

Diversity Symposium Spring 2015 Evaluation Summary

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OVERVIEW

This report summarizes responses to a brief online survey (Appendix 1) sent to participants in the 2015 Diversity Symposium held in the Samuel E. Kelly Ethnic Cultural Center January 30, 2015. Of the approximately 160 Symposium attendees, 44 (28%) responded to the survey. Approximately half of respondents were UW staff members, one-fourth were faculty, and the remainder held a number of other positions.

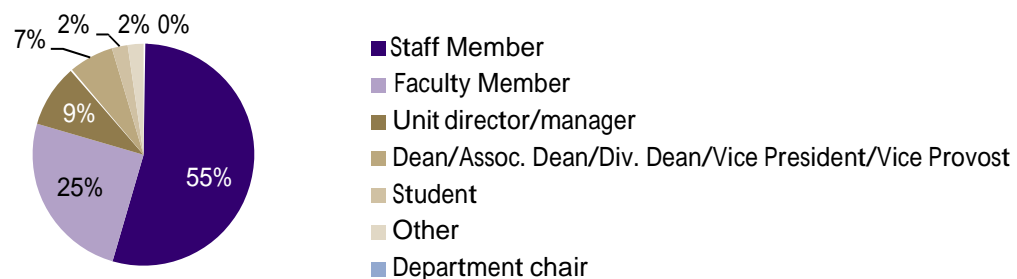


Figure 1. Participant classification

The Symposium received very high overall ratings from participants, particularly with respect to the focus on different perspectives on issues and useful strategies and tools. Two full-group sessions (the opening session and luncheon) received high ratings while the response to morning and afternoon concurrent sessions was more mixed. Participants also provided a variety of suggestions for Diversity Council next steps.

RESULTS

Ratings of Symposium Overall

Participants gave high ratings to the symposium overall. All aspects of the symposium received ratings between “Very Good” and “Excellent”, with “Relevance” rated the highest.

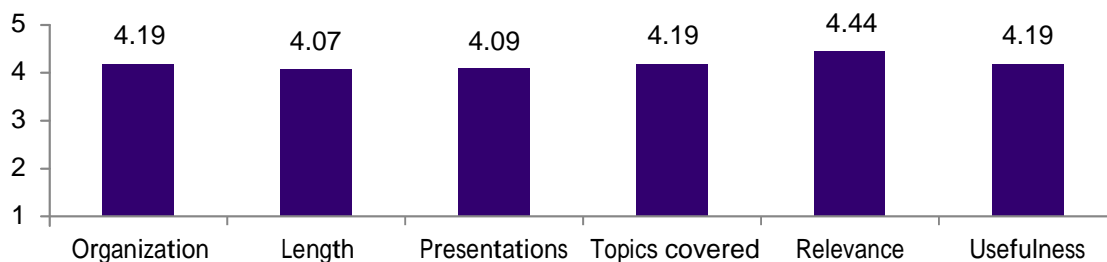


Figure 2. Mean participant ratings of the overall quality of the Symposium (1=Poor; 2=Fair; 3=Good; 4=Very Good; 5=Excellent)

The most valuable aspects of the Symposium were the “Different perspectives on issues” and “Useful strategies and tools.”

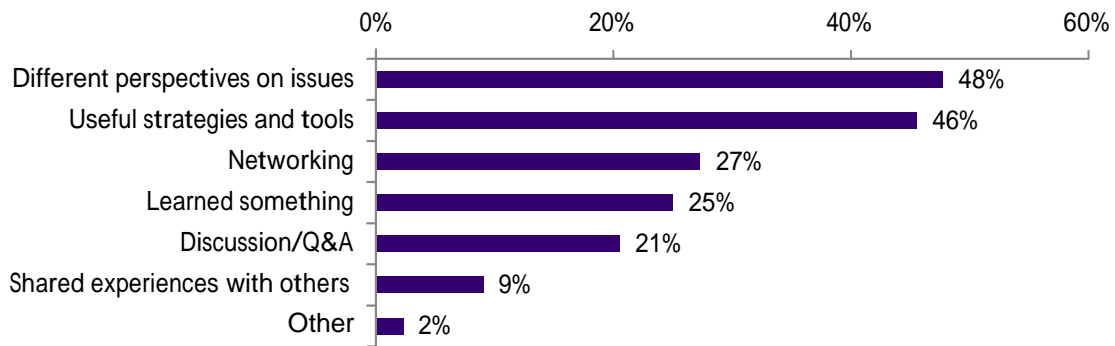


Figure 3. Frequency and percentage of responses to the “most valuable part of the Symposium”¹

Opening Session

The opening session on Leadership & Structures for Diversity was rated between “Good” and “Very Good” on each of several different aspects; the organization and quality of the session were rated most highly.

