

FOSTER LISTENS RECAP

Undergraduate Listening Session-January 30 2023

The Foster Leadership Team [Christina Fong (Associate Dean, Undergraduate Programs), Michelle Purnell-Hepburn (Associate Dean, Inclusion and Diversity), Vikki Haag Day (Assistant Dean, Undergraduate Programs), Andy Marzano (Associate Director, UDS), Megha Arora, office of the Associate Dean for Undergraduate Programs] met with 7 undergraduate students. The format of the listening session is described here. Following is a summary of broad themes discussed, specific questions and answers, and follow up action items assigned to members of the leadership team.

ISSUE IDENTIFIED: Non-inclusive and potentially harmful classroom practices by faculty (e.g. microaggressions, lack of discussion/knowledge about oppression; students talk to each other about which faculty to avoid.

WHAT'S BEING DONE? HELPFUL RESOURCES AND CONTEXTUAL INFORMATION

- Students can report microaggressions they witness or encounter on the [Foster Listens microaggressions form](#).
- Reports of bias incidents are published on the Foster Listens website ([Sharing with You](#))
- Faculty training on microaggressions occur quarterly and at the Annual Teaching Best Practices Forum. In addition, Elba Moise offers open office hours for faculty to work through 'hot moments in the classroom'

WHAT CAN WE DO NEXT? PROPOSED STEPS FORWARD AND ASSIGNED LEADS

- Michelle Purnell-Hepburn will investigate the possibility of publishing a regularly updated roster of faculty participation in workshops and trainings

ISSUE IDENTIFIED: Foster's curriculum needs to be better aligned with Foster Purpose ("Business to Better Humanity")

- Curriculum has old business thoughts and models, and we should discuss the shortcomings of business models.
- Discussions of minoritized individuals should not focus simply on how to sell to them but how to help build a more equitable society.
- Would like more discussion on ESG and modern monetary theory, historical context of business practices and its current impacts, building empathetic leaders

WHAT'S BEING DONE? HELPFUL RESOURCES AND CONTEXTUAL INFORMATION

- In 2021, changes were made to the MGMT 430 case competition rubric to include examination of multiple stakeholders

- MGMT 300/MGMT 320 core classes are required to cover the Foster ID framework
- Foster ID framework is taught in Freshman Direct seminar
- New elective courses have been introduced- examples: MGMT 400 Corporate DEI, Special Topics courses related to Sustainable Finance. For the coming year, we are exploring a class on Interrupting Privilege on Black Capitalism, subject to faculty availability.
- 2022-23 Dean's Impact Scholar Teddy Johnson is working with faculty to create a portfolio of cases that highlight minority business leaders and DEI-related topics.

WHAT CAN WE DO NEXT? PROPOSED STEPS FORWARD AND ASSIGNED LEADS

- Christina Fong will continue conversations, review curricular content with a DEI lens, and support faculty's efforts to integrate issues of social impact, justice, race, and equity into curriculum.
- Vikki Haag Day will stay in communication with larger UW taskforce evaluating diversity requirements,

ISSUE IDENTIFIED: Disabled folks can be left out of the DEI definition and forgotten. Foster should be doing a better job of accommodating disabled students both in environment and programming such as career fairs and programming.

Suggestions for improvement included:

- Providing a calming environment to step out during events
- Addressing microaggressions around students with disabilities
- Enforcing compliance with DRS accommodations
- More faculty training on building respect and inclusion of students with disabilities

WHAT'S BEING DONE? HELPFUL RESOURCES AND CONTEXTUAL INFORMATION

- Foster is affiliated with a new initiative to discuss and promote neurodiversity in our community and how we serve neurodivergent students and employees.
- Undergraduate Programs Office hosted a representative from the UW DRS office in February 2023 to share with staff about the unit's resources and practices
- All Foster events have been asked to include the [reasonable accommodations statement](#). Foster proactively offers captioning and other supports for deaf and hard of hearing at most graduation events. Foster communicated with the ASUW Office of Inclusive Design to gain insights in supporting access for mobility-challenged students.
- Students are encouraged to report disabilities-related microaggressions on the [microaggressions survey](#).

- Teaching Best Practices forum in Sept 2019 discussed accessibility in teaching materials, and in Sept 2022 also discussed accessibility in a presentation by the DRS folks.

