in companies and organizations where these conversations are not being had, it is crucial for there to be organizational members who will agitate for race and equity considerations.

4.2.2 Finding: Across the graduate landscape, DEI work is not systematically integrated into curricula

A striking finding from our stakeholder interviews is the variability of student experience when it comes to integrating race and equity into how they learn to develop, evaluate, and administer policy.

Evans School students highlighted the variability in their experience with race and equity across their courses

Although students have demonstrated demand for the incorporation of race and equity into the Evans School core curriculum, they report variability in where and how it is incorporated. Many students state that this learning is dependent on very specific faculty members in the Evans School, and some would not have had any exposure to this material without the optional race and equity elective that can be taken as additional credits on top of the core curriculum during the first year.

- **Focusing on the incorporation of race and equity into the Evans School core curriculum, 86.0% of 144 MPA student respondents to our survey reported that they noticed a focus on race and equity in their courses.** Students reported this incorporation in the following core courses (*table 4.2*):

Evans School Core Course	% of MPA respondents who reported that they noticed a focus on race and equity in their core courses
PUBPOL 511: Managing Politics and the Policy Process	62.3%
PUBPOL 512: Managing Organizational Performance	62.3%
PUBPOL 513: Public Policy Analysis	58.8%
PUBPOL 516: Economics for Policy Analysis and Management I	14.0%

PUBPOL 517: Economics for Policy Analysis and Management II	29.8%
PUBPOL 522: Financial Management and Budgeting	23.7%
PUBPOL 526: Program Evaluation	43.0%
PUBPOL 527: Quantitative Analysis I	30.7%
PUBPOL 528: Quantitative Analysis II	24.6%

Table 4.2: Percentage of students who report the incorporation of race and equity in each of the Evans School core courses

- **There are notable differences between cohorts in terms of where they notice race and equity content.** First year students overwhelmingly see race and equity show up in the 511 (79%) and 512 (75%) management sequence. The majority of second year and continuing students report seeing race and equity in 513 (71%). Specifically, with regard to 511, only 41.2% of second year student respondents indicated that they felt race and equity was included in their course. These findings likely reflect the restructuring of 511 for the 2019-2020 academic year and the coordination among 511 faculty to thoughtfully engage their students on these topics.
- **Students report a clear divide between classes that seem to “check a box” of mentioning race and equity and those that consistently integrate equity through the entirety of the course.** They report the majority of Evans School core courses fall in the former rather than latter category.
- **Evans School students felt that if it were not for certain professors or electives, they would not have been able to access the in-depth education on DEI they were expecting.** Of students who contributed qualitative responses to our survey, more than 1 in 10 volunteered that without participation in the Race and Equity course or proactive identification of electives and instructors willing to incorporate DEI into their curriculum, they feel they might have left the Evans School without any meaningful understanding of the intersections of race and public policy.
- **Though Evans School faculty as a whole have consistently demonstrated a willingness to respond to student concerns and demands with regard to integrating DEI in their courses, there is considerable variability in how this has manifested.** One way that faculty have demonstrated this willingness is through the investment in creating 10 DEI-focused case studies through a 2006 Ford Foundation grant, "Promoting Public and Non-Profit Policies in Support of Diversity, Pluralism, and Identity." Additional discussion of DEI topics is reflected in over 20 years of notes from faculty meetings, retreats, workshops, and CEI meetings. The faculty’s collective responsiveness is limited by individual faculty members’ differing levels of comfort, ability, and training in engaging in these topics.

- **Survey data over the past ten years demonstrate a disconnect in perceived quality of DEI incorporation into the Evans School curriculum between faculty and students.** In 2010, student and faculty perspectives differed in response to the statement “diversity is well integrated into the Evans School’s core curriculum.”^{153,154} Fifty percent of students surveyed disagreed with this statement, whereas 50% of faculty agreed with it. One-third of faculty and one-quarter of students neither agreed nor disagreed. The 2014 survey quoted commitments the Evans School has made to diversity through curriculum and asked students, alumni, and faculty how effectively the school was meeting those commitments.¹⁵⁵ Faculty responses were tempered, with the mode falling from “agree” in 2010 to “neutral” in 2014. For students, responses improved, moving from “disagree” in 2010 to “neutral” in 2014 as well. The 2016 survey showed clear calls for greater inclusion. In regard to DEI within the curriculum, survey respondents in the 2016 survey were asked if they wanted a greater “focus in our curricula on equity and inclusion.” Overall, 74% of survey respondents said yes. Disaggregating the responses to this question, 78% of students and 61% of faculty and staff responded yes.¹⁵⁶

Over the years, DEI efforts at the Evans School have shifted focus from “Diversity” to “Inclusion” to “Equity” in DEI efforts

While student experiences have been varied, our Historical Document Review shows an evolution in how the Evans School is thinking about race and equity both in its community and curriculum. Remaining, however, is an unclear picture of what DEI means.

- **Throughout the 90s and early 2000s, the primary focus was on the “D” of DEI.** This manifested in conversations about diversifying the Evans School student body and faculty that spanned 20 years. Advocacy around creating inclusive classrooms and institutions, as well as incorporating equity in policy has increased substantially since 2015, mirroring the frequency that these topics appear in larger political and cultural conversations on policy.
- **DEI is a term that is used differently across programs.** Many interviewees mention DEI with a strong focus on “Diversity”, as it relates to specific personal identities (race, gender, sexual identity, and religion). Other interviewees include class and political ideology. One interviewee referred to these efforts as “EDI” rather than DEI noting their graduate program specifically stressed the equity element.

Disparate student and faculty abilities in DEI impact the classroom experience

Students enter the Evans School with varying levels of exposure to and education about race and equity which creates barriers to classroom discussion on race and equity in public policy. Faculty experience difficulty in navigating this, and to address this barrier, both the Evans School and other programs have introduced some of this content during student orientations.

¹⁵³ Evans School Diversity Committee. (2010, October 4). Statistics for Evans School diversity survey - students.

¹⁵⁴ Evans School Diversity Committee. (2010, October 4). Statistics for Evans School diversity survey - faculty.

¹⁵⁵ Evans School Diversity Committee. (2014). UW Evans School diversity survey report 2014.

¹⁵⁶ Evans School Diversity Committee. (2016). The Evans School equity and inclusion survey, 2016.

- **Interviews with faculty members within and outside of Evans, and documentation from Evans, indicate that barriers to integrating race and equity into courses have remained largely the same over the last 20 years.** These include lack of expertise on DEI subjects; discomfort with facilitating what could be difficult or challenging conversations in the classroom; varied levels of awareness, education, and acumen on DEI topics among both faculty and students; and a perceived lack of time to revise course curricula to include race and equity.
- **Variability in *student* awareness and education about DEI topics influence how it can be taught.** Multiple Evans School faculty interviews noted that current efforts to incorporate DEI have to account for varied student starting points and the potential consequences of a student feeling threatened by this content. With an already packed curriculum, some faculty find it difficult to make space to address the wide range of student familiarity and ability to talk about race and equity.
- **To try to ensure some consistency and baseline knowledge of DEI among students, several programs, including Evans, have added DEI content to their student orientations.** Interviewees from three other public affairs programs noted the addition of information about DEI terms and topics to their student onboarding and/or orientation programs.

Faculty expressed a fear of failure, fear of student backlash, and fear of having their expertise challenged as reasons why they haven't included race and equity in their courses

Faculty Interviewees note that these discussions are complicated by their lack of training and acumen around race and equity. Adding to these complications are the myriad ways different organizations and communities that students will enter after graduation understand and talk about these issues. Faculty feel that students only focus on what isn't working and this negative reinforcement can shut down efforts. However, the more faculty take up this work, the more these hurdles can be overcome.

- **Faculty feel that their own lack of knowledge and familiarity with topics of race and equity is a real barrier and those who have begun to integrate DEI into their courses have experienced a steep learning curve.** Introducing topics of race and equity requires that professors take questions from students that they cannot or do not feel comfortable answering right away, research the topic in question, and bring ideas and resources back to their class at a later date. All of this takes time and requires faculty members to be vulnerable, which many instructors expressed is very uncomfortable for them.
- **Different communities, academic disciplines, and work environments talk about DEI in different ways and use different language.** Faculty members from across disciplines and institutions expressed that it is challenging to learn this language and to convey content in a way that translates for and resonates with students.
- **Oftentimes, faculty feel that students focus on what *is not* working and do not acknowledge what *is* working.** Several faculty members we interviewed said that introducing topics of race and equity can be - and has been, in their experience - met with criticisms rather than encouragement. Many instructors shared that constant criticism has led

to burnout and discouraged them from continuing to engage and iterate on how they teach DEI topics. Faculty who do not feel they possess an expert-level ability to navigate difficult conversations about race and equity fear negative feedback on student evaluations and are reluctant to address these issues in classes because it is a perceived “minefield” with little room for forgiveness.

- **Long-term progress and improvements are slow and untrackable by students who leave in two or three years.** Even when professors make progress or increase the content and quality of DEI in their courses, students are unable to see or appreciate the changes because they spend such a relatively short amount of time at a given institution. Some faculty members we interviewed expressed that this can be discouraging, as each new cohort of students has different and/or higher expectations and cannot appreciate how far professors have come.
- **The more faculty members make efforts to include discussions of race and equity in core courses, the more this behavior is normalized.** Interviewed faculty shared that modelling this behavior, discussing it openly, and sharing experiences and strategies with their peers has the effect of giving fellow faculty members more confidence to lean into this work.

DEI work concentrated in a single role or course removes the onus for other staff or faculty to engage in it as well

We find that when DEI work is concentrated either within a specific job description or course, others believe themselves to be exempted from also integrating DEI into their work or courses.

- **At the faculty-level, the onus and burden to further DEI work is often on individual faculty rather than on faculty collectively.** The decentralized nature of integrating DEI into courses means it is not always clear who to turn to for help when issues come up in the classroom. In interviewing faculty from multiple MPA programs, several instructors stated that the burden of championing the integration of DEI into courses is often on faculty members of color.
- **At Evans, the creation of the Race and Equity elective course is a welcome addition yet is a partial rather than full solution.** In interviewing Evans School faculty about this topic, several interviewees pointed out that the course is not a complete answer to integrating race and equity into the Evans School curriculum. Reasons for this include the fact that the course is optional, there is no guarantee that a student who wants to take the course will get a spot, and the class must be taken in addition to the existing core - posing a barrier to students for various reasons - and that it doesn't satisfy any degree requirements beyond completing credits hours.
- **Not everyone agrees that more should be done because the MPA curriculum is more than just DEI and there are limited resources in the program.** This sentiment combined with academic freedom perpetuates the pattern of individuals

taking individual action within their own courses as opposed to collective action across a given graduate program.

- **Junior faculty often lead the way with incorporating DEI.** Two interviewees from MPA programs noted that there are many tenured and associate professors who are open to and/or actively engaging with integrating DEI topics into their courses; however, they also noted a general observation that junior faculty members were often early-adopters or leaders of such changes or more likely to push for changes in curricula. Other interviewees noted that junior faculty have been students more recently, therefore have more exposure to DEI issues, as well as being aware of the lack of DEI content in the public affairs curricula.
- **Programs with a DEI administrator work best when that person can coordinate across individuals and groups who are all helping to further DEI work in different ways.** Even with the creation of roles such as Associate or Assistant Dean for DEI, that individual is not responsible for all DEI work. Instead, teams that comprise students, faculty, and staff distribute responsibility and accountability for DEI work among them and the DEI administrator helps coordinate and facilitate activities across these groups. Without this distribution of work and responsibility, and the cooperation and coordination to streamline it, it would be difficult for any single individual to keep tabs on all the work going on, to hold faculty accountable, and to manage historical and institutional knowledge.

Some courses and instructors see themselves as “exempt” from trying to incorporate race and equity into their courses

Because of the amount of content faculty must get through in a single quarter and the individual faculty members who have taken initiative in adding race and equity to their courses, other faculty members do not engage in this work. Some interviewees found this concerning, noting that race neutral teaching can do greater harm.

- **Specific courses that address DEI are perceived to take the onus off of other courses.** For example, we found a perception among some professors we interviewed that policy analysis and management courses are the appropriate course for DEI content, as opposed to more quantitatively-focused courses. The inclusion of DEI into management courses is perceived, by some, to eliminate pressures to integrate this content in other courses and/or to reinforce that DEI cannot (or even should not) be included in classes like statistics, budgeting, and economics.
- **Interviewees from multiple programs expressed certainty that the addition of DEI content to courses or curricula would take away space for existing course content and that a quantitatively-focused core seems to crowd out DEI work.** Although students see a space for DEI within quant-oriented classes, some faculty, both within and outside of Evans, expressed that they see certain classes as incompatible with race and equity. However, as one interviewee noted, “Economics likes to believe it’s objective, but people are making decisions about what is studied, what is incorporated and what’s not.” Quantitative classes devoid of racial and socioeconomic equity lenses can lead to policy decisions that are paternalistic and inequitable.

- **The race neutral approach to policymaking that is often found in classrooms endorses and perpetuates an inequitable status quo and is distinct and separate from an antiracist approach.** One interviewee noted the distinct lack of racial equity material in MPA curricula generally and within the Evans School and asserted that this perpetuates white dominance in public affairs. Another noted that “race blind” approaches have systematic impacts because of the structures within which policy operates.

Bright Spots for classroom inclusion exist at Evans, but with little formal alignment

There is excellent work happening at the Evans School in individual courses. This ranged from course content that students found helpful, to faculty and Evans Diversity Committee led efforts to engage the Evans School community on race and equity.

- **One first year student noted the improvements in 511 during the 2019-2020 academic year.** They stated, *“As a first year student, I was fortunate to experience some of the progress made in the core curriculum thanks to the efforts of student advocates, specifically with 511 readings, discussions and case studies (Ben Brunjes’ class).”*
- **Another student highlighted an approach to DEI in 517 that worked for them.** Although Current Student Survey data show a lack of consistent incorporation of DEI among the quantitative core courses (economics, statistics, and budgeting), this respondent showcased a bright spot for how faculty for quantitative courses are changing: *“In the case of 517, my instructor always asked us how does whatever it was that we were learning affect equity. It was quite jarring at first, since I hadn’t experienced the level of incorporation in other classes. But, I really appreciated it and it helped to understand concepts better.”*
- **Incorporation of DEI in courses within the Evans School has been varied to date but shows a range of possibilities for the future.** Throughout its history, the Evans School has had a multi-pronged approach to this work through creating materials (Ford Case Study Project), tracking and reporting (Evans Diversity Survey), and creating space for efforts (e.g., diversity potlucks, faculty brown bags, 2019 charrette). These additions have moved the school forward in this area, but only few of these actions have been institutionalized. DEI work today is ad-hoc and heavily dependent on individuals and circumstances, this jeopardizes the effectiveness of these wins and leaves the school at high risk of losing ground if efforts are not institutionalized in some way.
- **Ad-hoc incorporation of DEI in other UW graduate programs and universities illustrate additional possibilities.** Some public affairs programs leverage capstones and/or practicums as key learning opportunities for integrating DEI concepts into students’ educations. Some MPA programs intentionally combine quantitative courses with issues of DEI. Two examples from other public affairs programs include a practicum course on inclusive economic development and a course focused on minority issues regarding economic development. As one of our interviewees noted, “Professors who have done more to incorporate theory and practice on DEI have shown the ability to imagine possible futures. ‘What can this classroom look like?’. These professors show that feasibility does not limit possibilities, with real life examples.”

4.2.3 Finding: Diversity of faculty, staff and students within the institution affects *if and how* DEI work is done

Diversity among students and faculty leads to DEI being incorporated in curricula. Students of color have consistently noted a lack of race and equity in the curricula, and the burden of addressing this has often fallen on them, or on faculty of color.

- **The demographic composition of the student body affects the culture and focus at Evans.** A review of Evans School documentation paired with staff and faculty interviews reveals that students of color have consistently been advocates for addressing and integrating race and equity into the Evans School curriculum. International students have been leaders in advocating for more inclusive learning and classroom management.
- **A diverse student body without an inclusive environment creates friction.** When it comes to concerns and institutional culture, it can be difficult for underrepresented students to find voices and perspectives that match their own, which can result in placing a burden of disproportionate emotional labor and responsibility for teaching their peers. Graduate programs, including Evans, have experienced significant backlash from students of color, due to negative experiences within the classroom.
- **In Washington, Initiative-200 (I-200) prohibits affirmative action and stymies institutions' ability to intentionally build a diverse cohort of students, representative of all identities and varied experiences.** Bans on affirmative action within institutions similarly complicate efforts to be intentional in recruiting and admitting students to programs.
- **Diversity at the faculty level greatly improves integration of DEI work into the program.** Many interviewees recognized that faculty who were able to incorporate DEI into their syllabi and successfully lead classroom discussions around DEI were faculty of color. One interviewee specifically stated that, "You can't incorporate DEI if you don't have faculty to do it," in the context of a conversation about this interviewee's observation that faculty who have the most exposure to DEI concepts are often people of color. Another interviewee stated that their public affairs program prioritizes other traits in faculty hires, such as publications and other research experience, over demonstrated skills in teaching DEI.
- **Across graduate programs, there have been varied efforts to recruit more students and faculty from diverse backgrounds and experiences.** In one graduate program we researched, students developed a proposal for a targeted recruitment effort to recruit students from historically black colleges and universities. The Dean provided funding for recruitment travel to visit additional locations, and full ride scholarships for members of underrepresented communities. Other programs were successful in overcoming legal anti-affirmative action barriers, such as pairing prospective students of color with current students of color. Historically there have been targeted efforts at the Evans School to recruit applicants from diverse backgrounds through offering scholarships and subsidizing open house visits. An interviewee from another public affairs program emphasized that "You want your faculty body to look like your student body." At their institution, they have provided post-doctoral fellowships so that Ph.D. students of color have time to hone their

skills. This focus has helped the MPA program in question increase the pool of highly qualified POC faculty available to recruit from. Recent changes across other graduate programs we research include student involvement on faculty hiring committees, and offering sessions for faculty candidates to have lunch exclusively with students so that the hiring committee can solicit student feedback on each candidate.

4.2.4 Finding: Time and funding are key resource constraints that can make or break progress on this work.

Barriers to incorporating race and equity into curricula are vast, but the most prominent are time and funding. Institutional changes must occur, with faculty noting that formalized mechanisms, incentives, and accountability can support their efforts. To understand what institutionalized changes might look like, the Evans School can look to other graduate programs both within the UW and in the discipline of public affairs.

Though several other resources were identified as barriers, time and funding emerged as the most frequently cited resource constraints to furthering DEI work.

Faculty already have high demands placed on their time, and the time required to engage in their own learning and adjust their course content and syllabi competes with their other responsibilities as faculty members. To meaningfully do this work, faculty members also request funding.

- **Several Evans School faculty and staff interviewees noted that time is one of the most valued resources and that if they had more resources to ease time constraints, they would be interested in doing more DEI work.** One faculty member added that, in addition to building course content, there are underlying philosophical conversations that need more time and space so that faculty can better understand how to meaningfully bring DEI into the classroom. Another interviewee added that time constraints impact both individual and collaborative DEI work; they said more time was needed for individual professors to learn more and for professors to share and discuss what they were learning with one another. Two other faculty interviewees noted that options for easing time constraints could include course buyouts or securing funding to hire a paid research assistant.
- **Many faculty shared the perception that incorporating DEI means cutting other content, which impacts many faculty members' willingness to integrate race and equity into what is an already packed curriculum.** Several professors and administrators we interviewed reported that they believed including content on equity and inclusion in the core curriculum would require a conversation among faculty about what other content would have to be eliminated in exchange.
- **Interviewees reported funding as a key ingredient for building capacity for DEI work, easing time constraints, and lessening the impact of other resource needs.** Two interviewees noted that meaningful sustained DEI work requires sustained funding from program budgets that remain available for DEI opportunities after allocation, in contrast to requiring every dollar to be assigned to a specific task prior to allocation.

If provided with reliable time and funding, interviewees identified several ways to further DEI efforts

Suggestions for furthering these efforts include creating dedicated time for faculty and staff to do DEI work, hiring dedicated senior-level staff focused exclusively on coordinating and supporting DEI efforts, and establishing spaces for collaborative learning.

- **Several interviewees identified a need for training and other capacity-building opportunities to further DEI work in their respective programs.** Several professors stated that additional education on DEI-related topics as well as training on facilitating conversations on race and equity would help them feel more confident and comfortable incorporating such topics into their courses. Others stated that a training on its own would not be sufficient to address DEI gaps in curricula.
- **Other interviewees expressed the need for a full-time DEI staff person within their program to coordinate, organize, and consolidate efforts.** As one interviewee stated, “I also need someone who reminds me [about DEI] and thinks about minutiae and implementation of these efforts.” This interviewee noted that, in their department, there was previously an individual in that position to help do that, but the role has not been backfilled and remains vacant. This sentiment was also echoed by other interviewees who stated that a specific DEI officer with substantial authority can issue directives that are persuasive to faculty. The 2017-2021 UW Diversity Blueprint highlights the importance of furthering DEI across the university and, as a result of this sustained focus, many departments have subsequently created dedicated roles such as an Assistant Dean of Diversity. Other departments that have created new roles as a result of the UW Diversity Blueprint include the School of Nursing and the College of the Environment.
- **Current mechanisms for student feedback are time constrained and limited in their impact.** Faculty interviewees across graduate programs reported that student feedback and sustained pressure from students are crucial to ensure continued progress on DEI work. In general, program instructors and leaders aim to be responsive to student pressure and feedback. Currently, additional student feedback efforts require students to take on uncompensated, additional work such as designing, deploying, analyzing and presenting results from these additional student surveys.
- **Providing additional incentives for faculty to engage in DEI work would encourage such behavior.** Current system incentives cue faculty to prioritize research. One interviewee elaborated on this, stating that if DEI work were compensated, this could change the incentive structure for professors and encourage more of them to engage. Another interviewee noted that, given the limited focus on DEI within existing incentive systems, faculty don’t show up and allyship is conditional.
- **The documentation of previous DEI efforts at the Evans School echo our interview findings that dedicated resources and consistent efforts are vital for furthering DEI work.** Dedicated resources and staffing to support DEI efforts have made a significant difference in whether such efforts are sustained over time, as well as whether results are produced. We see this in the undeniable correlation between DEI activities and the existence of the Evans Committee for Equity and Inclusion (CEI) (see [Appendix C](#) for details).

Faculty want formal, collaborative spaces to share resources and ideas on how to integrate race and equity into their courses

Current levels of faculty collaboration on DEI in courses is low, but formal structures for collaborative sharing and learning would help faculty understand what others are doing in their classrooms, what works, and what does not. Like sustained student calls for DEI over the Evans School history, faculty calls for collaboration space go back decades.

- **At Evans, faculty have no formal spaces, infrastructure, or incentives to coordinate core course alignment.** Faculty interviews confirm that it is useful when peers are willing to share what works and how to do it, though faculty independence and academic freedom must also be respected. Faculty members from other graduate programs also cite the importance of creating dedicated time and space for peer conversations.
- **Multiple Evans School faculty have identified a need for a more structured, formal space to learn about what their peers are doing with regard to DEI in their classes, collaborate and share ideas, and consult with one another.** Interviewed Evans School faculty members noted repeatedly that brown bag discussions have been an incredibly rich and valuable forum for professors to connect and share on DEI topics in their teaching. However, they also note that attendance fluctuates, the format is informal by design, and they are optional. Many professors wanted more formal space in addition to the informal space created in brown bags. One example of what this more formal space could look like is a designated meeting once a month where professors could present, share, and teach their peers about what and how they are teaching race and equity in their classes.
- **Notes from faculty retreats in the early 2000s could be written today.** Then, as now, faculty expressed a need to work collaboratively, with one another as peers and with student groups, to integrate diversity into the Evans School culture and curriculum. (See [Appendix C](#) for details)

Lack of alignment and dispersal of accountability lead to cyclical, non-institutionalized efforts, and repetitive requests for inclusion across cohorts of students.

The conversations that are being had today in the Evans School are not new, and this is due to the lack of institutionalization of DEI efforts. While small steps have been taken along the way, there is a distinct lack of ownership at the institutional level, and no accountability for advancing race and equity in the curriculum or the community.

- **Similarities between student complaints and requests, barriers for faculty, and ideas about how to address DEI in school and curriculum are remarkably similar over the course of 20 years.** Recommendations from students, Diversity Committee members, and outside consultants have consistently included: recruit diverse students and faculty, incorporate DEI throughout the curriculum, and create cohesive strategy and dedicated resources to implementing that strategy.

- **The challenges to DEI work identified in the Dean-commissioned, consultant-created 2009 Evans Diversity Action Plan¹⁵⁷ (see [Appendix C](#)) remain the same today:** a complex and siloed organizational structure at Evans, variable education and interest in DEI from cohort to cohort, and difficulties and discomfort on the part of faculty, students, and staff to engage in difficult conversations about race and equity.
- **From the early 2000s to today, both faculty and students have recognized the increasing relevance and need for DEI-related skills around cultural competency, working across differences, navigating discussions on race, creating inclusive work environments, and infusing equity into the policy process.**
- **Creating a more equitable, inclusive and diverse Evans School has been an iterative process.** It has mostly focused on institutionalizing (i.e., designating formal ownership within Evans School faculty, staff or administration) and adopting small changes such as the Evans School Community Conversation Norms, the CEI, and other efforts.
- **Conversations around DEI topics ebb and flow over time, as student interest and energy around such topics - as well as the focus of that energy - changes with each cohort.** The broader political, societal and cultural context of the times also seem to play a role (i.e. - the influence of the AIDs crisis, the 2016 election, etc. on student interest and energy around DEI-related topics).
- **There is no consistent ownership of or reporting against DEI goals.** The Evans School administration and faculty began setting specific goals, objectives, and actions to address DEI issues, concerns, and opportunities over ten years ago, with the 2009 Diversity Action Plan, and updated them with the Evans Blueprint for Diversity. However, there has not been consistent follow-up to measure progress against these goals each year. Such efforts have also been hampered by a lack of clear ownership and accountability for these goals. Diversity surveys deployed since 2009 have been generally similar in nature, but have lacked consistency in execution, which has made it difficult to track changes over time.

The Evans School can look to the efforts and progress of other graduate programs for ideas on how to further DEI.

Other graduate programs have developed a variety of ways to address race and equity within their respective curricula and communities.

- **Some have institutionalized resourced space for students with targeted identities.** The UW's College of Education has an Office of Student Diversity and Inclusion, which works to build community, provide resources and support for students with underrepresented identities, and support curricular change in the school that incorporates diversity and inclusion.¹⁵⁸

¹⁵⁷ Liggins, A. et. al., (2006) *Diversity Planning Goals and Consultant Recommendations*, Phoenix Consulting Group, Inc.

¹⁵⁸ College of Education. (2020). *OSDI: Our history*. University of Washington. <https://education.uw.edu/admissions/osdi/our-history>

- **Support for larger scale efforts has been given through the creation of space and support for small core teaching teams with diverse backgrounds.** They then coordinate with a supportive administration and interested student body. This small team is tasked with developing guidance and teaching tools and other materials, in order to assist less experienced faculty on how to incorporate DEI within their courses.
- **DEI requirements are already in place in other programs and universities.** At one public policy school, two required ethics courses focus on DEI, with one focused specifically on structural inequities. However, one interviewee warned, “Don’t stop at one course, that’s a prescription for inaction.”
- **In some programs, diversity and equity have been explicitly named as core competency for program graduates.** The UW School of Public Health, for example, started a curriculum overhaul process in 2018, and specifically names equity as a key component.¹⁵⁹ Additionally, the learning outcomes for the MPA program at California State University, Los Angeles include “[a] respect for and ability to engage the diversity of perspectives and interests involved in local governance.”¹⁶⁰

4.2.5 Finding: Where DEI work has made progress, it has been energized by students, enacted by faculty, and championed by Deans and senior leadership

Efforts that span hierarchies and have executive-level support are where we have seen historical progress made in affecting DEI change at the Evans School. Looking to these examples of successes can inform methods by which to advance these efforts moving forward.

Students have historically been champions of DEI work at the Evans School and at other institutions

Unfortunately, it is currently more common for this work to be taken on by students or individual instructors, rather than championed by leadership as it needs to be in order to sustain lasting impact.

- **Student advocacy (typically led by student groups, i.e., PCD, EPOC, The Coalition, and CAT) has consistently served as the impetus for change at the Evans School.** The majority of actions taken by the administration and faculty have been in response to student concerns and demands. This demonstrates a pattern of a reactive vs proactive approach to DEI on the part of Evans School faculty and staff.
- **POC students have consistently advocated for addressing DEI at the Evans School and have often carried the workload for doing so.** Students of color are central to elevating these conversations through leading student organizations, demanding changes from Evans School administration and faculty, creating independent study courses on DEI issues, and pushing for inclusion of DEI in courses, with the help of some white allies.

¹⁵⁹ School of Public Health. (2020). *Re-envisioning the MPH curriculum*. University of Washington. <https://sph.washington.edu/students/graduate-programs/ MPH-program/curriculum>

¹⁶⁰ Department of Political Science. (2020). *MPA learning outcomes*. University of California, Los Angeles. http://www.calstatela.edu/dept/pol_sci/mpa-learning-outcomes

- **The curriculum is not the primary method by which students receive instruction on equity and inclusion.** Instead, due to student pressure, most updates to programming occur outside the classroom, in places such as orientation and the student-organized Summit on Race and Equity in Public Policy. In the summer of 2018, the Evans School piloted a DEI workshop called the Intercultural Development Inventory (IDI) for incoming students. Though the IDI workshop was ultimately not a fit for the Evans School given its focus on the inventory assessment, it was an important attempt to start DEI conversations early in students' Evans School experience.
- **One interviewee noted that Ph.D. students, especially those serving as teaching assistants, are important and currently underrated stakeholders in furthering DEI curricular efforts.** With compensation, Ph.D. students, who are at their respective programs for 5-6 years, have the potential to carry some of the institutional knowledge across MPA cohorts and partner with faculty - especially core course faculty - on course updates that would further DEI efforts.

Leadership investment and signaling on the importance of DEI from the Dean is powerful and demonstrates that DEI is a value-add to the institution

A school's Dean plays an important role in setting the tone of the school's priorities. The elevation of the importance of race and equity in the curriculum by the Dean will be a crucial component of this work.

- **Multiple Evans School faculty and staff interviewees spoke to the competing interests that the Dean of the Evans School has to navigate, and the importance of modeling DEI work as a priority at the Evans School, even, and especially, during COVID.** One interviewee noted that people in public affairs programs are waiting for an opportunity to discount and diminish the importance of equity work. The incoming Dean will be faced with a lot of narratives about whether we have gone too far in terms of incorporating equity into the curriculum.
- **The composition and focus of the Evans School curriculum and courses, as well as the culture and atmosphere of the school, are substantially influenced by the Dean.** The Dean's background, subject matter expertise, and vision for the school has a tangible effect on priorities, funding, and relationships among students, faculty, and staff.
- **The Dean's unique combination of contact with and visibility by many stakeholders amplifies the importance of their role in moving the institution.** The Dean is the one individual that has the most contact with program stakeholders (Evans School Advisory Board members, alumni, staff, faculty, and students) and has significant opportunities to lead and inspire.
- **Interviewees from other public affairs programs stated that strong signaling from the Dean and the scaffolding of DEI ownership at all levels of the organization are needed.** Strong, visible signaling from the Dean is important to set the tone and signal that DEI as a program-wide priority. One interviewee from another public affairs program noted that "a strong signal from the Dean, from the leadership, to making space and making room

in that space to talk about how [DEI] is connected to the mission and the vision statement of the [school],” has led to successful changes. Interviewees noted the importance of pairing this focus from the Dean with efforts initiated from all levels of the organization so that the signaling from leadership amplifies efforts rather than feeling like a top-down administrative directive.

The Dean can direct resources to DEI efforts to institutionalize efforts

Aside from setting the tone, the Dean has the direct power to allocate resources and establish committees to focus on this work.

- **The Dean has the power to direct resources and create ad hoc committees.** The EDC was created by a Dean in the 90s. Though the committee’s presence and influence have fluctuated over time in accordance with each Dean’s focus on DEI work (which has ebbed and flowed even within the tenure of a single Dean), its existence has helped to sustain DEI efforts for decades.
- **The Dean also impacts what and how DEI commitments are created, addressed, and reported against.** A key example is Dean Archibald hiring a consulting group in 2009 to evaluate diversity efforts at the Evans School and create a set of recommendations, but then waiting 5 years to alter the charge of the EDC to address these recommendations.
- **Interim Dean Cullen’s interest, support, and resourcing of DEI efforts have allowed such changes to thrive in the year and a half she has served in this role.** The incoming Dean, Jodi Sanford, will have substantial power and influence in determining the future of DEI efforts at Evans.

Committees and faculty service requirements present opportunities to institutionalize DEI work

Committees are recognized, institutional structures that have formal recognition within the school. However, in placing responsibility for race and equity in the curriculum in these bodies, intentional efforts must be made to not allow other committee priorities to overshadow this work.

- **Committees are accepted, normalized mechanisms to fulfill faculty service responsibilities.** Service (committee work) is already something that faculty must do, and can be leveraged to further DEI work in myriad ways.
- **Competing priorities can threaten the effectiveness of committee-ownership of DEI work.** As the Evans School balances the competing priorities of creating a public policy minor, and supporting both the international and executive programs, there is a risk that DEI efforts will be deprioritized.

4.2.6 Finding: The next two years include key policy windows for the Evans School to accelerate DEI work

Evans School interviewees reported that the next two years (2020-2022) are a major window of opportunity at Evans. 2020-2022 will include the 2-year NASPAA re-accreditation process, an

incoming Dean, onboarding a new Assistant Director of Admissions and Student Inclusion, changes in response to the 2020 COVID crisis and related economic impacts, as well as a stated focus on anti-racism in light of the murder of George Floyd. These, individually and collectively, are opportunities to accelerate DEI work at Evans.

