

Understanding and Planning: Proactively Shaping Culture

A Chair's Role in Shaping Department Culture
2018-19 ADVANCE Leadership Workshop Series
March 22, 2019

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Agenda

10:30 – 10:40	Welcome and Introductions
10:40 – 11:20	Panel Overview
11:20 – 11:45	Large Group Q&A
11:45 – 12:15	Small Group Activity
12:15 – 12:20	Wrap-up and Evaluations
12:20 – 1:00	Networking Lunch

Spring Speaker
Suggestions

Save the Date – Spring Workshop

May 14, 2019
10:30 am – 1:00 pm

A Chair's Role in Shaping Department Culture
Strategizing and Doing: Mechanisms for Shaping
Culture

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Panelists

- > **Elizabeth Umphress**, Associate Professor of Management, Evert McCabe Endowed Fellow
- > **Jennifer Salk**, Associate Professor and Department of Dance Chair, Donald E. Petersen Endowed Professor
- > **Sharona Gordon**, Professor of Physiology and Biophysics
- > **Valery Richardson**, Title IX Coordinator



PROMPTING ORG CHANGE

Elizabeth Umphress

Associate Professor of Management

Evert McCabe Endowed Fellow

Idea Phase

Ask questions

Gather institutional knowledge

Determine key players

Allies – 5-10%

Detractors - 5-10%

Everyone Else - 80%



Building Phase



Form a Coalition

Passionate members

Respected, high status members

Survey the Situation

Strategic Plan (Vision, Mission, Goals)

Action Phase

Identify low hanging fruit (easy wins)

Accelerate to harder issues

Get a seat at the table

Institutionalize Change



Jennifer Salk

**Associate Professor and Department of
Dance Chair, Donald E. Petersen Endowed
Professor**

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Changing Culture in Dance

- > **How did you and your department decide to take on these culture change efforts?**
 - Revised dance major launched in 2015
- > **Curricular changes following the revision:**
 - Continual expansion of curriculum to include a wider variety of dance styles.
 - Continual revisions to course schedule to offer different dance forms at a variety of times

Trainings in and Attention to Diversity, Equity, and Inclusion:

- > Dept-wide equity training entitled *Foundational Understandings* in 2018.
- > Held a focus group for POC facilitated by Andrea Salazar (student counselor & works with OMAD).
- > Formation of student Arts Diversity Council (2018)
- > Founded a Dept. Diversity Cmte. with faculty, student, and staff members (2018)
- > Workshop on creating norms in the classroom on the first day, that are 21st century and reflect our ideas about DEI.
- > Ongoing workshops in DEI become part of our culture (CTL)

Low Stakes things that have a big impact:

- > Began including native land acknowledgement at the outset of public performances**
- > A percentage of spaces in high-demand classes are reserved for EOP students**

Issues and Mistakes:

- > Norms are essential. Do not think “if” something happens. Think “when.” Have guidelines in place for the whole class created on the first day. When unconscious implicit bias occurs what do we do?
- > Transparency and protocols for students to voice concerns/complaints
- > Transparency and protocols for staff and faculty
- > Don’t make hasty decisions to try to fix an urgent situation
- > Hold facilitated Town Halls with intentional questions or topics
- > Hold facilitated Focus Groups with intentional questions or topics

Resources

- > **Find a Facilitator**
- > **Center for Teaching and Learning**
- > **UCIRO**
- > **BIAS**
- > **OMAD – Seed Grants and Resource assistance**
- > **Safe Campus**
- > **Diana Falchuk and Sonali Bolarjee**

Sharona Gordon

Professor of Physiology and Biophysics

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Types of Sexual Harassment

1
Sexual
Coercion

2
Unwanted Sexual
Attention

Waterline

Come-ons

Assault

Quid pro quo

Put-downs

Mocking

Bullying

Sexual
imagery

Stereotyping

Sexual
comments

Patronizing

3
Gender
Harassment

Based on Figure 2-2 from NASEM report on Sexual Harassment

Why is Sexual Harassment Prevalent in Academic Sciences?

