

EXECUTIVE SUMMARY – University-Wide Equity Audit (AY2023)

City University of Seattle

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CITY UNIVERSITY OF SEATTLE SJEDI DEFINITIONS

Social Justice

Respecting and advancing the rights, access, participation, and equitable treatment of all individuals and groups – now and in the future – including those who are and have been oppressed, marginalized, and/or mistreated, while recognizing, addressing, and overcoming the negative effects of the socio-political history and contexts that have shaped intergroup power, privilege, oppression and marginalization; institutions and systems; and educational, economic and other opportunities and outcomes.

Equity

Social identities such as race, ethnicity, gender, identity and expression, and socioeconomic status do not predict life and educational opportunities and outcomes, and opportunities and outcomes for all groups are improved. Equity at CityU requires identifying and removing gaps in access, opportunity, and achievement through reexamination of policies and practices that create these gaps, while paying special attention to those who historically have been or who continue to be marginalized, excluded, and/or mistreated.

Diversity

Diversity at CityU is all the ways that our people, including students (both present and potential), alumni, faculty, staff, and other stakeholders are different, particularly in identities such as race, ethnicity, gender identity and expression, sexual orientation, disability status, religion, socioeconomic status, national origin, citizenship or immigration status, or educational level. Everyone in the CityU community makes up its diversity, and CityU is stronger because of its diversity.

Inclusion

Inclusion means that people at CityU across varying identities are and feel valued and appreciated, welcomed, respected, included, represented, heard, and empowered. It means that they fully belong, can be authentic, can contribute to the collective and to decisions, and have a meaningful voice, both as individuals and members of multiple identity groups. Inclusion requires actively, persistently, and systemically increasing, engaging, and celebrating diversity and fostering equity and social justice across all aspects of the institution, including actively identifying and removing systemic, structural, and other barriers.

SECTION I: INTRODUCTION

The overarching aim of City University of Seattle's (CityU) university-wide equity audit was to better understand the extent to which CityU's schools, departments, and business units are engaging in Equity, Diversity, and Inclusion (EDI) as described in the above definitions. The equity audit represents an opportunity to gather baseline data to help identify both the scale and in what ways EDI has been operationalized, embedded, prioritized, and applied to our work to date.

The Equity Audit Tool

- ❖ Tool is derived from the New England Resource Center for Education's (NERCHE) self-assessment rubric for institutionalization of diversity, equity, and inclusion in higher education (NERCHE, 2016).
- ❖ Six dimensions captured: I. Philosophy and Mission of EDI; II. Faculty Support for and Involvement in EDI; III. Teaching, Research, and Service Supporting EDI; IV. Staff Engagement and Involvement in EDI; V. Student Support for and Involvement in EDI; and VI. Administrative Leadership and Institutional Support for EDI. For each item, within each dimension, units self-determined their level of engagement along three stages: Stage 1 Emerging - *beginning recognition for EDI, strategic priorities, and building of constituency to support the effort*; Stage 2 Developing - *ensuring development of both institutional and individual capacities to sustain EDI*; and Stage 3 Transforming - *institution has fully institutionalized EDI and continues to assess, while also ensuring progress and sustainability*.

SECTION II: KEY FINDINGS

There was a greater than 90% completion rate (e.g., reflects the four academic schools, the majority of departments, CityU Library, and CityU Canada; of note, Career Services and Disability Services did not complete this audit as a separate unit as they are technically part of Student Services) for the Equity Audit.

The largest needs were seen in relation to Institutional Resource Management (e.g., referring to being tied to specifically embedding of EDI within institutional policy and decision-making; budgeting and human resource planning alike), Research (e.g., referring to being tied to EDI), attention to Non-Academic Departments (e.g., referring to Non-Academic staff and EDI), Faculty Development and Incentives for EDI, Student Incentives and Rewards (e.g., referring to being tied to EDI), Definition of EDI, and Hiring and Retention (e.g., referring to policies and procedures that account for EDI; contributing to a diverse workforce).

Dimension I. Philosophy and Mission of EDI

- ❖ **1.1 Definition of EDI** was represented by Stage 1 Emerging 62% of the time. This was followed by **1.2 Strategic Planning and EDI** (e.g., referring to the embedding of EDI within and across an Academic School), **1.5 Accreditation and EDI**, and **1.6 Historical & Geographical Content** (e.g., referring to a deep understanding of cultural history and complex relationship with EDI) each represented by Stage 1 Emerging 50% of the time. **Accounting for all stage selections for Dimension I.** The School of Health and Social Sciences (61%) and the School of Business Management (35%) reflected the largest percentages of Stage 1 Emerging, followed by the School of Education and Leadership (23%) and School of Technology and Computing (15%).