- **Multiple public affairs programs echoed the overlap of DEI work and NASPAA objectives as a way to channel energy for this work.** NASPAA has established awards and other opportunities for recognition for work done to integrate equity into public affairs curricula. The two-year NASPAA re-accreditation process includes several steps and opportunities to plug DEI work into existing channels. In the Academic Year 2020-2021, the Evans School will draft the response to the self-study report. Then, in Academic Year 2021-2022, there will be a visit by the NASPAA Commission on Peer Review and Accreditation (COPRA) which includes 5-6 non-Evans School faculty who will review the self-study report. They will meet with faculty, students, and staff across Evans School programs. This is a place for Evans School students to make recommendations or address concerns with the self-study report.
- **The Evans School is creating its 2021-2026 Evans Blueprint for Diversity, which is an official document that guides the strategic planning of the department.** If created with the intent and infrastructure to do so, it can serve as a powerful tool for accountability. Some programs at UW treat their diversity plans as living documents and update them every year. For example, the School of Nursing has a [DEI strategic action plan](#),¹⁶¹ and their program is going through an overhaul to embed more DEI in curriculum and programming, to align with updated accreditation standards.
- **The COVID-19 crisis has illuminated stark racial and economic disparities in America, which can be traced back to policy decisions.** As a policy and management school with a stated commitment to race and equity, the Evans School has both the opportunity and the responsibility to incorporate the policy lessons of the pandemic into their curriculum going forward.
- **Following the murder of George Floyd at the hands of Minneapolis police in May 2020, prolonged nationwide protests have drawn attention to the influence of racism and white supremacy in America.** Specifically, protests and national conversations in the wake of Mr. Floyd's and other Black Americans' murders have been directed at the role of policy in upholding white supremacy. In response, interim Dean Alison Cullen said, "As we close out this academic year, I challenge each of us as individuals, and the Evans School as an institution, to respond to both recent events and this cumulative history as an imperative. We must and will make antiracist work the cornerstone, focus, and overarching mission of the coming year."
- **A new Dean will join the Evans School in January 2021.** Jodi Sanford will be able to set a new agenda, tone, and focus for the Evans School and has the opportunity to continue Interim Dean Cullen's commitment to make antiracism and equity a cornerstone of the Evans School for years to come.

¹⁶¹ School of Nursing. (2017). *Strategic action plan: Diversity, equity and inclusion*. University of Washington. https://nursing.uw.edu/wp-content/uploads/2016/04/Diversity-Strategic-Plan_draft-041316.pdf

4.3 Findings and Analysis Summary

Our interview findings, Current Student Survey, and review of Evans' historical documents highlight that, while DEI work is in process at the Evans School and many other programs, this work is driven and carried by students and individual - often junior - faculty, with few formal processes or systems to support them.

Deans and other program leadership were often described as responsive and supportive but these roles hold opportunities to elevate the DEI efforts of individuals through agenda setting, promotions and recognition processes, and the establishment of institutional mechanisms that could more tangibly support ongoing DEI efforts at other levels of the organization.

Interviewees across roles and institutions noted that student leadership, student pressure, and student voices are key drivers to furthering DEI work in their respective programs. However, most MPA students are only at the Evans School for 2-3 years, while faculty, staff, and administrators remain much longer. The cyclical nature of DEI work at the Evans School underscores the need to intentionally maintain and share documentation about previous efforts, alongside processes to support forward progress, to ensure consistent efforts and resources over time.

Overall, our interviews made clear that DEI work is currently driven by the values, and limited by the capacity, of individuals. Collaboration relies on pre-existing relationships within and across roles. Some graduate programs have established a role that includes DEI in the title and/or job description. However, these roles often have temporary funding or include DEI work as one of a long list of job responsibilities which recreates the competing priorities that many stakeholders already face.

Interviewees' named varied motivations for pursuing DEI work in their respective graduate curricula. These motivations included everything from preparing students with DEI skills, acumen, and resources to the reality that policy outcomes are impacted by DEI components, so DEI should be part of any rigorous public affairs education. These skills are in demand from many employers, but students, it was recommended, should also be trained on issues of race and equity because they may enter organizations where employers are not already thinking about how matters of race show up in their work.

New leadership, NASPAA re-accreditation, an updated Evans Blueprint for Diversity, and hiring staff whose responsibilities include DEI work each present opportunities to evaluate the current state of DEI work at the Evans School and set both goals and associated accountability mechanisms to continue this work in the future. At Evans, these events will overlap in the next two years, which amplifies the opportunity to align efforts and priorities across bodies of work. Specifically, the strategic planning efforts that will take place in the next year offer an opportunity to begin the process of significantly updating and revising our curriculum to better address DEI interests and to model participatory methods that elevate student voices throughout the process.

Overall, our findings show that there is a need for a suite of recommendations - short and long-term, systemic and operational - that build on the bright spots and minimize the recurring hurdles identified through this data collection.

Chapter 5: Recommendations

This chapter details a suite of recommendations and prioritizes a subset of recommendations for 2020. Through these recommendations, DEI would be infused into each core course and, as a result, the curriculum as a whole. Recommendations are ordered chronologically within each category our (4) recommendations were flagged as high priority based on related work already in progress and the policy windows opening in the next few years (e.g. NASPAA re-accreditation). Recommendations are organized into four categories as outlined in *table 5.2*.

- Revise the Evans School MPA curriculum and courses
- Prioritize creating a diverse slate of candidates for faculty/staff hiring and promotion
- Support course instructors’ integration of DEI into their teaching
- Institutionalize DEI Efforts

Within those categories, each recommendation includes the following elements:

Table 5.1: Description of how to read recommendations

What, why, & how	Details the specifics of each recommendation and connects the rationale for each recommendation back to the findings from our research.
Who will drive implementation	Focuses on specific positions and committees within the institution, based on their respective roles and responsibilities. Positions, rather than specific individuals, are named to ensure continuity through faculty and staff turnover and committee member and chair rotations. Given the limited documentation and visibility of Evans School bodies, we based suggestions on the information and institutional knowledge available. Owners may need to be modified. We avoid, to the extent possible, naming students or student groups as responsible action owners, as the purpose of this report is to move beyond the student-initiated progress in this work. However, where students are formally included and engaged (outside of CoP collaborations), they should be compensated for their work through tuition waivers, internship requirement waivers, course credit, and/or directly paid for this work.
Suggested timeframe for implementation	Proposes timeframes for the initiation of each recommendation. Timeframes range in specificity from Summer 2020 to the academic year 2021-2022 and are prioritized based on the urgency and feasibility for change in each area, as well as the time required for development and implementation. Shorter time frames indicate that recommendations are initial steps for the Evans School to take, not that the school’s work in this area will be complete after two years. Broadly, timeframes reflect initiation rather than completion.

Considerations for evaluating progress	Focuses on suggested measures of evaluation. Ultimately, the school’s goals and tracking metrics should be collectively determined by the Evans School community. What makes for a diverse, equitable, and inclusive environment - and how this is measured - is not something that can be standardized across institutions. Further, the voices of underrepresented identities within the school should be centered in any conversations regarding how progress is measured. Regardless of the specific metrics that are eventually used, evaluation measures should include both quantitative and qualitative measures that focus on equity and inclusion. Annual assessments on progress towards these goals should be published to the Evans School community to ensure transparency and allow for stakeholders to hold the Evans School accountable to these commitments.
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Table 5.2 Summary of Recommendations

Category	Recommendations (high priority recommendations are bolded)
Revise the Evans School MPA curriculum and courses	<ol style="list-style-type: none"> 1. Embed race and equity into the learning objectives of each core course (initiate Summer 2020, work ongoing) 2. Research the current demand for DEI-related skills/knowledge from public policy employers (initiate Fall 2020, work ongoing) 3. Redesign the Evans School MPA curriculum; infuse DEI throughout and add a DEI learning requirement (initiate Fall 2020, work informed by reaccreditation timeline) 4. Build community partnerships with NGOs, advocacy organizations, community-based organizations, Tribes, etc. to elevate real-world, tangible examples of community needs and teach students how to center them in the policy process (initiate Fall 2022, work ongoing)
Prioritize hiring candidates and promoting faculty and staff who can demonstrate DEI skills	<ol style="list-style-type: none"> 5. Maintain and build on student involvement in the staff and faculty hiring process and decision-making (initiate Fall 2020, work ongoing) 6. Recruit for DEI skills; to do this, be intentional and specific with the language used in the job description and interview questions (initiate Fall 2020, work ongoing)
Support course instructors’ integration of DEI into their teaching	<ol style="list-style-type: none"> 7. Incentivize continuous DEI learning, skill-building, and skills-application for instructors through recognition and compensation (initiate Fall 2020, work ongoing) 8. Carve out dedicated, structured time and space for faculty to share what they are doing to incorporate DEI into their courses (initiate

	<p>Summer 2020, work ongoing)</p> <p>9. Invest in developing the provision and receipt of feedback as a professional skill for students and instructors (initiate Fall 2020, work ongoing)</p>
Institutionalize DEI Efforts	<p>10. Add a charge for the CEI to publicly report against the goals and measures of the Evans Blueprint for Diversity (initiate Fall 2020, work ongoing)</p> <p>11. Establish processes and ownership for documenting current and historical work the Evans School is doing and has done to advance DEI (initiate Fall 2020, work ongoing)</p> <p>12. Create an Assistant Dean of DEI role for coordinating DEI efforts across the Evans School (initiate Fall 2021, work ongoing)</p>

5.1 Revise the Evans School MPA curriculum and courses

As the Evans School updates the Evans Blueprint for Diversity, proceeds with the self-study required for NASPAA re-accreditation, and welcomes a new Dean in the 2020-2021 academic year, we highly recommend that administration, faculty, and staff begin making plans for a comprehensive curriculum update. The processes described above provide a unique opportunity to begin collecting information, data, and perspectives to inform a redesigned and reimagined Evans School curriculum. There are several short and longer-term steps that the Evans School can take to lay the groundwork for this update, which are detailed below.

1. Embed race and equity into the learning objectives of each core course

What, why, and how: We found that, at the Evans School and across the other public policy programs researched for this study, DEI work is primarily incorporated into courses with an ad hoc approach where individual instructors think of and act to incorporate DEI into their courses in some capacity. At the program level, this means that only the students who take those select classes from those select instructors engage with DEI concepts in the classroom.

At Evans, every core course is grounded in a set of learning objectives documented on the course syllabus. We recommend that all core course faculty incorporate DEI as a learning objective in their syllabi in some way, and fulfill that objective through the course design and facilitation. To start, this will require defining a DEI-centered learning objective within the context of each course’s subject matter and other learning objectives. Including DEI in the objectives, and thoughtfully integrating those objectives in all parts of course design and facilitation, will elevate DEI concepts in every core class within the context of each course (i.e. incorporating DEI concepts into a finance course will look different from doing this exercise in a management course, or an economics course).

Here is an example of a DEI-centered learning objective, from Professor Grant Blume’s *Advanced Policy Analysis* syllabus:

Develop the critical, analytic skills required to carry out technical policy analysis while simultaneously recognizing, acknowledging, and revealing the underlying (often implicit) dynamics of power, privilege, and politics related to the process of analyzing public policy.

While this example does not explicitly use the phrases “DEI” or “race and equity,” power and privilege are integral components of these concepts.

Professor Marieka Klawitter’s *Quantitative Analysis I* course syllabus includes the learning objective:

Understand how research, data collection, variable construction, and analysis are socially constructed activities that occur within institutions that give power and privilege to some based on race, class, gender, language, and many other categories.

To fulfill DEI course objectives in core classes, instructors would design their syllabi and pedagogy intentionally and explicitly to ensure they address DEI in the:

- Case study topics, additional assigned readings that give case study context, and how class discussions are facilitated
- Sources, authors, perspectives, and topics of assigned readings
- Assignment prompts that require students to articulate who benefits and who is burdened by the policies discussed in the assignment.

To assess progress against these learning objectives, professors could also add a question about their DEI learning objective to their end of quarter course evaluations.

Who will drive implementation: Faculty members and teaching assistants (TAs) teaching core courses would be the primary drivers for implementing this recommendation, with support from the Committee for Equity and Inclusion, the Curriculum Committee, and the Dean as needed. To add a question about DEI course learning objectives to the end of quarter course evaluations, faculty could work with the Associate Dean’s Office and the Office of the Dean. Those driving implementation can seek volunteer efforts of students who choose to dedicate their time via the Evans School Community of Practice to support, collaborate, and workshop lessons to fulfill the requirements of this recommendation.

Suggested time frame for implementation: Begin Summer 2020, as instructors prepare for Fall Quarter 2020. Each instructor teaching a core course can work with their counterparts teaching other sections to brainstorm ideas as they update/create their syllabi, similar to the process conducted by 511 faculty in the 2019-2020 academic year. Each professor/core course teaching team can then share their course’s DEI learning objectives at the Faculty Retreat in September 2020.

Considerations for evaluating progress: CEI could collect, aggregate, and report out how end-of-course evaluations and/or other student feedback collected by the instructor (such as mid-course evaluations with DEI-specific questions. See [Appendix H](#) for sample questions) that describe student learning related to DEI and student perception of the course as an

equitable and inclusive learning space. Additionally, CEI could collect and share examples of how instructors put DEI learning objectives into practice for their respective courses.

Sampling of proposed metrics:

- Number and proportion of core course sections that establish DEI learning objectives
- Quantitative and qualitative measures of student learning related to DEI topics through the end of course survey

2. Research the current demand for DEI-related skills/knowledge from public policy employers

What, why, and how: Conduct comprehensive surveys of Evans School alumni and employers to assess the need and demand for specific DEI-related skills in the workplace. Host focus groups to collect qualitative data that can complement the quantitative survey data collected.

Deploy an annual alumni survey one year after graduation to collect information from the previous year's graduating class. Be sure to include a question about alumni's current employers to inform where to send an employer survey. Also include an option in the survey for alumni to provide their contact information if they are available and interested in participating in a focus group. Host at least 1-2 focus groups following each survey deployment to collect additional, qualitative data.

Send out an employer survey every 3 years to stay up-to-date on in-demand DEI-related skills. We recommend targeting employers where we know Evans School alumni are employed or regularly seek employment. Include an option in the survey for employers to provide their contact information if they are available and interested in participating in a focus group. Host at least 1-2 focus groups following each survey deployment to collect additional, qualitative data.

The data collected from these surveys can be used to inform ongoing and future redesigns of the Evans School curriculum (Recommendation 4), inform best practices for faculty as they work to meet DEI learning objectives in the classroom to achieve updated Evans School core competencies (Recommendation 5), and integrate DEI into core courses (Recommendation 1).

Who will drive implementation: Career Development Team should drive implementation for this recommendation.

Suggested timeframe for implementation: We suggest initiating this recommendation as early as Fall 2020 to create a survey that will be ready for deployment by Spring 2021. This survey could be used to collect data from 2020 graduates and their predecessors. Though this recommendation is potentially actionable sooner, we acknowledge that the lead implementers will likely spend the summer supporting internship and job searches during this unusual time. Further, investing time and energy in survey collection at this time is imprudent given contextual factors (e.g. impacts of the COVID-19 crisis) that

may compromise the external validity of data collected in 2020. We, therefore, recommend Spring 2021 for deployment.

Considerations for evaluating progress: The evaluation of this recommendation would focus on survey response rates, the traits of survey respondents (i.e. industry, graduation year, policy focus area, etc.), and how the survey data will be used.

Sampling of proposed metrics:

- Number and proportion of alumni survey respondents and sampling methodology
- Number and proportion of employer survey respondents
- Number of focus groups with both alumni and employers

3. Redesign the Evans School MPA curriculum; infuse DEI throughout, and add a DEI learning requirement

What, why, and how: Use the NASPAA re-accreditation process and the update to the Evans Blueprint for Diversity as overlapping opportunities to update the Evans School curriculum. The updated curriculum should include a strong focus on race and equity throughout all courses, a race and equity learning requirement (see below for more detail on what this could look like), and general content updates that could include a focus on temporally relevant topics such as the climate crisis, the rapidly evolving role of technology in society, etc.

As with all of our recommendations regarding student input, we recommend that student participation is compensated in some manner and that student representatives hold diverse voices and identities. This update should include a DEI learning requirement to the curriculum and build on initial, shorter-term work to create a standardized set of core competencies for Evans School graduates, including a competency focused on DEI. Ideas for how to do this are detailed below.

Key Component 1: Create a standardized set of core competencies for Evans School graduates, including a competency focused on DEI

To guide the incorporation of DEI into the curriculum, the Evans School should create a set of core competencies for graduates to achieve throughout the MPA program. These competencies should include a race and equity component and align with NASPAA's competencies.¹⁶² The NASPAA self-study process can be leveraged to inform the creation of Evans-specific competencies.

For examples of similar competency requirements in other graduate programs see [California State University's MPA](#) program and [UW School of Public Health](#).

¹⁶² NASPAA Standards: Commission on Peer Review and Accreditation. (2019, October 18). [https://www.naspaa.org/sites/default/files/docs/2019-11/NASPAA Accreditation Standards - 2019 FINAL with rationale.pdf](https://www.naspaa.org/sites/default/files/docs/2019-11/NASPAA%20Accreditation%20Standards%20-%202019%20FINAL%20with%20rationale.pdf)

Once these competencies are confirmed, each course at the Evans School should explicitly name which competencies it helps students achieve and how course objectives are aligned to the relevant competencies. This process can also serve as a long-run improvement upon recommendation #2.

Key Component 2: Establish DEI Learning Requirement

Multiple interviewees noted that students enter the Evans School with a wide range of comfort and familiarity with race and equity topics. To ensure some type of baseline knowledge for students, we recommend adding a race and equity learning requirement to graduate. To be clear, this would be in *addition* to race and equity concepts being incorporated into every course (Key Component 1), not instead of. Here are some ideas for how this could be accomplished:

- Develop a race and equity prerequisite for incoming students.
 - Admissions requirements could include relevant prior coursework or professional experience, subject to review by the Admissions Committee.
 - Students who do not fulfill the prerequisite would be required to complete a race and equity learning before graduation from Evans. Note that, due to Key Component 1, all Evans MPA students would engage with DEI concepts through their core classes, regardless of this prerequisite.
- Add a required “equity elective” similar to but distinct from our existing “values elective” requirement.
 - Offer multiple courses for students to self-select into based on their personal familiarity and comfort with this topic, their identity, etc. For example, offer a race and equity 101 for students who are less familiar with such concepts, and race and equity 201 for students more well-versed students, etc.
 - Make the course S/NS. Be mindful of how this decision is framed and intentional about how the decision is explained to students (i.e., Ungraded coursework does not indicate lower priority for required competency. Rather, this choice reflects that you cannot get a 4.0 in equity and that this work can and should continue beyond a single course.)
- Expand professional skills course offerings to include DEI topics in public policy and to expand opportunities to practice practical application.
 - Students who have met the prerequisites *and* those who are completing required race and equity curriculum would have multiple options to expand their learning and apply it to public policy issues throughout their time at Evans. (An example of a race and equity-related skills course could be *Racial Analysis in Quantitative Methods*)

Also, please see [Appendix I](#) for a memo written by the Evans Students of Color Student Interest Group (EPOC) including cautions around making the PUBPOL 572 Race and Equity course requirement, and alternatives to that approach. EPOC’s alternatives inspired Key Component 2 of this recommendation.

Who will drive implementation: As the role who initiates the NASPAA self-study, the Dean would be the primary driver of this recommendation, with components led by the Faculty Council and the Curriculum Committee.

Specifically, once the Dean initiates the self-study process, the Faculty Council could charge the Curriculum Committee with leveraging the information and insight gained through the NASPAA self-study and the creation of the Evans Blueprint for Diversity 2021-2026 to inform what these core competencies will be. They should work closely with NASPAA self-study team members to align this work with timing and proposal for NASPAA re-accreditation. As part of this work, the Curriculum Committee should also consult with Evans School students, alumni, and policy employers to validate that the proposed competencies will benefit graduates in the workplace. Established competencies will need to be reviewed and approved by the Curriculum Committee and the Faculty Council, followed by a full faculty vote.

Suggested timeframe for implementation: We suggest initiating this recommendation in 2020-2021 as part of the NASPAA self-study and Evans Blueprint for Diversity update for 2021-2026 as these processes can be leveraged to begin drafting competencies. Competencies should be finalized within the official curriculum revision process and reviewed by current Evans School students, alumni, faculty, and staff before final integration into all Evans School courses.

Considerations for evaluating progress: The evaluation of progress on this recommendation could focus on measuring where, when, and how DEI shows up in the curriculum as students progress through the MPA program. It should also note which Evans community members are leading the work on this.

Sampling of proposed metrics:

- Number of PUBPOL 599 professional skills course offerings specifically covering race and equity
- Number of other electives that specifically cover race and equity
- Include relevant questions in the alumni survey proposed in recommendation #3 to track how effectively the identified competencies have been acquired
- Include an additional question to track whether acquired competencies have translated to relevant skills for the workforce and whether the competencies identified serve graduates in their current roles
- Analyze qualitative student feedback related to DEI in course evaluations

4. Build community partnerships with NGOs, advocacy organizations, community-based organizations, Tribes, etc. to elevate real-world, tangible examples of community needs and teach students how to center them in the policy process

What, why, and how: As detailed in Chapter 2, there are myriad benefits to community-centered service-learning including the opportunity to build skills in cultural competence, experience with participatory policy and community partnership, critical analysis, and the ability to connect and apply course concepts to practical settings. On May 20, 2020, the Curriculum Advocacy Team held a virtual “Student-to-Student Check-In” to debrief and discuss challenges, opportunities, and recommendations for online learning and other

general strategies for improving the Evans School Curricular experience. Per the resulting memo, students expressed a desire for the creation of formalized opportunities to engage with local agencies and in the community and for their education to reflect issues that are timely and relevant to their community ([Appendix G](#)).¹⁶³

To thoughtfully and equitably engage in service-learning, course instructors will need to work closely with a community partner to design syllabi and course assignments, create a student service-learning contract to clarify expectations, help guide lessons throughout the quarter, and provide feedback throughout the course. There are many ways that this kind of experience could take shape such as: co-creation of new elective courses with community partners, attending community events to listen and learn about community-identified policy issues, teaching participatory research methodology, etc. Whenever a community partner is engaged to help create course concepts, they must be compensated for their time and labor. Further, privilege and power dynamics must be carefully and diligently acknowledged and managed by instructors throughout the course to ensure that course outcomes provide a cohesive and useful result for the community in question and avoid causing harm.

Who will drive implementation: The Dean, the Career Development Team, and individual faculty members can help to facilitate proactive and ongoing relationships with community organizations. This will help build a network of possible community partners for course instructors to engage with and explore the possibility of co-creating community-focused courses.

Suggested timeframe for implementation: Fall 2022; the Evans School will need to spend time and effort creating relationships with NGOs, CBOs, Tribes, and advocacy organizations to build trust, understand their needs, and to determine possible community partners who are interested and available to help design courses. Faculty will also need to develop the competencies required to manage student activities in a way that empowers rather than harms communities.

Considerations for evaluating progress: The evaluation of progress on this recommendation could focus on measuring where, when, and how community partnerships show up in the curriculum as students progress through the MPA program. It should also note which Evans community members are leading the work on this. In addition to evaluating students' experience related to these partnerships, it is important to collect input and report back to the participating community partners.

Sampling of proposed metrics:

- Number of partnerships, service projects, co-sponsored events, etc.
- Surveys, interview, and focus groups with community partners to determine and track the effectiveness and impact of partnerships

¹⁶³ Evans Curriculum Advocacy Team. (2020). Excellence in Virtual Classes and Building a Culture of Shared Learning.

5.2 Prioritize creating a diverse slate of candidates for faculty and staff hiring and promotion

As noted by one interviewee, the Evans School cannot effectively teach DEI skills and competencies if it is not itself a diverse, equitable, and inclusive institution. By ensuring diverse candidate pools for new hires and promotion opportunities for faculty and staff, the Evans School can better fill the current gaps in DEI skills and experiences and include individuals with DEI skills across all roles and levels of the Evans School organization.

5. Maintain and build on student involvement in the staff and faculty hiring process

What, why, and how: At Evans, every faculty and staff hire intersects with the student experience in some way. Including students on the hiring committee for every open role for staff and faculty demonstrates that teaching, and otherwise preparing the next generation of public leaders is a central job function. When a job posting is approved, the hiring manager could recruit at least one student (if not more) to serve on the hiring committee. This student should be provided with resources to solicit additional student input for the hiring process, such as email/social media prompts for soliciting input, survey templates and means of distribution, and a Town Hall facilitation guide to help them collect input about students' priorities for the role in question.

Who will drive implementation: The Dean and Associate Dean consult with the Faculty Council about the membership of the faculty search committee, and should work together to select student representatives on the hiring committee. For staff recruitment, the hiring manager serves as the chair of the search committee and determines who else serves as members of that committee. The chair of the search committee will be responsible for ensuring that student members receive relevant information and training about the hiring process.

Suggested timeframe for implementation: Summer 2020 (so students can be included in the hiring process for currently open roles) and ongoing. For immediate hiring opportunities, choose student representatives carefully and equitably. However, work should begin now on ways to transparently and fairly include student voices and representation on hiring committees.

Considerations for evaluating progress: The Office of the Dean could evaluate the progress on this recommendation using committee membership information, along with data related to student input beyond committee membership.

Sampling of proposed metrics:

- Percentage of annual hires made with student input
- Number of student voices collected via survey to inform each new hire
- Changes to job descriptions resulting from student input

6. Recruit for DEI skills; to do this, be intentional and specific with the language used in the job description and interview questions (i.e., tailor the hiring process to include

faculty who have the training and acumen to teach race/equity content regardless of their discipline and/or could teach a specific course on race and equity).

What, why, and how: While we provide recommendations below for how to bolster skills and competencies of current faculty when hiring new faculty members, the Evans School should also recognize prior experience in race and equity analysis and the application of DEI skills to a candidate's area of specialization as necessary job qualifications. We have seen that these skills have been in demand from students for the past 20 years (see [Appendix C](#)) and that the Evans School does not provide formal, mandatory training in these areas for current faculty. To meet student demand and to effectively teach the DEI core competencies, faculty recruitment efforts should include 'demonstrated DEI skills and experience' in faculty job descriptions. This should be followed by interview questions intended to learn more about how the candidate incorporates DEI concepts into their day-to-day work.

Who will drive implementation: Per the 2019 Guidelines for Conduct of Searches, faculty members will discuss the parameters and priorities for the open faculty position and, "based on the faculty discussion, the appropriate Associate Dean (or other designee of the Dean) will draft advertisement(s) for publication."¹⁶⁴ Final approval for the faculty job description and advertisement lies with the Faculty Council and Dean. For staff recruitment, job descriptions, the hiring manager would drive this recommendation (with support from others depending on who may be relevant in developing the role). The hiring manager would lead job description development and then send the job description to UW HR for approval.

Suggested timeframe for implementation: Summer 2020 and ongoing. Job descriptions for all new openings should immediately be amended to include desired DEI skills and competencies. As these qualifications are refined, job descriptions should be updated to reflect changes.

Considerations for evaluating progress: The evaluation of this recommendation could focus on the actions taken to recruit a candidate pool with DEI skills, and how DEI skills were - or were not - prioritized in subsequent steps of the hiring process and decision making. The Office of the Dean could also analyze when, how, and for which positions DEI was incorporated into job descriptions.

Sampling of proposed metrics:

- Number of job descriptions amended to include DEI requirements
- Number of DEI-related questions used in the interview process
- Number of new hires prepared to champion DEI efforts at the Evans School
- Proportion of applicants that demonstrate DEI skill requirements for each posting

5.3 Support course instructors' integration of DEI into their teaching

Throughout our research and interviews, we heard that the most common barriers for professors when it comes to incorporating race and equity into their courses are 1) their own education, acumen, and familiarity with DEI concepts and facilitation, 2) time to revise their syllabi, learning

¹⁶⁴ University of Washington Evans School of Public Policy & Governance. (2019, June 7). Guidelines for Conduct of Evans School Searches for Tenure Track Faculty Positions.

objectives, and course structure, and 3) unease about potentially making mistakes, upsetting students or causing harm - either without knowing (because students may not tell them) or with a strong student backlash if done ‘incorrectly.’ The recommendations below are intended to address these barriers.

7. Incentivize continuous DEI learning, skill-building, and skills-application for instructors through recognition and compensation

What, why, and how: The most common barrier that instructors identified to integrating DEI into their teaching was a lack of time - specifically funded time - to build their own knowledge and skills on race and equity and to integrate these topics into their given discipline and courses. To date, our research found that much of the work done to integrate DEI into the curriculum is uncompensated, ad hoc, and varies based on the DEI knowledge and facilitation skills already held, or personally invested in, by individual instructors. Investing in continuous learning and skill-building - not just one-time training - would provide more Evans School instructors with the knowledge and skills needed to effectively incorporate DEI into their respective classes. Institutional investment would demonstrate an expectation of continuous learning in this space.

This investment could be supported by resourced time through course buyouts, small grants, and other summer funding. The Dean’s Office could seek funding pockets in the Evans School budget and pursue grant funding from both UW and external sources to fund continued learning opportunities for faculty. In addition to applying for funding as an institution, the Evans School could compensate (with time or money) instructors to incentivize them to apply for 1) funding and 2) direct opportunities to strengthen their DEI knowledge and skills. Specifically, the Evans School could provide these incentives to teaching assistants and lead instructors. These incentives would serve to recognize efforts to strengthen DEI skills in service of integrating them into curriculum development.

The Evans School could also recognize instructors for developing innovative ways to incorporate DEI concepts into specific core courses and/or adapt strategies that work for one course to other courses, as appropriate. In addition to financial compensation - such as a summer stipend - recipients could be given a platform with their peers to share learnings and to answer questions about their approach and accomplishments. This recommendation builds on, but is distinct from, the recognition provided through awards such as Hubert G Locke award and Outstanding Teaching Awards in its combination of recognition with formal time and space to facilitate learning and collaboration.

Who will drive implementation: The Office of the Dean, specifically the Assistant Dean of Finance Administration, could lead the way in identifying funding opportunities to support these efforts.

Suggested timeframe for implementation: This work can start as soon as Summer 2020 and should continue on an ongoing basis.

Considerations for evaluating progress: The Office of the Dean could focus

evaluation of this recommendation on faculty participation, and feedback from both faculty and students to understand evolving skill-building needs along with which skill-building opportunities have been most helpful to the Evans community.

Sampling of proposed metrics:

- Number and proportion of faculty who participate
- Dollar amount contributed toward this purpose
- Number of events or initiatives applied to by faculty
- Number of events or initiatives funded
- Feedback from faculty participants on the quality and effectiveness of each initiative
- Responses over time to mid- and end-of-quarter course survey questions related to DEI in the curriculum
- Student responses to annual Diversity surveys (track changes over time)

8. Carve out dedicated, structured time and space for instructors to share with one another what they're doing to incorporate DEI into their courses

What, why, and how: As evidenced by collaboration between PUBPOL 511 instructors in the 2019-2020 academic year, there is tremendous opportunity to advance DEI in core courses when instructors work together. However, such collaboration requires dedicated time, intention, and in that particular case - funding. Below we have detailed several ideas for how to build more of this time into the regular cadence of faculty meetings and touchpoints.

- The Dean could set aside time during existing faculty meetings - even if it is only an hour once or twice a quarter - specifically for faculty to collaborate on DEI topics and strategies and share what they are trying in their classrooms.
- Research seminars could be leveraged to spotlight research on DEI topics across policy areas to incorporate into course content. This is a chance for instructors who are DEI champions to collaborate across institutions, including those institutions that are members of the Public Affairs Diversity Alliance. Explore both in-person guest lecturers and virtual options such as a Zoom panel, including breakout room discussions with each panelist.
- Research seminars could spotlight DEI teaching strategies, research, and cases. Facilitate small group conversations about what professors have tried and what successes, failures, and/or modifications they have made to their teaching/syllabi/facilitation. Meeting hosts could use Zoom breakout rooms and GoogleDocs as group whiteboards (if we are still virtual), post-it note activities that are later digitized and shared (if we are in-person), and other facilitation techniques to collect and share ideas with the broader faculty.

This recommendation is not intended to add meetings to faculties' schedules but, instead, to normalize DEI as a part of all research and teaching conversations. By doing this, meeting hosts are using their platforms as agenda owners to elevate DEI conversations.

Who will drive implementation: Committee Chairs, Dean, Faculty Council, Research Seminar Series Coordinator each own the agenda for their respective meetings and could implement components of this recommendation.

Suggested timeframe for implementation: Implementation of this recommendation can start as soon as the next meeting for any of these entities, which will likely be near the end of Summer 2020.

Considerations for evaluating progress: The Office of the Dean could coordinate with Committee Chairs and Faculty Council to track how time focused on DEI is used in these meetings and collect additional requests for how to use this time.

Sampling of proposed metrics:

- Proportion of faculty meetings that set aside time for collaboration or report-outs on DEI efforts in the classroom
- Proportion of Research Seminars that engage with issues of DEI, and faculty attendance at these sessions
- Percentage of faculty who regularly engage in attending DEI-focused events or participate in DEI report-outs
- Number of collaborative partnerships external to the Evans school that faculty engage in this space to promote new learning and discovery of novel methodologies

9. Invest in teaching and practicing the skill of giving and receiving feedback for both students and instructors

What, why, and how: DEI skills are in high-demand, much like skills in management and quantitative analysis. All baseline skill attainment should have formal, dedicated space in the curriculum. However, throughout our interviews and research, instructors noted that the variation in students' communication skills - specific to and beyond DEI concepts - makes it difficult to initiate conversations about DEI in class. Instructors note that variation in experience and comfort engaging with DEI content likely influences students' communication skills related to DEI both within and outside of their time at the Evans School. However, regardless of previous experience or comfort level, it is critical that future public leaders be taught to communicate clearly and thoughtfully, especially on topics such as DEI. To address this challenge, we recommend starting DEI conversations early in the curriculum and revisiting them often throughout students' experience at the Evans School to build both comfort and skills around such dialogue. Further, we recommend investing in teaching and practicing the skills of giving and receiving feedback as a requirement for all Evans School community members, as this is a skill vital to productive and meaningful conversations about race and equity. This is an opportunity to update the Evans School community norms, specifically building on the norm of giving feedback in a relationship-building manner, to include embracing learning moments. More details on each component of this recommendation are below.

Key Component 1: Provide DEI learning opportunities early in students' time at the Evans School and revisit throughout their time here.