- > *hierarchical power structures***
- > *isolation of many academic scientists within research labs or geographically remote field sites***
- > *perceived tolerance of sexual harassment in academic sciences***
- > *policies focused on protecting institutions from legal liability***
- > *uninformed, unfocused, and uncommitted academic leaders***
- > *low representation of women academic scientists in leadership positions.***

Peer Supports Program

- > Help targets know they are not alone
- > Affirm shared values and that actions of harassers are not consistent with values
- > Accompany targets to meetings, if desired
- > Connect targets with additional resources

Faculty Allies Program

- > Assist targets in developing strategies to manage harassment
- > Identify alternative options for career growth that do not involve harasser
- > Navigate institutional barriers to meet targets needs

Identify and solve local problems through Community Restoration Circles

- > Talking circles use structures of Restorative Justice to inform and heal
- > Identify and solve problems
- > Listen
- > Build TRUST

Support and Response: Sexual Assault and Sexual Harassment

Valery Richarson
ADVANCE Workshop
March 2019

Today's Presentation

Support and Response at UW

Resources & options for YOU

- Confidential advocates
- SafeCampus
- Making a report

Responding to and Supporting OTHERS

- Understanding reporting expectations
- Title IX SafeCampus protocol
- How to respond to & support individuals



Responding to and Supporting Others

Am I a 'mandatory' reporter?

When you learn that someone has experienced sexual assault, sexual harassment, relationship or intimate partner violence or stalking:

Title IX:
SafeCampus
response and
support
protocol

Clery Campus
Security
Authority:
incident info
but no names

Child abuse:
mandatory
reporting
EO 56



Responding to and Supporting Others

What happens when I call SafeCampus?

- Safety planning if needed
- Title IX rights and support resources
- Connection to a confidential advocate
- Title IX safety assessment
- Consultation on your role and next steps

Contacting
SafeCampus is NOT
a formal report



Responding to and Supporting Others

Practice your response

- Validate “Thank you for sharing...”
- Listen “What do you need right now?”
- Empower “It is your choice to make a report, or not.”
- Contact and Connect “My role now is that I contact SafeCampus...they will share resources with you...you are in control of what happens next...”

Remember: your next step is to consult SafeCampus to understand what happens next