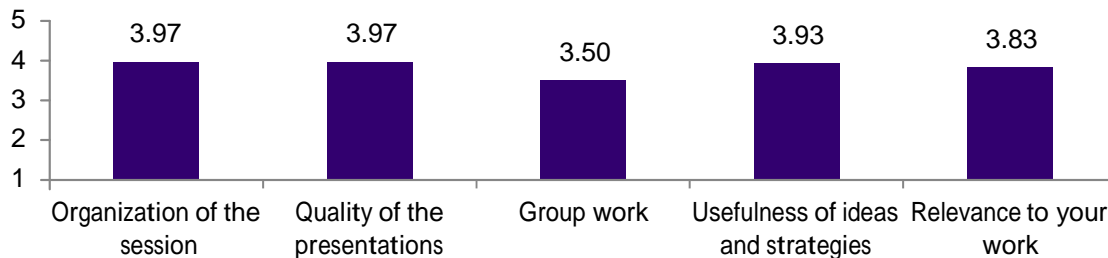


Figure 4. Mean participant ratings of the opening session: Leadership & Structures for Diversity (1=Poor; 2=Fair; 3=Good; 4=Very Good; 5=Excellent)

Open-ended comments. Eleven participants provided comments on the Leadership & Structures for Diversity session.

Seven participants commented on the group discussion component with four of the seven noting the positive impact of the discussion. As three participants stated:

- I enjoyed forming groups and networking with other individuals from different campuses.
- Thanks for including a discussion component
- Also got some great ideas from others in the group session. I happened to be in a group where no one knew anyone else and we were all from different areas. This was great. In the future I'd encourage you to make sure this happens for others rather than having, for example, 4 people who knew each other and therefore sat together ending up in the same group. (Maybe by counting off)

¹ Other: “Inspired ideas to implement in my unit”

Another participant explained:

- The conversations were helpful. Unfortunately in our group we had someone who dominated the conversation (and not in a helpful way), but nothing the planners could have done about that unless you had designated facilitators.

Three participants commented that the group discussion lacked structure and the questions were too broad. Comments included:

- I would have liked slightly more structure to the group discussion - for some reason our group did not introduce each other to one another at the start and the questions felt fairly large to tackle!
- The facilitation of the group activity lacked direction and structure. The questions were so broadly stated that it was difficult to find focus in the conversation.

Three participants offered the following constructive criticism such as:

- The meeting consisted of an overview of diversity initiatives at the three UW campuses. I didn't hear anything about specific problems overcome or the value of this v. that leadership structure.
- It was interesting information about UW, but I didn't learn anything to help with my specific department or initiatives.

Finally, three participants had the following positive remarks:

- Superb! Esp. valued the three-campus focus and the blend of presentation plus group work.
- It was nice to meet people from all three campuses.
- I was introduced to new information.

Other:

- The room setting was a bit cramped.

Morning Concurrent Session

Climate was the most popular topic for the morning concurrent sessions. These sessions were attended by two-thirds of Symposium participants. The remaining third of participants attended sessions on student recruitment and retention. The most highly rated session was Climate II: Training and department culture (all aspects rated between "Very Good" and "Excellent"). Graduate student recruitment and retention received the lowest ratings but were still considered "Good."

