

Evans School Diversity Goal #1: Inclusion

GOAL: Create a welcoming and inclusive environment at the Evans School and a shared conception of diversity and how we interact with each other in regards to diversity.

RATIONALE: A welcoming environment and a shared set of diversity standards are important to create a trusting, open, and connected environment inside which we can discuss diversity and create a climate that is inclusive of both visible and invisible diversity among faculty, staff, and students.

OBJECTIVE 1: Clearly establish that the Evans School values diversity.

CONTEXT	STRATEGY	PROPOSED OUTCOMES	POTENTIAL INDICATORS
<p>The Evans School has had, for many years, a diversity survey circulated on an annual basis. Often times, students have taken the lead on developing and distributing the survey. Sometimes only students have been asked to respond to the survey (not faculty and staff).</p>	<p>1. Have the Evans School (as a school) “own” the annual diversity survey.</p> <p>The Diversity Committee and the diversity “point person” (see #2 and #3 below) would design and shepherd the survey and solicit input from interested student groups, etc. The survey could be rolled into a larger survey (like a climate survey) and/or could be distributed every two years rather than every year. The Diversity Committee would oversee the design/questions and evaluate the results. The survey results and potential action items must be communicated with the Evans School community.</p>	<ul style="list-style-type: none"> Reinforce that diversity is an important, school-wide effort Gather important information and benchmarks for diversity efforts Institutionalized method of disseminating the results to the Evans School community 	<ul style="list-style-type: none"> Percentage of students/staff and faculty that complete the survey
<p>The Evans School has had a diversity committee for many years, but it can be hard to push efforts forward using a large group/committee and/or for individuals to know who they should approach in a large and varied committee.</p>	<p>2. Establish a “point person” (or a faculty/staff team of two) who is explicitly responsible for shepherding, coordinating, and communicating about diversity efforts.</p> <p>This person should also represent diversity efforts on the school’s major committees. This person could be the Diversity Committee chair and could work</p>	<ul style="list-style-type: none"> Eliminates confusion by creating a single point of contact for diversity questions and efforts Increased accountability with a single person assigned to shepherd efforts (this could also be an expectation of committee members) 	<ul style="list-style-type: none"> Survey results Process established for choosing/appointing this individual Eventually, this position could be integrated into an existing office/position

<p>The Diversity Committee has been part of the Evans School for many years. It has not traditionally had equal representation from faculty, staff, and students.</p>	<p>with the Diversity Committee to develop a modest and appropriate work plan at the beginning of each year.</p>	<ul style="list-style-type: none"> Increased integration of diversity into standing committees/structure 	<ul style="list-style-type: none"> Comprehensive review of diversity-related activities on-campus Institutionalized method of disseminating diversity survey results to the Evans School community Cross listing of all-campus diversity events at the Evans School and other departments Increased sense of transparency regarding diversity issues Hold regular meetings beginning September 2009
<p>3. Continue the Diversity Committee</p> <p>Members should be selected from equal parts faculty, staff, and students to serve on a rotating basis and be charged with:</p> <ul style="list-style-type: none"> Develop an appropriate and realistic yearly work plan to move the Diversity Strategic Plan forward Create and communicate the results of the annual survey Provide guidance and feedback to the Evans School Community Share current research related to diversity with Evans School constituents Forge connections with diversity events, efforts, best practices, and resources in other UW units and in the broader community – make announcements about events; arrange low-cost or no cost events and market for participation Dean would work closely with the Committee, especially the Committee Chair/Point Person Committee must be charged with producing objectives/outcomes 	<ul style="list-style-type: none"> Increased connections with other diversity efforts and resources Additional input into diversity efforts and communications 	<p>with the Diversity Committee to develop a modest and appropriate work plan at the beginning of each year.</p>	<ul style="list-style-type: none"> Comprehensive review of diversity-related activities on-campus Institutionalized method of disseminating diversity survey results to the Evans School community Cross listing of all-campus diversity events at the Evans School and other departments Increased sense of transparency regarding diversity issues Hold regular meetings beginning September 2009