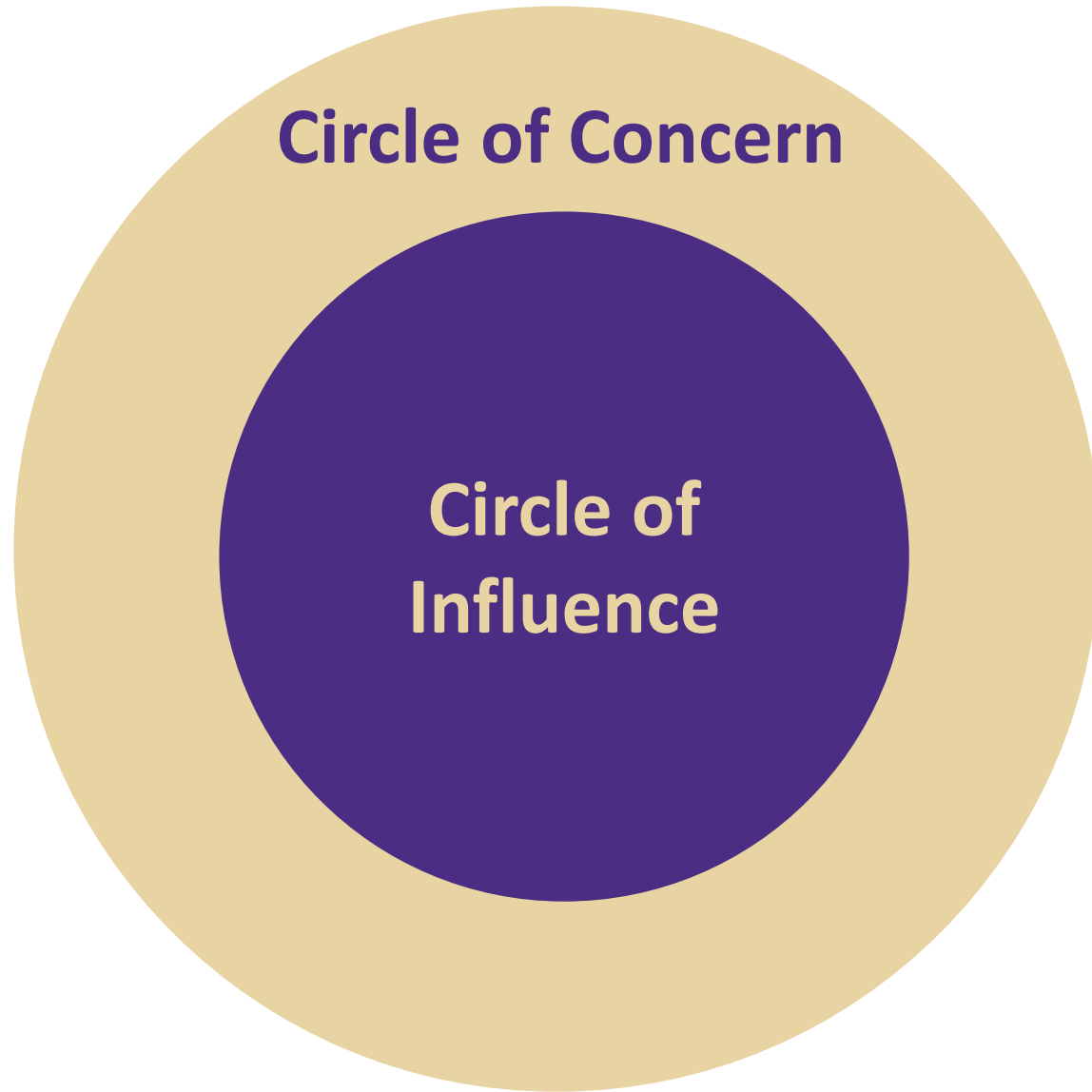
Questions?

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Small Group Activity: Reflection and Discussion