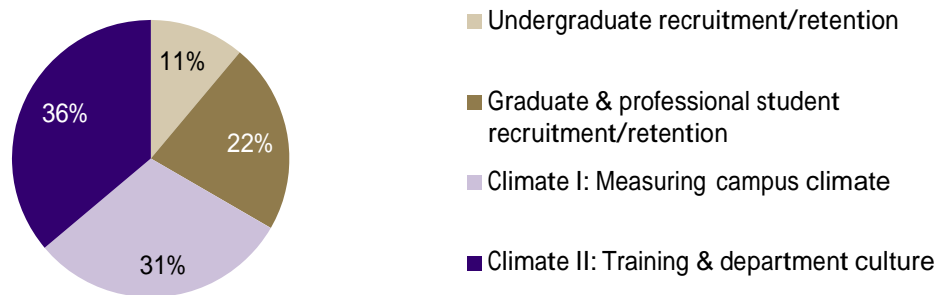


Figure 5. Percentage of respondents attending morning sessions

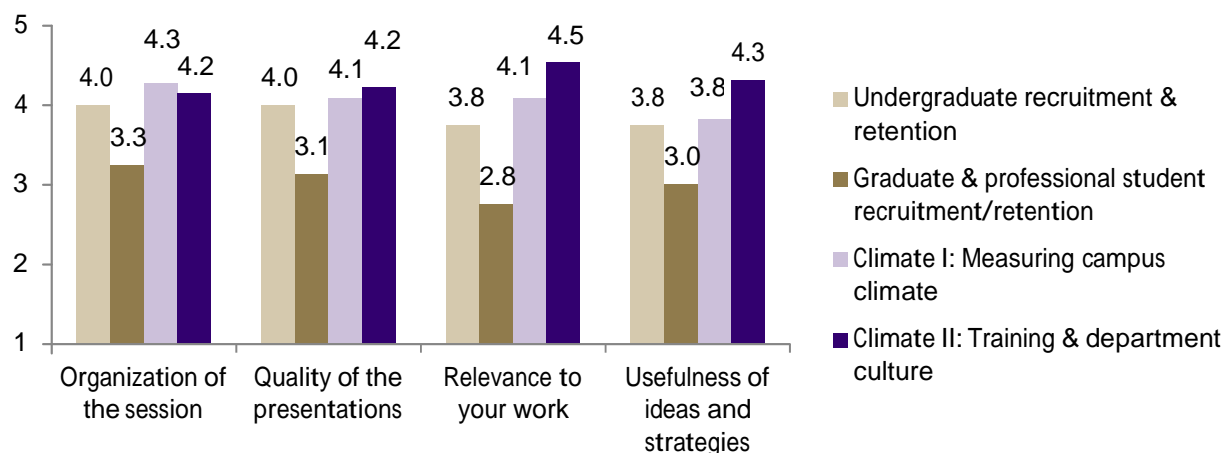


Figure 6. Mean participant ratings of aspects of the morning concurrent session attended (1=Poor; 2=Fair; 3=Good; 4=Very Good; 5=Excellent)

Open-ended comments. Seventeen participants provided comments on the morning concurrent session.

Undergraduate recruitment & retention:

- Great presentations - unfortunately many of the ideas weren't feasible for my (very small) department. Doesn't mean I didn't have something to take away for future use!
- The session turned out to be more narrowly focused than I had anticipated, but it was still good.

Graduate & professional student recruitment/retention:

- I was hoping to hear more ideas on the recruitment regarding ideas for different ways schools were/are funding students. The room was only half full.
- The presentations were fine in this session, but only useful for graduate departments or programs that had similar contexts. Graduate programs at the UW are very diverse in scale and scope, so this is a hard one to make successful. One suggestion might be to "dial it up" a level, and talk about the larger issues, then have similar departments get together to generate ideas.

Climate I: Measuring campus climate:

- I couldn't figure out when or how I would be able to access the information specific to my department, or make use of the college/school and campus-wide data to improve my unit's initiatives. While it was interesting to hear about the studies being done, I was hoping for something I could put to use. I had assumed we would be learning best practices on how to conduct our own surveys to improve our units. I'm not even sure if the message was that we should not do it, because this is or should be done campus wide, or if I had simply gone to the wrong session.
- I was more interested in action/next steps after survey but maybe that's just me?
- Great facilitators and insight; really put things into perspective about building inclusive climates.

Climate II: Training & department culture:

- Great networking and exposure opportunity, but I would have liked a slightly more targeted or defined goal to the program - possible outcomes even if they were just thought questions.

- Handouts were helpful for finding external resources. I would have really liked to walk away with a few more concrete options for bringing to my department administrator as I am just classified staff.
- I liked how [the presenter] tied it all together. Loved hearing about the many ways in which the iSchool has been succeeding.

Luncheon on Legal Framework for Faculty Diversity

The Luncheon was rated between Good and Very Good on each of several aspects. It was most highly rated on Organization.