Invest in DEI as part of incoming student programming and orientation. Incoming student programming is an opportunity to prepare students for Fall Quarter and model norms for Evans School community discussions. Math Camp helps equip students for economics and signals that quantitative analysis is important to the Evans School. Similarly investing in incoming student programming for conversations around DEI would signal that diversity,

equity, and inclusion conversations are also central to students' Evans School experience. The 2018 Intercultural Development Inventory (IDI) program was an attempt at this, but ultimately, not a fit for the Evans School given its assessment nature. Nevertheless, the Evans School should be undeterred from finding an alternate way to include DEI in orientation activities. Additionally, it could be meaningful to create opportunities for instructors to assess their students' familiarity with DEI and for students to build their skills in their first year at Evans.

Student services and instructors could pursue one or more of the ideas detailed below:

- Create an optional summer workshop for students to learn basic DEI terminology, history, and skills (similar to math camp). Explore variations of this workshop tailored to international students to help provide information and context on the specific racial constructs and history of American policies, as well as a workshop tailored to white students who may struggle with white fragility so they can foster awareness and sensitivity to how they participate in conversations about race with BIPOC students. Explore providing similar programming for Evans School faculty and staff.
- Provide course instructors with templates for pre-course surveys and mid-course surveys that include questions about DEI understanding and perceptions so that instructors can get a sense of their student's level of awareness and understanding and calibrate classes accordingly.
- Establish a 1-2 credit communication workshop, with an emphasis on DEI that students can take their first year.

Key Component 2: Approach giving and receiving feedback as an integral part of professional skill development.

The investment in giving and receiving feedback as a professional skillset should include soliciting and incorporating student feedback before end-of-quarter course evaluations. This models how to ask for feedback and provides students with opportunities to practice giving useful feedback. Leverage tools that will foster a culture of feedback that both highlights areas of opportunity or improvement and recognizes what is working well. Evans School events like the annual charrettes and the Dean's Town Halls, as well as all Evans School classes, are opportunities to model and practice the following:

- Providing specific, action-focused feedback,
- Receiving and processing that feedback, and
- Reporting back to those who provided input about how their input was understood and summarized, along with how it will be used.
- Distributing, revisiting, and updating the Continuous Course Feedback Toolkits (see [Appendix J](#)) created by the Evans School Community of Practice in Summer 2019. These toolkits can be used as a resource both when preparing students to provide feedback and when faculty report back on how they received and/or incorporated feedback.

Who will drive implementation: Faculty and the Student Services Team could both contribute to implementing the recommendations above, though we suggest that the Student Services Team take the lead since incoming student programming occurs before the start of classes. Faculty could commit to using feedback toolkits to help establish a culture of open communication in their classrooms.

Suggested timeframe for implementation: This could start as early as Summer 2020.

Considerations for evaluating progress: Data sharing across faculty and the Student Services team would support meaningful evaluation of this recommendation because it would reflect Evans School opportunities to engage with DEI work both in and outside the classroom.

Sampling of proposed metrics:

- Number of students, and proportion of the cohort, who sign up for summer DEI skills workshops
- Track the use of pre- and mid-course surveys on DEI understandings and perceptions as well as the results of those surveys
- Number of students who sign up for the communication workshop
- Number of Evans School events that provide opportunities to model and practice giving and receiving feedback
- Number of professors who leverage the Continuous Course Feedback Toolkits

5.4 Institutionalize DEI Efforts

The following set of recommendations focuses on efforts to institutionalize DEI efforts at the Evans School so that progress continues as the work evolves. The recommendations below include establishing evaluation processes to track progress, documenting practices to capture historical and ongoing work, and creating a dedicated senior staff role - any and all of which could help sustain efforts to further DEI at Evans.

10. Add a charge for the CEI to publicly report against the goals and measures of the Evans Blueprint for Diversity on an annual basis

What, why, and how: Interviews with faculty and staff, and a review of Evans School historical documents reveal that the 2017-2021 Evans Blueprint for Diversity goals were sporadically revisited and were not consistently reported against. As the Evans School begins the process of updating and creating a new Evans Blueprint for 2021-2026, the Dean could add a specific charge for the CEI to annually report against the goals and measures within the Evans Blueprint and publish them on the Evans School website to foster transparency, accountability, and a continued focus on DEI efforts. To clarify, this is not meant to imply that the CEI should be the sole owner of driving all of the Evans Blueprint goals; ideally the Evans Blueprint goals will be spread across different committees, the Faculty Council, the Dean, faculty, and students to help drive. The CEI's charge would be to collect information about the progress made against each goal and report out to the Evans School community - including students - on an annual basis.

To complement these efforts and track progress over time, the Evans School could also standardize the Diversity survey tool used annually; specifically, we recommend that the CEI leverage the survey tool designed by the CEI in 2015-2016. This will help ensure that the data we collect annually is consistent and can be compared year over year.

To accomplish the tasks outlined above, we recommend that Evans:

- Assign a specific person, position, or committee to own and drive every priority item on the Evans Blueprint. (e.g. the Chair of the Curriculum Committee will...)
- Report against Evans Blueprint goals every year (this can include reporting on activities, but should focus on creating and tracking metrics that evaluate process over time on measurable actions)
- Update, modify, and publish Evans Blueprint goals each year with input from the Evans School community
- Add the Evans Blueprint annual report on progress towards goals to the Evans School website. So, in addition to publicizing the Evans Blueprint itself, the Evans School would also publish progress each year
- Introduce the Evans Blueprint at the Evans School orientation in the Fall and discuss our goals to create awareness and a culture of accountability
- Add a standing agenda item to first Dean Town Hall of the year where the Dean and the CEI can report against Evans Blueprint progress from the previous year

Who will drive implementation: The Dean will need to modify the CEI charge to implement this recommendation. If the Dean does so, then the CEI will be responsible for collecting information from various individuals and bodies each year and compiling this into an annual report on the Evans Blueprint for Diversity goals.

Suggested timeframe for implementation: We recommend that the Dean draft CEI charge language about the Evans Blueprint for Diversity over the summer and introduce it at the Faculty Retreat in Fall 2020.

Considerations for evaluating progress: Though the Dean should initiate this action, CEI could follow up at the beginning of the school year to ensure that list language is included in the committee's charge.

Sampling of proposed metrics:

- Annual creation of a report out on progress against Evans Blueprint for Diversity goals and inclusion of the report on the Evans School website
- Number of Dean Town Hall events where the Evans Blueprint for Diversity is an agenda item for discussion or referenced
- Consistent ownership of each priority of the Evans Blueprint for Diversity
- Progress on various goals and metrics as determined by the Evans Blueprint for Diversity and those owning specific action items included in it

11. Establish ownership, processes, and a centralized accessible location for documenting current and historical work that the Evans School is doing to advance DEI

What, why, and how: Using [Appendix C](#) as a starting point, document trends, successes, barriers, and other DEI milestones including, but not limited to, measuring progress on each recommendation from this report. The document review performed as part of this project revealed that the Evans School has been asking similar questions and making similar recommendations for decades; momentum ebbs and flows and, in many cases, efforts are duplicated or abandoned. Maintaining up-to-date, highly visible, and frequently referenced

records of DEI work is important to break this cycle. This report aimed to document historical and current DEI efforts at the Evans School from the early 1990s through 2020. However, a great deal of documentation was unavailable or lost. There are significant gaps in the history of DEI at the Evans School that need to be filled in and, as this work continues, documentation should continue. To ensure this, consider the below suggestions:

- Create a central repository for all documentation related to DEI efforts that is accessible to the entire Evans School community (i.e. - similar to the Catalyst site that was previously used to store Evans School committee documentation). One idea for this would be to create a canvas page with historical and current documentation organized and maintained, which everyone in the Evans School community could have access to.
- Designate a specific role within the Office of the Dean to collect, organize, and publish all Evans documentation in this central location. This documentation should include notes and annual reports from the CEI and Curriculum Committee, notes from Evans School events, ESO cabinet meeting notes, the CEI Blueprint annual reports, etc. Ideally, this archive should be publicly available and accessible to the entire Evans School community. Brief descriptions of documents should be added to the timeline created in this report to help maintain a full narrative of events and ensure that documentation is accessible and monitored.

Who will drive implementation: The Office of the Dean, with input from the CEI and other committees, councils, and relevant bodies, should drive implementation for this recommendation. The senior staff person identified in recommendation #13 could be given ultimate responsibility for maintaining and updating documentation.

Suggested timeframe for implementation: Starting in Fall 2020, the Office of the Dean should build on its quarterly report outs to document DEI efforts led by Evans groups other than the CEI.

Considerations for evaluating progress: The Office of the Dean could focus evaluation of this recommendation on establishing roles, responsibilities, and accountability mechanisms for documentation of DEI work.

Sampling of proposed metrics:

- Creation of a draft process for collecting, organizing, and uploading documentation that includes action owners, timelines, and prioritized documentation activities (i.e. essentials vs nice-to-haves)
- Creation of a published list of all documentation that is updated each year, along with a link to the archive, so that the Evans School community can track available resources and note any gaps or opportunities to contribute additional information.
- Number of annual additions to the Evans School DEI Timeline

12. Create an Assistant Dean of DEI staff role who would have responsibility for coordinating DEI efforts across the Evans School

What, why, and how: Create a role for an Assistant Dean of DEI to focus on Evans' DEI efforts as a full-time job. This role would partner with the CEI, Curriculum Committee, the Dean, faculty, and staff to coordinate curricular and organizational DEI efforts across the

Evans School and to partner with similar efforts across the University of Washington and other organizations. Although many current Evans School staff members contribute to the furtherance of DEI work, their efforts are situated among other competing priorities of their roles. This places an onus on individual staff members to take on extra, often uncompensated work to sustain the momentum of DEI efforts. Through the creation of an Assistant Dean position, the person in this role would advise faculty, staff, and administrators on their respective DEI work and sustain both faculty-driven and student-driven efforts across cohorts and programs (i.e. EMPA, MPA, and Ph.D.), picking up the mantle of efforts as capacity wanes for others. This role could:

- Fully focus on DEI work
- Coordinate DEI efforts, helping course instructors avoid duplicating efforts, identifying resources and learning opportunities available at UW and elsewhere that Evans School faculty and students could access, and supporting many of the recommendations detailed above.
- Refine, update, and disseminate toolkits and resources developed by the Community of Practice (i.e. the Continuous Course Feedback toolkits in [Appendix J](#)) to help make them more ubiquitous (much like the Evans School Communication Norms have been adopted over time)
- Leverage and maintain platforms like Calendly to help with scheduling DEI-related activities and consulting, as well as ensure that student-led DEI programs outlive any single cohort of students (i.e. CAT's Curriculum Consulting Labs)

The Evans School can look to UW's [School of Public Health](#) and [School of Nursing](#), which each have a Dean-level position. To implement this recommendation, the Evans School could:

- Define ownership of current DEI work and gaps in that work.
 - **Key questions:** Who leads current DEI work at Evans? Are they compensated? Are they dedicated to DEI or navigating competing priorities? What work is paused, tabled, or progressing slowly due to lack of staff capacity?
- Draft a job description for the Assistant Dean of DEI
 - **Key questions:** What aspects of DEI coordination could an Assistant Dean lead? What responsibilities must remain with other roles since every member of the Evans School community has a responsibility to contribute to this work?
- Prioritize funding to create this role
 - **Key questions:** If funding is not available, what is being prioritized over this role and why?

Who will drive implementation: As the lead on program budget development, the Dean would lead the implementation of this recommendation.

Suggested timeframe for implementation: Given the UW funding restrictions related to the COVID-19 crisis, we acknowledge that this recommendation may not be actionable at the moment. However, we strongly encourage the Dean to lay the groundwork now so that, when it is possible to pursue this, the job description is already drafted and preliminary conversations have already taken place.

Considerations for evaluating progress: The CEI could work in collaboration with the Dean at the beginning of January 2021 to evaluate what it would take to create and fund this role.

Sampling of proposed metrics:

- Hiring of an individual to fill the role of Assistant Dean of DEI
- Number of programs and initiatives managed by the Assistant Dean of DEI
- Amount of funding allocated to the budget for programs and initiatives managed by the Assistant Dean of DEI
- Number of events held at the Evans School spearheaded by the Assistant Dean of DEI
- Number of recommendations from this report implemented by the Assistant Dean of DEI

Chapter 6: Conclusion

The recommendations outlined in the previous chapter will provide the Evans School with a clear course of action to induce race and equity throughout the school's curriculum and its culture. These recommendations, however, are not final solutions; they do not fully address the barriers to this work and do not exempt the Evans School community and leadership from continuing to build on this work moving forward. Specifically, we would like to note important contextual factors for the implementation of these recommendations, and future considerations and areas of study that were not addressed by our research.

Important context

These recommendations are intended to facilitate longer term change, and the 2020 - 2022 time frame does not denote that this work will be over after 2022. The work must continue, and the Evans School community and leadership must continually evaluate and adapt what this work looks like. As recommendations are implemented, there are some considerations that responsible actors must keep in mind.

While we structured our recommendations to lend towards institutionalization of DEI work and spread responsibility across the school, these recommendations cannot avoid the barriers or pitfalls noted in Chapter 4 on their own. There will always be a risk that responsibility will fall on a single person (as opposed to multiple roles and bodies that outlast any one individual person) when they take initiative or are given responsibility in this space. This is why we recommend the creation of the role of Assistant Dean for Diversity, Equity, and Inclusion. Establishing this role is not intended to make a sole individual responsible for carrying DEI work within Evans, but rather to provide support for the school and facilitate cooperation across the Evans community so we can do this work together. Likewise, there is a risk that creating specific courses on race and equity could lead to the exclusion of these topics in core courses because professors assume the content is being covered elsewhere. This is why we recommend integrating race and equity throughout core courses and adding a race and equity elective requirement structured similarly to the values and ethics elective requirement. Any addition of elective courses focused specifically on race and equity should supplement - not replace - the integration of race and equity into core courses, and ensure that race and equity skillsets are provided within the scope of student learning. And while dedicated roles and courses on race and equity are important, it is also vital to find many other ways to make DEI pervasive throughout the Evans School curriculum. These actions must be done in tandem or else efforts risk being stymied and siloed.

It is also important to note that we specifically did not denote student groups, such as CAT, as being responsible for any recommendations. Rather, where students should be included, we call on the Evans School Community of Practice, which includes all members of the Evans School community, including students. This does not mean that the role or bodies we designate for implementing recommendations should not consult students as they pursue action, nor that they should only consult students through the CoP. It does mean, however, that they should consider what burden they are placing on students, how they can compensate that burden as outlined in Chapter 5, or if it is something they can complete on their own.

Finally, we would like to address the issue of academic freedom. We recognize that academic freedom prevents the Dean's office, as well as faculty bodies or committees, from requiring that specific content is taught or that classes are taught in a specific manner. This means that even as race and equity is incorporated into the core curriculum, the student experience with these concepts and skillsets will remain varied. It may not be possible to eliminate the variance in student experience, however these recommendations are intended to minimize variance to the extent possible. The Evans School cannot use the principle of academic freedom to dodge responsibility in this area. There are currently mechanisms in place to ensure that all students are, in some manner, learning what the core curriculum is intended to teach, even if students in different sections of the same course learn in different ways or through the use of different readings and case studies. As race and equity education and skills become core competencies for Evans School students, those same mechanisms can be used to ensure that faculty are properly teaching these core competencies and skillsets.

Areas for Future Study

The findings presented in this report are far from complete, and not all of the recommendations are detailed at the level that some of our stakeholders are looking for. Our research informed us about key barriers and our recommendations are both a product of those findings and our team's responses to the barriers identified. The recommendations as-written should not be considered final. Where specific details are lacking, they must be informed by Evans School stakeholders and the values that the Evans School wants to cultivate and elevate. In the tradition and experience of the CoP, we can offer solutions, but we want to include many stakeholders to ensure buy-in, adoption, and effectiveness. As recommendations are implemented and new avenues to further DEI work are pursued, additional questions to consider include:

- Aside from graduation rates, what are other equity measures of success for MPA/MPP programs?
- What does responsible and accountable community engagement look like?
- What are DEI core competencies?
- What are race and equity related learning objectives for the Evans School?
- Aside from curriculum, what does inclusive and equitable teaching look like?
- How can the Evans School cultivate an equitable and inclusive environment/community?

As we concluded this research, we heard calls from students and faculty regarding equity issues with the Evans School Capstone process, and would like to make special mention of this as an area for future study. In addition to our traditional core courses, Capstone is a graduation requirement for all Evans School students and a significant portion of students' final two quarters at the Evans School. Many students are unaware that they can work with organizations that they have interned with, are currently employed under, or have volunteered with to create and submit a Capstone proposal. Similarly, many students are unaware about the possibility of pre-matching with projects. We believe that there are opportunities to improve the process for soliciting, reviewing, and selecting capstone proposals as well as the Capstone matching process and therefore recommend it as an area for future study.

Additionally, considerations on evaluation measures come from our learning as MPA students, but are not necessarily the correct or the only considerations. There are not many readily available evaluation metrics for DEI work, whether in academia itself or in non-academic organizations. At

this juncture, we can only provide guiding principles. The Evans School is, however, an institution that employs professionally trained program evaluators who can assist in determining evaluation measures and we are confident that their expertise and creativity will help determine robust measures for success.

Final Thoughts

It already feels like an understatement to say that the events of 2020 have been unprecedented; and, as we conclude this report, it is only June. Compounding crises of climate, COVID, and systemic racism have vividly exposed the deep inequities built into our policies and our society. However, amid all of the disruption is a profound opportunity for transformation. A policy window is open, for the Evans School, for America, and for the world. And in a moment when so many people are asking what can be done to move us towards a different, more equitable future, we - collectively - have the platform, the vision, and the community to help lead us there.

A policy window is open. Let's climb through.

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Appendices

Appendix A: Survey Instruments

Evans Core Curriculum Student Survey

The Curriculum Advocacy Team (CAT) is a group of Evans Students dedicated to assisting Evans faculty in their inclusion of race and equity into their course curriculum.

In order to learn how students currently feel about the inclusion of diversity, equity, and inclusion (DEI) into course curriculum, and how prepared they feel to face this topic in the workplace, we are asking students to fill out this survey to the best of their ability.

Our intent with this study is to evaluate Evans current incorporation of DEI concepts into the core curriculum, and to use our findings to provide a recommendation to Evans administration and faculty, the interim Dean, and the new Dean upon their arrival.

Which of the below best describes you?

- I am a first year student at Evans
- I am a second year or continuing student at Evans
- I am an EMPA student at Evans

1. How important do you think it is to include considerations of race and equity in a MPA core curriculum?

[5 = Very important, 1 = Not important at all]

2. How important are race and equity skills (i.e - racial equity analysis, disparity analysis, using equity as a criteria in the policy analysis process) in comparison to hard skills (i.e - budgeting, statistics, etc.) learned in your MPA?

[5 = Very important, 1 = Not important at all]

3. How well do you think the Evans' core curriculum addresses race and equity?

[5 = Very well addressed, 1 = Not addressed at all]

4. Have you noticed a focus on race and equity in core Evans classes?

Yes - Please answer question 5

No - Please proceed to question 6

5. If you answered yes to question 4, select the core courses which consistently threaded race and equity into their lessons. If you answered no to question 4, proceed to question 6.

511 - Managing Politics and the Policy Process

512 - Managing Organizational Performance

513 - Public Policy Analysis

516 - Economics for Policy Analysis and Management I

517 - Economics for Policy Analysis and Management II

522 - Financial Management and Budgeting

526 - Program Evaluation

527 - Quantitative Analysis I

528 - Quantitative Analysis II

If you are a non-MPA student, please write in required coursework that consistently threaded race and equity into their lessons here.

6. How have instructors included race and equity into their class plans?

Usage of Both US and International Case Studies

Guest Speakers

Incorporation into group discussion during lecture or on Canvas

Incorporation into projects (Ex: Cascadia)

Diverse voices in course readings

They have not

Other

7. How important do you think competency on race and equity is to be a successful public administrator?

[5 = Very important, 1 = Not important at all]

8. In the last year, have you seen a job posting that references competency in race, equity and inclusion?

Yes

No

9. If an employer asked you to do race and equity work (i.e. - racial equity analysis of a policy, developing equity tool kits, designing a monitoring system for race and equity, etc.) as part of your job, how comfortable would you feel executing this request?

[5 = Very comfortable, 1 = Not comfortable at all]

10. Any additional comments?

Evans Alumni Survey

The Curriculum Advocacy Team (CAT) is a group of Evans Students dedicated to assisting Evans faculty in their inclusion of race and equity into their course curriculum.

In order to further this goal, we would like to learn from Evans Alumni how diversity, equity, and inclusion (DEI) was included in the core curriculum by their professors while they were at Evans, and how prepared they were upon graduation to address race and equity in the workplace.

Our intent with this study is to evaluate Evans incorporation of DEI concepts into the core curriculum, and to use our findings to provide a recommendation to Evans administration and faculty, the interim Dean and the new Dean upon their arrival.

Which Program did you graduate from?

- MPA
- Executive MPA
- Ph.D. Program

1. What year did you graduate from the Evans School?
2. In what city are you currently employed?
3. Which policy areas most align with your current employment?

Social Policy
Public Policy Analysis
Nonprofit Management and Philanthropy
Public Leadership, Management, and Decision-Making
Environmental Policy and Management
International Development
Metropolitan and Urban Policy
Public Finance and Budgeting
Other

4. What is your current position? Please include your job title and your organization.
5. Does your current job require you to address issues of race and equity?

Yes - Often
Yes - Sometimes
No
6. During your time at the Evans School, did you notice a focus on race and equity in your core classes?

Yes
No

7. When you attended Evans, how many of your core classes consistently threaded race and equity throughout their curriculum?

Few (0-3 courses)
Some (4-6 courses)
Many (7-9 courses)

8. After you graduated from Evans and joined the workforce, how prepared did you feel to do race/equity policy work (i.e. - racial equity analysis of a policy, developing equity tool kits, designing a monitoring system for race and equity, etc.)?

[5 = Very comfortable, 1 = Not comfortable at all]

9. In your experience, have employers valued race/equity skills in the hiring process for positions?

Yes
No

10. Reflecting on the time since you have graduated from Evans, how important has it been to have the hard skills learned in your MPA (budgeting, statistics, etc.)?

[5 = Very important, 1 = Not important at all]

11. Reflecting on the time since you have graduated from Evans, how important has it been to have race/equity skills (i.e. - racial equity analysis of a policy, developing equity tool kits, designing a monitoring system for race and equity, etc.)?

[5 = Very important, 1 = Not important at all]

12. Considering your experience in the present work environment, how important do you think it is to include race and equity in an MPA curriculum?

[5 = Very important, 1 = Not important at all]

13. Any additional comments?

Appendix B: Interview Scripts

Interviews with Current Evans School Students

NOTE: The goal of this interview is to determine how students at Evans have experienced the incorporation of race and equity into their curriculum. This interview will also help us get a more complete sense of barriers and opportunities that exist from a student perspective.

Interviewee:

Interview conducted by:

Note taker:

Date Completed:

BEGIN INTERVIEW

Hello [____] -

Thank you again for agreeing to speak with us about your experience with the Evans School's efforts surrounding race and equity in the curriculum. I'm [_Person 1_], and [_Person 2_] is here with us taking notes. As we explained via email, this interview is part of an Independent Study project to explore and document best practices for improving the incorporation of race and equity in an MPA curriculum.

We want to make sure we respect your wishes for privacy. Would you like for your answers to these questions to remain anonymous? Would you prefer we not mention your school or program by name?

Is it OK if we record this interview, for our team to review later?

[Before we get started, we would like to share that we're using the term DEI to refer to any efforts related to Diversity, Equity and Inclusion, and specifically those promoting racial justice.]

Do you have any questions for me?

First, we want to ask you some questions about the inclusion of DEI in an MPA curriculum:

We want to start with a broad question: from your perspective, *how important* do you believe it is important to include considerations of race and equity in an MPA curriculum?

Can you tell me a little about why you believe that it is important?

Do you believe that the Evans school considers race and equity to be an important part of an MPA curriculum?

Do you feel that there is an effort to provide students with at least basic information related to race and equity and why it is important to understand as future public administrators?

What would you say that the Evans School does well in regard to engaging issues around race in equity into your curriculum?

Are there any gaps or shortcomings you feel your program has in incorporating race and equity issues into your curriculum?

- Can you tell me a little more about...

In terms of DEI, where do you hope to see the Evans school curriculum in 3 years, 5 years, 10 years?

- Why?
- How do you think we could achieve this vision?

Do you have any questions for us?

Thank you so much for your participation in this interview. If you have any additional thoughts that you would like to include, please feel free to reach out via the email we used to schedule this interview. We will be sure to reach out at the conclusion of our research with a copy of our final report.

Thanks again and have a wonderful day!

Interviews with Evans School Alumni

NOTE: The purpose of this interview is to answer the question: “**WHY is this important**” and to get a sense of the implications of the Evans MPA curriculum missing these concepts.

Interviewee:

Interview conducted by:

Note taker:

Date Completed:

BEGIN INTERVIEW

Hello [____] -

Thank you again for agreeing to speak with us about your experience with the Evans School’s inclusion of race and equity in the curriculum. I’m [Person 1], and [Person 2] is here with us taking notes. As we explained via email, this interview is part of an Independent Study project to document the importance of incorporating race and equity in an MPA curriculum, and to develop recommendations for the Evans School.

We want to make sure we respect your wishes for privacy. Would you like for your answers to these questions to remain anonymous?

Is it OK if we record this interview, for our team to review later?

[Before we get started, we would like to share that we’re using the term DEI to refer to any efforts related to Diversity, Equity and Inclusion, and specifically those promoting racial justice.]

Do you have any questions for me?

Reflecting on the skills and tools you learned at Evans and their applicability to your career, how important do you think it is to include considerations of race and equity in an MPA curriculum?

- [Probe as appropriate] **Can you tell me a little more about...** [required by employers], [useful in line of work], [missing in line of work]?

In your time at the Evans School, what is your recollection of the inclusion of race and equity in the Evans curriculum?

During your time at Evans, do you recall any conversation in your cohort about including race and equity in your curriculum?

- [If yes] **Can you tell us a little more about what that looked like?**
- [If yes] **Do you recall any traction these conversations had?**
- [If yes] **Do you recall any specific barriers to reaching student goals?**
- [If yes] **Do you recall how Evans faculty and staff responded to requests to address race and equity in classes?**

TRANSITION: Now we would like to turn to your experience following your graduation from the Evans School.

As you were looking for jobs post-graduation, did you notice if knowledge or skills pertaining to race and equity were included in job descriptions?

- **Do you feel that employers value race/equity in hiring for positions?**

After you graduated from Evans, did you feel prepared to go into the workplace and do race/equity policy work?

- **[If NO] How could Evans have better prepared you for a position responsible for centering Diversity & Inclusion?**
- **[If YES] Can you tell me about how you gained those skills at the Evans School?**
 - [i.e. from elective classes, peers, internship experience, core classes?]
- **Is there anything regarding doing DEI work that, looking back, you wish you had the opportunity to learn while at the Evans School?**

TRANSITION: Finally, we want to ask you for your thoughts on the future of the Evans School curriculum.

- **What would you say your vision is for the Evans school curriculum as it relates to race and equity in the future, for example 3 years, 5 years, or 10 years from now?**
 - Can you tell me a little more about why?
 - Do you have any thoughts on how you think we could achieve this vision?

Finally, do you have any questions for me?

Thank you so much for your participation in this interview. If you have any additional thoughts that you would like to include, please feel free to reach out via the email we used to schedule this interview. We will be sure to reach out at the conclusion of our research with a copy of our final report.

Thanks again and have a wonderful day!

Interviews with Evans School Staff (Current & Former)

NOTE: The goal of the Evans staff interviews are to learn more about the **history and context** of the integration of race and equity into our curriculum, as well as the **institutional processes and pathways** for this change to occur.

Interviewee:

Interview conducted by:

Note taker:

Date Completed:

BEGIN INTERVIEW

Hello [____] -

Thank you again for agreeing to speak with us about the Evans School's efforts surrounding race and equity in the curriculum. I'm [_Person 1_], and [_Person 2_] is here with us taking notes. As we explained via email, this interview is part of an Independent Study project to explore and document incorporation of race and equity in the Evans curriculum.

We want to make sure we respect your wishes for privacy. Would you like for your answers to these questions to remain anonymous?

Is it OK if we record this interview, for our team to review later?

Before we get started, we would like to share that we're using the term DEI to refer to any efforts related to Diversity, Equity and Inclusion, and specifically those promoting racial equity.

Do you have any questions for me?

We want to start with a broad question: from your perspective, *how important* do you believe it is important to include considerations of race and equity in an MPA curriculum?

Can you tell us a little about why you think this is important?

TRANSITION: As a part of this study, we're also interested in learning about the integration of DEI principles into Evans School Systems and Processes.

How would you say that considerations of Race and Equity are currently incorporated into the way that the Evans School operates?

- What do you aspire to do in the future?
- What would help you achieve this?
- What do you see as barriers to this work?

What do you think was the last significant change that the Evans School made in response to a consideration of issues of race and equity?

- What led to that change?
- How long did it take to fully implement the change?

- Were there any tipping points or key actors?

Could you tell us more about the History behind the Evans Student Ambassador Program?

TRANSITION: Finally we want to ask you about your vision for the future of Evans.

In terms of DEI, where do you hope to see the Evans school curriculum in 3 years, 5 years, 10 years?

- Why?
- How do you think we could achieve this vision?

Do you have any additional questions for us?

Thank you so much for your participation in this interview. If you have any additional thoughts that you would like to include, please feel free to reach out via the email we used to schedule this interview. We will be sure to reach out at the conclusion of our research with a copy of our final report.

Thanks again and have a wonderful day!

Interviews with Evans School Faculty (Current & Former)

NOTE: The goal of the Evans faculty interviews are to learn more about the **history and context** of the integration of race and equity into our curriculum, as well as the **institutional processes and pathways** for this change to occur.

Interviewee:

Interview conducted by:

Note taker:

Date Completed:

BEGIN INTERVIEW

Hello [____] -

Thank you again for agreeing to speak with us about the Evans School's efforts surrounding race and equity in the curriculum. I'm [_Person 1_], and [_Person 2_] is here with us taking notes. As we explained via email, this interview is part of an Independent Study project to explore and document incorporation of race and equity in the Evans curriculum.

We want to make sure we respect your wishes for privacy. Would you like for your answers to these questions to remain anonymous?

Is it OK if we record this interview, for our team to review later?

Before we get started, we would like to share that we're using the term DEI to refer to any efforts related to Diversity, Equity and Inclusion, and specifically those promoting racial equity.

Do you have any questions for us?

We want to start with a broad question: from your perspective, *how important* do you believe it is important to include considerations of race and equity in an MPA curriculum?

Can you tell us a little about why you think this is important?

TRANSITION: These next few questions are about your current curriculum, we are specifically interested in hearing about core classes, however if your answers are about elective courses that's fine:

How do you currently incorporate race and equity content into your classes?

- What do you aspire to do in the future?
- What would help you achieve this?

What was the last substantial change that you made to a syllabus regarding issues of race and equity - and what led to your making that change?

TRANSITION: We are interested in understanding how faculty work together at the Evans School, so these next few questions address collaboration:

How do you see your peers incorporating race and equity into their curriculum?

To what extent do you find your teaching to be affected by what you hear is happening in other classrooms?

To what extent do you collaborate with your peers regarding your curriculum and class instruction?

How - if at all - would you like to collaborate with your peers and/or students to include more race and equity content into your curriculum?

- How would you build a constructive avenue for faculty/student collaboration?

TRANSITION: Our next few questions are about how change happens at the Evans School, specifically focusing on incentives and barriers.

Knowing what you know about the Evans institution, what would be the most compelling case for your peers to change their curriculum to include more race and equity content? For example:

- Knowing alumni are dissatisfied
- The opportunity for acknowledgment a national leader in this space
- The opportunity for acknowledgment within UW as a leader in this space
- Something else?

What are some of the barriers you face to including race and equity content into your classes?

- What do you think would help mitigate or remove these barriers?

If you take on a task at the Evans School that is outside of your explicit job description, what compels you to do so?

TRANSITION: Finally we want to ask you about your vision for the future of Evans.

In terms of DEI, where do you hope to see the Evans school curriculum in 3 years, 5 years, 10 years?

- Why?
- How do you think we could achieve this vision?

Do you have any additional questions for us?

Thank you so much for your participation in this interview. If you have any additional thoughts that you would like to include, please feel free to reach out via the email we used to schedule this interview. We will be sure to reach out at the conclusion of our research with a copy of our final report.

Thanks again and have a wonderful day!

Interviews with Graduate Students (External to the Evans School)

NOTE: The goal of this interview is to determine how other schools have done in **incorporating race and equity** into their curriculum from a student perspective.

Interviewee:

Interview conducted by:

Note taker:

Date Completed:

BEGIN INTERVIEW

Hello [____] -

Thank you again for agreeing to speak with us about your experience with the [____] School's efforts surrounding race and equity in the curriculum. I'm [_Person 1_], and [_Person 2_] is here with us taking notes. As we explained via email, this interview is part of an Independent Study project to explore and document best practices for improving the incorporation of race and equity in an MPA curriculum.

We want to make sure we respect your wishes for privacy. Would you like for your answers to these questions to remain anonymous? Would you prefer we not mention your school or program by name?

Is it OK if we record this interview, for our team to review later?

[Before we get started, we would like to share that we're using the term DEI to refer to any efforts related to Diversity, Equity and Inclusion, and specifically those promoting racial justice.]

Do you have any questions for me?

First, we want to ask you some questions about the [____] School's inclusion of DEI in the curriculum:

Do you believe that your school considers race and equity to be an important part of your curriculum?

Do you feel that there is an effort to provide students with at least basic information related to race and equity and why it is important to understand as future public administrators?

To the best of your knowledge how has DEI been incorporated at your school over the past years up until now?

What, if any, focus on race and equity is integrated into your curriculum?

- Is this a part of the required curriculum for all students?
- Are they specific courses that look into these issues in depth?
- Are they mentioned in specific courses or by specific professors and not others?
- Have these issues been integrated in a different way we haven't asked about?

What would you say that your program does well in regard to engaging issues around race in equity into your curriculum?

Are there any gaps or shortcomings you feel your program has in incorporating race and equity issues into your curriculum?