OBJECTIVE 2: Build understanding by strengthening the sense of community at the Evans School and creating more connections between faculty, staff, and students.				
CONTEXT	STRATEGY	PROPOSED OUTCOMES	POTENTIAL INDICATORS	
In recent years, diversity training has been incorporated into orientation for new students.	1. Develop a standard and mandatory venue for learning new skills and sharing experiences with diversity (building upon diversity trainings at orientation and including faculty and staff on a rotating basis OR include a small number of faculty and staff into the student orientation each year as another way to create a sense of community and connections between faculty/staff/students.)	<ul style="list-style-type: none"> Increased skills to talk about diversity and to handle tough conversations Less perceived individual risk when discussing diversity 	<ul style="list-style-type: none"> Development and adaption of diversity training curriculum Diversity Committee reviews mandatory trainings at other schools on campus – adaptable to the Evans School? 	
Many have expressed different levels of understanding of how we talk about/address diversity inside the Evans School community.	2. Define our shared conception of diversity (aka the Evans School's "Diversity Imperative") and how we interact/operate in regards to diversity as an entire school; this could be the "Community Conversation Norms." Hold an all-school meeting at least once per year where we communicate our shared conception of diversity and our expectations for how we interact on diversity issues.	<ul style="list-style-type: none"> Shared conception of diversity and how we address diversity issues/conversations 	<ul style="list-style-type: none"> % of Evans School that attend all school meeting; also break out by faculty/staff/student attendance Scheduling of first all school meeting 2009-10 academic year 	

<p>Currently, intake processes for new Evans School community members, outside of the formal first year student orientation, are ad-hoc.</p>	<p>3. Examine our “intake” process for new members of our community (faculty, staff, fellows and MPA, Ph.D., and Executive MPA students).</p> <p>Consider setting up smaller groups of Evans School community members at the start of each year that can continue meeting informally for one or two years, creating a cohort that includes both new and existing students, faculty, and staff.</p> <p>Consider holding a monthly or every two month welcoming coffee/potluck/snack to welcome and introduce new staff and faculty.</p>	<ul style="list-style-type: none"> Increased support networks and access to resources across the school Increased understanding of our various backgrounds and experiences, including “invisible diversity” of members of the Evans School community Increased trust and comfort with colleagues (be they faculty, staff, or students) to help foster open conversations about diversity 	<ul style="list-style-type: none"> Attendance at celebration of community members p/month Reception for Evans School community at beginning of year Morale as measured by potential future climate surveys
<p>The Evans School has many great traditions, but we do not currently delineate them in an easy-to-understand way for new members of our community.</p> <p>There also may be confusion for some staff members about which events they are allowed to attend during their formal work day.</p> <p>The Evans School has an incredibly large number of events each year. These events are valuable, but tend to encourage formal interactions. Very few events involve a selection of faculty, staff, and students interacting in a more relaxed, less formal, and more personal way.</p>	<p>4. Develop a list of Evans School “traditions” that includes key events.</p> <p>Hand out key events list at orientation for new students and new employees. Be clear about which events are highly encouraged and which events are more optional for community members.</p> <p>Traditions list could include the following:</p> <p>Most all of us participate:</p> <ul style="list-style-type: none"> Orientation/Welcoming Events Halloween/Harvest Party Thanksgiving with the International Students and Fellows All School Picnic and Faculty/Staff Awards Convocation Faculty/Staff Holiday Party (if continuing) ESO Talent Show and Auction 	<ul style="list-style-type: none"> Shared understanding of priority of scheduled events Stronger/better defined sense of community 	<ul style="list-style-type: none"> Attendance at “traditions” events Sense of community as measured by potential future climate surveys

		<ul style="list-style-type: none">• Dan Evans Ball• MLK Day of Service Projects• After Hours and Breakfasts with the Dean• Ryther Center Gift Drive and Food Bank Drive <p>Try to attend at least one or two per year:</p> <ul style="list-style-type: none">• International Fellows Presentations• Research Seminar Series Events• Faculty/Staff Life Celebration events• Events hosted by research centers <p>Maybe our list of traditions could include a blurb about encouraging more informal interactions between students, staff, and faculty. Individually initiated, spontaneous events such as happy hour or potlucks are welcome and encouraged at the Evans School. Maybe recommend a venue through which these informal interactions could be disseminated (such as emails).</p>	
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Diversity Goal #2: Curriculum and Co-Curricular Activities

GOAL: *Promote student learning and skill development.*

RATIONALE: *To promote student learning and skill development around diversity, we must:*

1. *Effectively integrate diversity issues into Evans School Courses in multiple ways*
2. *Facilitate Evans School connections to multiple communities*
3. *Encourage appropriate risk-taking and innovation in the classroom by faculty and students*

Strategies below continue previous efforts or offer suggestions to make them more effective. In general, we have selected strategies that reflect both a bottom up approach to incorporating diversity as well as a more institutional, top down, approach.