Individual Reflection



Areas to Influence Department Culture

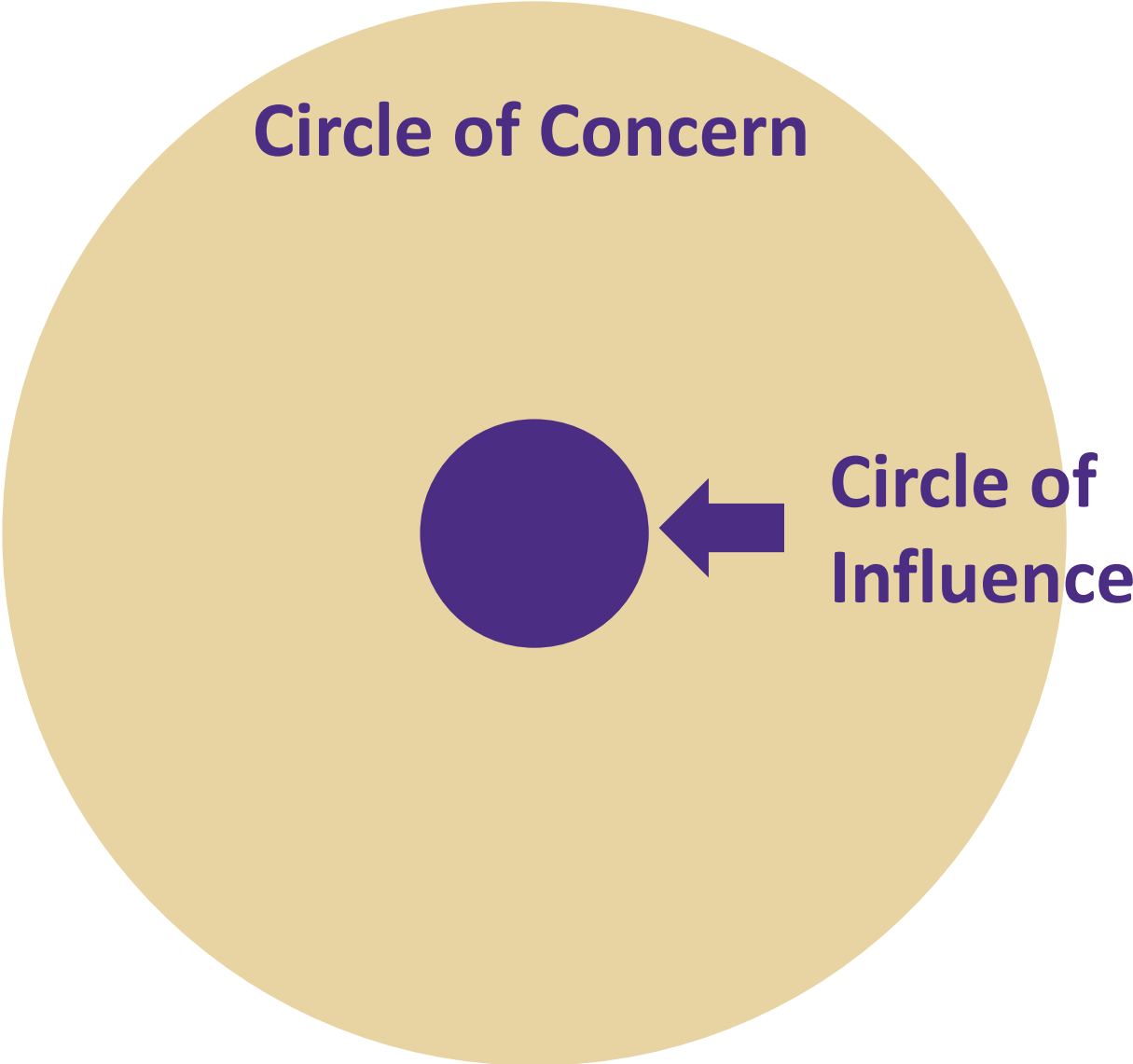
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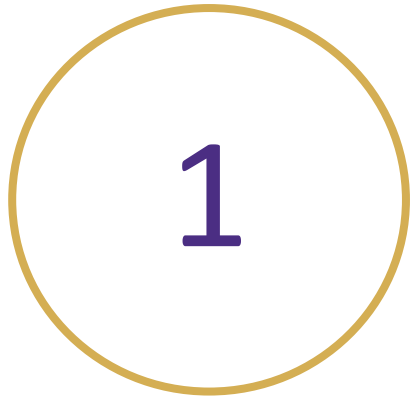
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Circle of Concern

Circle of Influence

Areas to Influence Department Culture





Culture Change Vision

- What is your intended outcome?
- What will it look like, sound like, feel like if your vision is achieved?



Being Influential

- What are you already doing that to have influence in this area?
- How are you making room to have influence in this area?
- With whom are you engaging to influence this area?
- Is what you are doing working? How do you know?
- What is the next step to advance your vision?

Next Area





Next area to influence

- What's the next area you'd like to influence?
- What small steps can you take to begin forward momentum on this area of influence?

Discussion

Discussion in Quads

- > **In Groups of 4, discuss**
 - What did you notice as you did this exercise?
 - What are your next steps?
- > **Make a contract**
 - Statement of what you will do within what period of time

Conclusion and Evaluations

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