- Can you tell me a little more about....

TRANSITION: Now we want to ask you a few questions about student interest in these issues and any advocacy surrounding that interest.

Are you or any other group of students pushing for more emphasis on DEI issues in your curriculum?

- When did you/they begin to push for these changes?
- What kind of barriers did you encounter?
- How were they overcome, if at all?
- What prompted faculty to make these changes?
 - How did you/they leverage these changes?

What kind of support exists at your institution from faculty/administration to push for more changes that reflect DEI values?

- Were these changes institutional (school wide)? Or ad-hoc (by course/faculty)?

Are there any other perspectives from other students/groups that would be able to provide more insight to these questions?

- Can you share contact information with us or help us get in touch with them?

Is there anything else you can share with us about how equity work is embedded into your curriculum?

Do you have any questions for us?

Thank you for your participation in this interview. If you have any additional thoughts you would like to include, please feel free to reach out via the email we used to schedule this interview. We will be sure to reach out at the conclusion of our research with a copy of our final report.

Thanks again and have a wonderful day!

Interviews with Faculty and Staff External to the Evans School

PRE-WORK: Interview Team pre-work: Take a look at core and elective courses & input into spreadsheet

NOTE: The purpose of this interview is to focus on **“The How”** to get a sense of **what their current state of DEI in curriculum looks like** and **how they got there** and achieved results.

POST-WORK: Re-cap any resources the interviewee said they would send us and send them an email right after the interview to ask for them

Interviewee:

Interview conducted by:

Notetaker:

Date Completed:

BEGIN INTERVIEW

Hello [____] -

Thank you again for agreeing to speak with us about the [____] School’s efforts surrounding race and equity in the curriculum. I’m [Person 1], and [Person 2] is here with us taking notes. As we explained via email, this interview is part of an Independent Study project to explore and document best practices for improving the incorporation of race and equity in an MPA curriculum.

We want to make sure we respect your wishes for privacy. Would you like for your answers to these questions to remain anonymous? Would you prefer we not mention your school or program by name?

Is it OK if we record this interview, for our team to review later? This recording will not be shared outside of our team and is purely for our own reference to make sure that we accurately capture the information you share with us, as note taking can be difficult in real-time and we want to ensure we don’t miss anything.

Before we get started, we would like to share that we’re using the term DEI to refer to any efforts related to Diversity, Equity and Inclusion, and specifically those promoting racial equity.

Do you have any questions for me?

We want to start with some questions specific to the classes you teach:

Can you tell me what classes you teach in the [MPA] program and whether any of these are required classes of all students in the program?

We reviewed your list of required courses; can you tell us briefly about why these courses/subjects are included in your required courses?

What, if any, focus on race and equity is integrated into the curriculum of your courses [If they teach required classes, “and specifically, in the required courses you mentioned”?]

- (how is it currently?) Only in specific courses or electives vs. required?
- (program expectation) Is there a week dedicated to the subject? Is DEI woven throughout courses?

When did [courses] begin to change to include curriculum incorporating race and equity?

- Probe: What prompted faculty to make these changes?

TRANSITION: Thank you for that insight. Now we want to switch gears: We’re really interested in learning how other programs are implementing DEI broadly, so our next few questions focus on the wider [Degree Program] and your opinions on the changes made and how they came about.

Can you tell me about any notable policy changes addressing DEI that have occurred in your [insert name of specific degree program]?

What, in your opinion, has led to successful changes in the program or culture at [Institution].

- Were there any instances that served to **catalyze** developing DEI policies in your program?
- What were your **guiding principles** for advancing DEI policies?
- What were your guiding **goals** for advancing DEI policies?
- Can you tell me a little about who drove the process **implementation**?
 - Top down?
 - Student-driven?
 - Specific advocates?
- What **mechanisms** were used to **develop** DEI policies?
- What mechanisms were used to **implement** DEI policies? (**note to interviewer: Progress, Accountability, Track Change?**)
- What kind of **support** (for example - monetary, institutional capacity, program/university leadership) was required to advance DEI policies?

- What **incentives** existed to encourage your work in this space?
- Were there any notable **collaborations** that took place to implement these changes?
- When it came to leading or helping to move these efforts along, can you speak to any role that **Students, Alumni, Faculty, Staff** had in developing/implementing DEI policies?
- What were the **barriers** that existed to furthering DEI policy changes in your program?
 - Are there any barriers that you feel still exist?
- What are your **next steps/goals** for modifying your curriculum to further integrate race and equity in your program?
- What **student groups/organizations** have a focus on DEI issues internally to your program? Would you be willing to share their contact information?
- Is there **anything else** you would like to share with us about how equity work is embedded into your curriculum?
- Do you have any additional questions for us?

[NOTE FOR INTERVIEWERS]: Re-cap any resources that the interviewee (i.e. - syllabi, studies, reports, other documents, etc.) said they were willing to send us and send them a follow-up email asking for them

Thank you so much for your participation in this interview. If you have any additional thoughts that you would like to include, please feel free to reach out via the email we used to schedule this interview. We will be sure to reach out at the conclusion of our research with a copy of our final report.

Thanks again and have a wonderful day!

Appendix C: History of DEI Work at the Evans School

As noted in Section 4.1.2, to contextualize our analysis and recommendations, it is necessary to acknowledge the key events and actors who have shaped the current state of DEI in the Evans School culture, curriculum, and processes. The below timeline of the history of work around diversity, equity, and inclusion at the Evans School was created by reviewing available documentation from the last 20 years. This documentation includes survey results from various climate and diversity surveys conducted by the Evans School, notes from Diversity Potlucks, annual reports from the Evans Diversity Committee (EDC) and its successor, the Committee for Equity and Inclusion (CEI), and other documentation made available to us by Evans School faculty and staff. The details in the narrative timeline below were supplemented through informational interviews with current and former Evans School faculty and staff.

It is important to note two things about the terminology used when reading through the section below:

- 1. What DEI includes and how DEI is referred to has changed over time.** You will notice that throughout the 90s and early 2000s, Diversity is the focus of most of the Evans School's work. This was typically in reference to race, gender, and ethnicity and less so to other identities or to intersectional identities. Discussions around inclusion and equity came later in the 2010s, following larger cultural and societal trends around the language and conversations on DEI topics.
- 2. The naming of DEI institutions - specifically committees - evolved in a similar way.** You will note that the Diversity Committee underwent a name change at the end of the 2017-2018 academic year, to become the Committee for Equity and Inclusion, also referred to as the Equity & Inclusion Committee or CEI starting in the 2018-2019 year.

The terminology used in this section corresponds with that used at the time of reference. We highlight this to avoid confusion for our readers.

The 90's: 1990 - 1999

Highlights:

- Focus on recruiting more diverse students and faculty
- Founding of Partnership for Community and Diversity (PCD) Student Interest Group
- Establishment of the Diversity Committee
- Curricular Overhaul

Diversity Recruiting

Energy in the 90's in the DEI space was largely focused around diversity. Staff members who worked at the Evans School during this period related that most of the conversations and advocacy at this time centered around increasing the diversity of the Evans School student body and the faculty. Students noted the importance of having a student body that reflected the population that public officials and policymakers serve. In response to student advocacy, Evans School staff made concerted efforts to broaden their efforts to recruit and accept a more diverse set of students and as a result the demographic representation among students slowly increased over the decade. This was accomplished, in part, through intentional recruitment, finding funding streams for fellowships, and participation in community cultural events.

As diversity among the student body increased, so too did comments from students about the growing differences between them and their faculty, the majority of whom were from similar backgrounds and experiences (mostly middle-aged, straight, white men). The divide between the experiences and worldview of faculty members and those of an increasingly diverse student body became more apparent. One member of senior leadership during the time period reflected that they could have been on separate planets. This led to further advocacy by students, and some staff, to also invest in hiring a more diverse faculty in order to better reflect the identities, interests, and lived-experiences of the student body.

Curricular Overhaul (1992 - 1993)

The early 1990's saw energy and organizing around restructuring the curriculum of the Evans School. Staff recall student advocacy for a curriculum that was more reflective of the modern age and one that allowed more flexibility and self-determination. At the time, many students expressed a desire to enroll in classes at the University of Washington outside of the Evans School that they felt better suited their interests. While, to interviewees, many of the curriculum changes were more structural than substantive (i.e. courses filled different requirements or fit into new concentrations but did not substantively change), this overhaul did shift program focus to nonprofit management, and state and local government, instead of a more federally-focused curriculum. This shift brought with it a renewed focus on teaching, specifically inclusive teaching, yet the mechanisms for implementation were unclear.

Partnership for Community and Diversity (1994)

In the early 1990's, as a result of organizing by Evans School students of color, the Partnership for Community and Diversity (PCD) was founded. As described by faculty, this group advocated to include issues of race and equity in the Evans School curriculum, as well as larger cultural change within the Evans School, mostly in terms of increasing the diversity of the student body and faculty.

Concurrently, a group of untenured faculty worked to support PCD's mission. Also galvanized by issues of sexual identity and the AIDS crisis, this group of students and faculty met with the Dean to advocate for an increased focus on diversity at Evans. Around this time, faculty recall attending diversity workshops put on by the Evans School to further their education in these issues. Additionally, according to Evans faculty (we could not find official documentation that confirms the exact date), around 1994 the Evans Diversity Committee (EDC; which is now known as the Committee for Equity and Inclusion) was founded.

Shifting Strategic Priorities (1994 - 2005)

When Elaine Chang joined the Evans School as Assistant Dean (she had been a student from 1988-1990), the role had a dual focus on supporting students internally, and on building out international programs, as many students were interested in international development work. This focus contributed to diversity in age and nationality in the Evans School student body by bringing in mid-career professionals, and people from all around the world. During this time, the Assistant Dean was also charged with building out the mid-career (now EMPA) program and finding ways to connect students further along into their career with MPA students. As a result of this work, the Evans School made strides in achieving more diversity of age and experience.

The Early 2000s: 2000 - 2009

Highlights:

- Diversity Potlucks began
- Faculty education and resource sharing
- Application and completion of Ford Grant Case Studies
- Consultant group hired to evaluate Evans School culture and create Diversity Action Plan

Recruitment Report (2002)

The early 2000's saw a continued focus on diversifying the Evans School student body. A 2002 recruitment report details a multi-pronged, strategic approach by then Director of Admissions, Recruiting, and Financial Aid, Linda Bale. Outreach activities included targeted mailings and attendance at recruitment fairs in order to recruit students of color, working collaboratively with PCD and other campus committees to have a presence at community cultural celebrations, and scheduling meetings with area nonprofits and agencies who serve various communities of color. Evans also held an open house session specifically for students of color. That year, the Evans School also worked with various government agencies to write grants in pursuit of fellowship funding. The approach showed a commitment to a collaborative approach that broke down hierarchies through working with intra-campus networks as well as in collaboration with PCD to “promote open dialogue on school diversity and to obtain perspectives and student leadership on issues of recruitment and admission.”¹⁶⁵

Diversity Report (2002 - 2003)

The 2002 - 2003 report detailed a continuation of programs and initiatives to address diversity at the Evans School, within both the culture and curriculum. The year brought a focus on a new student orientation exercise focused on diversity, diversity potlucks, and an application to the Ford Foundation to fund the creation of more diversity-focused case studies and teaching workshops. The teaching workshops were specifically called out when looking to the 2003 - 2004 year as an area for continued growth. These workshops led to a list of best practices that called for collaboration between students and faculty on better incorporating issues of diversity into the classrooms. Specifically, the document recommended inviting student participation in planning course materials and encouraging informal connections with students outside of the classroom to workshop methods.

Faculty Education and Resource Sharing (2002 - 2003)

Notes from faculty retreat DEI breakouts and teaching workshops from 2002 and 2003, respectively, outline the perceived challenges and barriers to incorporating diversity into courses. The discussion and ideas included: adding new case studies, bringing in outside speakers, integrating diversity throughout the curriculum, adding a core course on diversity, sharing what professors have tried and what has worked in the classroom with their peers, and working with students to get feedback and suggestions.

Faculty Retreat (2002)

Broadly, the notes from the 2002 faculty retreat reflect these same discussions and priorities and reinforce suggestions from the teaching workshops. Faculty expressed a need to work collaboratively, together and with student groups, to integrate diversity into the Evans school culture and curriculum. Suggestions on how to do so include space for sharing best practices, syllabi and

¹⁶⁵ Evans School Recruitment Report. (2002).

case reviews, as well as the “development of non-defensive ways to have discussions on diversity, and identifying teachable moments in current courses.”¹⁶⁶

Diversity Potlucks (2002 - 2004)

A review of Diversity Potluck notes from 2002, 2003, and 2004 all reveal similar themes: the importance of diversity and its increasing relevance in an evolving workplace, what skills and knowledge are needed to ensure students graduate with cultural competency, and how to incorporate this education into the Evans School curriculum. Attendees of the potluck highlighted “the need to integrate appropriate diversity skills and knowledge into all courses,” and specifically asked for the inclusion of these principles in the core classes of the time. Another key theme in the report was a need for faculty to have space to learn and share from each other on effective ways to accomplish this goal.

Ford Foundation Grant Case Study Development (2002 - 2006)

In 2002, Dean Lindenbergh, along with new hire Mark Sabario, led the application process for and won a Ford Foundation grant, resulting in several Evans School faculty members and students spending the ensuing years writing cases for classroom use. In 2006, Evans School faculty members completed the development of 10 case studies funded through the grant, “Promoting Public and Non-Profit Policies in Support of Diversity, Pluralism, and Identity.” Case study development was one of three tasks funded by the Ford Foundation grant:

1. The development of 10 case studies made actionable through a matrix describing each case, its appropriateness for specific core classes, and its learning objectives.
2. Development of a national teaching workshop, “Teaching with Diversity (held over two days in June 2005),” to improve teaching practices related to incorporation of issues of race and equity in core classes.
3. Development of mechanisms for collaborative work across disciplines that were intended to carry lessons learned from this project forward into the future.

These case studies focused on a range of identities, including race, gender, nationality, and class, and provided mechanisms and practice for bringing these issues into core classes. They are currently available via The Electronic Hallway, and some are used in classes as recently as the academic year of the writing of this report.

Ford Foundation Grant Teaching with Diversity Workshop (2005)

The Teaching with Diversity workshop that the Evans School hosted with funding from the Ford Foundation as a part of the case study development project brought faculty in from across the country for a two day deep dive into using these cases. The workshop also addressed practical skills for implementation with sessions covering, “What Students Bring to the Class: Creating a Safe Environment,” “Creating Dynamic Classroom Discussions,” and “Taking it Home to Your Classroom.”

A piece of the project culmination was a list of “Teaching with Diversity Tips” that are just as needed and applicable today as they were upon their development in 2005. These tips contextualize the need for students of public service to have an effective and usable knowledge of how to successfully work in and serve diverse communities. They go on to share methods by which faculty

¹⁶⁶ Evans School Faculty Retreat. (2002).

can most effectively create a learning environment that addresses this need, and finally proposes curricular mechanisms by which to incorporate more meaningful discussion and understanding of race and equity as it relates to public administration.

Diversity Evaluation and Action Plan

In 2009, in response to student feedback and concerns during the annual diversity potlucks about the lack of diversity at the Evans School and in the curriculum, Dean Sandra Archibald hired the Phoenix Consulting Group to evaluate Evans' diversity efforts. The consultants produced a set of diversity planning goals and recommendations, which are collectively referred to as the 2009 Diversity Action Plan (DAP) in other Evans School documentation. This plan was listed on the NASPAA website as a peer example for other schools to learn from. The report identified a collective agreement among faculty staff and students that incorporating diversity into Evans' culture, community and curriculum was important and identified several barriers to this work:

1. A decentralized, complex, and siloed organizational structure that was “detrimental to [the] coordination and sustainability of diversity efforts;”¹⁶⁷
2. Sustainability challenges that include evolving diversity concerns with each new student cohort, a lack of a common definition and understanding of “diversity,” and scattered diversity efforts and activities among student, faculty, staff, and administration
3. Difficulties communicating about diversity at both an organizational level and interpersonal level, as well as in the classroom as both students and faculty expressed varying levels of understanding, comfort, and willingness to engage in (what can be) difficult conversations about diversity

The report went on to outline 3 major diversity goal areas and 7 specific recommendations. The goals were to:

1. Create a more inclusive and welcoming school environment
2. Integrate diversity into the curriculum and co-curricular activities
3. Recruit diverse students, faculty, and staff

Each of these goals has multiple objectives, each of which had a clear strategy, proposed outcome, and potential indicators attached.

The 7 recommendations were to:

1. Gather feedback about the diversity goals and objectives from the Evans School community
2. Hire or appoint a Diversity Manager or “point person” to lead and coordinate actions that would work towards achieving the diversity goals
3. Create a Diversity Committee to help with implementation of the diversity goals and objectives in partnership with Evans School faculty, staff, and students
4. Improve coordination and communication with SIGs
5. Infuse the Evans School Community Conversation Norms (which were created during the course of the consultants' time at Evans) into student, faculty and staff orientations as well as in classrooms
6. Provide learning opportunities for faculty, staff and students to build their skills around cross-cultural communication and conflict resolution

¹⁶⁷ Liggins, A. et. al, (2006) *Diversity Planning Goals and Consultant Recommendations*, Phoenix Consulting Group, Inc. p.7

7. Include content about diversity and the Community Conversation Norms into the Evans School new student orientation

Despite the report and recommendations' release in June of 2009, the 2014-2015 Diversity Committee states that the majority of strategies recommended in the 2009 Diversity Action Plan had not been implemented.¹⁶⁸

The 2010s: 2010 - Present

Highlights:

- Diversity Surveys in 2010-11, 2013-14, 2014-15, 2015-16, and 2016-17
- Creation of Evans School Student Ambassador Program
- Creation of Evans Blueprint for Diversity
- Appointment of Interim Chief Diversity Officer (2014 - 2017)
- Hired Admissions & Student Inclusion Counselor (2016)
- Diversity Committee becomes the Committee for Equity and Inclusion
- Creation of the Race and Equity course
- Creation of CAT and Evans School Community of Practice
- Search and hire of new Evans School Dean

2010 - 11 Diversity Survey Results

2010 brought with it another Evans Diversity Survey of faculty, staff and students. These survey results show a disconnect between the experience that students have and the experience that faculty and staff believe is provided for them. Survey data indicate that the value placed on issues of race and equity by some faculty might not have been tangibly translated to the student experience. The survey data report low visible participation in events or effective integration of DEI principles into core courses by faculty members, despite faculty reports that they value these events and principles.

Most telling for the purposes of this report is the data around inclusion of issues of diversity in the core curriculum. 49% of students either disagreed or strongly disagreed with the statement that diversity issues were well-integrated into the Evans School core curriculum, with the 26% of students responding that they were neutral and 22% who agreed.¹⁶⁹ This is in contrast to the 50% of faculty who responded that they agreed with the statement that diversity issues were well-integrated into the Evans School core curriculum, 33% of respondents indicating that they felt neutral, and only 16% who disagreed.¹⁷⁰

Students and faculty both agreed that events centering equity and inclusion were important, but that a culture of robust participation did not exist. While a majority of students felt that it was important that the Evans School have these activities available, approximately 75% of student respondents indicated that they were only 'somewhat familiar' with the Evans' School's efforts, projects, and activities related to diversity. Similarly, 88% of faculty agreed that the existence of these events was either important or very important, but the majority of faculty self-reported as being only 'occasionally' involved in activities related to diversity at the Evans School.

¹⁶⁸ Evans School Diversity Committee and Partnership for Community and Diversity. (2014) *UW Evans School Diversity Survey Report 2014*.

¹⁶⁹ Statistics for Evans School Diversity Survey - Students (2010)

¹⁷⁰ Statistics for Evans School Diversity Survey - Faculty (2010)

In 2010, students were somewhat divided on whether they felt that skills related to diversity (i.e. - “managing a diverse workforce or recognizing the interests/needs of diverse populations in policy-making) were necessary for professional success, with 15% of respondents ‘strongly disagreeing’ and 46% ‘strongly agreeing’ that these skills were necessary.¹⁷¹ Although 78% of faculty either agreed or strongly agreed that diversity skills were necessary for the professional development of Evans School graduates, the remaining 22% strongly disagreed.

Diversity Committee Reports 2010 - 2015

Significant accomplishments detailed in the 2010 - 2011 EDC Report include a faculty Brown Bag that focused on the 2010 diversity survey results; 7 Diversity Potlucks with attendance of 80 people; a session organized by students at the Evans School Open House for potential students about being a student of color at Evans; the Student, Faculty and Staff Diversity surveys; and finally, a “Small Steps Award for Efforts to improve diversity discussions at the Evans School.” This award recognized activities, projects, and classes that “encouraged others to take risks to create new activities for diversity.” This award later became the Hubert G. Locke Award for contributions to Diversity, Equity, and Inclusion.

We were unable to secure EDC notes from 2011 - 2012 or 2012 - 2013, however the Evans Blueprint for Diversity notes that the 2012 - 2013 academic year marked the inception of the Evans School Student Ambassador program.¹⁷² This program was created by the Admissions and Student Services team and was designed to connect current students with prospective Evans students to help recruit a more diverse applicant pool.

Notes from the EDC for the 2013 - 2014 academic year included now-typical Evans School activities including the Diversity Potlucks and Coffee & Curriculum talks. Notes also illustrate similar conversations with students from decades prior: conversations and calls for more sustained diversity efforts and dedicated resources to moving these forward, as well as more diverse perspectives and topics integrated into the curriculum. However, as the report reflects, there were also increasing conversations about creating a more inclusive environment for international students, as well as multiple conversations with faculty, alumni and student groups about curricular changes. A main take-away noted from the Diversity Potluck reflection was that momentum was building. In December of 2014, Dean Archibald added to the charge of the EDC; the committee was to implement the 2009 Diversity Action Plan the following academic year.

To this end, EDC notes from 2014 - 2015 reflect several efforts by the committee to do just this. The two student co-chairs led efforts to create an EDC manual, which laid out the committee charge, structure, and the goals and objectives outlined in the 2009 DAP as well as a “Diversity Dashboard” which added specific actions, proposed outcomes, indicators, progress to date, and outputs to the DAP recommendations. It is unclear if the manual or dashboard was used beyond 2014-15, as it is not mentioned in the EDC annual reports that followed.

Committee notes also detail considerable efforts to address concerns from international students about their orientation experience, the curriculum, building community with one another and domestic Evans School students, and fostering inclusion. The notes reflect that much of the work to

¹⁷¹ Statistics for Evans School Diversity Survey - Students (2010)

¹⁷² Evans School of Public Policy & Governance. (2016). *Evans School Blueprint for Diversity 2017 - 2021*.

address these issues was done by the student services and career offices, as well as by students themselves through the Evans International Students Association (EISA). In addition to this, the EDC hosted the annual Diversity Potlucks, which had 72 attendees and fostered discussion about the need for more facilitated conversations about diversity topics, and questions about who (students, faculty or staff) should be responsible for initiating and leading such conversations. The committee also helped convert a single-staff men's bathroom on the third floor of Parrington Hall to a gender-neutral restroom following student and faculty complaints. Finally, the EDC deployed their semi-annual diversity survey, the results of which are noted below.

2014 - 2015 Diversity Survey Results

The Diversity Committee and PCD partnered to focus their efforts on creating, deploying, and analyzing a survey about the school's diversity efforts, based on the 2009 Diversity Action Plan. The survey received responses from 125 MPA students (32% of 391 students), 55 alumni, 15 faculty (35% of 43 faculty members), and 1 staff member. Survey results showed strong support for improving diversity at the Evans School, but reflected that 42% of alumni respondents and 38% of current student respondents ranked the Evans School's effectiveness in meeting its stated diversity curriculum commitments were "poor" or "very poor." Similarly, 62% of alumni respondents and 67% of student respondents responded that Evans' demonstrated commitment to diversity as one of its core values was "not demonstrated very well" or that there was "very little demonstration." 40% of faculty responded that they did not know how well the Evans School was demonstrating its commitment to diversity. The results of the survey were shared with the Evans School community and PCD hosted a Townhall for students and alumni to solicit ideas for how to address the survey's findings.

Diversity Committee Report 2015 - 2016

This momentum led to a very busy year for the EDC and the Evans School at large, as DEI work picked up considerably. The EDC was reconstituted to have an equal number of faculty, staff, and students (2 of each) on the committee. The committee again hosted diversity potlucks, which saw a turnout of 14 faculty, 2 staff and 75 students. Additionally, the EDC revised the 2009 DAP and updated the priorities to focus on:

1. Improving diversity at each stage of the recruitment, admissions, and on-boarding processes
2. Building student and faculty skills on DEI
3. Increasing the diversity of Evans School faculty

In service of these priorities, the committee worked with the Admissions team and focused on actively recruiting more students of color to the student ambassador program and increasing the role of faculty in recruiting prospective and admitted students. For the second priority, the EDC co-sponsored a Race and Equity Summit with PCD in February of 2016 and brought in a speaker from the Seattle Race and Social Justice Initiative. They also began regular Brown Bag lunches with faculty members to facilitate more conversation about DEI among peers. For the third priority, student-members of the EDC developed a survey for Evans School students to provide input on search priorities when interviewing prospective faculty members and received responses from 25% of the student body. Students also advocated strongly to be included in the search and interview process itself.

The committee also deployed another diversity survey, referred to in the EDC notes as the Equity & Inclusion survey. This year, the EDC created a survey instrument with the intent that it could be used year-over-year. To date, the survey instrument has been used twice, in 2015 - 2016 and 2016 - 2017, though we were unable to secure the survey data for the latter academic year. Following 2017, the UW administration requested the cessation of all departmental climate surveys, as efforts were underway to create a university-wide campus survey. This survey was deployed in November 2019.¹⁷³

2015 - 2016 Diversity Survey Results

This survey received responses from 317 people or 64% of the Evans School community, which included students (60% responded), staff (87% responded), and faculty (74% responded). While responses were generally positive (with 78% of respondents describing the school as friendly and 74% describing it as respectful), and the majority of respondents identified the school as LGBTQ friendly (80%), non-sexist (64%) and antiracist (59%), only 39% of students who identify as a racial or ethnic minority strongly or moderately agreed that the school supports racial and ethnic minorities.¹⁷⁴ Further, “One-third of respondents described specific instances of prejudice or discrimination that they observed or personally experience in and out of the classroom. These experiences most often occurred between students and related to race/ethnicity, gender, and political or religious beliefs.”¹⁷⁵ 68% of respondents and 71% of respondents, respectively, expressed a desire for more discussion and skill building on equity and inclusion. 74% of respondents wanted more equity and inclusion content in courses and in-class discussions, and 70% wanted more elective courses focused on these topics.

Diversity Committee Report 2016 - 2017

The EDC had several groundbreaking projects this academic year, in addition to normal committee functions like deploying the annual diversity survey (which due to the departure of a staff member, was never analyzed and written into a report, according to then-EDC Chair, Heather Hill) and organizing the diversity potlucks (which has about 100 staff, student, and faculty attendees). The committee spent most of their time drafting the Evans Blueprint for Diversity (detailed below), a comprehensive update and revision of the 2009 DAP and Evans-specific complement to the UW Diversity Blueprint. The goal of the document is to outline specific goals and actions for the Evans School to measure itself against in order to assess progress over the course of 2017 - 2021.

Another focus for this academic year was equity in the Evans School curriculum. The EDC proposed revising the values elective to more explicitly incorporate issues around equity, access, and inclusion. This proposal was reviewed and approved by the Faculty Council and the full faculty to take effect in the 2017 - 2018 academic year. In response to years of student requests for curriculum that more explicitly addresses race and equity, the committee also proposed a 2-credit pilot course for ~30 MPA students on Race and Equity in Public Policy and Governance. This course was designed by Heather Hill and approved by Associate Dean Craig Thomas.

Additional activities that took place this year, noted in the Evans Blueprint for Diversity include:

¹⁷³ University of Washington. (2019). University of Washington Climate Survey. <https://www.washington.edu/uwclimatesurvey/>

¹⁷⁴ Evans Diversity Committee. (2016). *The Evans School Equity and Inclusion Survey, 2016*. p.i

¹⁷⁵ Ibid.

- Incorporated DEI content into the Evans School new student orientation
- Training with Center for Teaching and Learning group Theater for Change about dealing with diversity in the classroom for faculty
- Hired Admissions and Student Inclusion Counselor, whose job description and duties include recruiting a diverse student body
- Initiated a faculty search, placing a priority on recruiting diverse faculty and involving students

As noted above, due to efforts to develop and deploy a UW-wide climate survey, all departments were asked to cease doing any of their own climate surveys. As such, the Evans School has not deployed their annual Diversity Survey since 2017.

Evans Blueprint for Diversity (2017 - 2021)

The first University of Washington Diversity Blueprint was created for 2010 - 2014. An updated version was created for 2017 - 2021. At the same time the UW was working on its updated Blueprint, the Evans School decided to create their own, specific Evans Blueprint for Diversity. This Evans Blueprint for Diversity was based on both the UW Diversity Blueprint and the 2009 Diversity Action Plan that Dean Archibald had commissioned. It also took into account NASPAA accreditation standards on diversity (standard 3.2, 4.4, and 5.1).¹⁷⁶

The Evans Blueprint for Diversity outlines three goals, a short history of recent efforts towards each goal to date, specific priorities and action steps for each goal, and trackable metrics. See below for an outline of the goals and priorities. While a review of the goals in 2020 reveals that many of them have been pursued, altered, and accomplished to varying degrees there has not been consistent reporting against the goals and tracking metrics. This makes it difficult to evaluate the effectiveness of each priority and action step in terms of achieving the three stated goals. It is also unclear to what extent each goal has been achieved.

Evans Blueprint for Diversity Goals and Priorities

1. To cultivate an inclusive climate and a shared value of diversity at the Evans School
 - a. Institutionalize the Evans School’s value of diversity.
 - b. Promote shared values, beliefs, and norms that foster inclusion and improve cultural competencies amongst all students, faculty, and staff.
 - c. Create processes for open, constructive discussion of and/or action on concerns about bias.
2. To promote faculty and student learning and student learning about access, inclusion, and equity in policy and governance
 - a. Effectively integrate diversity issues into Evans School courses in multiple ways.
 - b. Facilitate instructor learning and information sharing about integrating diversity into curricular materials.

¹⁷⁶ NASPAA. (n.d.) Thinking Strategically About Diversity and Inclusion. <https://www.naspaa.org/accreditation/standards-and-guidance/thinking-strategically-about-diversity-and-inclusion>

- c. Acknowledge, highlight, and value effective teaching practices and efforts to integrate diversity materials.
 - d. Help students gain relevant skills, such as cross-cultural communication and mediation.
 - e. Facilitate Evans School connections to multiple communities.
3. To actively recruit and retain a diverse staff, faculty, and student body at the Evans School.
 - a. Establish and maintain key partnerships with new and existing pipeline initiatives to encourage student applicants from historically underrepresented groups, including veterans, LGBTQ+, first-generation, and racial minorities.
 - b. Evaluate and improve our efforts to increase our reach to and accessibility for prospective students from underrepresented groups.
 - c. Improve recruitment, hiring and onboarding processes that create a more diverse faculty and staff.
 - d. Offer supportive services for underrepresented staff, faculty, and students at Evans and UW.
 - e. Improve the Evans School's data collection of key demographic characteristics from students, faculty and staff.

As the expiration date of 2021 for the current Evans Blueprint draws near, the CEI has begun to solicit feedback from students on where within the current Evans Blueprint the committee should focus its energies for the 2020 - 2021 academic year. In addition to pursuing these recommendations, the CEI will also begin the process of creating a new Evans Blueprint for Diversity for 2021-2026. As the timing for this coincides with the NASPAA self-study and the new Dean onboarding, this process presents a huge opportunity to align efforts with regard to curriculum reform, increasing the diversity of Evans School staff and faculty, and embedding DEI in Evans' culture more generally.

Coalition Events: Voices & Visions and Summit on Race and Equity in Public Policy

In 2015-2016, an unofficial "coalition" of SIGs focused on supporting POC, international, LGBTQ+ and womxn at the Evans School was formed. The students in this coalition were - and continue to be - responsible for much of the advocacy around race and equity issues at Evans. As of 2020, the coalition includes:

- Evans People of Color (EPOC),
- Partnership for Community and Diversity (PCD);
- Out in Public (OiP),
- Evans Network of Womxn (NOW), and
- Evans International Student Association (EISA)

Born out of frustration with the Evans School administration and a desire to recognize and elevate the contributions of POC in public service and administration the 2015-2016 Coalition planned an event called Voices & Visions (V&V). This event also served as a fundraiser for the Coalition, with the intent that money raised be put towards furthering student education on topics of race and equity in public policy since there was a deficit of this content within the Evans School curriculum itself. Students felt that the only way to get this education was to seek it outside of what the Evans School provided. Since then V&V has taken place every Spring and beginning in 2018-2019, the

funds raised through the event have been put toward organizing the Coalition Summit on Race and Equity in Public Policy (referred to as the Summit).

Given the expense and accessibility limitations of sending students to receive race and equity education externally - such as from organizations like the People's Institute for Survival and Beyond - Coalition members decided to organize and host their own learning event which would be open to all Evans students, faculty, and staff for a small ticket price. The first Summit was hosted in March 2019 in Condon Hall and sold out to more than 90 attendees. The event was fully fundraised for by students, designed by students, organized by students, and led by students. It included Larry Gossett as the keynote speaker, and offered workshops on allyship, facilitation, identity and power, and more. Workshop facilitators included Professor Crystal Hall, Makeda Hope-Crichlow, Shomya Tripathy, and Liam Dale, among others.

In the event survey that followed, survey responses included calls for further equity work at Evans:

“[Race and equity] work cannot be taught or fostered in one 6 hour setting, but rather an embedded aspect of our program.”

“...There is not only high demand but a need for integration of these topics in our curriculum.”

“The Evans curriculum does not focus on these ideas nearly enough, and race and equity is treated as a peripheral topic.”

The second Coalition Summit took place in February 2020 at UW's Husky Union Building, with more than 120 attendees. Dr. Ben Danielson and Esther Lucero were the keynote speakers. Workshops included how to apply anti-racist theory and strategies to public policy, community organizing and public policy with a racial lens, white allyship, and more. Facilitators included ChrisTiana ObeySumner, Velma Veloria, and Michelle Gislason, among others.