CURRENT STATUS: Over the past 15 years, the Evans School has taken many steps toward improving the climate for diversity at the school. In 2001 the school undertook a 2-year program of diversity discussions, ending in a definition of diversity for the school. Over time, in terms of curriculum and co-curricular activities, the school has :

- Held workshops for faculty, including one based around a classroom incident that occurred at the Evans School and others that allowed faculty to brainstorm solutions to issues that have arisen in their classrooms.
- With the support of the Ford Foundation, created teaching cases that highlight diversity for use in the core curriculum of the school. These cases are available nationally and have been incorporated into the core curriculum where appropriate.
- Developed outcome measures as part of our student evaluations that measure diversity outcomes:
 - *How comfortable were students in expressing opinions in class?*
 - *To what degree were multiple perspectives represented in class discussions and reading assignments?*
 - *How effectively were diversity issues brought into the course (eg race, gender, sexual orientation, disability, political ideology, socio-economic class)?*
- Developed courses that focus on diversity itself and the skills students need to work in and manage a diverse workforce and citizenry. In 2004, those courses were:
 - Race and Public Policy

- Gender, Power and Political Leadership
- Tribal Sovereignty and Public Policy
- Women, Work, and Public Policy
- Sexual Orientation and Public Policy
- Managing a Diverse Workforce
- Cross Cultural Communication
- Learning, Leadership, and Diversity
- Leadership in a Cultural Context
- Tribal Sovereignty in the 21st Century

As of the 2009-2010 academic year, the list is different, with only Race and Public Policy continuing, although plans are in the works to bring back Managing a Diverse Workforce. In 2009-2010, the list of classes reflects some integration of diversity topics in the curriculum, with courses that have diversity issues either as the main topic, as part of the examples or inherent in the content of the course, or part of the skills offered in a broader course:

Diversity is the Topic of the Class

- Economics of Race and Inequality
- Metro Region: Policy, Governance, Inequality
- Public Mgmt, Public Policy, and Social Justice
- Race and Public Policy
- Tools for Communicating Across Differences

Inherent in Topic or Examples

- Community Economic Development
- Development Management
- Economics of International Development
- Education, the Workforce, and Public Policy
- Ethics and Climate Change
- Ethics and Public Policy

Related Skills

- Environmental Risk Assessment
- Leadership and Exec Administration
- Managing Organizational Performance
- Managing Politics and the Policy Process
- Mediation and Negotiation
- Foundations of Social Policy
- Higher Education Policy
- Housing and Social Policy
- Neighborhood Planning and Community Development
- Psychology for Policy Analysis
- Public Policy Analysis

- Seminar on Poverty and Anti Poverty in US
- Asset Building for low income families

OBJECTIVE 1: Enable faculty learning and information sharing about effective strategies for integrating diversity, curricular materials, and to celebrate successes and express frustrations (1 and 3 above)