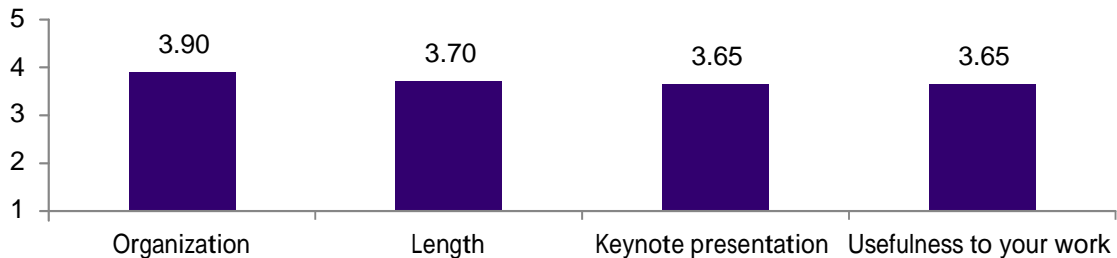


Figure 9. Mean participant ratings of the luncheon on the legal framework for faculty diversity (1=Poor; 2=Fair; 3=Good; 4=Very Good; 5=Excellent)

Open-ended comments. Nine participants provided comments on the morning concurrent session.

Four participants offered comments for the presenter with one stating that her presentation could have “benefited from some visuals- flow charts or timelines” and two noting that her presentation didn’t address the topic effectively. As one participant explained:

- I felt the speaker didn’t really address the topic. It wasn’t helpful for me to hear about the cases she spoke of and I would rather have spent the time talking about different methods of diversifying the pool (which I’m guessing were addressed in some of the concurrent sessions on hiring and recruitment).

Another participant commented that the “legal details were too much for this particular audience.”

Three participants offered positive remarks. In the words of two participants:

- Nice to have time to get some lunch and talk with other employees about the topics.
- Thanks for the lunch card! It was very helpful and had the opportunity to connect with additional colleagues and friends that attended the symposium.

Two participants offered the following general suggestions:

- More time for the lunch would have been great so that more questions could have been posed. Of course, we probably could have spent several hours just with that one topic.
- I want to see plans from the Provost to support faculty hiring in relation to diversity.

Afternoon Concurrent Session

The most popular afternoon sessions were Faculty Recruitment and Retention and Best Practices in Teaching Diversity. Each was attended by slightly more than one-third of Symposium participants. Staff recruitment and retention was also of interest, attended by one-fifth of participants.

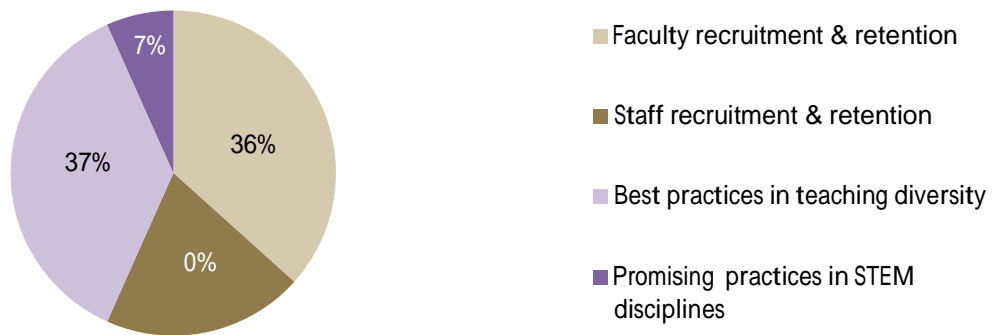


Figure 7. Frequency and percentage of responses to which concurrent afternoon sessions participants attended