Creation of course on Race and Equity in Public Policy

On the heels of prolonged student activism in 2015 - 2016 and demands for the inclusion of more content on race and equity in the Evans School curriculum, the 2016 - 2017 EDC developed a proposal for a specific course on race and equity in public policy, to be taught by Professor Heather Hill in the 2017 - 2018 academic year. Originally this course was approved as a 599 elective one-credit seminar offered over three quarters. One section of 30 students was offered; these students were randomly selected from the 60 students who signed up for the course. The limited class size was due to the fact that this course was seen as a “pilot” and there was a desire to maintain a small pilot group for the first time the course was offered. The class met every 2-3 weeks, which Heather notes did not work very well as they lost momentum between classes.

The next academic year, 2018 - 2019, the Associate Dean at the time Craig Thomas approved two sections of the course. Professor Hill taught one section, and Professor Crystal Hall taught the other. Heather and Crystal decided to offer the course for 2 credits in Winter and Spring quarter each. Each section met weekly for two hours and limited assignments for the course to encourage participation, as there were concerns about the workload of the course on top of the core requirements for first year students. The course was offered again in the same format, with the same

professors in the 2019 - 2020 academic year. As of June 2020, there are plans to offer the source again in the 2020 - 2021 academic year.

Diversity Committee Reports 2017 - 2020

In the 2017 - 2018 academic year, the EDC focused on editing, reviewing, and approving the Evans Blueprint for Diversity. They also worked with Out in Public to distribute information and guidance about the use of gender pronouns to faculty, evaluated the use of policing cases in PUBPOL 512, held diversity potlucks, and reviewed the race and equity course with Heather Hill. The EDC also conducted faculty Brown Bags and planned workshops for faculty and students on race and equity. At the end of the academic year, the EDC was also formally renamed to the Committee for Equity & Inclusion (CEI).

In 2018 - 2019, the CEI focused on another update of the new student orientation to focus more on equity and inclusion. Faculty members also held brown bags over the summer and read "So You Want to Talk About Race" and "White Fragility," and hosted discussions. This academic year, Diversity Potlucks were moved to the Fall and 115 students participated. Added new fall elective skills workshop on Leadership & Equity. The CEI worked with students to get feedback and ideas for how to incorporate equity and race into the curriculum. Committee members also worked with Mark Long and Faculty Affairs to include DEI as criteria in faculty merit pay. In Spring Quarter, the CEI partners with the Curriculum Advocacy team to host a Charette, an event where students could come and speak directly with faculty members who taught core courses to discuss ideas for incorporating race and equity into these classes and provide feedback directly to professors. The event had 51 students and 20 faculty attendees.

In 2019 - 2020, the CEI once again participated in orientation, this year via a discussion of building community and on the Evans School Community Conversation norms. Attendance at the annual Evans Potluck increased to 140 participants who gathered to discuss "Recitatif" by Toni Morrison. The CEI submitted and was awarded a UW Diversity and Inclusion Seed grant to design and hold a collaborative faculty workshop with the Information School and Foster school that will be held remotely in the 2020 - 2021 academic year. Monthly faculty brown bag discussions continued, and this year focused on discussions of integrating race and equity into courses. Faculty discussed positionality statements, integrating DEI into core courses, and efforts related to serving international students. Finally, the CEI launched a review of the 2016 - 2021 Evans Blueprint for Diversity. The CEI completed a report of progress against goals in the document which was shared with students, and held a virtual town hall, aided by facilitation from the Curriculum Advocacy Team, to solicit student feedback for moving forward. It is important to note that the committee's activities this year were disrupted in Spring 2020 due to the COVID-19 pandemic.

Guidance for Considering Contributions to Diversity, Equity, and Inclusion

In 2019, the Faculty Council and Faculty Affairs Committee reviewed and approved guidance related to considering faculty contributions to DEI. This was intended to provide additional structure to the DEI criteria in faculty merit pay. The document prompts faculty to focus on integrating DEI into their three responsibilities with the following set of questions:

Teaching: *Did you develop a new course, module, or teaching materials that incorporate learning objectives on diversity, equity, or inclusion (DEI)? Did you teach a course or courses with significant content on DEI? Did you use*

materials to incorporate DEI (e.g., teaching cases or readings, diverse guest speakers)? Did you provide extra mentorship or special guidance to students working on issues of DEI?

Research: *Did you produce research with a strong focus on issues of diversity, equity, or inclusion (DEI)? Did you disseminate research or contribute to the application of research to increase equity or inclusion? Did you seek to include underrepresented communities, research assistants, or staff in executing your research?*

Service: *Did you provide service to increase diversity, equity, or inclusion within the Evans School, UW, or outside communities (e.g., speaking on a panel for Evans People of Color or UW GO-MAP, working with Curriculum Advocacy Team)? Did you engage with organizations on DEI issues (e.g., give community talk on environmental impacts on remote native communities)? Did you engage in learning and development practices related to DEI (e.g., faculty brown bags, UW or community seminars on racism)?¹⁷⁷*

The Curriculum Advocacy Team (2018 - Present)

The Curriculum Advocacy Team (CAT) began as a student-led effort to identify and promote strategies for creating an antiracist, anti-oppression Evans School curriculum and culture. It shortly evolved into two distinct arms: 1.) the CAT, the student team and 2.) the Community of Practice (COP), the collaborative community of faculty, staff and students actively engaged in this work. The goal of the Community of Practice is to highlight the ability to effectively think big, make changes, and affect culture when hierarchies are removed, enabling collaborative work between professors, students, and staff.

The CAT created and presented a detailed memo to faculty members introducing themselves and describing the Community of Practice in May 2019. The following month, in June of 2019, CAT hosted a workshop with 10 professors to learn more about their barriers and needs with regard to integrating DEI topics into their courses and to co-create priorities and actions for the COP in the coming year. Barriers and needs were grouped into distinct categories as they pertained to students, peers (fellow faculty members), Evans School Administration, and the University of Washington Administration. The Report Out from this meeting is detailed in **Appendix K**. The outcomes of this workshop led to the creation of three collaborative faculty/student summer work groups that focused on: 1.) Programming (how to sustain the COP over time) 2) Communication Mechanisms (which lead to the creation of the Continuous Course Feedback toolkits for students and professors; see **Appendix J**) and 3.) Curriculum Collaboration (which led to the development of curriculum consulting labs).

Over the course of Fall and Winter Quarter in the 2019-2020 academic year, CAT held 8 curriculum consulting labs (CCLs) with 7 faculty members, which all addressed integrating race and equity into core curriculum. These labs were hour-long, collaborative work sessions between faculty members and CAT members to practice facilitation techniques, to brainstorm effective ways to thread equity into established learning objectives, to incorporate new, relevant readings into syllabi, and to practice positionality statements. The experience, reception, and impact of these CCLs were overwhelmingly positive, with all faculty member participants expressing both gratitude and noting that their experience in CCLs yielded concrete, helpful next steps for what to do in their classrooms. Due to

¹⁷⁷ The Evans School of Public Policy & Governance. (2019). *Guidance for Considering your Contributions to Diversity, Equity, and Inclusion*.

the COVID-19 crisis and its effects, CAT was not able to hold CCLs in Spring 2020, but will resume them in the summer and fall ahead for the 2020-2021 academic year.

CAT has also partnered closely with the CEI on events like the Spring 2019 Charette and on soliciting student input in Spring 2020 on how to update the Evans Blueprint for Diversity and direct CEI priorities for the coming year. As CAT members are also members of the Curriculum Committee, CEI, student-ambassador program, SIGs, ESO, and the general student population they also partner with faculty and staff in those capacities, pushing forward CAT and COP objectives and priorities and fostering collaboration between Evans School students, faculty and staff.

CAT held a final event in the 2019 - 2020 academic year, a Student to Student check in focused on equity in virtual learning. A memo detailing findings is included in this report at [Appendix G](#). This event was hosted via Zoom due to the COVID-19 pandemic and featured a large group discussion followed by breakout sessions. The event identified bright spots in teaching, such as innovative class and syllabus restructures to meet the changing demands of virtual learning, and in community-building, such as a virtual pet show and informal virtual office hours to foster connection and communication. The memo details specific examples of bright spots, opportunities for improvement, and recommendations that can be applied both to virtual and in-person learning.

Appendix D: Sampling of Public Affairs Graduate Program Requirements

Program Info	Required/Core Courses										
	<i>*The programs represented below are either MPA or MPP programs and were selected based on their similarity to the Evans MPA program*</i>										
Program Name and Degree of Interest	Race and/or Equity	Ethics	General Intro to Pub Admin Course / Politics	Policy Analysis	Public Management	Qualitative Methods	Quantitative Methods	Econ	Finance/Budgeting	Law	Capstone/Practicum
Sample Course names:			<i>*Public Admin & Democracy</i>		<i>*Org performance *Org efficiency *Managing Politics and the Policy Process</i>		<i>*Statistics</i>			<i>*Legal Basis of Public Admin</i>	
MPA, Evans School at the University of Washington*** i	X	X	X	✓	✓	X	✓	✓	✓	X	✓
MPA, American University School of Public Affairs*** ii	X	X	✓	X	✓	X	✓	✓	✓	✓	✓
MPA, Maxwell School, Syracuse University*** iii	X	X	✓	X	✓	X	✓	✓	X	X	✓
MPP, Ford School, University of Michigan*** iv	X	✓	✓	X	✓	X	✓	✓	X	X	✓
MPP, Sanford School of Public Policy, Duke University*** v	X	✓	✓	✓	✓	X	✓	✓	X	X	✓
MPA, Price School, University of Southern California*** vi	X	X	✓	X	X	X	✓	✓	✓	X	✓
MPA, California State University, LA vii	X	X	✓	X	✓	X	X	X	✓	X	✓
MPA, University of Georgia, Athens viii	X	X	✓	X	✓	X	X	✓	✓	X	✓
MPA, O'Neill School, Indiana University ix	X	X	X	X	✓	X	✓	✓	✓	✓	✓
MPP, Goldman School, University of California, Berkeley x	X	X	✓	✓	✓	X	✓	✓	X	X	✓
MPP, Humphrey School, University of Minnesota xi	X	X	✓	✓	✓	X	X	✓	✓	X	✓

***denotes membership in the Diversity Alliance

i <https://evans.uw.edu/academic-programs/mpa/degree-requirements>

ii <https://www.american.edu/spa/ma-puad/curriculum.cfm>

iii <https://www.maxwell.syr.edu/paia/mpa/core-requirements/>

iv <http://fordschool.umich.edu/mpp-mpa/mpp>

v <https://sanford.duke.edu/academics/master-public-policy/curriculum/requirements>

vi <https://priceschool.usc.edu/programs/masters/mpa/mpa-curriculum/>

vii http://www.calstatela.edu/dept/pol_sci/mpa-curriculum-and-policies

viii <https://spia.uga.edu/degree/master-of-public-administration-mpa/>

ix <https://oneill.indiana.edu/masters/degrees-certificates/public-affairs/curriculum.html>

x <https://gspp.berkeley.edu/programs/masters-of-public-policy-mpp/core-curriculum>

xi <https://www.hhh.umn.edu/masters-degrees/master-public-policy>

Appendix E: Complete Findings

This appendix expands on the content of chapter 4 sections 4.2.1 - 4.2.6 with details from interviewees and survey responses. Some of the content is redundant. The hash mark followed by a number denotes that a statement is attributed to a particular interviewee. Multiple numbers within a parenthesis denotes that the statement was reflected by more than one interviewee. All interviewee identities are anonymous in order to conceal their identities, in order to record unfiltered responses.

4.2 Findings and Analysis

Between our review of historical documents, current student survey, and interviews with stakeholders a collection of findings and sub-themes within each finding emerged:

Table 4.1: Summary of Findings
4.2.1 Students are seeking more DEI work for its own sake and because they believe it to be in demand by employers
4.2.2 Across the graduate landscape, DEI work is not systematically integrated into curricula
4.2.3 Diversity within academic institutions effect <i>if</i> and <i>how</i> DEI work is done
4.2.4 Numerous barriers, including time and funding, hamper efforts to implement DEI within curricula
4.2.5 Where DEI work has made progress, it has been energized by students, enacted by faculty, and championed by Deans and senior leadership
4.2.6 The next two years include key policy windows for Evans to accelerate DEI work

4.2.1 Finding: Students are seeking more DEI work for its own sake and because they believe it to be in demand by employers

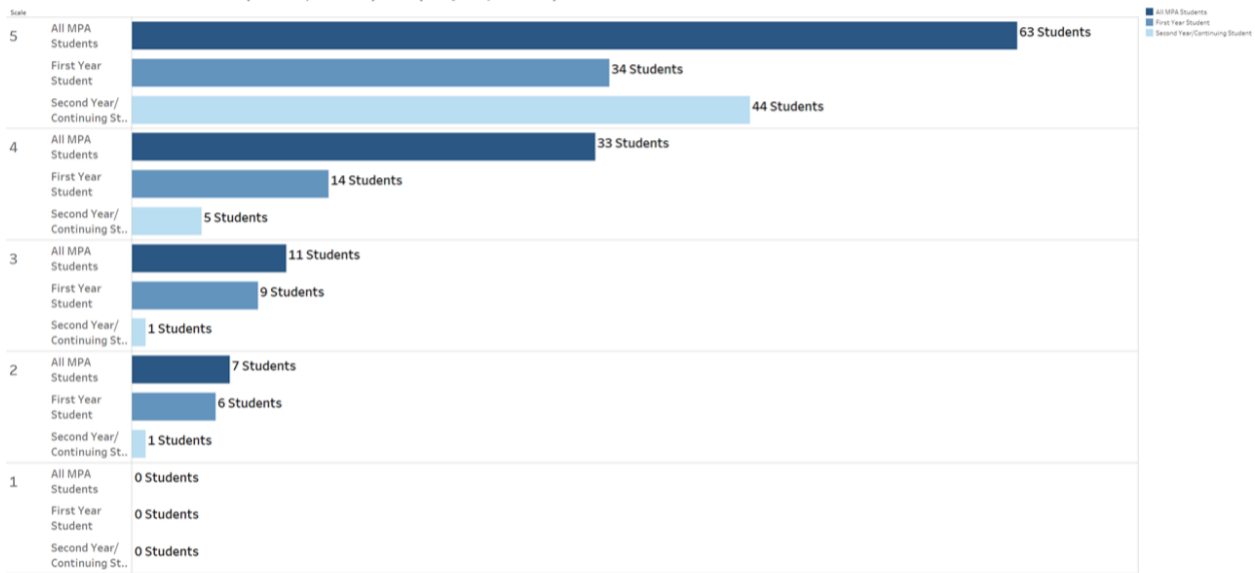
Evans students seek education on DEI as part of their graduate curriculum

- Current MPA students at Evans responded that they want greater competency on DEI skills.** Overall, 114 current Evans MPA students responded to the survey, including 63 first year students and 51 second year or continuing students. When asked about the importance of including race and equity into an MPA curriculum, 88 respondents (77.2%) answered that it was very important (5) and 63 respondents (55.3%) responded that race and equity skills are very important (5) in comparison to hard skills. However, they do not believe the core curriculum addresses race and equity adequately enough. Of the survey respondents, 56 respondents (49.1%) answered with a 3 on the Likert scale and 27

respondents (23.7%) answered with a 2 (figure 4.1 and figure 4.2). As one student respondent stated in a survey comment:

“It is a disservice to students to say race is difficult to talk about and hedge conversations with caveats and not let students speak - it would be much more helpful to normalize being able to talk about race or class or other inequities even if it's uncomfortable.”

Interviews from other graduate programs echoed this theme, stating that most students enter their program with base knowledge on DEI and want to see it in their courses (#28). Given the DEI base knowledge most graduate students enter with, there is a corresponding desire and ability to have more in depth conversations within the classroom (#15). From a number of interviews there is a significant demand for more DEI and ethics topics in the core curriculum based on recurring student surveys and course evaluations (#8, #9, #22, #28). A graduate program at UW responded to overwhelming student demand (both internal and external to the program) for a specific course on DEI, by moving that course into their core curriculum (#11). In that specific program many students have grown up in urban or more diverse communities and crave learning relevant to their experiences. As underrepresented minority students feel welcomed but isolated Increasing diversity will require course content (#11).



MPA Students of Evans were surveyed asking how important they believed teaching race and equity was in the core curriculum. This data was gathered via a survey to students distributed via multiple methods with the question “1. How important do you think it is to include considerations of race and equity in a MPA core curriculum?”

Figure 4.1: Student responses of the importance of race and equity in core curricula. Scaled 1 (not important) to 5 (very important)

First Year Students On How Well Evans Core Curriculum Addresses Race and Equity

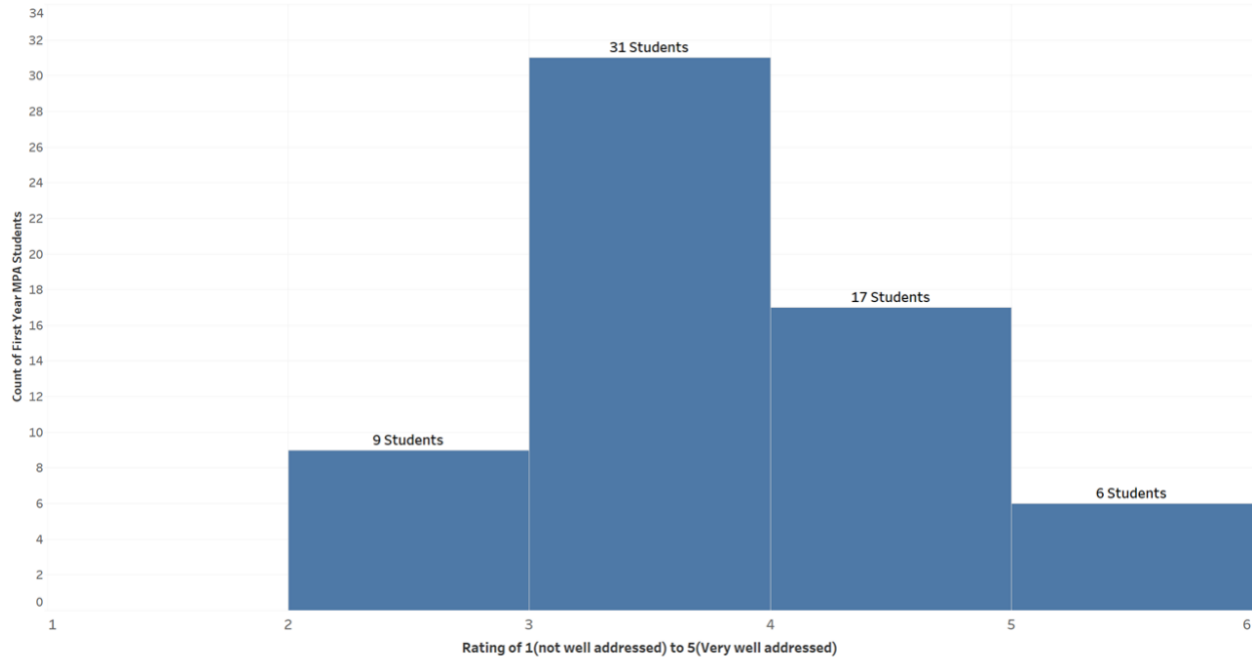
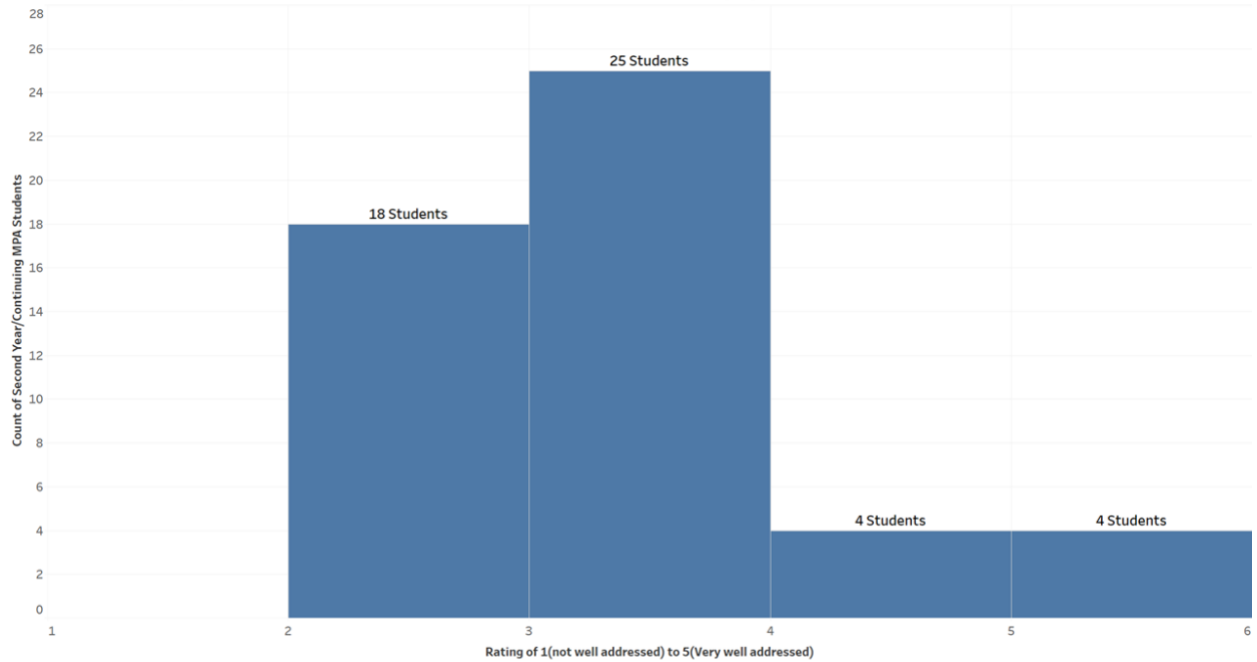


Figure 4.2: First year students on how well Evans core curriculum addresses race and equity. Scaled 1 (not well addressed) to 5 (very well addressed).

Second and Continuing Students On How Well Evans Core Curriculum Addresses Race and Equity



This histogram counts the number of second and continuing MPA students who reported a score between 1-5 on how well the Evans Core Curriculum currently addresses race and equity. This information was gathered from a student survey in question 3 "How well do you think the Evans' core curriculum addresses race and equity?"

Figure 4.3: Second year/ continuing students on how well Evans core curriculum addresses race and equity. Scaled 1 (not well addressed) to 5 (very well addressed).

- **Evans students felt that if it were not for certain professors or courses they would not have had the in-depth education on DEI they were expecting.** Many students used qualitative survey responses to talk about PUBPOL 572, expressing that without

participation in the Race and Equity course, they might have left Evans without any meaningful understanding of the intersections of race and public policy. Additionally, respondents stated they would like to see the school step into a role as a leader in the field in instructing students to approach public administration with an equity lens. Some survey respondents reported that their desire to come to the Evans School was specifically rooted in the emphasis the school placed on diversity and their belief that the Evans School would provide them with an education that meaningfully includes race and equity.

- Quantitative data from our survey show that Evans students want the core curriculum to more effectively and thoroughly address issues of race and equity in public policy and governance.** They believe these skills are necessary to effectively and equitably carry out the development and implementation of policy. There is a clear gap, however, between the demand for these skills and the extent to which students feel the core curriculum properly prepares them for careers in the public and non-profit sectors (*figure 4.4*). And while more respondents reported comfortability than discomfort in carrying out DEI related tasks and using DEI skill sets, open ended survey responses indicate that these skill sets come from outside the core curriculum, and in many cases came from an elective course that many believe should be required of all Evans students. Some may point to this finding as a rationale for allowing Evans students to opt into these electives and conversations, but there is a concern among respondents that Evans graduates will perpetuate the history of administrative racism reflected in chapter 2 of this report.

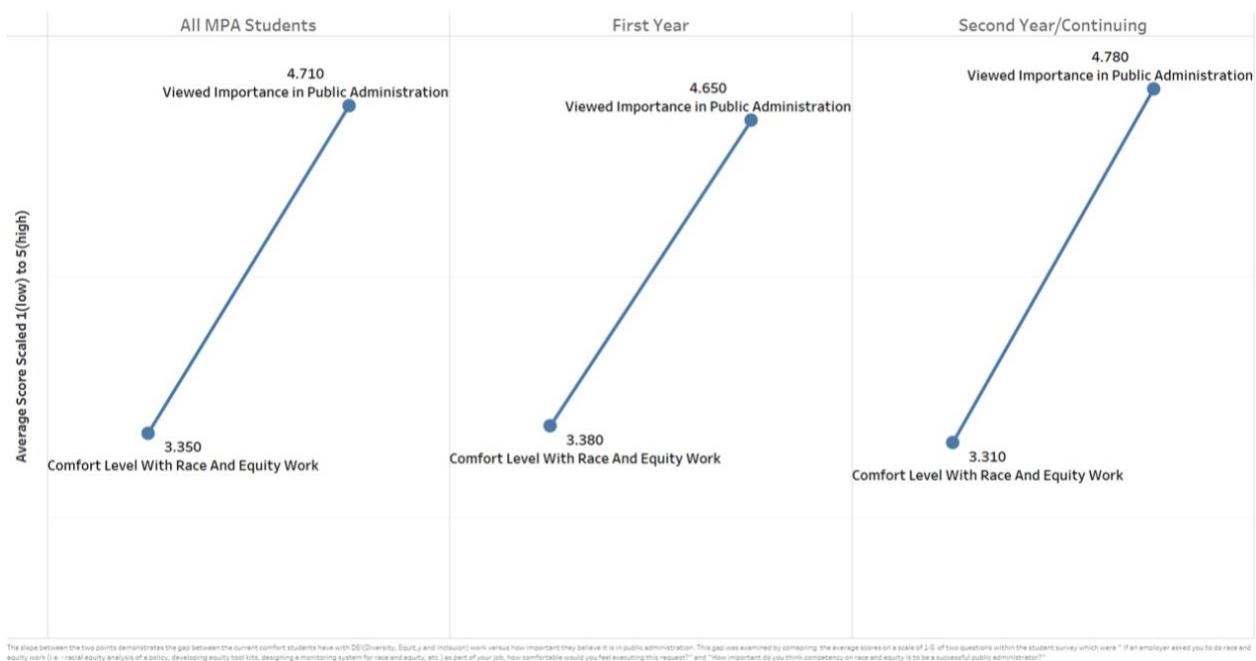


Figure 4.4: Gap between Evans student's viewed importance of competency in race and equity and their comfort in race and equity work (N=114)

- A review of historical documents from the Evans School shows that calls for integrating DEI in the curriculum have been consistent and have increased**

over time. Despite a persistent appetite and voiced desire from students and some faculty over time, many requests remain unfulfilled. There is a disconnect between faculty's perception of how they are doing with the inclusion of DEI topics in their classes and student's perception of the presence and integration of these topics. Over the past ten years, diversity survey results show that students have increasingly recognized the need and demand for DEI-related skills in the workplace, which has been a motivation for their continued advocacy for more DEI content in Evans courses. Sustained student advocacy for integrating DEI in the Evans curriculum culminated in the creation of an entire course dedicated to the subject, which has evolved from a pilot seminar to a 4-credit class offered over two quarters in just a few short years. 2020 student survey responses convey a desire for the Race and Equity in Public Policy and Governance class to be made mandatory.

- **Student demand for DEI skills is an important incentive - if not imperative - for faculty to adapt their curriculum accordingly.** One Evans faculty member summed this up with a characterization of supply and demand in the MPA market. They detailed what they perceive as a growing appetite among prospective students for DEI in their MPA education, and if the Evans school does not respond to this demand there will be real consequences in terms of tuition dollars spent elsewhere (#16). This argument overlays a financial incentive to faculty that it was suggested may resonate when other arguments do not. Other faculty members we interviewed echoed that they perceive that their responsibility as faculty members is to prepare their students for the challenges they will face in the workplace. Students at Evans have demonstrated demand for DEI skills by signing up for additional courses that address DEI topics (#9, #36).

Student demands for DEI include connecting course learning to current events and engaging with the community

Evans students have expressed a strong interest in instructors more directly and more consistently connecting course concepts and learning objectives to current events and work taking place in community organizations.

- **Students expressed a strong desire to connect course content to current events in order to make policy theory tangible.** Notes from the May 2020 Student to Student Check-in ([Appendix G](#)) indicate demand to incorporate current events, such as the connections between the COVID-19 crisis and policy choices across policy topics and levels of government, into course content at the Evans School.
- **Students demonstrated a demand for community engagement throughout the MPA curriculum.** The current student survey indicated a demand for connecting core coursework more directly to policy work taking place in our community, including the application of DEI concepts. Survey respondents noted that, currently, some instructors talk about equity in theory, but then skim over opportunities for students to develop practical DEI skills by connecting community engagement to components of the course (e.g. case and project topics, course activities, and class conversations).

Evans School students believe that competency in DEI is crucial for careers in public service

- **Students expect DEI to be part of their MPA curriculum in order to prepare them for a career in public service.** Of current MPA students at Evans, 92 respondents (80.7%) responded that they feel that race and equity competency is very important (5) to being a successful public administrator. There is a concern that both themselves and their peers will graduate from the Evans School without an operationalizable ability to integrate issues of race and equity into their professional work. Current students' responses indicated that they felt that this will ultimately affect their ability to practice applying this lens and will affect their performance in the workplace. In open ended responses, students characterize this both by fear that they do not have enough understanding about current initiatives and relevant regulatory landscapes, as well as a lack of tangible, practiced skills to translate their personal valuation of DEI into action.
- **Students are concerned about perpetuating administrative racism and inequity when they enter public service.** Another variation on this theme present in multiple responses is a fear that students will leave Evans *believing* that they have developed this skill, and will instead inflict harm in the communities they hope to one day serve:

“I am deeply concerned to not be developing and strengthening this skill. Most of all I am concerned that my cohort, and all cohorts really, will graduate with strong, evidence-based skills not rooted in equity. And that this will result in us perpetuating administrative racism. I sincerely hope that Evans becomes more intentional about an anti-racist curriculum, because otherwise I can see well-intentioned and well-educated people leaving this program and not being able to catch inequities that are so embedded in policy, or inadvertently create inequitable policies.”

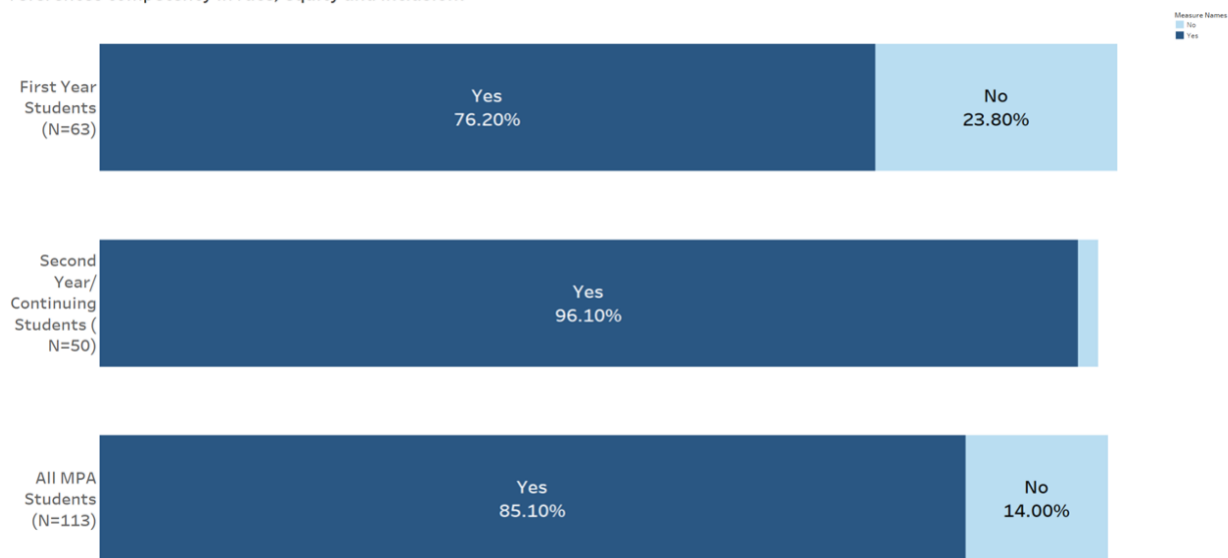
- **Students draw a clear line between their Evans School education and the work they will do in their communities.** Concerns regarding the perpetuation of administrative racism were reflected in varied levels of proficiency on these topics among both the faculty and student peers. When faculty are not adequately equipped to facilitate these discussions, they either don't happen at all or they happen in a way that “checks the box” or uses this space unproductively. In these cases, Evans runs the risk of doing further harm by presenting students with an inadequate process for engaging these issues. In other cases, lack of preparedness for these discussions will actively inflict harm on the students themselves.

Employers have interest in hiring individuals who have the ability to engage in diverse work environments

- **Interviews stated that as an institution its primary objective is to produce highly qualified public administrators.** It is Evans' role as an center of higher learning to focus on how to prepare students for the careers they will have (#3, #27). Employers and alumni are therefore an important lever for change when these skills are necessary and in-demand for the Evans graduates that they hope to hire (#3, #35). An Evans faculty member noted that career services can be a conduit by which to communicate these employer-needs to faculty to share that these skills are necessary for our graduates (#5).

- **There is not only a demand to learn, but also demand to hire.** One interview in addressing faculty concerns on who has ownership of what is being taught, stated “*your product is owned by the people on each end of it, which are the students and the employers*” (#2). Other interviews noted that in the Seattle metro-area, employers see these skillsets as desirable, and state that they make candidates more competitive (#27).
- **Employers are explicitly stating in recent job postings the desire for candidates with DEI skill sets.** Out of 114 student survey respondents, 85% reported seeing job postings that reference competency in race, equity, and inclusion in the last year. In evaluating their comfort in executing race and equity work for an employer, 81 survey respondents rated their ability as a 3 or 4 on a 1-5 scale.
- **While public sector employers are noting DEI related responsibilities in job descriptions, private sector companies at a minimum want to see cultural competency.** Additionally, employees can influence their employers just as Evans School students have been shown to influence the Evans School faculty and administration (#27). In fact, one interviewee called out that in companies and organizations where these conversations are not being had, it is crucial for there to be organizational members who will agitate for race and equity considerations (#10).