STRATEGY	PROPOSED OUTCOMES	POTENTIAL INDICATORS	PRIORITY	WHO
<p>1. Offer one or two seminars each year on teaching methods, facilitation, or topics related to diversity (continuing) Potential Topic: current research on diversity issues in the classroom</p>	<ul style="list-style-type: none"> Faculty share experiences and thus enhance student learning and skill development with regard to diversity issues 	<ul style="list-style-type: none"> Student evaluations Annual student climate survey questions on diversity 		<ul style="list-style-type: none"> Diversity Cmte organize with Associate Dean and CIDR Diversity Cmte evaluate
<p>2. Set up discussion board for faculty to discuss efforts (new)</p>	<ul style="list-style-type: none"> Faculty share experiences and thus enhance student learning and skill development with regard to diversity issues 	<ul style="list-style-type: none"> Student evaluations Annual student climate survey questions on diversity 		<ul style="list-style-type: none"> Diversity Cmte set up, manage, advertise. Diversity Cmte evaluate
<p>3. Help faculty locate resources that can help them integrate diversity into their teaching; make it easy by sending it to them (new)</p>	<ul style="list-style-type: none"> Faculty integrate diversity into their classes 	<ul style="list-style-type: none"> Student evaluations 		<ul style="list-style-type: none"> Diversity Cmte Diversity Cmte evaluate
<p>4. Suggest faculty use mid-course corrections and feedback to improve integration of diversity into teaching (CIDR) (new use of continuing resource)</p>	<ul style="list-style-type: none"> Mid course evaluations conducted 	<ul style="list-style-type: none"> Student evaluations 		<ul style="list-style-type: none"> Ideas for Faculty
<p>5. Suggest faculty use self-assessments (leadership assessments?) so they can identify their strengths and weaknesses (new)</p>	<ul style="list-style-type: none"> Faculty take small steps at integrating diversity into their classes 	<ul style="list-style-type: none"> Student evaluations 		<ul style="list-style-type: none"> Ideas for Faculty

OBJECTIVE 2: Acknowledge, highlight, and value effective teaching practices and efforts to integrate diversity materials (1 and 3 above)

STRATEGY	PROPOSED OUTCOMES	POTENTIAL INDICATORS	PRIORITY	WHO
<p>1. Empower diversity committee to give out a top 5 “small steps” award annually as part of an appreciate inquiry of what works in integrating diversity into Evans School classes. (new)</p>	<ul style="list-style-type: none"> • Faculty gain recognition and gratification for attempting to incorporate diversity into their classes. 	<ul style="list-style-type: none"> • We have award recipients 		<ul style="list-style-type: none"> • Diversity Cmte
<p>2. Use integration of diversity into classroom teaching as a point for discussion in annual faculty narratives and merit meetings. (new)</p>	<ul style="list-style-type: none"> • Attention is paid to diversity issues and their integration into the classroom when faculty are assessed each year. 	<ul style="list-style-type: none"> • Evidence in faculty narratives of integration efforts 		<ul style="list-style-type: none"> • Dean and Associate Dean

OBJECTIVE 3: Enhance the quality of communication among students, staff, and faculty to incorporate multiple perspectives in the classroom (1 and 3 above)

STRATEGY	PROPOSED OUTCOMES	POTENTIAL INDICATORS	PRIORITY	WHO
<ol style="list-style-type: none"> 1. Adopt a "Community Conversation Norms" (see p. 11) for the Evans School community which encourages open communication, constructive feedback, and respectful appreciation of different points of view. This could be part of a standard of professional etiquette. (new) 2. Make new norms visible to staff, students, and faculty through orientations and discussions (new) 3. Experiment with ways of using the new norms to start classroom discussions (new) 4. Encourage faculty to make a clear statement to their students about the mutual responsibility of students and faculty to communicate about issues that arise (perhaps some training needed). (new) 	<ul style="list-style-type: none"> • Richer discussions of differences and diversity for faculty, staff, and students. • Students are empowered to speak up to faculty to provide feedback about diversity on their courses. 	<ul style="list-style-type: none"> • Student evaluations 	<ul style="list-style-type: none"> • HIGH 	<ul style="list-style-type: none"> • GPC outlines at orientation • Faculty put in syllabi, mention in classroom • CIDR may be a resource for some faculty to do this as well

OBJECTIVE 4: Help students gain relevant skills such as cross-cultural communication and mediation (1, 2, and 3 above)