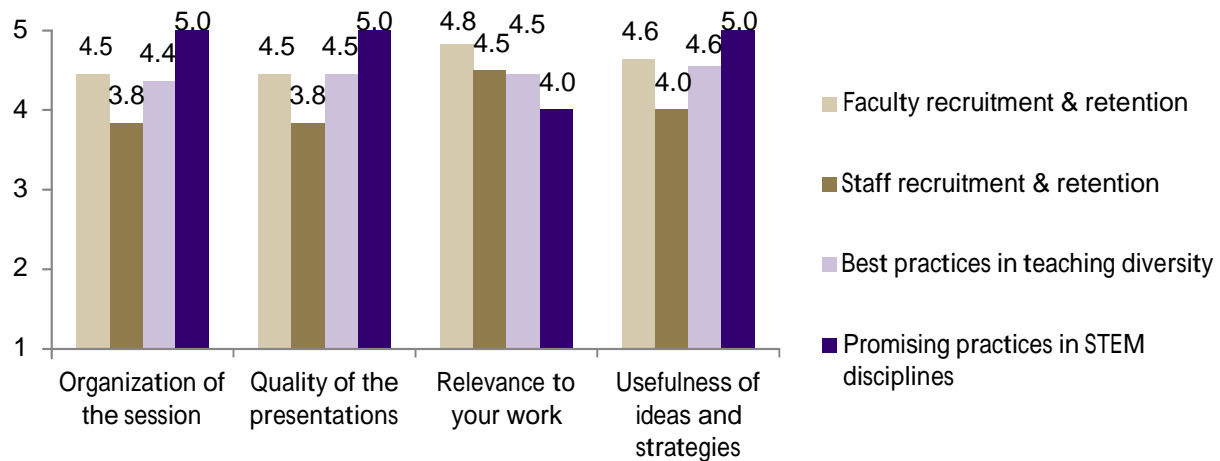


Figure 8. Mean participant ratings of aspects of the afternoon concurrent session attended (1=Poor; 2=Fair; 3=Good; 4=Very Good; 5=Excellent)

Open-ended comments. Sixteen participants provided comments on the morning concurrent session.

Faculty recruitment & retention:

- This was really helpful to me; the concept of recruiting for commitment to diversity rather than demographics was new to me and the tools were fantastic. I followed up by looking at on-line materials that were mentioned in the session, and those supported what I learned in the session, but the session was more efficient and fun way to learn
- The presentations were great. I want more of all this. I could do without the discussion at the end. I could not really get anything out of the discussion. It seemed like people who wanted to show off their knowledge or ask questions that turned into selling points. The actual panel was amazing. MORE of that!

Staff recruitment & retention:

- This panel had mixed value. [The] toolkit has great potential, and I look forward to being able to use it. She also was a very articulate speaker and engaged the audience well. The other speakers, on the other hand, did not offer much perspective.
- One potential area for improvement was in the "Recap" at the end. We felt the recap was very vague and did not incorporate several of the items discussed very directly. While my friend and I walked away

inspired with a fresh slate of ideas, it would have been perhaps even more beneficial to walk away with several distinct "action points" or "if you only remember three things, remember these..."

Best practices in teaching diversity:

- I like it that everyone is expected to get involved in the group exercise and sharing their experience with cultural and diversity conflicts in classroom. It's very beneficial and nice to develop network and social connections with other Faculty at the UW.
- The faculty diversity fellows were absolutely outstanding and their session was so clearly well-organized and thought out ahead of time. It was the perfect mix of them sharing knowledge with us and us getting to chat with each other. Loved the issues we discussed and the new ideas that were shared.
- The panel leaders were great but I think it was very much preaching to the choir. Also two of them come from po-co/ethnic studies backgrounds and their curriculum digs into issues of power/diversity. Most folks there don't do this work so I think conversation could have been broadened to other courses/staff activity.

Promising practices in STEM disciplines:

- I appreciated the combination of an engaging presentation about a particular program, as well as a panel. Although I don't work with STEM students, much of the content was still highly relevant.

Comments on Symposium Overall

Seventeen of 24 participants (71%) offered praise for the Symposium reporting that it was "organized," "interesting," and "effective." See below for selected quotations:

- The Symposium did meet my expectations of bringing together people from all across the three campuses to discuss best practices for improving climate and diversity. I was impressed with the range of things that various groups are doing and how they are working.
- I expected empty formulas and bureaucratic minutiae: instead I heard from a range of people working hard in different ways to increase inclusion and equity on campus.
- I learned far more than I expected to. I expected to have useful discussions with folks, which I did, but didn't think I'd leave with so many great new tools and ways of looking at things.
- The Symposium was excellent--I received several new ideas and strategies from colleagues through networking and formal sessions. It was helpful to have so many people devoted to diversity efforts at one UW conference. I hope these continue to take place every few years in the future.
- It was great to see strong interest and the attendance of graduate students as well as staff, administrators and faculty.

Seven participants offered the following suggestions paraphrased below:

- Hoped for more discussion regarding "all types" of diversity issues at UW
- Open up these types of Symposium to classified staff more often
- Offer more electronic follow-up (e.g., links, materials presented in-session)
- Provide "specific proposals for university-wide change"
- Improve advertising so more people can attend

- Find a larger venue
- Have enough sessions so that everyone can attend who would like
- Need to recognize difference between Deaf culture and People of Disability

At the end of the survey, participants were asked three open-ended questions. Due to a wide variety of responses, all participant responses are included verbatim in Tables 1, 2, and 3.