In the last year, have students seen a job posting that references competency in race, equity and inclusion?



Students were asked in a student survey, “In the last year, have you seen a job posting that references competency in race, equity and inclusion?” and were given the option of answering yes or no.

Figure 4.5: Survey responses on “In the last year, have you seen a job posting that references competency in race, equity and inclusion”?

DEI skills in the workplace over time

- The 2010 and 2016 surveys also asked students how equipped they felt to use DEI skills in their careers. In 2010, respondents were asked to indicate, using a 1-5 Likert scale, how much they agreed that “the Evans School’s curriculum prepares students for management in a diverse workforce, recognizing the interests/needs of diverse populations in policy design, and other diversity-related career activities.” Students predominantly responded that they

neither agreed nor disagreed (3) with this statement, with disagree (2) and agree (4) getting a roughly equal number of responses. Faculty on the other hand, either agreed (4) or neither agreed nor disagreed (3), responding to both at a rate of 44%. *figure 4.6* displays the full distribution of faculty and student responses.

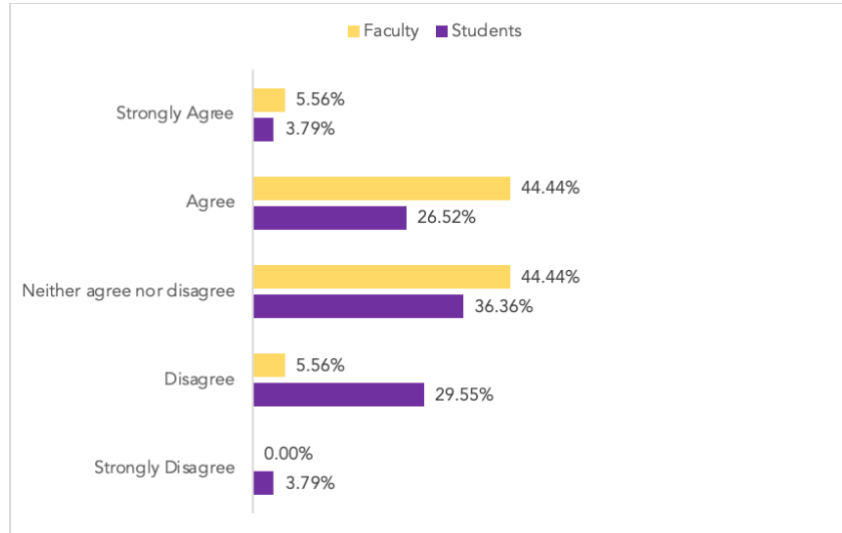


Figure 4.6: How well Evans School's curriculum prepares students for management in a diverse workforce, recognizing the interests/needs of diverse populations in policy design, and other diversity-related career activities? (2010)

- In 2016, the structure of the question differed, asking respondents how well equipped they were to use various, specific DEI skills. Importantly, this question did not consider the impact of the Evans curriculum on developing these skills, but rather asked faculty and staff how well equipped *they* were regarding these skill sets. The 2010 survey, by contrast only considered student capabilities. *Figure 4.7* displays the 2016 overall response distribution to these questions as disaggregated data is not available for that year.

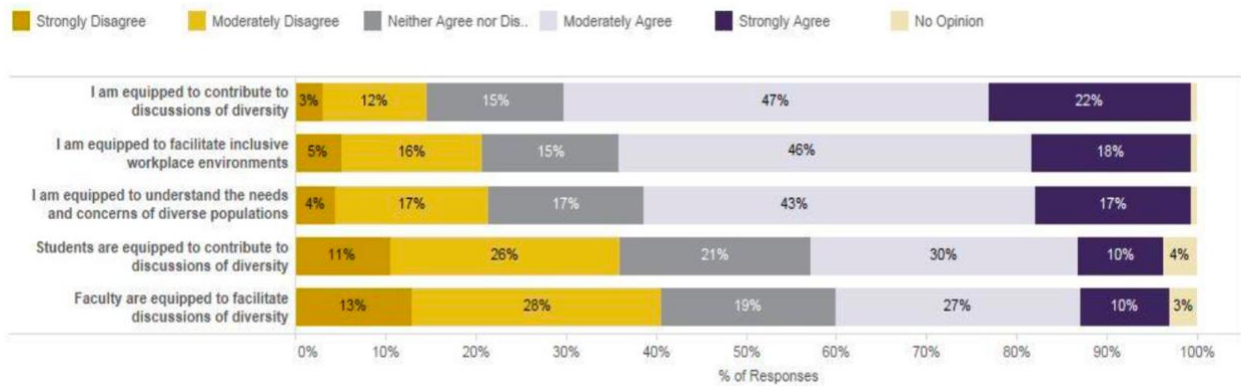


Figure 4.7: How well equipped are you to use various DEI skills? (2016)

4.2.2 Finding: Across the graduate landscape, DEI work is not systematically integrated into curricula

A striking finding from our stakeholder interviews is the variability of student experience when it comes to integrating race and equity into how they learn to develop, evaluate, and administer policy.

Evans students highlighted the variability in their experience with race and equity across their courses

Although different lenses and perspectives are inherent to the discipline of public affairs, historically, white men have had disproportionate access to institutions of higher learning. Thus, course materials developed through the perspective of white males dominate learning environments though they are not reflective of the extent of knowledge on topics (#11). Therefore, to be able to create good policy that does not perpetuate structural inequality, public affairs curricula must incorporate structural and institutional racism (#24).

Current Student Experience

Focusing on the incorporation of race and equity into the Evans School core curriculum, 98 students (86.0%) reported noticing a focus on race and equity in their courses. Students reported this incorporation in the following core courses (*figure 4.8*):

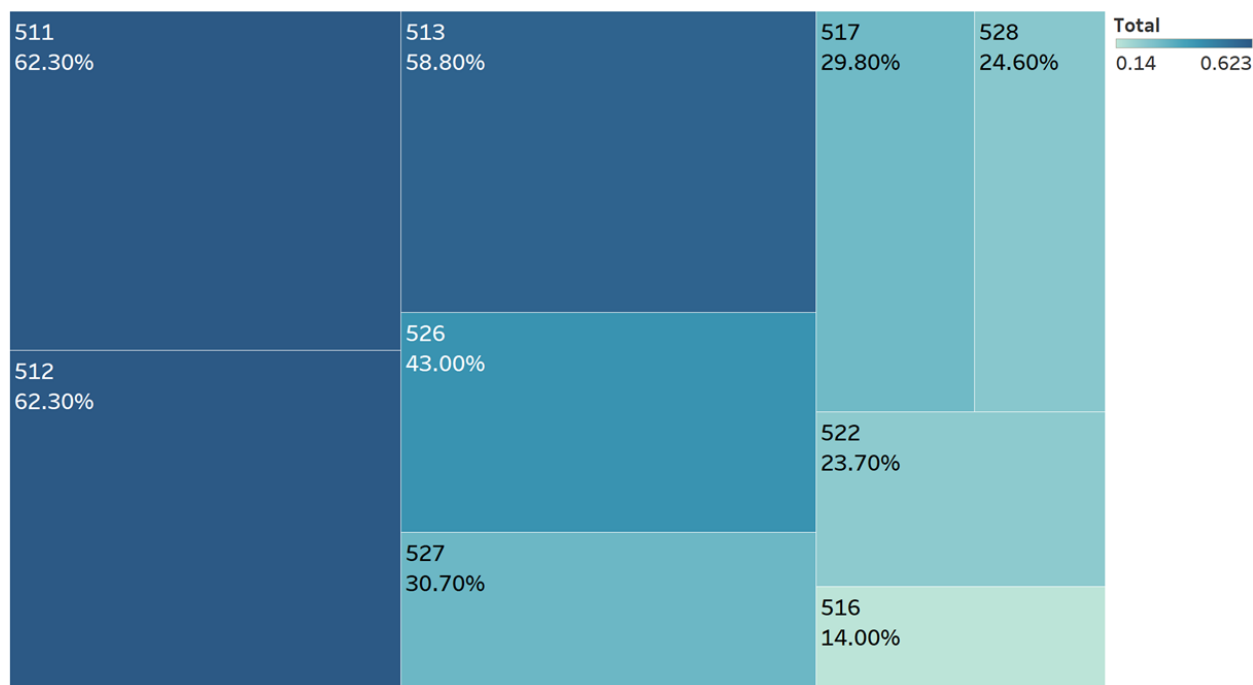


Figure 4.8: Percentage of all Evans MPA students reporting incorporation of race and equity in core courses

- Breaking responses down by cohort shows where there are similarities and differences in perspectives and experiences.** The majority of both the first year cohort and the second year and continuing student cohort feel that race and equity skills are very important (5) and very important in comparison to hard skills (5). In both cohorts, 49% rate how well the Evans curriculum incorporates race and equity as a 3, however 27% of the first year cohort rates this as a 4, whereas 35% of the second year and continuing student cohort rates this as a 2. (*figure 4.9*) There is about a 10 percentage point difference among cohorts in noticing whether the Evans core curriculum does or does not incorporate race and equity,

with 90% of first year students reporting in the affirmative compared to only 80% of second year and continuing students.

- There are notable differences between cohorts in terms of where they notice race and equity content.** First year students overwhelmingly see race and equity show up in the 511 (79%) and 512 (75%) management sequence with 513 (49%) and 526 (46%) taking the third and fourth positions. While the top four courses are the same for second year and continuing students, the order and magnitude are different. The majority of second year and continuing students report seeing race and equity in 513 (71%), and while 512 and 511 make up the next two positions, less than half of students report the consistent inclusion of race and equity in these courses, at 47% and 41%, respectively. Like the first year cohort, these students report 526 in the fourth position at 39% (*figure 4.9*).



A comparison between the number of first year students vs second year/continuing MPA students who reported the incorporation of race and equity concepts into a core class. Classes higher on the Y axis mean higher reports of incorporation from second/continuing MPA students, and classes further down the X axis represent courses first years view having high incorporation. Information was gathered with a two stage survey question, first asking "Have you noticed a focus on race and equity in core Evans classes?" where respondents who answered yes were then asked to checkmark core courses which had done so

Figure 4.9: First year and second year/ continuing MPA comparison of perceived incorporation of race and equity in core curriculum

- **Some Evans School students specifically called out the school’s expressed commitment to leadership in this area as a driving factor for their interest in the program** upon acceptance and after completing their first two quarters, they realize now it is a key area where growth is needed. (Current Student Survey).

Extent of Incorporation

When students speak to the knowledge and skill-building that the Evans school provides, their responses have extreme variation.

- **Students report a clear divide between classes that seem to “check a box” of mentioning race and equity and those that consistently integrate equity through the entirety of the course.** Students report the majority of Evans core courses bring in the former rather than latter category (Current Student Survey). Many classes give the topic its own week/class/reading to emphasize its importance, but fail to incorporate it throughout to help students develop a nuanced understanding (#5).
- **Second year and continuing students were more critical of the inclusion of these topics into the core curriculum than first year students.** As noted above, first year students, however, predominantly reported seeing race and equity consistently threaded through the 511 and 512 management sequence, whereas second year and continuing students did not. These findings likely reflect the restructuring of 511 and coordination among 511 faculty to thoughtfully engage their students on these topics (Current Student Survey).
- **Evans School students felt that if it were not for certain professors or electives, they would not have been able to access the in-depth education on DEI they were expecting.** Of students who contributed qualitative responses to our survey, more than 1 in 10 volunteered that without participation in the Race and Equity course or proactive identification of electives and instructors willing to incorporate DEI into their curriculum, they feel they might have left the Evans School without any meaningful understanding of the intersections of race and public policy (Current Student Survey).
- **Though Evans School faculty as a whole have consistently demonstrated a willingness to respond to student concerns and demands with regard to integrating DEI in their courses, there is considerable variability in how this has manifested.** One way that faculty have demonstrated this willingness is through the investment in creating 10 DEI-focused case studies through a 2006 Ford Foundation grant, "Promoting Public and Non-Profit Policies in Support of Diversity, Pluralism, and Identity." Additional discussion of DEI topics is reflected in over 20 years of notes from faculty meetings, retreats, workshops, and CEI meetings. The faculty’s collective responsiveness is limited by individual faculty members’ differing levels of comfort, ability, and training in engaging in these topics.

Historical Student Experience

Attitudes towards DEI in the curriculum:

In 2010, students and faculty were both asked to what extent they agreed with the statement “diversity is well integrated into the Evans School’s core curriculum”^{178,179} using a Likert scale of 1-5, with 1 indicating “strongly disagree” and 5 indicating “strongly agree.” While 50% of faculty responded that they agreed (4) with this statement, 41% percent of students disagreed (2). *Figure 4.10* shows the distribution of answers to this question for both faculty and students.

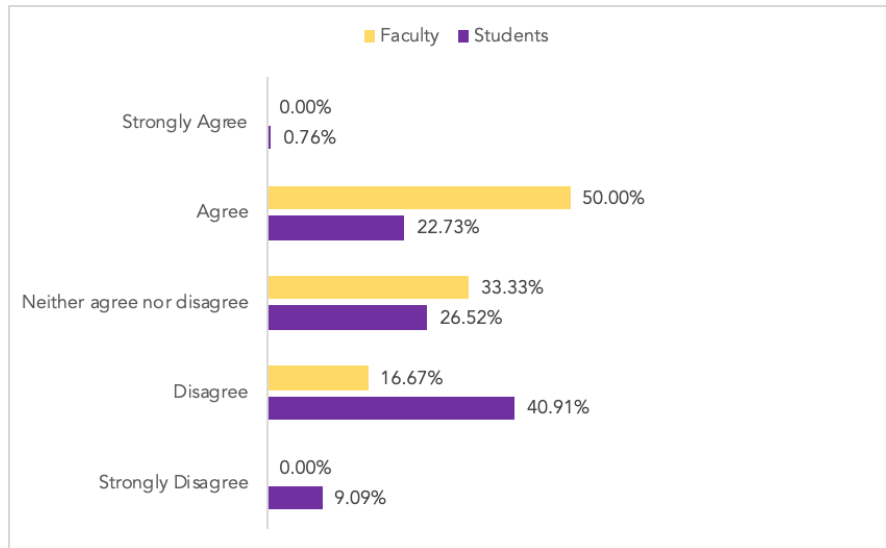


Figure 4.10: Diversity is well integrated into the Evans School’s core curriculum (2010)

In 2014, the survey quoted specific commitments the Evans School has made to diversity through curriculum and asked students, alumni, and faculty how effectively the school was meeting those commitments. These commitments were listed as “a curriculum and co-curricular activities that promote students’ learning and skill development around diversity” and “actively seek[ing] to effectively integrate diversity issues into Evans School courses in multiple ways, facilitate Evans School connections to multiple communities, and encourage appropriate risk-taking and innovation in the classroom by faculty and students.”¹⁸⁰ *Figure 4.11* comes from the 2014 survey report, and reflects the responses to this question. Faculty responses were tempered, with the mode falling from “agree” in 2010 to “neutral” in 2014. For students, responses improved, moving from “disagree” in 2010 to “neutral” in 2014 as well.

178 Evans School Diversity Committee. (2010, October 4). Statistics for Evans School diversity survey - students.

179 Evans School Diversity Committee. (2010, October 4). Statistics for Evans School diversity survey - students.

180 Evans School Diversity Committee. (2014). UW Evans School diversity survey report 2014.

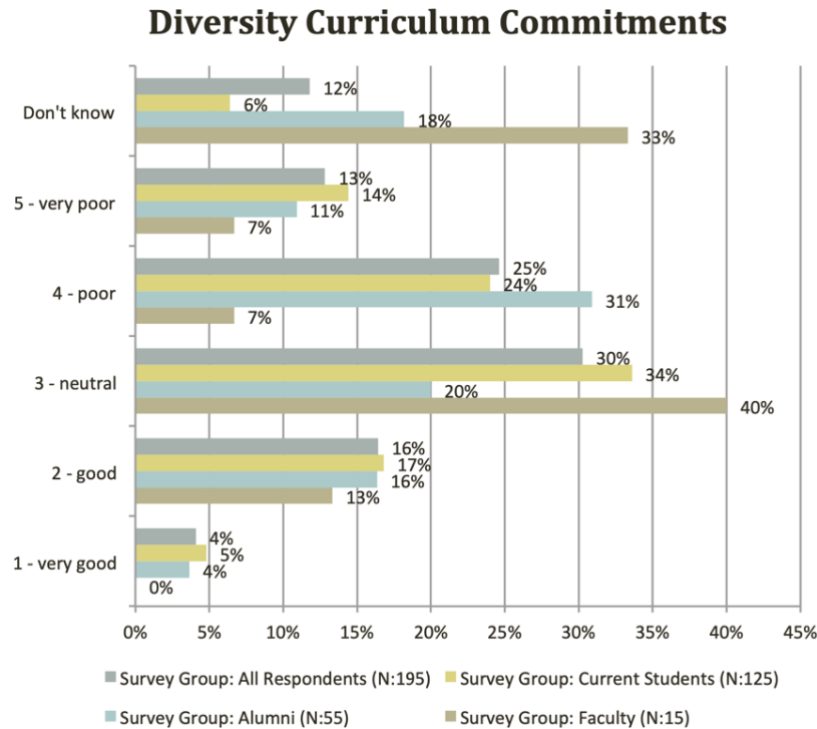


Figure 4.11: How well has the Evans School met commitments to diversity in its curriculum? (2014)

Reporting structure for 2016 differs from the 2010 and 2014 surveys, with responses reported predominantly at the aggregate level. Where there is distinction between subcategories of respondents, staff and faculty are combined into a single category. In regard to DEI within the curriculum, survey respondents in the 2016 survey were asked if they wanted a greater “focus in our curricula on equity and inclusion.” Focusing specifically on core courses, 74% of respondents said yes, whereas only 12% reported seeing an unmet need in this area. These responses are shown in figure 4.12. Disaggregating the responses to this question, 78% of students and 61% of faculty and staff responded yes.¹⁸¹



Figure 4.12: Is there an unmet need in the Evans School Curriculum regarding race and equity? (2016)

The 2014 version of this question is perhaps the biggest anomaly from the other survey years, as it points to the general curriculum as opposed to core courses in particular, and because it asks survey respondents to consider co-curricular activities as well as the curriculum itself. Co-curricular activities might matter to the development of skills and the inclusivity of the Evans community,

¹⁸¹ Evans School Diversity Committee. (2016). The Evans School equity and inclusion survey, 2016.

however combining these activities with an assessment of the curriculum muddies the analysis through use of a double-barreled question.

In assessing the change between the 2010 and 2016 surveys only, comparison is difficult because the 2010 survey asks how well the Evans curriculum includes issues of diversity, whereas the 2016 survey asks if respondents *want* to see more issues of equity and inclusion within the curriculum, and these are two distinct questions. Assuming, however, that wanting to see more implies current lack of DEI considerations, student sentiment has remained consistent in reporting that the Evans School core curriculum does not adequately address these topics. For faculty, it is presumable that their desire to see greater inclusion of DEI in the curriculum has grown, however because the 2016 data combines faculty and staff responses, this conclusion cannot be confidently made.

Over the years, DEI efforts at the Evans School have shifted focus from “Diversity” to “Inclusion” to “Equity” in DEI efforts

- **Throughout the 90s and early 2000s, the primary focus was on the “D” of DEI.** This manifested in conversations about diversifying Evans students and faculty, which spanned 20 years. Upon reviewing historical documents from the Evans School were unable to secure demographic data to track the composition of the staff and student body over time to see if efforts to recruit and retain a more diverse student body and faculty were successful. Conversations about inclusion appear to have increased in parallel to the increase in international students attending Evans, as they have championed conversations about creating more support and inclusive classroom environments for both international and domestic students. Advocacy around addressing equity in policy has increased substantially since 2015, mirroring the frequency that it appears in larger political and cultural conversations on policy (Evans Historical Documentation).
- **DEI is a term that is used differently across programs.** Many interviewees mention DEI with a strong focus on the “Diversity” component, as it relates to specific personal identities (race, gender, sexual identity, and religion). Other interviewees state that in their graduate programs culture these identities to include class and political ideology (#11, #21). One particular interviewee referred to these efforts as “EDI” rather than DEI noting how specifically their graduate program specifically stressed the equity element. They also called out their program was involved in making the program environment more inclusive to students of color perspectives (#11).

Disparate student and faculty abilities in DEI impact the classroom experience

Students enter the Evans School with varying levels of exposure to and education about race and equity which creates barriers to classroom discussion on race and equity in public policy. Faculty experience difficulty in navigating this, and to address this barrier, both the Evans School and other programs have introduced some of this content during student orientations.

Reflections on classroom experience from the Current Student Survey encompassed concerns about the productivity of the conversations being held around issues of race and equity. Proficiency in engaging in conversations, on the part of both students and faculty, came up repeatedly. Students felt that both some peers and some professors lacked a baseline awareness or vocabulary, and many

felt that course materials themselves need to be updated to include a diversity of sources and voices. According to responses, this manifested in a lack of space given to these discussions during class time as well as frequent unproductive use of that space when it did exist (Current Student Survey).

- **Interviews with faculty members within and outside of Evans, and documentation from Evans, indicate that barriers to integrating race and equity into courses have remained largely the same over the last 20 years.** These include lack of expertise on DEI subjects; discomfort with facilitating what could be difficult or challenging conversations in the classroom; varied levels of awareness, education, and acumen on DEI topics among both faculty and students; and a perceived lack of time to revise course curricula to include race and equity. (#5, #9, #14, #17, #20, #25, #31, #32, Evans Historical Documentation).
- **A variability in student awareness and education about DEI topics influence how it can be taught.** Multiple Evans School faculty interviews noted that current efforts to incorporate DEI have to account for varied student starting points and the potential consequences of a student feeling threatened by this content. Some note that a challenge has been to introduce it in a way that is not overly threatening for students who do not really know what ‘equity’ is. Some may be more familiar and comfortable - but others may be seeing it for the first time. Many students are in the middle - and know they want those skills and to learn more (#16, #32, #36). With an already packed curriculum, some faculty find it difficult to make space (#24). Following first quarter instruction, faculty collaboration is made even more difficult due to variety of student experiences within different sections of core courses (#5, #36).
- **To try to ensure some consistency and baseline knowledge of DEI among students, several programs, including Evans, have added DEI content to their student orientations.** Other public affairs programs have leveraged embedded trainings into their student onboarding/orientation that focuses on community engagement, racial equity, and/or other DEI topics (#8, #22, #31, #33).

Faculty expressed a fear of failure, fear of student backlash, and fear of having their expertise challenged as reasons why they have not included race and equity in their courses

Faculty Interviewees note that these discussions are complicated by their lack of training and acumen around race and equity. Adding to these complications are the myriad ways different organizations and communities that students will enter after graduation understand and talk about these issues. Faculty feel that students only focus on what is not working and this negative reinforcement can shut down efforts. However, the more faculty take up this work, the more these hurdles can be overcome.

- **Faculty feel that their own lack of knowledge and familiarity with topics of race and equity is a real barrier and those who have begun to integrate DEI into their courses have experienced a steep learning curve.** Those who begin to engage in incorporation find a steep learning curve, with goal posts that are farther out than initially thought (#5). Faculty are engaged in these conversations in class while they themselves are still learning (#34). This requires time to take questions, research answers, and bring answers back to class at a later date (#24).

- **Different communities, academic disciplines, and work environments talk about DEI in different ways and use different language.** Using different language. It is challenging to learn this language and to convey content in a way that translates for students (#5).
- **Oftentimes, faculty feel that students focus on what *isn't* working and do not acknowledge what *is* working.** Introduction of these topics can be met with criticisms rather than encouragement, which leads to burnout (#24). Additionally, faculty who do not feel an expert-level ability fear negative feedback on student evaluations (#3). Professors do not want to change what they perceive as working, and are worried about making changes that might have these negative outcomes (#8), and so fear of being called out can lead to ignoring of the issue (#1). Faculty are reluctant to address and discuss these issues in classes because it is a perceived minefield and there seems to be very little room for forgiveness (#17). Therefore, some faculty find it difficult to be honest in these conversations, which is a problem given the language and expectations of these discussions that are put on students (#17, #32).
- **Long-term progress and improvements are slow and untrackable by students who leave in two or three years.** Even when professors make progress or increase the content and quality of DEI in their courses, students are unable to see or appreciate the changes because they spend such a relatively short amount of time at a given institution (#3, #31). Faculty see that over time, there has been a transition in some colleagues from “not relevant, not my responsibility” (10 years ago), to “yes it’s important, but I don’t know how to do it” (5 years ago), to “yes it’s very important and I need to be a champion in this even if I don’t know how to do it/make mistakes along the way” (#5).
- **The more faculty members make efforts to include discussions of race and equity in core courses, the more this behavior is normalized.** Interviewed faculty shared that modelling this behavior, discussing it openly, and sharing experiences and strategies with their peers has the effect of giving fellow faculty members more confidence to lean into this work (#16, #32, #36).

DEI work concentrated in a single role or course removes the onus for other staff or faculty to engage in it as well

We find that when DEI work is concentrated either within a specific job description or course, others believe themselves to be exempted from also integrating DEI into their work or courses.

- **At the faculty-level, the onus and burden to further DEI work is often on individual faculty rather than faculty collectively.** The decentralized ownership of DEI work means it is not always clear who to turn to when issues come up (#1). Some public affairs programs rely heavily on individual professors teaching sections of their ethics requirement as a key mechanism for integrating DEI concepts into part of the curriculum (#8, #9). The nature of where most advocates are in the hierarchy - faculty rather than admins - means there’s only so much they can do. It requires changes to specific programming but there are some that they cannot enact

without risking their livelihood (#9). An interviewee from a different UW program, noted that DEI work in their program has been initiated by individuals and small groups, and built over time. There are no incentives - the work is seen as part of teaching and service responsibilities (#11). At another MPA program the burden of championing DEI is primarily on a faculty of color (#22).

- **At Evans, the creation of the Race and Equity elective course is a welcome addition yet is a partial rather than full solution.** In interviewing Evans School faculty about this topic, several interviewees pointed out that the course is not a complete answer to integrating race and equity into the Evans School curriculum. Reasons for this include the fact that the course is optional, there is no guarantee that a student who wants to take the course will get a spot, and the class must be taken in addition to the existing core - posing a barrier to students for various reasons - and that it does not satisfy any degree requirements beyond completing credits hours (#3, #5, #16, #19, #36).
- **Not everyone agrees that more should be done because the MPA curriculum is more than just DEI and there are limited resources in the program.** This sentiment combined with academic freedom perpetuates the pattern of individuals taking individual action within their own courses as opposed to collective action across a given graduate program (#17).
- **Junior faculty often lead the way with incorporating DEI.** Two interviewees noted that there are many tenured and assistant professors who are open to and/or actively engaging with integrating DEI topics into their courses, they also noted a general observation that junior faculty members were often early-adopters or leaders of such changes. Postulated reasons behind this varied from junior faculty being in school more recently, more flexibility in their willingness to try new things, and general openness to exploring new topics, and resources (#24, #19, #31). Younger professors are seen as pushing more for DEI in curricula (#9, #8, #36) Varies by faculty and efforts are faculty dependent (#28).
- **Programs with a DEI administrator work best when that person can coordinate across individuals and groups who are all helping to further DEI work in different ways.** Even with the creation of roles such as Associate or Assistant Dean for DEI, that individual is not responsible for all DEI work. Instead, teams that comprise students, faculty, and staff distribute responsibility and accountability for DEI work among them and the DEI administrator helps coordinate and facilitate activities across these groups. Without this distribution of work and responsibility, and the cooperation and coordination to streamline it, it would be difficult for any single individual to keep tabs on all the work going on, to hold faculty accountable, and to manage historical and institutional knowledge. These historical documents are hard to access and often are lost during staff turnover (#3, #34). A program with a lone DEI student liaison to administration means that the entire student body relies on that single individual to do the work (#18) at some universities the chair of a DEI committee is expected to take full responsibility for this work (#3), another relied on graduate student TA's to lead the integration of race and equity into the program (#13, #14, #15, #32, #33). At USC, *"DEI Committee lead takes on the burden as a professor and champion of this work"* (#22).

Some courses and instructors see themselves as “exempt” from trying to incorporate race and equity into their courses

Because of the amount of content faculty must get through in a single quarter and the individual faculty members who have taken initiative in adding race and equity to their courses, other faculty members do not engage in this work. Some interviewees found this concerning, noting that race neutral teaching can do greater harm.

- **Specific courses that address DEI are perceived to take the onus off of other courses.** For example, we found a perception among some professors we interviewed that policy analysis and management courses are the appropriate course for DEI content, as opposed to more quantitatively-focused courses. The inclusion of DEI into management courses is perceived, by some, to eliminate pressures to integrate this content in other courses and/or to reinforce that DEI cannot (or even should not) be included in classes like statistics, budgeting, and economics. It was noted that PUBPOL 572: Race and Equity, is an important ongoing effort for several reasons. For example, the professors were compensated and, therefore, able to devote more effort to integrate more DEI within curriculum (#19). While this class is crucial, the dedicated space is perceived, by some, to eliminate pressures to integrate this content in other courses.
- **Interviewees from multiple programs expressed certainty that the addition of DEI content to courses or curricula would take away space for existing course content and that a quantitatively-focused core seems to crowd out DEI work.** Although students see a space for DEI within quant-oriented classes, some faculty, both within and outside of Evans, expressed that they see certain classes as incompatible with race and equity (#9, #18). However, as one interviewee noted, “Economics likes to believe it’s objective, but people are making decisions about what is studied, what is incorporated and what’s not” (#24). Quantitative classes devoid of racial and socioeconomic equity lenses can lead to policy decisions that are paternalistic and inequitable. One interviewee noted that the faculty that have interest in embedding DEI into classes are not the ones teaching core (#9). There is a perception that among public affairs faculty that DEI is not compatible with Quant classes (#16).
- **The race neutral approach to policymaking that is often found in classrooms endorses and perpetuates an inequitable status quo and is distinct and separate from an antiracist approach.** One interviewee noted the distinct lack of racial equity material in MPA curricula generally and within the Evans School and asserted that this perpetuates white dominance in public affairs (#36). Another noted that “race blind” approaches have systematic impacts because of the structures within which policy operates (#24).

Bright Spots for classroom inclusion exist at Evans, but with little formal alignment

- **One first year student noted the improvements in 511 during the 2019-2020 academic year.** They stated, “As a first year student, I was fortunate to experience some of the progress made in the core curriculum thanks to the efforts of student advocates, specifically with 511 readings, discussions and case studies (Ben Brunjes’ class).” This process has served as a bright spot for Evans core curriculum and may be a model for other required courses (Current Student Survey).

- **Another student highlighted an approach to DEI in 517 that worked for them.** Although Current Student Survey data show a lack of consistent incorporation of DEI among the quantitative core courses (economics, statistics, and budgeting), this respondent showcased a bright spot for how faculty for quantitative courses are changing:

“In the case of 517, my instructor always asked us how does whatever it was that we were learning affect equity. It was quite jarring at first, since I hadn't experienced the level of incorporation in other classes. But, I really appreciated it and it helped to understand concepts better.”

While this is not the only way to bring race and equity into the quantitative courses, it does present a bright spot and starting point for incorporating these topics into the courses that are rated lower in this aspect (Current Student Survey).

- **Incorporation of DEI in courses within the Evans School has been varied to date but shows a range of possibilities for the future.** Throughout its history, the Evans School has had a multi-pronged approach to this work through creating materials (Ford Case Study Project), tracking and reporting (Evans Diversity Survey), and creating space for efforts (e.g., diversity potlucks, faculty brown bags, 2019 charrette). These additions have moved the school forward in this area, but only few of these actions have been institutionalized. DEI work today is ad-hoc and heavily dependent on individuals and circumstances, this jeopardizes the effectiveness of these wins and leaves the school at high risk of losing ground if efforts are not institutionalized in some way.
 - Inclusion of diverse speakers (ethnicity, first gen college goers, age....) (#16,19).
 - Assignment of different reading topics and authors (e.g. outside of the US, non-straight white males) (#16,19).
 - Provision of examples that are heterogenous (#19).
 - Development of ways to make a classroom where everyone ideally feels comfortable regardless of background (#19).
 - Faculty attempts to talk more explicitly about race and equity in classes, sections, weeks, or by threading overarching themes in class (#16,19, #36).
 - Provision of a conceptual framework to situate identity and ethnicity within policy considerations and outcomes (#16).
 - Incorporation of benefit/burden considerations into assignments requirements (#16).
- **Ad-hoc incorporation of DEI in other UW graduate programs and universities illustrate additional possibilities.** Some public affairs programs leverage capstones and/or practicums as key learning opportunities for integrating DEI concepts into students' educations (#9, #23, #33). Some MPA programs intentionally combine quantitative courses with issues of DEI. Two examples from other public affairs programs include a practicum course on inclusive economic development and a course focused on minority issues regarding economic development. As one of our interviewees noted, “Professors who have done more to incorporate theory and practice on DEI have shown the ability to imagine possible futures. ‘What can this classroom look like?’. These professors show that feasibility does not limit possibilities, with real life examples” (#15).
 - Responsive Deans (make time to meet with students) (#18).

- Efforts of individual faculty (#18, #31).
- Efforts to bring in diverse guest speakers, projects/workshops/engaged communities, course materials, and in the nature of topics covered in class (#11, #18, #23).
- Learning from the success in their urban planning school, which implements a racial equity lens well (#18).
- In one program, the student governing body hosted a DEI town hall and DEI retreat (#22), and another has a formal program to report student input back to the study body (#8).

4.2.3 Finding: Diversity of faculty, staff and students within the institution affects *if* and *how* DEI work is done

Diversity among students and faculty leads to DEI being incorporated in curricula. Students of color have consistently noted a lack of race and equity in the curricula, and the burden of addressing this has often fallen on them, or on faculty of color.