WHAT CAN WE DO NEXT? PROPOSED STEPS FORWARD AND ASSIGNED LEADS

- Michelle Purnell-Hepburn will continue to publicize expectations regarding accessible events and support faculty.
- Christina Fong will explore the possibility of offering Disabled ally workshop and accessibility workshop led by disabled staff/community and how to be an ally to disabled folks.
 - In this training, we can share that instructors should also do a visual description of how they look to help students that are impaired.

ISSUE IDENTIFIED: More support for non-traditional and transfer students is necessary.

- Transfer students share how hard it is to fit in and feel like a “normal” students because of their lives
- Non-traditional students are in our community but are unsupported
- There isn’t accessible instruction and students often don’t have access to recordings.

WHAT’S BEING DONE? HELPFUL RESOURCES AND CONTEXTUAL INFORMATION

- Foster staff Natalia Esquivel Silva, Tarah Moore and Lucas Ruiz are working on a Foster Purpose Grant that would provide more resources and mentorship for undocumented students pursuing their first job post-graduation.
- Faculty teaching in the UG program have been encouraged to record all sessions and share those with students to help improve their learning experiences. We have also asked faculty to consider not automatically posting recordings to encourage in class attendance, as the research shows this improves learning. And faculty have been encouraged to be flexible and accommodate many learners so those recordings should be available for most classes.
- Ongoing efforts from UDS for community building includes regular UDS mixers, groupMe, newsletter, and instagram to celebrate and highlight community, events, etc.
- [Building Networks](#) program is designed to support and build community for transfer students to Foster. Program Manager is Juvi Mallari.

WHAT CAN WE DO NEXT? PROPOSED STEPS FORWARD AND ASSIGNED LEADS

- Thanks to recent support from a donor, there is momentum to expand support for prospective and current transfer students, The Undergraduate Diversity Services (UDS) team is currently in the development stage of this program.

ISSUE IDENTIFIED: Foster should facilitate open and honest conversations between students, either within the classroom or outside of the classroom, about DEI topics and why they're important

- As an institution, faculty are role models and provide consistent leadership. If they are not providing space to discuss or address DEI topics and questions, students may not be as prepared for post-graduation work life and lead as we envision.
- Students need time to ask questions and challenge their perspective and upbringing and what they've been told. They should not be shut down so they can truly understand why it's important.

WHAT'S BEING DONE? HELPFUL RESOURCES AND CONTEXTUAL INFORMATION

- Foster faculty are invited to trainings to discuss community contracting, Foster ID framework, and facilitating socially sensitive discussions in the classroom.
- Student RSO leaders receive training on Foster Listens, how to support conversations in which students are revealing socially sensitive information.

WHAT CAN WE DO NEXT? PROPOSED STEPS FORWARD AND ASSIGNED LEADS

- Michelle Purnell-Hepburn will discuss potential ideas with the DEI Team for how to build intentional spaces for honest conversations between students.

ISSUE IDENTIFIED: Increasing accountability for faculty: What can be done to truly incentivize faculty to adopt more inclusive teaching practices and integrate DEI curriculum? How does the school deal with complaints/issues raised?

WHAT'S BEING DONE? HELPFUL RESOURCES AND CONTEXTUAL INFORMATION

- In 2020, Foster Faculty Council voted to amend student evaluations of teaching to include items specifically regarding inclusive teaching practices and integrating DEI topics into curriculum content. See preliminary results in this [report](#). Share report on inclusive teaching items in Foster course evaluations.

- What happens to the course evaluations that students complete? This [video](#) provides useful context; student course evaluations are shared with the instructor, department chair, and Associate Deans. Each quarter, the Advisory Committee (Associate Deans, department chairs, and Dean) review course evaluations and discuss which faculty might benefit from more support and resources. In addition, student evaluations of teaching are factored into annual performance evaluations for all faculty.
- The Foster Faculty Diversity Committee has also proposed that DEI-related efforts should be integrated more formally into the annual performance review process. This work is still in progress. The faculty diversity committee reported findings from a series of surveys regarding faculty's self-reported DEI efforts in fall 2022.
- In Spring 2022, a new process was established with the UG Diversity Subcommittee to solicit student feedback on the Gamble Teaching Award, a major Foster award. At the Dean's discretion, the Gamble Award recognizes faculty developing and using business cases that include diverse protagonists and incorporate and encourage discussions of inclusion and diversity.
- The CBDC and Deans Office announced The Consulting and Business Development Center and the Dean's Office are providing summer funding awards (\$10,000/year for three years) to Foster faculty members who are currently or plan to conduct a research project that has the potential to create new knowledge about BIPOC and/or under-represented owned businesses and their communities within the United States.