Suggestions for Next Steps

Participants were asked three additional open-ended questions at the close of the questionnaire. A variety of rich suggestions were provided to assist the Diversity Council in in setting next steps for its work. Verbatim comments are provided in Appendices 2-4.

Appendix 2. What information or perspectives did you learn that you had not previously considered? (n = 19)

Appendix 3. What do you believe is the most important issue or aspect of diversity that the Diversity Council should take up in its next round of planning? (n = 21)

Appendix 4. What suggestions do you have for future diversity symposia or sessions? (n = 23)

APPENDICES

Appendix 1

Diversity at UW: Promising Practices for Inclusive Campuses Symposium Evaluation Form

This survey should take about 20 minutes. It is anonymous. The Diversity Council appreciates your time in filling it out. Thank you.

Question 1.

Please check: (Limit response to one answers.)

- Faculty Member
- Staff Member
- Student
- Department chair
- Unit director/manager
- Dean/Assoc.Dean/Div.Dean/Vice President/Vice Provost
- Other

Question 2.

Please evaluate the overall quality of the Symposium by checking the appropriate box.

	Poor	Fair	Good	Very Good	Excellent
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Topics covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 3.

What was the most valuable part of the Symposium for you? (Limit response to two answers.)

- Learned something
- Different perspectives on issues
- Useful strategies and tools
- Discussion/Q&A
- Networking
- Shared experiences with others
- Other

Question 4.

Please evaluate the opening session: Leadership & Structures for Diversity. If you did not attend, please go to question 6.

	Fair	Poor	Good	Very Good	Excellent
Organization of the session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of ideas and strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance to your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 5.

Additional comments on the Leadership & Structures for Diversity session:

Question 6.

Which concurrent session did you attend in the morning (10:30-12:00)? If you did not attend a morning session, please go to question 9. (Limit response to one answers.)

- Undergraduate recruitment & retention
- Graduate & professional student recruitment/retention
- Climate I: Measuring campus climate
- Climate II: Training & department culture

Question 7.

If you attended a morning session, please evaluate it below.

	Poor	Fair	Good	Very Good	Excellent
Organization of the session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance to your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of ideas and strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 8.

Additional comments on the morning concurrent session:

Question 9.

Which afternoon concurrent session did you attend (1:30-3:00)? If you did not attend an afternoon session, please go to question 12. (Limit response to one answers.)

- Faculty recruitment & retention
- Staff recruitment & retention
- Best practices in teaching diversity
- Promising practices in STEM disciplines

Question 10.

Please evaluate the afternoon concurrent session you attended.

	Poor	Fair	Good	Very Good	Excellent
Organization of the session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance to your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of ideas and strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 11.

Comments on the afternoon concurrent session:

Question 12.

If you attended the luncheon on the legal framework for faculty diversity, please evaluate it. Otherwise, proceed to question 14.

	Poor	Fair	Good	Very Good	Excellent
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keynote presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness to your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 13.

Additional comments about the luncheon:

Question 14.

How did (or didn't) this Symposium meet your expectations?

Question 15.

What information or perspectives did you learn that you had not previously considered?

Question 16.

What do you believe is the most important issue or aspect of diversity that the Diversity Council should take up in its next round of planning?

Question 17.

What suggestions do you have for future diversity symposia or sessions?

Appendix 2.

What information or perspectives did you learn that you had not previously considered? (n = 19)