- **The demographic composition of the student body affects the culture and focus at Evans.** A review of Evans School documentation paired with staff and faculty interviews reveals that students of color have consistently been advocates for addressing and integrating race and equity into the Evans School curriculum (#3, #29, #30, #35). International students have been leaders in advocating for more inclusive learning and classroom management.
- **A diverse student body without an inclusive environment creates friction.** When it comes to concerns and institutional culture, it can be difficult for underrepresented students to find voices and perspectives that match their own, which can result in placing a burden of disproportionate emotional labor and responsibility for teaching their peers. Graduate programs, including Evans, have experienced significant backlash from students of color, due to negative experiences within the classroom (#1, #4, #20, #28, #29, #30).
- **In Washington, Initiative-200 (I-200) prohibits affirmative action and stymies institutions' ability to intentionally build a diverse cohort of students, representative of all identities and varied experiences.** Other states have similar anti-affirmative action laws and policies that impede these efforts and restrict access (i.e. - Michigan). Bans on affirmative action within institutions similarly complicate efforts to be intentional in recruiting and admitting students to programs (#18, #30, #35).
- **Diversity at the faculty level greatly improves integration of DEI work into the program.** Many interviews mentioned that the faculty that were able to incorporate DEI into their syllabi and successfully lead classroom discussions around DEI were faculty of color (#32). One interview noted, that *“a small core teaching team of advocates with diverse backgrounds, paired with a supportive administration and interested student body, made furthering DEI easier”* (#25). Another interviewee echoed this sentiment, *“You can't incorporate DEI if you don't have faculty to do it.”* (#22), also stating that their public affairs program prioritizes other things over prospective faculty who have the experience to teach DEI.
- **Varied efforts to recruit more diverse students and faculty.**

Students - At one external program, students developed a proposal for a targeted recruitment effort to recruit students from historically black colleges and universities (#21, #23). The Dean gave extra money for recruitment travel to visit additional locations, and there were offers full ride scholarships from underrepresented communities (#21, #25). Other programs were successful in targeted recruitment of first generation and people of color (#20), with many overcoming legal anti-affirmative action barriers (#7). Historically there have been targeted recruitment efforts at Evans for diverse student applicants through activities such as promoting scholarships and subsidizing open house visits (#29, #30).

Faculty- The reality is that it is also challenging to recruit diverse faculty. An interviewee mentions that their program has struggled with diverse faculty hiring, due to a low pool of qualified candidates, who are also receiving other competitive offers (#21). At the same time another interviewee emphasized that “*You want your faculty body to look like your student body*” (#20). At their public affairs program they have provided post-doctoral fellowships so that Ph.D. students of color have time to hone their skills and increase the pool of highly qualified POC faculty (#20). There is an emphasis on needing to start when they are still doctoral students and prepare them for a career. At other graduate programs at UW there have been concerted efforts to hire more diverse faculty and staff. Recent changes have included student involvement in hiring committee (#1), including sessions where potential faculty have lunch exclusively with students (#15, 28).

4.2.4 Finding: Time and funding are key resource constraints that can make or break progress on this work.

Barriers to incorporating race and equity into curricula are vast, but the most prominent are time and funding. Institutional changes must occur, with faculty noting that formalized mechanisms, incentives, and accountability can support their efforts. To understand what institutionalized changes might look like, the Evans School can look to other graduate programs both within the UW and in the discipline of public affairs.

Though several other resources were identified as barriers, time and funding emerged as the most frequently cited resource constraints to furthering DEI work.

Faculty already have high demands placed on their time, and the time required to engage in their own learning and adjust their course content and syllabi competes with their other responsibilities as faculty members. To meaningfully do this work, faculty members also request funding.

- **Several Evans faculty and staff interviewees noted that time is one of the most valued resources and that, with resources to ease time constraints, they would be interested in doing more DEI work.** It takes a lot of time to find and tailor course content that effectively addresses DEI while supporting the course’s other learning objectives. This is easier when a professor teaches the same course(s) year to year, but many programs rotate teaching assignments (#2). Further, an interviewee added that, in addition to building course content, there are underlying philosophical conversations that need more time and space to understand how to meaningfully bring DEI into the classroom (#24). Another interviewee added that these time constraints impact both individual and collaborative DEI work (#5). A pair of interviewees noted that options for easing time constraints could include course

buyouts or providing a paid research assistant, so professors would then be able to devote more time to teaching (#19, #24).

- **Many faculty shared the perception that incorporating DEI means cutting other content, which impacts many faculty members' willingness to integrate race and equity into what is an already packed curriculum.** Some faculty reported that an increased inclusion of principles of equity and inclusion would require having a conversation among faculty about what will have to be eliminated (#24). A slight variation on this was evident in other faculty interviews where interviewees spoke to this using an integration mindset, looking to figure out how equity features contribute to existing learning objectives because it is easy to crowd out (#5). Administrators also have a perception that integrating equity into core curriculum would require taking something else out - assumes a zero sum game (#9).
- **Interviewees reported funding as a key ingredient for building capacity for DEI work, easing time constraints, and lessening the impact of other resource needs.** An interviewee noted the reality that the focus of programs' research, institutional priorities, and - by extension faculty priorities - are shaped by available funding (#18). Interviewees also noted that meaningful sustained DEI work requires sustained funding from program budgets that remain available for DEI opportunities after allocation, in contrast to requiring every dollar to be assigned to a specific task prior to allocation. This sustainable flexible funding has allowed some programs to fund student opportunities that might not have been in place or visible at the time of funding allocation (#18, #21). Providing this funding year over year acknowledges that there is not a finish line to DEI work. Interviewees cited GO-MAP funding and UW Seed Grant as examples of key funding sources for their respective program's DEI work (#11, #15, #28). Other public affairs programs discussed current or potential upcoming funding specific to student-driven DEI programming (#7, #17), post-doctoral fellowship (#20), creation of institutes that include a focus on race and equity (#20).

If provided with reliable time and funding, interviewees identified several ways to further DEI efforts

Suggestions for furthering these efforts include creating dedicated time for faculty and staff to do DEI work, hiring dedicated senior-level staff focused exclusively on coordinating and supporting DEI efforts, and establishing spaces for collaborative learning.

- **Several interviewees identified a need for training and other capacity-building opportunities to further DEI work in their respective programs.**

"Difficult to require teachers to do this in their courses. How do we get people on the same page without forcing folks to do more work, especially that is outside of their expertise or if they're already overworked?" (#1).

There is hiring training for faculty that sit on hiring boards, to support equitable hiring (#7) The way faculty talk about it: I don't have the training or I don't have the expertise (#17) denoted that they do not want training to become a box-checking exercise. If it becomes a video or online learning module, participants will skip to the end to answer the questions, check the box that you did the training (#17) An interviewee reported that, though DEI

content was being taught, it was taught primarily by the older, tenured, white who seemed to have less familiarity or interest in getting it right or doing it well (#28) Training would help with content knowledge and delivery (#5). An interviewee was specific that a training on its own would not be sufficient to address DEI gaps in curricula (#36).

- **Other interviewees expressed the need for a full-time DEI staff person within their program to coordinate, organize, and consolidate efforts.** As one interviewee stated, “I also need someone who reminds me [about DEI] and thinks about minutiae and implementation of these efforts” (#21). This interviewee noted that, in their department, there was previously an individual in that position to help do that, but the role has not been backfilled and remains vacant. This sentiment was also echoed by other interviewees who stated that a specific DEI officer with substantial authority can issue directives that are persuasive to faculty (#33). The 2017-2021 UW Diversity Blueprint highlights the importance of furthering DEI across the university and, as a result of this sustained focus, many departments have subsequently created dedicated roles such as an Assistant Dean of Diversity (#12). Other departments that have created new roles as a result of the UW Diversity Blueprint include the School of Nursing and the College of the Environment.
- **Current mechanisms for student feedback are time constrained and limited in their impact.** Interviewees reported that student feedback and pressure are crucial for continued progress on DEI work because, in general, program instructors and leaders aim to be responsive to students’ stated needs. However, student feedback often translates to canned end of course surveys or relying on small group - or even single - student liaison(s) to the administration on behalf of the student body (#18) On end of course surveys faculty score well on end of course surveys but remember that, if someone from an underrepresented group has a negative experience and communicates that on the survey, it shows up as one opinion among the larger groups. (#7) Several interviewees reported that, though their respective administrations say that they welcome student input, current tone is about dealing with specific complaints and situations, instead of inviting conversations in about broader systemic improvements (#1, #23, #28). In some cases, interviewees felt that emotional urgency and tears are required to persuade some faculty to focus on this work. (#28) Currently, providing more substantive student feedback despite resource constraints requires students to take on uncompensated, additional work such as designing, deploying, analyzing and presenting on student surveys (#8). Some programs rely on these surveys as the main method of collecting student concerns and feedback (#23).
- **Providing additional incentives for faculty to engage in DEI work would encourage such behavior.** Current system incentives cue faculty to prioritize research. An interviewee called out, even research and institutional focus depend on funding sources (#18). Another interviewee echoed this and added that, if DEI work were compensated, this would change the incentive structure (#1). A third interviewee noted that, with such little support from existing incentive systems, faculty don’t show up and allyship is conditional (#28). An interviewee notes that when faculty allyship is active, it can be a powerful force for spreading promising practices across classes and generating additional, innovative courses around DEI (#15).

The documentation of previous DEI efforts at Evans echo our interview findings that dedicated resources and consistent efforts are vital for furthering DEI work. Dedicated

resources and staffing to support DEI efforts have made a significant difference in whether such efforts are sustained over time, as well as whether results are produced. We see this in the undeniable correlation between DEI activities and the existence of the EDC.

Evans administration and faculty began setting specific goals, objectives, and actions to address DEI issues, concerns, and opportunities over ten years ago, with the 2009 Diversity Action Plan, and updated them the Evans Blueprint for Diversity. However, there has not been consistent follow-up to measure progress against these goals each year. Such efforts have also been hampered by a lack of clear ownership and accountability for these goals. Diversity surveys deployed since 2009 have been generally similar in nature, but have lacked consistency in execution, which has made it difficult to track changes over time. During her tenure as EDC co-chair, Heather Hill created a survey instrument intended to be used year over year to ensure consistent data collection over time. However, due to the creation and deployment of a UW-wide climate survey, the Evans-specific diversity survey was paused from 2017- present.

Faculty want formal, collaborative spaces to share resources and ideas on how to integrate race and equity into their courses

Current levels of faculty collaboration on DEI in courses is low, but formal structures for collaborative sharing and learning would help faculty understand what others are doing in their classrooms, what works, and what does not. Like sustained student calls for DEI over the Evans School history, faculty calls for collaboration space go back decades.

- **At Evans, faculty have no formal spaces, infrastructure, or incentives to coordinate core course alignment.** Subsets of the management specialization report informally brainstorming on creative ways to integrate DEI, (#16), however informal space is not enough. Faculty interviews confirm that peer conversations are helpful, and that it is useful when peers are willing to share what worked (#24), and how to do it, while at the same time acknowledging faculty independence (#19). Other programs also cite the importance of space for peer faculty conversations about incorporating equity (#9).
- **Multiple Evans School faculty have identified a need for a more structured, formal space to learn about what their peers are doing with regard to DEI in their classes, collaborate and share ideas, and consult with one another.** Interviewed Evans School faculty members noted repeatedly that brown bag discussions have been an incredibly rich and valuable forum for professors to connect and share on DEI topics in their teaching (#3). However, they also note that attendance fluctuates, the format is informal by design, and they are optional (#2). Many professors wanted more formal space in addition to the informal space created in brown bags (#34). Some faculty feel connected, supported, and supportive in embedding equity efforts in their classroom. Others expressed not knowing what is going on in other classes and needing a change to incentives (#3). One example of what this more formal space could look like is a designated meeting once a month where professors could present, share, and teach their peers about what and how they are teaching race and equity in their classes.
- **Similarly, notes from faculty retreats in the early 2000s could be written today.** Then, as now, faculty expressed a need to work collaboratively, with one another as peers and with student groups, to integrate diversity into the Evans school culture and curriculum.

Suggestions on how to do so include space for sharing best practices, syllabi and case reviews, development of non-defensive ways to have discussions on diversity, and identifying teachable moments in current courses. This discussion mirrors the ones currently undertaken at the Evans School, especially surrounding lack of formal time and space to collaborate and share best practices (Evans Historical Documentation). See [Appendix C](#) for details.

Lack of alignment and dispersal of accountability lead to cyclical, non-institutionalized efforts, and repetitive requests for inclusion across cohorts of students.

The conversations that are being had today in the Evans School are not new, and this is due to the lack of institutionalization of DEI efforts. While small steps have been taken along the way, there is a distinct lack of ownership at the institutional level, and no accountability for advancing race and equity in the curriculum or the community.

- **Similarities between student complaints and requests, barriers for faculty, and ideas about how to address DEI in school and curriculum are remarkably similar over the course of 20 years.** Recommendations from students, Diversity Committee members, and outside consultants have consistently included: recruit diverse students and faculty, incorporate DEI throughout the curriculum, and create cohesive strategy and dedicated resources to implementing that strategy.
- **The challenges to DEI work identified in the Dean-commissioned, consultant-created 2009 Evans Diversity Action Plan¹⁸² (see [Appendix C](#)) remain the same today:** a complex and siloed organizational structure at Evans, variable education and interest in DEI from cohort to cohort, and difficulties and discomfort on the part of faculty, students, and staff to engage in difficult conversations about race and equity.
- **From the early 2000s to today, both faculty and students have recognized the increasing relevance and need for DEI-related skills around cultural competency, working across differences, navigating discussions on race, creating inclusive work environments, and infusing equity into the policy process.**
- **Creating a more equitable, inclusive and diverse Evans School has been an iterative process.** It has mostly focused on institutionalizing (i.e., designating formal ownership within Evans School faculty, staff or administration) and adopting small changes such as the Evans School Community Conversation Norms, the CEI, and other efforts (#34).
- **Conversations around DEI topics ebb and flow over time, as student interest and energy around such topics - as well as the focus of that energy - changes with each cohort.** The broader political, societal and cultural context of the times also seem to play a role (i.e. - the influence of the AIDs crisis, the 2016 election, etc. on student interest and energy around DEI-related topics).
- **There is no consistent ownership of or reporting against DEI goals.** The Evans School administration and faculty began setting specific goals, objectives, and actions to address

¹⁸² Liggins, A. et. al., (2006) *Diversity Planning Goals and Consultant Recommendations*, Phoenix Consulting Group, Inc.

DEI issues, concerns, and opportunities over ten years ago, with the 2009 Diversity Action Plan, and updated them with the Evans Blueprint for Diversity. However, there has not been consistent follow-up to measure progress against these goals each year. Such efforts have also been hampered by a lack of clear ownership and accountability for these goals. Diversity surveys deployed since 2009 have been generally similar in nature, but have lacked consistency in execution, which has made it difficult to track changes over time.

The Evans School can look to the efforts and progress of other graduate programs for ideas on how to further DEI.

Other graduate programs have developed a variety of ways to address race and equity within their respective curricula and communities.

- **Some have institutionalized resourced space for students with targeted identities.** The UW’s College of Education has an Office of Student Diversity and Inclusion, which works to build community, provide resources and support for students with underrepresented identities, and support curricular change in the school that incorporates diversity and inclusion.¹⁸³
- **Support for larger scale efforts has been given through the creation of space and support for small core teaching teams with diverse backgrounds.** They then coordinate with a supportive administration and interested student body. This small team is tasked with developing guidance and teaching tools and other materials, in order to assist less experienced faculty on how to incorporate DEI within their courses (#25).
- **DEI requirements are already in place in other programs and universities.** At one public policy school, two required ethics courses focus on DEI, with one focused specifically on structural inequities (#21). However, one interviewee warned, “Don’t stop at one course, that’s a prescription for inaction. (#20)”
- **In some programs, diversity and equity have been explicitly named as core competency for program graduates.** The UW School of Public Health, for example, started a curriculum overhaul process in 2018, and specifically names equity as a key component.¹⁸⁴ Additionally, the learning outcomes for the MPA program at California State University, Los Angeles include “[a] respect for and ability to engage the diversity of perspectives and interests involved in local governance.”¹⁸⁵

4.2.5 Finding: Where DEI work has made progress, it has been energized by students, enacted by faculty, and championed by Deans and senior leadership

183 College of Education. (2020). *OSDI: Our history*. University of Washington. <https://education.uw.edu/admissions/osdi/our-history>

184 School of Public Health. (2020). *Re-envisioning the MPH curriculum*. University of Washington. <https://sph.washington.edu/students/graduate-programs/mpg-program/curriculum>

185 Department of Political Science. (2020). *MPA learning outcomes*. University of California, Los Angeles. http://www.calstatela.edu/dept/pol_sci/mpa-learning-outcomes

Efforts that span hierarchies and have executive-level support are where we have seen historical progress made in affecting DEI change at the Evans School. Looking to these examples of successes can inform methods by which to advance these efforts moving forward.

Students have historically been champions of DEI work at Evans and at other institutions

Unfortunately, it is currently more common for this work to be taken on by students or individual instructors, rather than championed by leadership as it needs to be in order to sustain lasting impact.

- **Student advocacy (typically led by student groups, i.e. - PCD, EPOC, The Coalition, and CAT) has consistently served as the impetus for change.** The majority of actions taken by the administration and faculty have been in response to student concerns and demands (#32). This demonstrates a pattern of a reactive vs proactive approach to DEI on the part of Evans faculty and staff.
 - *“The lever of student feedback directly to faculty in constructive, professional, supportive ways, cannot be understated” (#4).*
 - Student feedback to faculty framed with a solution-oriented lens (appreciation and a positive reinforcement with student dialogue- CAT strategy). Barrier when there isn’t an alternative presented. Sees CAT’s approach as “let’s dialogue,” “let’s practice this.” (#4)
 - One interviewee described that at their program, responsibility was placed on students for developing recommendations and implementation plans, including a cost-benefit analysis for each recommendation - a significant burden (#9).
- **POC students have consistently advocated for addressing DEI at the Evans School and have often carried the workload for doing so.** Students of color are central to elevating these conversations through leading independent study courses of DEI issues (#15, #31, #32) and pushing for inclusion of DEI in programs, with the help of some white allies (#28). Allyship, however, is not a replacement for inclusion. One interviewee’s experience with a diversity committee with “lots of great white allies,” did work that ultimately overshadowed the voices of people of color. Program structures served allies far better than the students who the efforts were intended to serve (#28).
- **The curriculum is not the primary method by which students receive instruction on equity and inclusion.** Instead, due to student pressure, most updates to programming occur outside the classroom, in places such as orientation and the student-organized Summit on Race and Equity in Public Policy (#9). In the summer of 2018, the Evans School piloted a DEI workshop called the Intercultural Development Inventory (IDI) for incoming students. Though the IDI workshop was ultimately not a fit for the Evans School given its assessment nature, it was an important attempt to start DEI conversations early in students’ Evans School experience.
- **One interviewee noted that Ph.D. students, especially those serving as teaching assistants, are important and currently underrated stakeholders in furthering DEI curricular efforts.** With compensation, Ph.D. students, who are at their respective programs for 5-6 years, have the potential to carry some of the institutional knowledge across MPA cohorts and partner with faculty - especially core course faculty - on course updates that would further DEI efforts (#22).

Leadership investment and signaling on the importance of DEI from the Dean is powerful and demonstrates that DEI is a value-add to the institution

A school's Dean plays an important role in setting the tone of the school's priorities. The elevation of the importance of race and equity in the curriculum by the Dean will be a crucial component of this work.

- **Multiple Evans School faculty and staff interviewees spoke to the competing interests that the Dean of the Evans School has to navigate, and the importance of modeling DEI work as a priority at the Evans School, even, and especially, during COVID.** An interviewee notes that people are waiting for an opportunity to discount and diminish equity work (#16). The incoming dean will be faced with a lot of narratives about whether we've gone too far in terms of incorporating equity into the curriculum. An interviewee notes that the dean might have to advocate to the provost to support time not in the classroom (#5, #19).
- **The composition and focus of Evans curriculum and courses, as well as the culture and atmosphere of the school, are substantially influenced by the Dean.** The Dean's background, subject matter expertise, and vision for the school has a tangible effect on priorities, funding, and relationships among students, faculty, and staff.
- **The Dean's unique combination of contact with and visibility by many stakeholders amplifies the importance of their role in moving the institution.** The dean is the one individual that has the most contact with program stakeholders (alumni, staff, faculty, students) and has significant power. Though limited in authority to make faculty take a particular action, a dean can lead and inspire. The Dean has the power to bring people together, set the agenda, and sit on faculty meetings. They have the power to call meetings, nominate, and highlight areas of focus. They can motivate faculty by acknowledging approval, and by elevating faculty to national panels (advancing their careers) (#2).
- **Interviewees from other public affairs programs, stated that strong signaling from the Dean plus scaffolding of work ownership at all levels of the organization.** Strong, visible signaling from the Dean is important to set the tone and signal that DEI as a program-wide priority. One interviewee from another public affairs program noted that *"a strong signal from the Dean, from the leadership, to making space and making room in that space to talk about how [DEI] is connected to the mission and the vision statement of the [school],"* has led to successful changes. Interviewees noted the importance of pairing this focus from the Dean with efforts initiated from all levels of the organization so that the signaling from leadership amplifies efforts rather than feeling like a top-down administrative directive (#7).

In another interviewee's program, progress was possible due to strong signaling from the Dean (leadership), making space and room in the school's mission, tying the work to graduate career services, integrating in student recruitment, faculty sharing their success stories within the classroom (sharing what works in the classroom regarding DEI/best practices), confronting the COVID-19 situation (climate and health and wellbeing, broadband computer access). This Strong emphasis on framing has led to a perception that nothing is not a one off, and that it is woven it into everything (#7, #20, #21).This

particular instance worked because it came from all sides - the president, student body, etc. The interviewee noted that if it is only one side heavily pushing then the change cannot be as powerful (#20). A dean that is much more visible on DEI issues and that is more top down with actions and objectives can make a meaningful change (#21). A dean can also present a major obstacle if they don't see incorporation in DEI as an important goal for the program (#31, #32)

The Dean can direct resources to DEI efforts to institutionalize efforts

Aside from setting the tone, the Dean has the direct power to allocate resources and establish committees to focus on this work.

- **The Dean has the power to direct resources and create ad hoc committees.** The EDC was created by a Dean in the 90s. Though the committee's presence and influence have fluctuated over time in accordance with each Dean's focus on DEI work (which has ebbed and flowed even within the tenure of a single Dean), its existence has helped to sustain DEI efforts for decades.
- **The Dean also impacts what and how DEI commitments are created, addressed, and reported against.** A key example is Dean Archibald hiring a consulting group in 2009 to evaluate diversity efforts at the Evans School and create a set of recommendations, but then waiting 5 years to alter the charge of the EDC to address these recommendations.
- **Interim Dean Cullen's interest, support, and resourcing of DEI efforts have allowed such changes to thrive in the year and a half she has served in this role.** The incoming Dean, Jodi Sanford, will have substantial power and influence in determining the future of DEI efforts at Evans.
- **Creation of leadership roles for DEI is a meaningful step.** At another graduate department at UW, the creation of an Assistant Dean for DEI has added pressure to the program leadership and faculty through series of interviews (#14). UW Diversity required all programs to have a focus on DEI, created roles such as assistant dean of DEI in many departments (#12).

Committees and faculty service requirements present opportunities to institutionalize DEI work

Committees are recognized, institutional structures that have formal recognition within the school. However, in placing responsibility for race and equity in the curriculum in these bodies, intentional efforts must be made to not allow other committee priorities to overshadow this work.

- **Committees are accepted, normalized mechanisms to fulfill faculty service responsibilities.** Service (committee work) is already something that faculty must do and can be leveraged to further this work. Further, peers review service, and faculty can claim student support in this area as service. It is mutually beneficial for faculty to engage in this work, as one of their three (15%) faculty requirements (#19).

- **Competing priorities can threaten the effectiveness of committee-ownership of DEI work.** As the Evans School balances the competing priorities of a minor, and the international and executive programs, competing priorities can be a barrier (#19). Both the Evans school and other programs include a student seat on DEI committees, increasing the collaborative utility of this mechanism (#8).

4.2.6 Finding: The next two years include key policy windows for the Evans School to accelerate DEI work

Evans School interviewees reported that the next two years (2020-2022) are a major window of opportunity at Evans. 2020-2022 will include the 2-year NASPAA re-accreditation process, an incoming Dean, onboarding a new Assistant Director of Admissions and Student Inclusion, changes in response to the 2020 COVID crisis and related economic impacts, as well as a stated focus on anti-racism in light of the murder of George Floyd. These, individually and collectively, are opportunities to accelerate DEI work at Evans.

- **The value of collaboration between students and faculty has been a consistent theme in notes from meetings, workshops, and retreats throughout the years.** The most effective and lasting DEI efforts at Evans lean on student involvement and collaboration (diversity potlucks, student ambassador program, EDC, diversity surveys, etc.) (Evans Historical Documentation).
- **We are in a policy window.** Crisis is an opportunity for the Dean, and a key moment to promote equity work. As we move forward into a post-pandemic society, a curriculum that prioritizes equity is a way to differentiate the Evans School - a value-add argument that the new era needs the Evans school (#16).
- **Current Student Survey results show a vision of the Evans School as a Leader.** Many students took the qualitative response portion of the survey to reflect on Evans as an institution and the role it could play on a national scale. While some students believe that the Evans School is outpacing peer institutions in this work, even more responded that they would like to see the school step into a role as a leader in the field in instructing students to approach public administration with an equity lens.
- **Multiple public affairs programs echoed the overlap of DEI work and NASPAA objectives as a way to channel energy for this work (#20, #21, #23, #25).** NASPAA has established awards and other opportunities for recognition for work done to integrate equity into public affairs curricula (#21). The two-year NASPA re-accreditation process includes several steps and opportunities to plug DEI work into existing channels (#4). In the Academic Year 2020-2021, the Evans School will draft the response to the self-study report. Then, in Academic Year 2021-2022, there will be a visit by the NASPAA Commission on Peer Review and Accreditation (COPRA) which includes 5-6 non-Evans School faculty who will review the self-study report. They will meet with faculty, students, and staff across Evans School programs. This is a place for Evans School students to make recommendations or address concerns with the self-study report.
- **The Evans School is creating its 2021-2026 Evans Blueprint for Diversity, which is an official document that guides the strategic planning of the department.** If created with

the intent and infrastructure to do so, it can serve as a powerful tool for accountability. Some programs at UW treat their diversity plans as living documents and update them every year. For example, the School of Nursing has a [DEI strategic action plan](#),¹⁸⁶ and their program is going through an overhaul to embed more DEI in curriculum and programming, to align with updated accreditation standards.

- **The COVID-19 crisis has illuminated stark racial and economic disparities in America, which can be traced back to policy decisions.** As a policy and management school with a stated commitment to race and equity, the Evans School has both the opportunity and the responsibility to incorporate the policy lessons of the pandemic into their curriculum going forward.
- **Following the murder of George Floyd at the hands of Minneapolis police in May 2020, prolonged nationwide protests have drawn attention to the influence of racism and white supremacy in America.** Specifically, protests and national conversations in the wake of Mr. Floyd’s and other Black Americans’ murders have been directed at the role of policy in upholding white supremacy. In response, interim Dean Alison Cullen said, “As we close out this academic year, I challenge each of us as individuals, and the Evans School as an institution, to respond to both recent events and this cumulative history as an imperative. We must and will make antiracist work the cornerstone, focus, and overarching mission of the coming year.”
- **A new Dean will join the Evans School in January 2021.** Jodi Sanford will be able to set a new agenda, tone, and focus for the Evans School and has the opportunity to continue Interim Dean Cullen’s commitment to make antiracism and equity a cornerstone of the Evans School for years to come.

¹⁸⁶ School of Nursing. (2017). *Strategic action plan: Diversity, equity and inclusion*. University of Washington. https://nursing.uw.edu/wp-content/uploads/2016/04/Diversity-Strategic-Plan_draft-041316.pdf

Appendix F: Current Student Survey Findings

Total respondents: 114

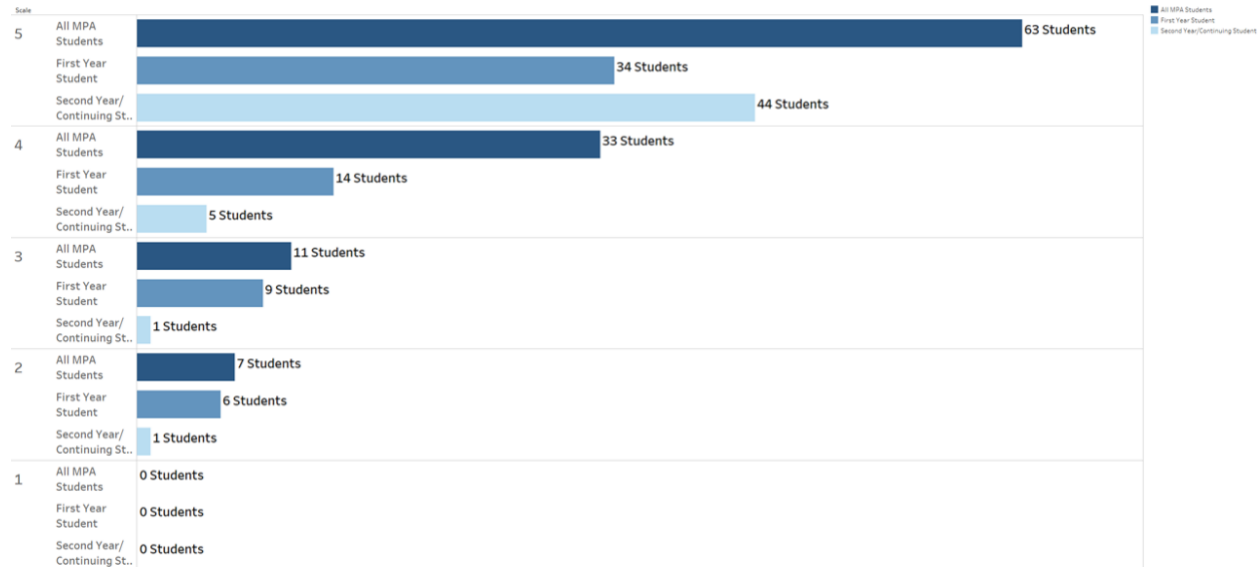
Which of the following best describes you?

- I am a first year student at Evans: 63 respondents (55.3%)
- I am a second year or continuing student at Evans: 51 respondents (44.7%)

1. How important do you think it is to include considerations of race and equity in a MPA core curriculum? (Scale of 1 to 5; 1=“not important at all” and 5=“very important”)

- 1: 1 respondent (0.9%)
- 2: 3 respondents (2.6%)
- 3: 4 respondents (3.5%)
- 4: 17 respondents (14.9%)
- 5: 88 respondents (77.2%)

Students Reported Importance of Race And Equity in Core Curricula on a scaled 1(not important) to 5(very important)

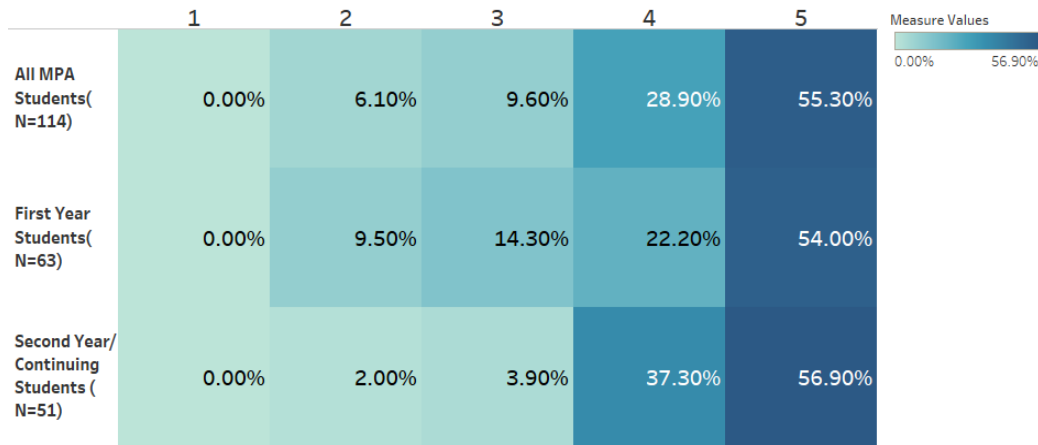


MPA Students of Evans were surveyed asking how important they believed teaching race and equity was in the core curriculum. This data was gathered via a survey to students distributed via multiple methods with the question “1. How important do you think it is to include considerations of race and equity in a MPA core curriculum?”

2. How important are race and equity skills (i.e - racial equity analysis, disparity analysis, using equity as a criteria in the policy analysis process) in comparison to hard skills (i.e - budgeting, statistics, etc.) learned in your MPA? (Scale of 1 to 5; 1=“not important at all” and 5=“very important”)

- 1: 0 respondents (0.0%)
- 2: 7 respondents (6.1%)
- 3: 11 respondents (9.6%)
- 4: 33 respondents (28.9%)
- 5: 63 respondents (55.3%)

**Students Views Comparing Importance Of Race And Equity Skills (ie:racial analysis) and Hard Skills (ie:quantitative analysis).
1=Not Important, 5=very important**



Students were asked in a survey how important race and equity skills were for their MPA in comparison to harder skills. This data was gathered from a survey distributed to students which asked the question, "2. How important are race and equity skills (i.e. - racial equity analysis, disparity analysis, using equity as a criteria in the policy analysis process) in comparison to hard skills (i.e. - budgeting, statistics, etc.) learned in your MPA? 1=Not Important, 5=Very Important"

3. How well do you think the Evans' core curriculum addresses race and equity? (Scale of 1 to 5; 1="not addressed at all" and 5="very well addressed")

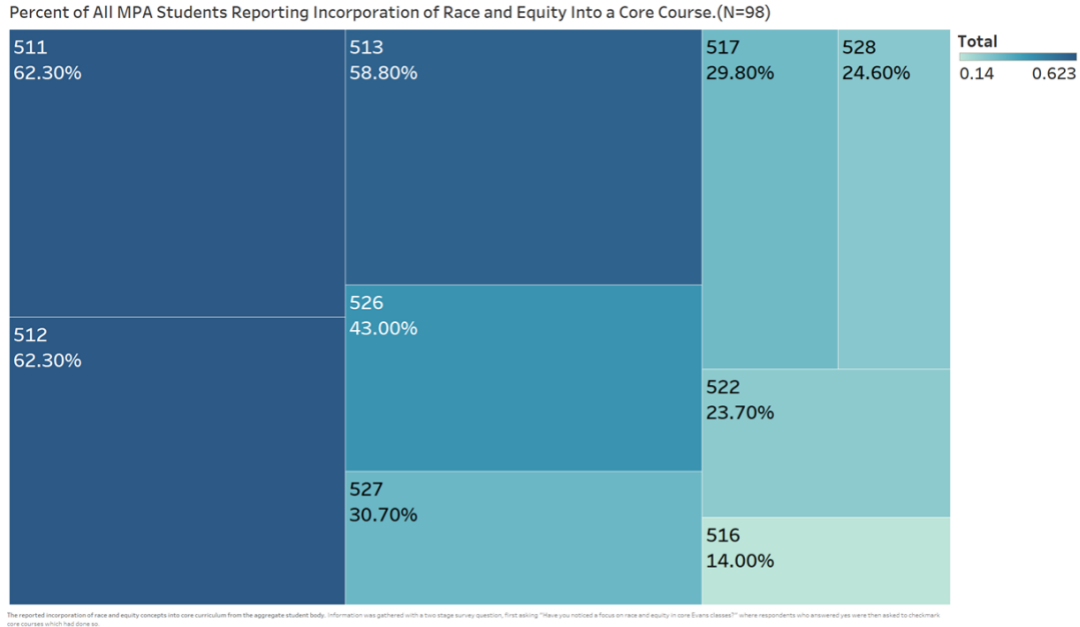
- 1: 0 respondents (0.0%)
- 2: 27 respondents (23.7%)
- 3: 56 respondents (49.1%)
- 4: 21 respondents (18.4%)
- 5: 10 respondents (8.8%)

4. Have you noticed a focus on race and equity in core Evans classes?

- Yes: 98 respondents (86.0%)
- No: 16 respondents (14.0%)

5. If you answered yes to question 4, select the core courses which consistently threaded race and equity into their lessons. If you answered no to question 4, proceed to question 6.