WHAT CAN WE DO NEXT? PROPOSED STEPS FORWARD AND ASSIGNED LEADS

- Michelle Purnell-Hepburn and Christina Fong will explore options for increasing accountability and transparency regarding faculty trainings on DEI.

ISSUE IDENTIFIED: Communication and outreach to students, more transparency on what Foster is doing re: DEI for students, especially non traditional and transfer students

- It is important that leadership is hearing from voices that aren't at the table.
- If students want to participate, they have to go the extra mile. If students don't know about programming then they won't do it. Faculty do not mention or encourage any of the work being done.
- Students get canvas announcements and career center events, but don't know what Foster initiatives are being worked on.

WHAT'S BEING DONE? HELPFUL RESOURCES AND CONTEXTUAL INFORMATION

- Foster's DEI Community of Practice publishes a monthly DEI Digest that describes DEI-related events and resources. This goes to all Foster faculty and staff, and is shared with the UG Diversity Student Subcommittee for sharing with the wider community.
- Personal invitations to Foster Listens session were sent to transfer and URM students. Foster Listens sessions are open to all.
- Undergraduate Program Office maintains a system of Canvas announcements to keep students involved about events and opportunities.
- Undergraduate Diversity Services also uses groupme, social media, and weekly newsletter to keep students informed.

WHAT CAN WE DO NEXT? PROPOSED STEPS FORWARD AND ASSIGNED LEADS

- Christina Fong will explore ways to leverage social media for outreach and communication with students. Will explore how we might increase outreach to nontraditional students.

SPECIFIC or MISCELLANEOUS Q&A

Q: Hybrid or remote classes may be better for some students, including students with disabilities. Will the school explore offering more hybrid classes in the future?

A: There are no immediate plans to increase the number of hybrid or remote classes. Faculty teaching in the UG program have been encouraged to record all sessions and share those with students to help improve their learning experiences. We have also asked faculty to consider not automatically posting recordings to encourage in class attendance, as the research shows this improves learning. And faculty have been encouraged to be flexible and accommodate many learners so those recordings should be available for most classes.

Q: Are other colleges at UW that are pioneering DEI into the curriculum? How does Foster collaborate with and learn from other schools with similar goals?

Associate Dean Michelle Purnell Hepburn sits on UW Diversity Council and also attends regular meetings of DEI Leads across campuses to exchange best practices with other UW units. In addition, Foster is part of a collective of DEI deans at business

schools for the same purposes. DEI staff regularly attend professional development workshops and annual conferences (such as NCORE) to consistently hone best practices.

Q: Can/should Foster increase or add to the existing diversity requirements in coursework?

A: The University has established a campus-wide task force to evaluate the current diversity requirement structure and to see if it should be amended. Our actions are pending depending on the results and recommendations of the task force.

Q: Faculty need to know about pipeline programs such as BN or YEOC, which might help professors to connect more with students and how they got here.

A: The Foster School has a “DEI Digest” which promotes DEI initiatives in the community, like BN & YEOC to all Foster staff and faculty on a monthly basis. To supplement this communication, the Undergraduate Programs Office will explore different platforms to provide more comprehensive information to faculty about all the programs happening throughout the undergraduate program which they can, in turn, promote to their students.

Q: How do we provide guidance or support for students who want to apply to foster, esp. transfer students? They're a little lost and don't know who to talk to. Dedicated students who want to get in but aren't in touch with resources that are offered and available.

A: The Undergraduate Diversity Services (UDS) office - in coordination with the Undergraduate Programs unit overall - strives to promote community-building programming and workshops to the undergraduate student population (including prospective students) with advice and insights on topics like UW/Foster admissions and academic advising. These include, but are not limited to, the [Building Networks](#) and the [BEOP program](#), which both emphasize support for prospective transfer students. Areas of improvement within these efforts include strengthening (and in some cases re-establishing) relationships and communication about these opportunities with community college partners.

Q: What are the ways to provide feedback as student?

A: We encourage you to explore the [Foster Listens website!](#)

Thank you for engaging with Foster Listens! Our Spring session for undergraduate students will be on April 18th from 12:30-1:20 in Peek Forum. Complete the RSVP form to attend: <https://forms.microsoft.com/r/h67en4vTjg>