- More info about the blue print, ideas for and importance of assessing cultural climate, from student and staff perspective.
- Some hiring practices that were suggested
- I hadn't known about the WIRED group. How they've organized themselves and work with one another is a great model.
- I actually learned quite a bit from the Teaching Diversity section - I haven't taught much yet but am hoping to do so in the future and I'm looking forward to employing some of the strategies that other people suggested.
- In conversations with other attendees, I had an opportunity to speak with a number of people with valuable suggestions concerning disability and inclusion.
- I learned a lot during the discussion of session 1 about how different campus constituencies have experienced the events of the past year, and there were some great suggestions from our group. The generational differences in perspective brought up a lot of questions for me - our students are growing up in a different world than we did, and we need to pay more attention to understanding that.
- I've never actually seen the blueprint. I wasn't aware of the demographics of Tacoma and Bothell campuses and didn't realize that they may not be serviced as they should be to prepare for our graduate programs. Learned about additional resources for checking for bias or institutional racism. Learned about PREP and Power Hours
- Loved the idea of partnering with community members in the field to diversify curriculum (idea from iSchool). Loved the idea of sharing resources (iSchool, School of Social Work, and College of Ed sharing a diversity director)
- It was very interesting to hear about what other colleges were doing to measure/improve climate, recruit broadly, and actively promote non-discrimination in their units.
- Nearly all of the people attending (me included) really didn't need more diversity education or training, but it also showed how desperate we as faculty or staff of color to find a forum that addresses our concerns.
- I realized there is actually a lot in common between promoting diversity in STEM fields and in my field.
- Staff and faculty on the Seattle campus know a lot less about what is going on at Bothell and Tacoma than they need to know. Some still see the "partnership" as going in one direction only: I heard one person say "and faculty from Seattle could go to Bothell and Tacoma to share their work and insights!" It's improved since 1994, when I started at UW Tacoma, and sometimes people on the Seattle campus seemed surprised that I wore shoes and UWT had electricity.
- Teaching diversity, multiculturalism, and diversity in the classroom; using institutional data to facilitate climate change and setting a course of action.
- Methods for considering faculty recruitment and retention.

- Departmental practices with the Q Center, safe zone training, racism training, etc.
- I learned that disciplines and departments may be more flexible regarding their requirements and policies than I previously considered.
- I didn't know UW was commissioning climate surveys, or embracing the idea of hiring faculty with commitment to diversity.
- I didn't know about the staff diversity recruitment and welcome toolkits that are in the works. I've been trying to convince my supervisors that we need to change our onboarding process at the very least, since I have no say in the hiring process (which is also problematic). I've made some progress, but this UW approved toolkit will do wonders. It will help me "manage up", or get more done from the "bottom up". It was very informative to hear other campuses talk about their policies and work, and see how they differ from Seattle. I would have loved to hear more from the iSchool and had a presentation just on their practices and requirements. I also would have loved to walk away from this symposium with a list of resources for workshops on anti-oppression. The biggest thing I learned is that faculty and prostaff seem to have a wealth of information like this symposium available to them, and classified staff need to be brought into that conversation. There is a great class divide at UW, and if prostaff running a department see nothing wrong with business as usual, then it will continue to be business as usual, no matter how motivated for change the classified/lower staff are.
- Not sure anything was brand new but it was interesting to see how a wide range of diversity issues manifest across the campus. Public problem-solving and sharing was helpful. The diversity scholars did a great job modeling inclusive practices

Appendix 3.

What do you believe is the most important issue or aspect of diversity that the Diversity Council should take up in its next round of planning? (n = 21)

- How about issues around campus climate?
- Discuss cultural privileges and competencies, and methods of measuring and teaching them in classroom.
- Diversity planning in the recruitment and review of prospective students.
- Competency - I believe a lot of people don't know how incompetent they are in regards to diversity. It's not purposeful - there's just a lot and most don't know the extent of it.
- Information regarding what progressive departments at UW are doing to discuss and plan for diversity
- I think a couple of things are still big items: all units having active efforts to be conscious of and proactive about diversity either through a dedicated committee or some other leadership method and reaching out to underserved communities at the K-12 level.
- The undergraduate recruitment and retention session was interesting, but not practical for small departments with little funding or manpower for expansion projects - especially in a department like mine where even finding someone to apply for NSF grants, etc. is a challenge because we are stretched pretty thin. I'm not sure if I have any real suggestions, but maybe taking a perspective of 'small steps' that departments can take.
- I think we have been mostly ignoring socio-economic disparities among our students (and maybe our faculty/staff as well). These differences have seemed to me more important lately, especially as costs of attendance (and living) have increased. We don't really talk about it.
- How to use our students and faculty resources improve pipelines as far back as elementary school.
- I don't have a suggestion for 'most important' but I do have the following ideas. First, we should encourage departments to consider contribution to the relevant strategic plans in P&T decisions, salary decisions, staff reviews, and even student exams. Since most depts and colleges/schools have diversity in their strategic plans, this sets up a reward structure for diversity activities. Second, with that in place, we should increase outreach activities with a UW-wide plan to target every K-12 school with diverse student bodies within some geographic area that is closer to UW than other state schools and/or drivable. This means we could set up in-depth relationships that coordinate our various units, so each school has STEM educational activities, dream volunteers, etc. We should get funding from the provost office to coordinate these efforts in a transparent way that helps students, faculty, staff and K12 educators know what we are doing and how to get involved.
- Finding new ways to collaborate across schools (I liked the idea of having a web forum). We're all constantly recreating the wheel and it would be great to be more plugged in to what everyone is doing and to collaborate on training, programming, etc. in more meaningful ways.
- Equity vs. Equality - How do we create policies and programs that promote equity? How do you build capacity for policies/programs that benefit historically underserved or marginalized groups, potentially at a cost to the majority?
- Creating or bringing in tools to help support effective discussions around topics of diversity
- Some people at the UW should be required to attend.