STRATEGY	PROPOSED OUTCOMES	POTENTIAL INDICATORS	PRIORITY	WHO
<ol style="list-style-type: none"> 1. Continue to offer courses on diversity issues (continuing) 2. Document current offerings on diversity issues (continuing); publish the list annually on a "diversity resources" webpage 3. Document current offerings of skills related to diversity (new consideration of continuing resource) 4. Career services facilitate employer focus group to gather ideas about diversity related skills and knowledge needed in workplace. (new) 5. Assess gaps and offer new or different courses as needed (continuing) 6. Integrate material into existing courses where appropriate. (continuing) 	<ul style="list-style-type: none"> • Students can navigate cross-cultural conversations and situations. 	<ul style="list-style-type: none"> • Student climate survey • Broader student course enrollments 		<ul style="list-style-type: none"> • Curriculum Committee, Associate Dean, Help from CIDR, Minority Affairs, and the Center for Curriculum Transformation
<ol style="list-style-type: none"> 7. Create a checklist for faculty for competencies around diversity issues; make clear how the course addresses diversity issues. (new) 	<ul style="list-style-type: none"> • Students can navigate cross-cultural conversations and situations. 	<ul style="list-style-type: none"> • Broader student course enrollments • Student exit interviews if resources allow 		<ul style="list-style-type: none"> • Dean, Associate Dean, Curriculum Committee
<ol style="list-style-type: none"> 8. Have each student entering the program undergo a Leadership Assessment (like ExMPA). Can initially occur as part of Leadership and Executive Administration class. (new) 	<ul style="list-style-type: none"> • Student gain knowledge of their own strengths and weaknesses to better target them during the program. 	<ul style="list-style-type: none"> • Student exit interviews 		<ul style="list-style-type: none"> • Student Services

OBJECTIVE 5: Facilitate community connections (2 above)

STRATEGY	PROPOSED OUTCOMES	POTENTIAL INDICATORS	PRIORITY	WHO
<p>1. Support student initiated Fora through collaboration between staff, faculty, and students. (continuing)</p>	<ul style="list-style-type: none"> Students understand the needs and tools of multiple communities. 	<ul style="list-style-type: none"> Attendance at Fora 		<ul style="list-style-type: none"> Events Committee; Dean's office
<p>2. Identify appropriate guest speakers from the community (continuing)</p>	<ul style="list-style-type: none"> Students understand the needs and tools of multiple communities and how they relate to Evans School courses. 	<ul style="list-style-type: none"> Student course evaluations 		<ul style="list-style-type: none"> Career Services Staff, DP clinic staff, faculty
<p>3. Give out multiple awards to students who do extraordinary volunteer service. (new effort with continuing activities)</p>	<ul style="list-style-type: none"> Recognition of student engaged in community service. 	<ul style="list-style-type: none"> Awards given 		<ul style="list-style-type: none"> ESO? Career Services?

Diversity Goal #3: Recruitment of Students, Staff, and Faculty

GOAL: *Increase Diversity in the Evans School Community.*

RATIONALE: *Creating a diverse community at the Evans School is important because it adds the richness of ideas and culture, provides opportunity to work with people from different backgrounds, and cultivates an open and inclusive environment.*

Current Status (2008-2009):

Students of color represent approximately 21% of the student population; international students represent approximately 9% of the student population.

Student of Color Recruitment Activities

- Posse Foundation partnership
- Muskie Fellow – apply for each year
- Palestinian Faculty Development Program partnership
- Morehouse and Spellman College pipeline relationship
- PPIA (Public Policy & International Affairs) participation and mailing lists
- California Forum for Diversity – twice annual info fair and mailing lists
- McNair Scholars student database and mailing list
- UW in a Day at Toppenish High School participation
- Heritage University outreach
- Diversity Workshop during new student orientation
- Work with Evans School Student Interest groups, PCD and LPA to connect current students with incoming students
- Director of Student Services sits on UW Diversity Committee

On-going Funding Requests

- UW Graduate Opportunity Program funding request submitted each year
- UW Top Scholar funding request submitted each year
- Partnership with UW Graduate School to fund Posse Scholars
- Evans School Endowed Fellowships

Staff and Faculty of Color Recruitment

The efforts to increase diversity of staff and faculty of the Evans School are on-going and must be understood within institutional and national contexts. These activities have certain legal and institutional constraints. Nationally, there is broad attention to best practices in recruitment, hiring, and retention to achieve success within those constraints. That expertise is represented here at the University

of Washington by Vice Provost Sheila Edwards Lange, Associate Vice Provost Luis Fraga, and their teams. Dean Archibald has consistently championed the values of diversity in all faculty and staff searches of the past 5 years, and with some great success. These goals will need to be refined substantially to fully articulate current practices, possible improvements, and adoption of more such best practices that may work well for the Evans School.