Dimension II. Faculty Support for Involvement in EDI

- ❖ **2.5 Faculty Development and Incentives for EDI** was represented by Stage 1 Emerging 73% of the time. Followed by **2.7 Professional Development** (e.g., in relation to EDI and referring to preparing faculty to meet the needs of diverse students) being represented by Stage 1 Emerging 52% of the time. **Accounting for all stage selections for Dimension II.** The School of Health and Social Sciences (56%) and the School of Business Management (38%) reflected the largest percentages of Stage 1 Emerging, followed by the School of Education and Leadership (11%).

Dimension III. Teaching, Research, and Service Supporting EDI

- ❖ **3.7 Research** (e.g., referring to being tied to EDI) was represented by Stage 1 Emerging 86% of the time. Followed by **3.9 Professional Development** (e.g., in relation to teaching, research, and service underscoring EDI) being represented by Stage 1 Emerging 42% of the time. **Accounting for all stage selections for Dimension III.** The School of Health and Social Sciences (47%) and the School of Education and Leadership (24%) reflected the largest percentages of Stage 1 Emerging, followed by the School of Business Management (19%) and School of Technology and Computing (13%).

Dimension IV. Staff Engagement and Involvement in EDI

- ❖ **4.4 Non-Academic Departments** (e.g., referring to Non-Academic staff and EDI) was represented by Stage 1 Emerging 83% of the time. Followed by **4.5 Professional Development** (e.g., in relation to EDI and referring to preparing Non-Academic staff to meet the needs of diverse students) being represented by Stage 1 Emerging 52% of the time.
- ❖ **Accounting for all stage selections for Dimension IV.** The School of Technology and Computing (78%) and the School of Business Management (50%) reflected the largest percentages of Stage 1 Emerging, followed by the School of Health and Social Sciences (48%) and the School of Education and Leadership (41%).

Dimension V. Student Support for and Involvement in EDI

- ❖ **5.4 Student Leadership** (e.g., referring to opportunities for students to engage in EDI related opportunities, including developing inclusive leadership skills and advancing EDI) was represented by Stage 1 Emerging 46% of the time. **5.5 Student Incentives and Rewards** (e.g., referring to being tied to EDI) was represented by Stage 1 Emerging 69% of the time. While, **5.6 Alumni** (e.g., referring to engaging diverse Alumni and such examples as donor base, advisory board, consultants, and advisors all in relation to diverse perspectives and EDI) was represented by Stage 1 Emerging 46% of the time.

- ❖ **Accounting for all stage selections for Dimension V.** The School of Health and Social Sciences (68%) and the School of Business Management (67%) reflected the largest percentages of Stage 1 Emerging, followed by the School of Education and Leadership (30%).

Dimension VI. Administrative Leadership and Institutional Support for EDI

- ❖ **6.4 Hiring and Retention** (e.g., referring to policies and procedures that account for EDI; contributing to a diverse workforce) was represented by Stage 1 Emerging 67% of the time.
- ❖ **6.6 Funding** (e.g., referring to institutional funding supporting EDI from an operational budget beyond soft or short-term grants) was represented by Stage 1 Emerging 50% of the time.
- ❖ **6.8 Institutional Evaluations and Assessments** (e.g., referring to institutional system evaluation and assessment accounting for the quality of EDI activities, curriculum, and practices and alike, including research that becomes disseminated throughout the institution) was selected by Stage 1 Emerging 50% of the time. **6.10 Institutional Resource Management** (e.g., referring to being tied to specifically embedding of EDI within institutional policy and decision-making; budgeting and human resource planning alike) was represented by Stage 1 Emerging 100% of the time.

Accounting for all stage selections for Dimension VI. The School of Health and Social Sciences (51%) and the School of Education and Leadership (38%) reflected the largest percentages of Stage 1 Emerging, followed by the School of Technology and Computing (14%) and the School of Business Management (12%).