- 511: 71 respondents (62.3%)
- 512: 71 respondents (62.3%)
- 513: 67 respondents (58.8%)
- 516: 16 respondents (14.0%)
- 517: 34 respondents (29.8%)
- 522: 27 respondents (23.7%)
- 526: 49 respondents (43.0%)
- 527: 35 respondents (30.7%)
- 528: 28 respondents (24.6%)



6. How have instructors included race and equity into their class plans?

- Usage of both US and international case studies:
- Guest speakers:
- Incorporation into group discussion during lecture or on Canvas:
- Incorporation into projects (ex: Cascadia):
- Diverse voices in course readings:
- They have not:
- Other:

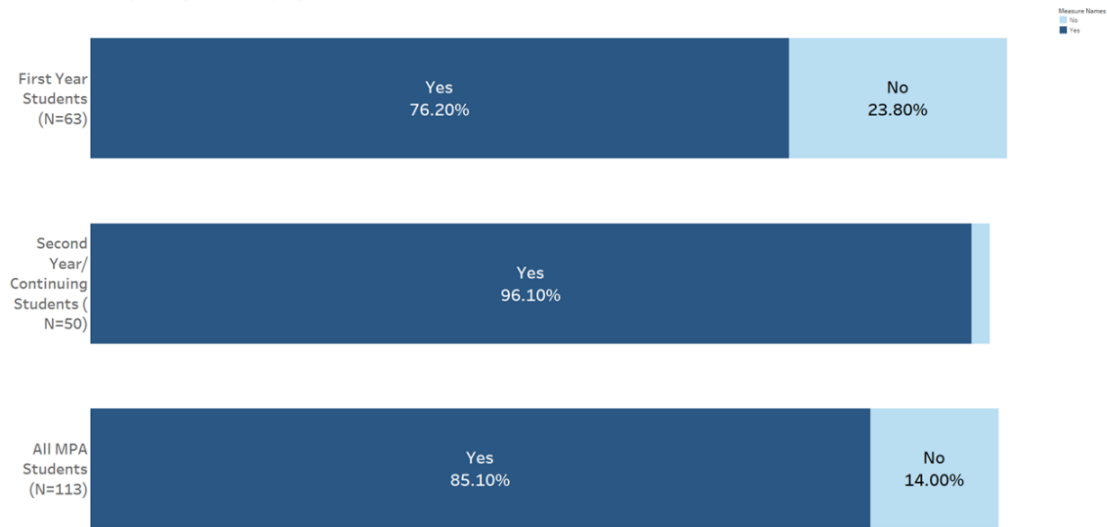
7. How important do you think competency on race and equity is to be a successful public administrator? (Scale of 1 to 5; 1="not important at all" and 5="very important")

- 1: 0 respondents (0.0%)
- 2: 2 respondents (1.8%)
- 3: 7 respondents (6.1%)
- 4: 13 respondents (11.4%)
- 5: 92 respondents (80.7%)

8. In the last year, have you seen a job posting that references competency in race, equity and inclusion?

- Yes: 97 respondents (85.1%)
- No: 16 respondents (14.0%)

In the last year, have students seen a job posting that references competency in race, equity and inclusion?

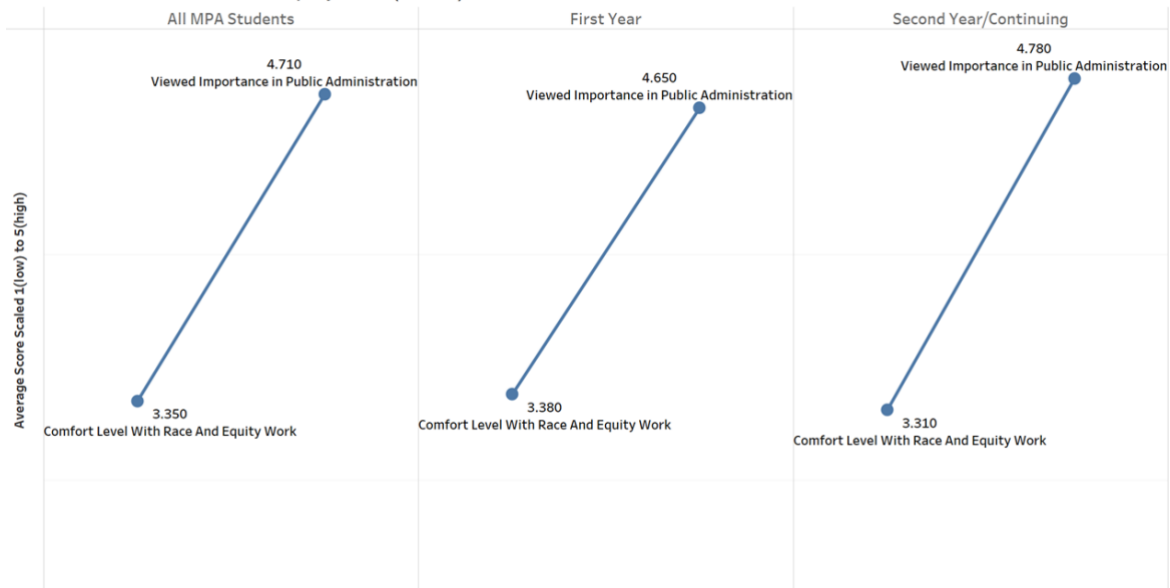


Students were asked on a student survey, "8. In the last year, have you seen a job posting that references competency in race, equity and inclusion?" and were given the option of answering yes or no.

9. If an employer asked you to do race and equity work (i.e. - racial equity analysis of a policy, developing equity tool kits, designing a monitoring system for race and equity, etc.) as part of your job, how comfortable would you feel executing this request? (Scale of 1 to 5; 1="not comfortable at all" and 5="very comfortable")

- 1: 4 respondents (3.5%)
- 2: 16 respondents (14.0%)
- 3: 43 respondents (37.7%)
- 4: 38 respondents (33.3%)
- 5: 13 respondents (11.4%)

Gap Between Student's Viewed Importance Of Competency in Race and Equity and Their Comfort in Race And Equity Work (N=114)



The slope between the two points demonstrates the gap between the current comfort students have with DEI (Diversity, Equity, and Inclusion) work versus how important they believe it is in public administration. This gap was examined by comparing the average scores on a scale of 1-5 of two questions within the student survey which were "If an employer asked you to do race and equity work (i.e. - racial equity analysis of a policy, developing equity tool kits, designing a monitoring system for race and equity, etc.) as part of your job, how comfortable would you feel executing this request?" and "How important do you think competency on race and equity is to be a successful public administrator?"

Appendix G: Curriculum Advocacy Team June 2020 Memo:

MEMORANDUM

To: Evans School Faculty Members and the Evans School Community
From: The Curriculum Advocacy Team
Date: June 1, 2020
Subject: Excellence in Virtual Classes and Building a Culture of Shared Learning

EXECUTIVE SUMMARY

This has been a challenging quarter for all of us, and as we learned from the ESO survey and memo at the beginning of the quarter, both students and faculty have been struggling to adjust to an online learning environment. The Curriculum Advocacy Team (CAT) facilitated a student-to-student check-in on May 20th, 2020 to assess student needs and concerns amid virtual learning during COVID-19.

Based on this discussion, we want to share this quarter's successes and provide recommendations to aid instructors, teaching assistants, and students. We recognize that it was incredibly difficult for instructors to adjust to online learning in a matter of weeks and hope that these resources and ideas can help guide Fall curriculum planning, regardless of whether we are virtual, in-person, or some combination of the two.

Conversation Topics: Bright Spots, Opportunities, and Fostering Community

Students appreciate how responsive instructors have been in both obtaining feedback and making improvements. The student-to-student check-in discussions identified a number of practices that have enhanced the student online learning experience: splitting out larger core classes by quiz section; hosting informal check-ins; and, designating a Zoom chat monitor to address questions.

However, the total amount of time required to complete readings, assignments, and attend synchronous and asynchronous lectures was overwhelming for many students. While providing multiple mediums to cover course concepts is helpful for different learner types, both reducing content and more clearly communicating requirements would benefit student learning.

A broader topic that arose during the student-to-student check-in centered around leveraging real-world, current policy issues to make course concepts more tangible and engaging. There is demand for learning how policy needs and solutions are playing out, including for COVID-19.

Last, our discussions brought to light that virtual learning has hindered building an inclusive community and a culture of shared learning. In-person classes allow for informal discussions that facilitate understanding of course material and foster relationships. However, virtual learning necessitates that such opportunities be deliberately planned. It is imperative that the Evans community consider how we can create intentional community spaces for students, especially as new first-year students possibly contend with virtual learning this fall.

Recommendations Summary

CAT recommends several actions to address the concerns and ideas students identified:

- Evaluate, clarify, and reduce workload for virtual classes.
- Plan and schedule time and opportunities for community-building activities in classes.
- Leverage current events to illustrate course concepts.
- Increase coordination across core courses to enable cross-section student study groups.

BRIGHT SPOTS

Students shared a variety of assets and tools that have been effective this past quarter. Notable themes include the following:

- Adrienne Quinn, Caroline Weber, and several other instructors asked students, or their TA, to monitor chat questions during synchronous classes so that students could ask questions, get clarification, and collaborate with one another throughout class.
- 526 instructors—Carlos Cuevas, Scott Allard, and Heather Hill—divided and taught their classes by quiz section group. Having smaller class sizes and shorter lectures made the online learning experience more manageable.
- Heather Hill and Caroline Weber’s abbreviated prep videos and synchronous lectures—which, combined, did not exceed the three hours allocated for lecture each week—made learning more digestible and time-manageable for students.
- Jacob Vigdor’s 528 detailed course agenda, timeline, and release of lectures at the start of the quarter allowed students to work through lecture materials at their own pace.
- Heather Hill’s practical implementation exercises, done in breakout groups during synchronous class, helped students collaborate and apply course concepts which, in turn, increased retention and understanding.
- Caroline Weber’s discussion post assignments presented an opportunity for student-driven engagement with course concepts, which Zoom discussion often lacks.
- Mark Long’s 528 Teaching Assistants, Ben Glasner and Austin Sell, provided examples in quiz sections that improved understanding of course concepts.

OPPORTUNITIES FOR VIRTUAL LEARNING IMPROVEMENT

Student discussion around virtual learning improvements can be summarized under course structure and learning improvement tool themes.

Course Structure Themes

- Assigning multimedia resources—podcasts, YouTube videos, TED Talks—exposed students to the material in different ways, facilitating greater understanding and retention.
- While students appreciate the different material mediums—videos, class, readings, and labs—the total time and effort required to review and process all these materials should be considered.
- If applicable, participation grade expectations should be clearly defined. Some students have poor internet connection or changing personal commitments due to COVID-19 that interfered with their ability to attend class live. These students shared a concern that their grade would be negatively affected as a result.

Learning Improvement Tools

- Class recordings are beneficial for students with poor internet, who are engaging from different time zones, or who might have additional family obligations during this time and are unable to join class live.

- The computer loan program should be more publicized for students with less technological access.
- Increase the use of Poll Everywhere / Zoom Polls to better measure student understanding. Such features also allow students to actively participate in a manner that differs from speaking up verbally or through the chat.
- Zoom auto-generated transcripts and recordings are really helpful for students who like to read and listen to the material. Instructors could use more of the feature where possible.

BROADER LEARNING OPPORTUNITIES

Student discussions also focused on a question that applies to both in-person and virtual learning environments: why aren't more course materials tied to real-world community work and policy issues, including COVID-19? While COVID-19 has disrupted many sectors, including policy and governance, students discussed how it also poses opportunities for community-service centered learning.

Learning opportunities that students identified as worth exploring further include:

- 1-credit skills workshops with local agencies, organized by Student Services and Career Development;
- Class project opportunities to partner with organizations that need support;
- Data analysis and readings on COVID-19 response policies; and,
- Guest speakers with direct experience engaging with COVID-related issues.

Students also expressed that the substantial differences in how professors were teaching the same core course across the different sections added an additional layer of difficulty this quarter. Students explained that the differences in teaching formats and course requirements made it challenging for them to seek help from friends and colleagues in other sections of the same course.

FOSTERING COMMUNITY DURING VIRTUAL LEARNING

The consensus from students who attended the check-in discussions was that online learning has hindered organic connections among students, faculty, and TAs. Many students chose Evans because of our community of learning. Without deliberate efforts to build community with students and instructors in a virtual environment, students feel disengaged from course materials and concepts, as well as from one another.

In addition, in order to productively discuss policy issues that intersect with challenging topics like racism, we must foster psychological safety, connection, and dialogue to build student comfort in engaging effectively. Failure to address such a challenge to our learning community hinders progress toward achieving the Evans Blueprint for Diversity goal, “to cultivate an inclusive climate and a shared value of diversity at the Evans School.”

Furthermore, students share that online work creates barriers for creating informal student-faculty relationships. In addition to office hours, instructors have proactively set aside class time for small talk, happy hours, and pet shows. Examples from student discussion on classes that have integrated community-building components well are:

- Scott Allard hosting informal “coffee time” on Sundays.
- Marieka Klawitter’s informal pet show as a break during class.
- Heather Hill and Adrienne Quinn opening class sessions early for students to chat with

- them and with one another.

RECOMMENDATIONS

Evaluate, Clarify, and Reduce Workload for Virtual Classes

- To address the learning challenges imposed by the total amount of time and materials required for virtual classes, reduce and more clearly specify which readings, assignments, and lectures are required.
- Consider reducing the amount of time required for asynchronous or synchronous lectures.
 - For synchronous learning in larger core classes, consider splitting the class by quiz section to create smaller class sizes.

Plan and Schedule Time and Opportunities for Community-Building Activities in Class

We recognize that everyone at Evans, regardless of their role, has a part to play in building community. Student Interest Groups (SIGs) and Evans School community leaders can also schedule intentional community-building time that are not formal meetings or learning experiences. Faculty, though, are in a unique position to help foster connection and community-building for students in a virtual environment.

To help with this, faculty can:

- Open Zoom classes 10-15 minutes early and leave it open after class so students can chat.
- Create pre-assigned study groups for students and encourage them to meet to collaborate on class projects, discuss readings, and get to know each other.
- Create separate, more informal time for students to connect with you and each other. If feasible, offer 5-15 minute individual or small group check-ins with professors in the first two or three weeks of the quarter.

Leverage Current Events to Illustrate Course Concepts

Students are eager to connect their education to current events. Many students were surprised that most courses this quarter did not pull in specific policy topics related to COVID-19. Doing so would help students better understand current policy issues, as well as provide tangibility and applicability to course concepts. We recognize that covering such topics may be challenging and be more emotionally sensitive than covering pre-written case studies with known endings.

To navigate any such concerns, faculty can workshop their ideas with CAT through Curriculum Consulting Labs (CCLs).

Increase Core Course Coordination Across Sections

For core courses, consider coordinating timelines and assignments across sections so students can form study groups regardless of each other's classes. Study groups across core course sections boost student understanding of concepts through different perspectives and insight.

CONCLUSION

We are incredibly grateful for the Evans community. Faculty flexibility and responsiveness in their teaching during COVID-19 is a testament to Evans' commitment to providing a positive experience for students. CAT is eager to partner with faculty in this work, and we are available to provide support through CCLs. CCLs are informal meetings where professors meet with a small group of 2-4 students to craft a positionality statement, get feedback on readings and case

studies for their teaching, practice delivering content on race and equity before trying it out in the classroom, etc.

To schedule a CCL, feel free to email us over the summer. Together, we can transform the challenges of this quarter into opportunities to strengthen our learning community.

Appendix H: Sample Mid-Quarter Feedback Form

Mid-Quarter Feedback Form

How do you define your own success in this class? (If an instructor wants to use "success" as a measure on the mid-term evaluations, then I recommend adding a question where the student can define what success in the class means to them)

What is the instructor doing that contributes to your success in the class?

What could the instructor do differently to improve your success in the class?

What is the teaching assistant doing well that is contributing to your success in the class?

What could the teaching assistant do differently to improve your success in the class?

What are you doing that contributes to your success in the class?

What could you do differently to improve your success in the class?

Are there any topics or skills that you would like to learn about in this class before the end of the quarter?

Any other comments:

DE&I Questions (Suggestions from CAT):

What about this course has helped you engage with the topic of equity in <insert relevant public policy area, i.e. - the criminal legal system>?

Please provide one example of how you think about race in relation to <insert relevant public policy area> that has changed through taking this course?

What is one question you have about how race and equity impact <insert relevant public policy area> that we have not yet addressed in this course?

Please provide an example of a policy tool that you could use as a policy maker or analyst to meaningfully consider how a proposed <insert relevant public policy area, i.e. - criminal legal system> policy impacts equity and race?

Appendix I: Evans People of Color June 2020 Memo

EPOC Statement on Race and Equity Course

EPOC is first and foremost a group dedicated to creating a safe space for students of color to build community with one another. EPOC supports the initiative CAT takes in advocating for robust antiracist and social justice-focused curriculum at Evans. We learned that, in response to the ongoing injustice of police brutality and pervasive institutional racism against black people, some students are advocating that the Race and Equity course be required for all Evans students. While EPOC is wholeheartedly committed to centering Race and Equity in the Evans curriculum, we have concerns about *requiring* the R&E course for students of color.

Before seeking to make the Race and Equity course a requirement, we must ask:

- Who is this class for?
- Who does it benefit?
- Who does it burden?

Students of color taking this course, and many other Evans courses, are burdened by the expectation that they share their personal experiences for the educational benefit of their peers. Additionally, hearing peers' reflections on their own privileges and path of learning/unlearning (however well-intentioned) contribute to the traumatization of students of color in the classroom.

In recognition of the emotional labor expected of students of color, **we do not want the Race and Equity course to be mandatory.** Instead, we offer these suggestions for Evans to pursue:

- Develop a Race and Equity prerequisite for incoming students.
 - Admissions requirements could include prior coursework in Sociology, Ethnic Studies, or other related fields.
 - Students who do not fulfill the prerequisite could then be required to complete Race and Equity coursework.
- Expand professional skills course offerings to include topics in Race and Equity in Public Policy.
 - Students who have met the prerequisites *and* those who are completing required Race and Equity curricula would have multiple options to expand their learning and apply it to public policy issues throughout their time at Evans.
- In place of, or in addition to, the Values & Ethics graduation requirement, require coursework centering race and equity.
 - This entails *expanding* 4-credit (or 8-credit) course offerings beyond the existing Race and Equity courses.

Above all, we hope that the Evans School continues to partner with CAT to ensure that race and equity become a primary focus of *all* Evans courses and to ensure that faculty become better equipped to facilitate transformative conversations around these topics.

Appendix J: Continuous Course Feedback Toolkits

Continuous Course Feedback Toolkit / Professors

One of the principles we teach in the management courses at the Evans School is the value and importance of continuous feedback and improvement. In service of modeling this and building the skills of Evans School faculty and students, the Evans School Community of Practice has created a toolkit to facilitate continuous course feedback in the classroom.

The intent of this document is to provide a toolkit that Professors at the Evans School can use to create a classroom culture of continuous feedback, particularly around how Professors incorporate topics of race, equity, diversity, and inclusion into their curriculum, course materials, and facilitation. The following toolkit provides instruction for what Professors can do at the beginning of their course to set expectations with students, how they can leverage feedback throughout the course and/or from a mid-quarter evaluation, and how they can acknowledge and then implement the suggestions from their students throughout the quarter and the next time they teach the course.

At the beginning of the quarter

Introduce yourself

- Begin with a positionality statement
 - Positionality is the social and political context that creates your identity in terms of race, class, gender, sexuality, and ability status. Positionality also describes how your identity influences, and potentially biases, your understanding of and outlook on the world. Likewise, it also influences how and what you teach.
 - A positionality statement should address who you are, how you see the world (your paradigm), and your relationship with the subject you are teaching. Sharing a positionality statement at the beginning of your class will help you situate and contextualize your perspective on the subject you are teaching. It provides your students with a frame of reference on your relationship to the course material and how you teach it.
- Provide context and background about how you are trying to bring a focus/lens of Race, Equity, Diversity & Inclusion into what you teach and how you teach

Set clear expectations

- You can share these expectations in a variety of formats, depending on what works best for your teaching style:
 - Include details in your syllabus
 - Discuss this in your introduction to class on the first day of the quarter
 - Include information about feedback on your canvas page

From a student perspective, having at least one format that is anonymous is usually preferred, as giving feedback to a professor in person can be daunting and may feel inaccessible or risky to some students. The important part is providing a variety of formats to submit feedback, being very clear on exactly what feedback you are looking for, and giving lots of advanced notice on *when* you would like to solicit feedback so that students are prepared.

- Preface by articulating the value of feedback (which we discuss in Evans School management and leadership courses) and the responsibility of both professors and students to engage in the feedback process to make it fruitful and productive for all parties.
- Explain the specific parts of the course that you would like feedback on (i.e.- the reading, case studies, facilitation, etc.)
- Give examples of what the most helpful feedback for you is (i.e. - don't just say you don't like the reading, tell me which reading specifically you take issue with and exactly what about it you dislike)
 - Refer to the Center for Teaching and Learning document about [Creating a Positive and Inclusive Classroom Environment](#) for examples of this
- Provide details on the timing and mechanisms you will provide for students to give feedback throughout the quarter (i.e. - we will have a mid-course evaluation in week 5 and I will ask you for feedback on X, Y and Z)
 - Be sure to discuss the formats for feedback. Do you prefer to receive it in written or verbal form? Over email or hand-written in class? Through a survey?
 - Also be specific on exactly when you would like feedback. Anytime throughout the quarter? On specific dates?
- Explain how and when you will implement this feedback (i.e. - some feedback you will be able to respond to immediately, other feedback you will need to take into account as you prepare to teach this course in the future)

Ask for accountability and collaboration

- Re-state why you are asking for their help and collaboration and how you will use their feedback both throughout the quarter and beyond
- Thank your students

Throughout the quarter

- One week before you plan to ask for feedback from students, remind them that an opportunity for feedback is coming up and reiterate the specific type/format of feedback you will find most helpful
- If possible, send the questions you plan to ask ahead of time so students can have time to reflect on them and provide you with the meaningful feedback that you seek
- Give students ample time in class to provide you with the feedback you asked for. Make sure to post or share a slide detailing the specific feedback you would find most helpful.
 - If you feel comfortable doing so, consider leaving the room while students are completing the feedback so that they feel more comfortable sharing their thoughts
- Thank the students after each time they provide you with feedback
- As you review the feedback you receive from students, document which suggestions you can implement in the short-term (this quarter) and which are long-term changes (suggestions you will implement the next time you teach this course, or when you teach another course)
- Anytime you implement feedback you received throughout the quarter, call it out and acknowledge it. This will demonstrate to students that the feedback they're providing is having a tangible impact on what/how you teach and that it is a good use of their time and energy to provide it. This practice will help build trust with your students and demonstrate your desire for the feedback process to be collaborative.

At the end of the quarter

We recognize that there is a lot going on at the end of the quarter, but we encourage you to acknowledge the feedback you have received, share any examples of what/how you have implemented, and thank your students. Additional ideas are listed below:

- Share themes from the feedback and what resonated with you, surprised you, etc.
- Share which feedback has influenced or changed your class this quarter (give specific examples if possible)
- Share which feedback you plan to use in future classes you teach
- Again, thank you students for their feedback and collaboration

Planning for the next time you teach this course

- Review all of the feedback that you received throughout the course and what you documented you would like to implement in the short-term and the long-term
- If possible, while things are still fresh in your mind, make notes for yourself in your syllabus, facilitation guides, notes, etc. for exactly which suggestions you would like to implement for the next time you teach this course. The sooner you do this, the more likely you are to capture good ideas and actually implement them in your teaching. The longer you wait to do this, the fuzzier the suggestions will become and the less useful they will be.

Continuous Course Feedback Toolkit / Students

One of the principles we teach in the management courses at the Evans School is the value and importance of continuous feedback and improvement. In service of modeling this and building the skills of Evans School faculty and students, the Evans School Community of Practice has created a toolkit to facilitate continuous course feedback in the classroom.

The intent of this document is to provide a toolkit that students at the Evans School can use to provide insightful and productive feedback, particularly around how faculty incorporate topics of race, equity, diversity, and inclusion into their curriculum, course materials, and facilitation. In that vein, this toolkit provides instruction for how students can provide feedback that is professional, appropriate, and constructive.

We acknowledge that providing thoughtful and intentional feedback requires your time and energy, both of which can be quite low throughout the course of the quarter. Providing useful feedback can feel like a low priority to students, but it is of the utmost importance to our faculty members, and helps future students as well. Putting in time to provide thoughtful feedback on the topic of race and equity in our curriculum will demonstrate that these matters continue to be critical to our development as public servants and policy professionals.

At the beginning of the quarter

Check-in with yourself and set expectations

- Put yourself in context. What identities do you hold and how have they shaped your life experiences? How do they influence your relationship to the course material? What blind spots might you have?
- Where does your knowledge come from? Is it academic or from personal experience?
- Recognize that your classmates and professors have different identities and experiences. We are all coming into these learning spaces from different contexts, faculty included.
- Expect to put in your own work. The faculty and other students can and should contribute to your learning; but as a graduate student you have a responsibility to pull your own weight.

- How do you communicate? Do you feel comfortable providing direct feedback in person or via email? Would you prefer to provide anonymous feedback via mid-quarter or end of quarter evaluations? Does your professor have a feedback mechanism that fits your communication style?

Throughout the quarter

Be prepared to provide feedback when prompted

- Actively reflect on your classroom experience. What is helping you learn? What is counterproductive?
- How is race and equity incorporated into the curriculum? Is there context that is missing? Are policy implications for vulnerable and marginalized groups discussed?
- Consider the syllabus. Do case studies focus on predominantly white communities? Are there any authors of color? Do you strictly read case studies and textbooks or do you use other forms of text as well?
- Consider assignments. How can assignments more robustly incorporate race and equity?
- Consider facilitation. How could class time be structured to more meaningfully consider weekly topics with a race and equity lens? How well does the professor make the classroom inclusive? Are a diverse range of student voices, experiences, and perspectives heard?

What are you looking for

- Faculty often hear what is not working for students, but they don't always know how to make appropriate changes. What are you looking for? What do you wish was taught or what approaches do you wish were used?
- How prepared do you feel to leverage your Evans School education to not perpetuate systemic violence on marginalized communities? How prepared do you feel to correct the impacts of historical wrongdoings?

End of quarter vs. ongoing feedback

When providing feedback to professors, consider the feasibility of implementing changes. Ongoing feedback is appropriate for adjustments that can be made as the class continues. End of quarter feedback is more appropriate for larger, structural changes that will take time and intention to implement. Mid-course evaluations can fall somewhere in the middle.

Professionalism and tone

Although we are students, we are also adults in a professional program. Our professors are also humans who are greatly invested in our learning and success. When providing feedback, please keep it professional and respectful. This is not the time to vent or use profanity. You can be critical, but please keep it civil.

Appendix K: Report Out from CAT/Faculty Workshop on June 5, 2019

What we need from STUDENTS

- Ask for student support for this work
- Onboarding process for first-years (i.e. These are going to be touchpoints, this is how you engage with faculty, this is what you need to do to get comfortable with these issues...)

Planning Phase

- Syllabi review
- Development of courses
- Email address for professors to send drafts and ideas to
- Email for students to respond to that we can then apply anonymity to and relay to professors ← *BUT, be aware of other institutional channels that exist and make sure we're using those if they're more appropriate, so be clear about what kind of feedback is desired through this kind of channel.*
 - *Ideally students are comfortable coming to faculty directly.*
 - *Try to have a full picture, not just hot takes.*

Class Phase

- Supporting of others in class
- Immediate feedback
- Focus group/mod-course feedback options → Best Practices?

General Sentiment

- Invitation to be patient
- How do we have a meaningful conversation in a room of white people
- Creating space for context, compassion
- Early in the core with cohort norms forming and students are learning how to interact with professors, how do we shape these norms in a way where we can all work together
- Conversations start in the classroom but when they move outside the classroom they can be harmful there
- How do we make sure we're not leaving international students out of the conversation

Questions:

- How do I as a faculty member address blind spots?
- How do I react when students are really upset?
- How do I identify discomfort or reactions in class?
- How do we access the best parts of what other courses are doing in these areas?
- How do teachers react when students are in these race and equity classes and eclipsing what professors know?
- How do professors act on the information they get? → Can the team come up with questions for the mid-course eval to elicit actionable info on incorporation of race and equity (feedback like “we want more” isn't very actionable)

What we could use:

- Difficult scenario training
- Get a library of what lands well in mid-course evals and how to better use this tool
- How do we access the best parts of what other courses are doing in these areas?

What we need from PEERS

- We want our peers to recognize the importance of this content in ALL courses
- Some course professors don't seem to see it as relevant, but everyone needs to be on board
- Create space for talking about these issues (dedicated time following a truncated staff meeting to create space and highlight importance)
- If we want this to be important, it can't be ad hoc
- **Make research seminars more accessible** → many are about equity and inclusion
- Sharing of resources, time, materials
- These things happen effectively in silos of classes, but not very well across
- Recognition of extra work and service that many are doing (formal recognition, reward, etc)

What we need from EVANS

- Yes it would help for peers to collaborate - but need Evans and UW to help sustain and make space for action
- Incorporate Brown Bags into the time slot for the research seminar to help institutionalize conversation
- Instead of just following up via course eval on D&I, how does Evans make sure there's an expectation of meaningful integration - in course planning stages, etc
- Incentivize professors willing to work on new case studies
- Smaller class sizes help these conversation happen
- More explicit commitment that is demonstrated in the way Evans actually operates
- Institutionalizing time and space for these conversations
- Helping Core Class instructors see why this is relevant
- Difference between D&I as a professional skill and as a necessary component, core intrinsic part of what we do ← How do we characterize it in our integration?
- Onboarding process for first-years (i.e. These are going to be touchpoints, this is how you engage with faculty, this is what you need to do to get comfortable with these issues...)

What we need from UW

Champions we need

- Need Provost and Dean to champion equity and inclusion

Tools we need

- Incentives for pedagogical reform
- Expanded workshops and resources → That are customized for Evans School
- Opportunity for students to help in developing cases → Maybe it's a class or a skills workshop or experiential learning
 - What could we scope out in terms of professors? Syllabi? assignments?

Assessment and recognition

- Need to know how the work is valued by faculty at Evans and faculty at UW

What we need in terms of RESOURCES

- Relevant cases!
- Reading by women, POC, critical theory that address certain learning objectives

- A curated library that has an owner or manager that is specifically useful for Evans and has some oversight to stay relevant
- Guidebook/Toolkit/Activity on potential scenarios
- Tools for navigating difficult class scenarios
- Examples of positionality statements
- Guest speaker library
- Examples of things that have worked well, who taught it, how to incorporate it

5 YEAR ROADMAP

Short-Term (2019-2020)

- Office hours - from student side
- Figure out how to institutionalize this group → How to institutionalize student advocates, faculty involvement
- Propose course evaluation questions (students and professors)
- Message to faculty at they prepare for the next academic year - start that early process
 - Work on this collaboratively
 - Topic for brown bag?
- Structure the roll out?
 - Monthly themes for the rollout
 - Critical Conversations Theme, Syllabi theme,
 - What other practitioners are out there doing this work and how do we get them to be a part of this?
 - Regular touchpoints
- Diversity Potluck
 - Can we continue the conversation there
- Workshop on working through difficult classroom conversations
- Seeking out professors from other MPS programs for workshops, etc. → Or other people at the UW who are engaged in this kind of work
- Email address for professors/students to reach out through

Mid-Term (2020-2022)

- Think collaboratively about what the resource base looks like? (Syllabi, cases, facilitate actually implementing things)
 - Don't just create a resource, figure out the implementation piece
 - Have it as a topic for a Brown Bag
 - Not all cases have teaching notes, some discussions are more difficult to lead than others?

Long-Term (2022-BEYOND)

- Re-visiting core curriculum
- Ethics and history of public policy would be a beneficial addition
- Some kind of a credential or courses or structured engagements that lead to a certificate in diversity, equity, inclusion → related to or outside the structured curriculum

NEXT STEPS

Meet once a month over the summer

- Take list and start thinking about what to focus on

- What can we offer in Fall Quarter
- 511 professors are interested in keeping the conversation going
- Think about getting specific groups of faculty and students on board for specific short-term tasks so all these actions can happen in tandem
- Make sure we have expectations of deliverables and specific asks