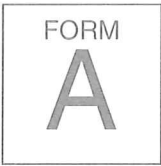
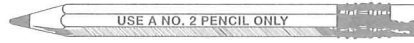
OBJECTIVE 1: Increase enrollment and retention of minority and under-represented graduate students

STRATEGY	PROPOSED OUTCOMES	POTENTIAL INDICATORS
1. Connect with minority undergraduate student groups, Ethnic Cultural Center, and the Office of Minority Affairs at UW to share information on the Evans School	<ul style="list-style-type: none"> Staff and/or Evans School students would meet with different undergraduate student groups to promote Evans School graduate programs. As part of the workshops provided at the Ethnic Cultural Center, the Evans School might consider doing some leadership workshops for the presidents of these clubs, or for any students that would be interested. Post information (brochures, recruiting material) at the Office of Minority Affairs so that advisors could direct interested students to Evans School information. 	<ul style="list-style-type: none"> Greater number of Evans School graduate students who were involved in UW's minority student groups
2. Reach out to undergraduate minority student leaders to encourage them to build their leadership skills at the Evans School	<ul style="list-style-type: none"> Staff and/or Evans School students would contact student leaders on the professional opportunities available at the Evans School. 	<ul style="list-style-type: none"> Greater number of Evans School graduate students who are effective leaders in their communities
3. Visit and recruit from under-represented communities (including Pacific Islanders, Native Hawaiians, Native Americans, Somalis, and Ethiopians) in the Seattle area	<ul style="list-style-type: none"> Staff and/or Evans School students would host a meeting/open house/forum in local communities to share about Evans School graduate programs. 	<ul style="list-style-type: none"> Increased enrollment of PI, Native Hawaiian, and Native American students
4. Continue/Improve existing efforts to coordinate admitted-student events with GOMAP	<ul style="list-style-type: none"> Staff would schedule open house events for admitted or incoming students to encourage attendance at events welcoming minority students. 	<ul style="list-style-type: none"> Attendance of admitted Evans School students at diversity events

<p>5. Recruit more students with disabilities</p>	<ul style="list-style-type: none"> • Staff and/or students would contact members of the disabled community to raise awareness of Evans School graduate programs. • Partner with institutions that primarily serve students with disabilities (Gallaudet). • Consult with DO-IT on ways to recruit students with disabilities and build an environment that is supportive and accessible for these students. • Learn from other UW Departments- possibly the Law School- to develop competencies and connections with disabled communities. 	<ul style="list-style-type: none"> • Increased enrollment of students with disabilities
<p>6. State the school's diversity values and objectives at orientation, prior to the diversity workshop</p>	<ul style="list-style-type: none"> • Faculty and/or staff would state diversity imperative and briefly summarize diversity efforts and goals at the Evans School. • ESO officers and PCD leaders would summarize accomplishments and aspirations to new students. 	<ul style="list-style-type: none"> • Greater understanding of diversity at Evans School among new students

OBJECTIVE 2: Make the Evans School more visible and attractive in under-represented communities		
STRATEGY	PROPOSED OUTCOMES	POTENTIAL INDICATORS
<p>1. Promote the Evans School through media (brochure, website) by emphasizing its affiliations with local and national leaders from diverse backgrounds- including Former Mayor Norm Rice, Commerce Secretary Gary Locke, Secretary and Former King County Executive Ron Sims, and VP Minority Affairs Sheila Edwards Lange- other members of the Visiting Committee</p>	<ul style="list-style-type: none"> • Staff would develop a “diversity” brochure that 1) details diversity values, goals, and efforts, 2) provides information on the current student body, 3) highlights associations with local/national leaders from diverse communities. • Staff would update website to include similar information. 	<ul style="list-style-type: none"> • Number of brochures distributed • Number of minority students applying for admissions
<p>2. Invite minority leaders to campus to talk about public policy</p>	<ul style="list-style-type: none"> • Students, staff, and faculty would plan more events that would bring minority leaders to campus. 	<ul style="list-style-type: none"> • Number of events per term/year
<p>3. Provide press releases/formal announcements on larger-scale diversity events, such as the recent panel on Race and Social Justice; tape these events for distribute, use on UWTV, archival purpose, etc.</p>	<ul style="list-style-type: none"> • Greater awareness and attendance of diversity events. 	<ul style="list-style-type: none"> • Number of people who show up to diversity-related events
<p>4. Evans School would offer a scholarship to a Educational Opportunity Program (EOP) student who has been accepted to the Evans School</p>	<ul style="list-style-type: none"> • Greater Awareness of Evans School in the UW community. • Increased numbers of minority students applying to graduate program. 	<ul style="list-style-type: none"> • Number of minority students from UW who apply to the Evans School