Themes from Dimension I-VI Summaries submitted by users

- ❖ Among Departments, most suggested Dimension III (e.g., Teaching, Research, and Service Supporting EDI) did not entirely apply to specific elements of their work.
- ❖ Nearly all Schools and Departments expressed that more funding and other efforts at CityU would be beneficial as opposed to individual initiatives within a School or Department.
- ❖ The lack of training specific to EDI was noted frequently. It was also noted that trainings should be "above and beyond" what National University provides annually.
- ❖ Some distrust was also highlighted, particularly related to whether Departments truly were representing what they were doing in support of EDI.
- ❖ Departments and Schools noted interest in more communication from leadership on EDI.
- ❖ An overarching need for common messaging was suggested in relation to administrative communication.
- ❖ The need to move away from silos and create opportunities to better integrate EDI.

In reviewing all Departments combined

- ❖ Stage 1 Emerging was selected 50% of the time both for Dimension I. Philosophy and Mission of EDI, defining and embedding EDI within a department's strategic planning and Dimension V. Student Support for and Involvement in EDI, engagement with students in relation to EDI, creating opportunities to be more active on issues of EDI to encouraging student leadership in relation to EDI in spaces; and incentivizing and rewarding EDI activity and professional development tied to student development and EDI.

Notes

- ❖ Applying an equity-lens to this Executive Summary highlights some limitations. For example, some users may have had varied individual interpretations or applications of the definitions of the various stages for unique items or dimensions. Also, the data collected was captured during a single academic year. For clarity, data presented in this Executive Summary does not parse out

data unique to CityU Canada only; instead, it is shown as all encompassing; information representing data specific to CityU Canada will be made available in the full report of findings.

- ❖ Click on link to gain full access to the [PowerBI Dashboard](#).

SECTION III: RECOMMENDATIONS

The following set of recommendations are being made specifically with the current identified CityU Objectives and Key Results (OKRs). The Social Justice Coalition’s Equity Audit working group suggests that these recommendations be placed into actions within the next 1 to 2 years – with the aim of conducting another university-wide equity audit in AY2026.

<u>CityU Strategic Alignment</u>	<u>Dimension</u>	<u>Recommendations</u>
OKR 1: Increase Student Access and Success	I. Philosophy and Mission of Diversity, Equity, and Inclusion	<ul style="list-style-type: none"> ❖ Create individual department and school mission, vision, and values statements that support CityU’s mission with an EDI focus. ❖ Consider reevaluating the CityU mission, vision and values statements.
OKR 2: Deliver Excellent Student Experiences OKR 4: Maintain Institutional Sustainability	II. Faculty Support for and Involvement in Diversity, Equity, and Inclusion	<ul style="list-style-type: none"> ❖ Prioritize and create operational funding to support faculty professional development opportunities that focus on EDI applications in support of student experiences. ❖ Create incentives for faculty involvement in EDI related activities in support of student experiences (e.g., including faculty recognition for engaging in EDI professional development, attending of conferences, participating in workshops, and specialized training opportunities; for example, EDI professional development series leading to a certification credentialing or a badging process).
OKR 2: Deliver Excellent Student Experience	III. Teaching, Research, and Service Supporting EDI	<ul style="list-style-type: none"> ❖ Create teaching, research, and service learning communities and communities of practice related to course design, creative works, and projects or initiatives that center and embed an EDI focus contributing to teaching and learning and community relations (i.e., funding support such as small grant funding opportunities for projects that underscore EDI in respective fields or programs).
OKR 2: Deliver Excellent Student Experiences OKR 4: Maintain	IV. Staff Engagement and Involvement in EDI	<ul style="list-style-type: none"> ❖ Create professional development opportunities to engage in EDI related workshops trainings, and presentations beyond new hire orientation (i.e., the combination of quarterly and summer intensives).

Institutional Sustainability		
OKR 1: Increase Student Access and Success	V. Student Support for and Involvement in EDI	<ul style="list-style-type: none"> ❖ Create incentives for student involvement in EDI related activities (e.g., student recognition for engaging in EDI). ❖ Continue decolonizing curriculum and create culturally competent courses throughout the programs. ❖ Train faculty on existing accessibility standards.
OKR 2: Deliver Excellent Student Experiences		
OKR 1: Increase Student Access and Success	VI. Administrative Leadership and Institutional Support for EDI	<ul style="list-style-type: none"> ❖ Create professional trainings specific to EDI and tailored for CityU's Cabinet, Deans, Directors, and Program Directors uniquely. ❖ Create opportunities to increase the hiring and retention of Black and Brown, Indigenous, People of Color (BBIPOC) faculty and staff.
OKR 2: Deliver Excellent Student Experiences		
OKR 3: Deliver High Quality, Relevant Educational Programs		
OKR 4: Maintain Institutional Sustainability		