- 1. Leveraging expertise on all three campuses for collaboration. 2. Legal framework around hiring, retention, promotion of faculty & staff. 3. Curriculum Transformation, Including Diverse Perspectives, & "The Pedagogy of the People in the Room" in the STEM fields.
- Skill sets to becoming an ally and build ally hood on campus and in the classroom; Safer Zone Training facilitated by the Q Center; potential facilitated presentations from current students highlighting their concerns and challenges.
- I would like to address the issue of diversity in the admissions process. Schools and colleges need a better understanding of how to navigate the "elephant in the room," where we cannot use diversity descriptors to make decisions, but we are trying to increase diversity in our student bodies.
- Communicating to non-North Americans the context of diversity here and at this time in history.
- People know these issues are important (well, most people). HOW to go about doing the work, though, is the challenging part. We need to think carefully about training.
- I think campus culture is a huge one. I think we need to embrace a diversity philosophy that we encourage our students (from first year) to think critically about and work to understand. This needs to happen even beyond the new "D" requirement.
- Making leaders accountable for diversity within their units.

Appendix 4.

What suggestions do you have for future diversity symposia or sessions? (n = 23)

- I would like a diversity session on graduate student recruitment. 1) How to attract, and 2) ideas on how to financial support students.
- Campus climate. Identity.
- Include Deaf culture perspectives.
- Training of students in diversity issues. Resources for faculty to integrate into courses. Info on how to create an individual and departmental diversity statement.
- Please use some "bottom up" perspectives, instead of mostly "top down". There are more people at the bottom than the top.
- I think this symposium was a great idea and appreciate all the hard work that went into it. The one suggestion I would have is to review presenter materials or session outlines carefully.
- Documentation of activities across the campuses including results would be great just across the board. For symposia or sessions, it might be nice to hear from students specifically on climate and what can make things difficult or easier.
- A session specifically devoted to showing us where resources are located -- I kept hearing about web sites & documents that, while the speakers thought of them as "old news," were "new news" to me & of immediate practical use. Just because a committee put something online doesn't mean three years later people are going to remember/know that the report exists & that a great deal of labor went into it.
- Make it a regular event. Maybe include some student perspectives in the presentations.
- * Creating rewards structures for diversity-related activities. * coordinating outreach activities.
- I'd love to have this annually! Maybe on a smaller scale?
- For the most part, those who attended are already deeply committed to this work. It seems to me the next steps need to be to expand the discussion to include those who have not yet been as involved, but who share the values.
- Great job, [symposium organizer]. I think we should have one of these every year.
- It would be great to focus on international students, who often don't have the background knowledge on U.S.-specific diversity and social rights issues. Also, ways to implement programs with very limited resources (all of the programs I heard about were grant-funded).
- Same same! Great participation but only a limited number could enroll, because of size of spaces. HUB! SAME PROGRAM! Figure out a way to have the climate session be more interactive.
- Consider moving from campus to campus, year after year. Would love to go to Bothell, Tacoma, Seattle U, regional universities/ colleges, or community colleges in the area; Diversity Bus or carpool system
- Choose speakers with more experience.
- Opportunities for training. All day i heard people speak of the need to train faculty and staff on X or Y.
- Don't wait so long for the next one. I think brown bag series as follow-up

- The final session, which was just a reporting out from different panels, was not particularly useful from my perspective. Folks were tired and it was under-attended. Not sure that format is necessary?
- I think this well a good start. I may have just attended the wrong session for my own interests. Although this is constructive criticism I do want to thank all involved for making this happen and centering this important conversation on campus. I AM excited for future symposia.
- If possible, it would be great to include three concurrent sessions in one day (perhaps start at 8:00 a.m. or 8:30 a.m.).
- It was fantastic!