OBJECTIVE 3: Increase diversity of staff and faculty		
STRATEGY	PROPOSED OUTCOMES	POTENTIAL INDICATORS
1. Encourage faculty and staff to look out for potential candidates who would enrich the culture at the Evans School	<ul style="list-style-type: none"> Faculty and Staff should reach out to diverse applicants when a position is open and encourage them to apply. 	<ul style="list-style-type: none"> Increased diversity of staff and faculty
2. Contact organizations, such as the Urban League, to promote career opportunities at the Evans School	<ul style="list-style-type: none"> Staff would contact local organizations about employment opportunities and career advancement at the Evans School. Current faculty would identify PhD students who could become faculty. Re-employ previous strategy of identifying desirable candidates prior to job posting and talk with them about joining the Evans School. 	<ul style="list-style-type: none"> Increased diversity of staff
3. <u>Staff Recruitment</u> : Consult with Office of Minority Affairs HR Department on ways to increase staff diversity	<ul style="list-style-type: none"> Staff and/or students would discuss “best practices” or ways to recruit and retain staff members from diverse backgrounds. Work with Chesca Ward in the Office of Minority Affairs to improve job descriptions, and send them out to diverse organizations and lists. Conduct climate surveys and exit interviews with an intentional component of assessing diversity/inclusion. 	<ul style="list-style-type: none"> Increased Diversity of Staff
4. <u>Faculty Recruitment</u> : Improve the processes by which the School searches for, interviews, and hires faculty; include diversity values as a criteria in which to assess a candidate	<ul style="list-style-type: none"> Administration should review the search-interviewing-hiring process, consult with Luis Fraga (Associate Vice Provost for Faculty Advancement) on ways to improve and formalize this process- eventually include criteria on the diversity values of faculty candidates. 	<ul style="list-style-type: none"> Increased Diversity of Faculty



Fill in bubbles darkly and completely.
Erase errors cleanly.

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor	
1. The course as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
2. The course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
3. The instructor's contribution to the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
4. The instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
5. Course organization was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
6. Clarity of instructor's voice was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
7. Explanations by instructor were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
8. Instructor's ability to present alternative explanations when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
9. Instructor's use of examples and illustrations was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
10. Quality of questions or problems raised by instructor was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
11. Student confidence in instructor's knowledge was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
12. Instructor's enthusiasm was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
13. Encouragement given students to express themselves was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
14. Answers to student questions were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
15. Availability of extra help when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
16. Use of class time was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
17. Instructor's interest in whether students learned was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
18. Amount you learned in the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
19. Relevance and usefulness of course content were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
20. Evaluative and grading techniques (tests, papers, projects, etc.) were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
21. Reasonableness of assigned work was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
22. Clarity of student responsibilities and requirements was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■

Relative to other college courses you have taken:

	Much Higher		Average		Much Lower	
23. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
25. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
26. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more		■
29. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more		■
30. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0) <input type="radio"/> A- (3.5-3.8) <input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> B (2.9-3.1) <input type="radio"/> B- (2.5-2.8) <input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> C (1.9-2.1) <input type="radio"/> C- (1.5-1.8) <input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> D (0.9-1.1) <input type="radio"/> D- (0.7-0.8) <input type="radio"/> E (0.0)	<input type="radio"/> Pass <input type="radio"/> Credit <input type="radio"/> No Credit	■
31. In regard to your academic program, is this course best described as:	<input type="radio"/> In your major? <input type="radio"/> In your minor?	<input type="radio"/> A distribution requirement? <input type="radio"/> A program requirement?	<input type="radio"/> An elective? <input type="radio"/> Other?		■	

