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The mission of our great public University is inseparably entwined with creating a culture and climate that are accessible, inclusive and equitable. In that spirit, I acknowledge that our campuses sit on the land of the Coast Salish peoples, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip and Muckleshoot nations. I also acknowledge and honor the Tribal nations across Washington State and the many Indigenous peoples who are part of our University of Washington community and the diverse urban and rural communities within our state and region.

In the 12 years since the UW Diversity Council first responded to our community’s need for a plan to guide us toward our goals for diversity and inclusion with the development of the first Diversity Blueprint, much has changed. The COVID-19 pandemic upended and transformed our lives, both exposing and exacerbating systemic inequities, from who can most easily take part in remote learning to who is most likely to suffer the effects of the virus. In this same period, we bore witness to the horrific manifestations of deeply-rooted racism and bigotry, from the murder of George Floyd to violence against people of Asian descent to attacks on centers of Jewish life and other tragedies too numerous to name.

Throughout this period of upheaval, our commitment to making progress on our goals of hiring, enrolling, retaining and cultivating success for a broadly diverse population of faculty, staff and students has only deepened. With this third iteration of the Diversity Blueprint, we seek to advance these goals in ways that enable our multiple campuses, units, schools, colleges and departments to take meaningful action and increase accountability and transparency. This new blueprint especially emphasizes the need for a tri-campus approach as we work to more rigorously explore place-based education and engagement, including honest reflection on how our own histories and systems have contributed to various forms of exclusion.

There is — and will always be — work ahead to collectively build a community that lives up to our aspirations, aspirations that should and will continue to evolve with the times. We have made significant strides over the past 12 years, including increasing the number of underrepresented faculty in tenure or tenure track positions by 22 percent over the last five years. We’ve also expanded education and training about diversity, equity, and inclusion and developed new resources and programming to ensure that the UW is a welcoming place for diverse students to live and learn and for faculty and staff to thrive professionally. But these achievements are not the endpoint; rather, they should inspire us to recognize that change is possible through intention and leadership.

I offer my deep thanks to Rickey Hall, Vice President for the Office of Minority Affairs and Diversity and University Diversity Officer, and Chadwick Allen, Associate Vice Provost for Faculty Advancement, as well as the students, faculty and staff serving on the Diversity Council for their leadership and dedication to this project. Their work is essential to our mission of service, learning and discovery, and it’s our shared responsibility to put these invaluable tools to good use.

Ana Mari Cauce, Ph.D.
President, University of Washington
Professor of Psychology
MESSAGE FROM THE CHANCELLOR, UW BOTHELL

Since its founding, the UW Bothell campus community has prioritized its goal to provide a widely diverse student population with access to a UW education and the Husky experience, with the many opportunities and resources that entails.

This blueprint articulating the UW’s tri-campus commitment to ongoing diversity work is a call for us to be clear about our intentions, to inspire engagement and to drive forward broader and more targeted, sustained and measurable action. It is a call I know the UW community, including the Bothell campus, will answer with enthusiasm and dedication.

In its current strategic plan, Expanding Access, Achieving Excellence, the UW Bothell campus recommits to strengthening diversity, equity and a sense of belonging among students, faculty and staff alike. One of three top strategic plan priorities, this work is naturally connected to a second priority: enhancing engagement on our campus and within the community. These two are, in turn, intertwined with our third priority of advancing cross-disciplinary teaching and scholarship so that we can address today’s most pressing problems and issues.

With the publication of this tri-campus blueprint, we must renew our investment in the hard work that comes with ambitious goals, including needs assessments, reviews of ongoing initiatives and programs, and measurable goal setting. It is also a pivotal moment in our shared work as a University, a moment when we need to stay keenly focused on what always matters most: the many people and communities our work serves.

What has struck me most about the UW Bothell community since my arrival in Fall 2021, — and in looking back over its now more than 30-year history — is the sense of mutual care and service this community embodies. I experience it again and again with each staff member, faculty person, community partner or student I meet. And that is what gives me confidence that we can make real change happen here.

I believe that diversity and equity and inclusion — the call to welcome and support everyone because of who they are and where they come from — is the challenge of our time; and I am convinced UW Bothell is absolutely invested in making it happen.

UW Bothell has been committed to diversity issues and action from its very founding, and we have much to be proud of in our history. Yet there is still so much work to be done. This work is vital for our campus and our communities, and will require the efforts of each one of us — a willingness to listen, to ponder, and to make changes where they are needed.

This is how transformation happens. It’s how we choose to step up, each day. I am excited to bring my full attention and energy to creating real-world, real-life action plans with partners across the Bothell campus, the UW and our region.

Kristin G. Esterberg, Ph.D.
Chancellor, University of Washington Bothell
Professor of Sociology
MESSAGE FROM THE CHANCELLOR, UW TACOMA

The University of Washington Tacoma is home to a very diverse student body — 59 percent students of color, 34 percent underrepresented students, 54 percent who are the first in their family to go to college. I am very proud that we serve this population and provide a UW education to the South Sound community.

Back in 2010, I had the honor of leading the creation of the University of Washington’s first Diversity Blueprint and spearheading the incorporation of diversity, equity and inclusion goals in UW’s “Two Years to Two Decades” (2Y2D) strategic planning effort. I have focused much of my career on advancing educational excellence and inclusion and the work of the Diversity Blueprint represents a core value for me.

While the last two years of living in a pandemic have affected us all, they have had a larger impact on some populations, including many of the students we serve. This work will ensure that we maintain the gains we have achieved in recruiting a diverse body of students, faculty and staff and helping them succeed, despite the setbacks.

This third iteration of the Diversity Blueprint will continue to challenge us to advance our own work in the areas of diversity, equity, access, and inclusion on our campus. We recently opened an expanded home for the Center for Equity & Inclusion (CEI), and are developing our first-ever dedicated space on the Tacoma campus for our Indigenous community. In addition, the UW Tacoma Climate Monitoring Committee is helping to ensure that we continue to make progress on the important findings from the 2019 UW Climate Survey and make our campus an even more welcoming and inclusive community for learning, living, and working.

I am grateful to be part of a University that values the hard work necessary to be a national leader in diversity and holds itself accountable to these goals.

Sheila Edwards Lange, Ph.D.
Chancellor, University of Washington Tacoma
Professor of Practice, Educational Leadership and Policy Studies
MESSAGE FROM THE DIVERSITY COUNCIL CHAIRS

The University of Washington’s Diversity Blueprint 2022–2026: Actions toward Access, Inclusion, and Equity outlines a set of high-level, aspirational goals for our tri-campus community. These goals provide an overarching framework, rather than a step-by-step guide, to assist individual academic and administrative units in designing local strategic action plans appropriate to their specific contexts and needs.

Although we have made real progress since 2010, when the Diversity Council launched its first Blueprint, much work remains to be done, and our goals continue to evolve. The 2022–2026 version updates five of the six goals from the 2017–2021 Blueprint, renewing and deepening our commitments to making the UW more inclusive and more equitable for students, staff, and academic personnel from diverse backgrounds, as well as our commitments to improving transparency and accountability. This latest version also reflects a fuller understanding of our community’s needs for access to relevant resources. Our new goal challenges us to move beyond simply assessing diversity needs across our three campuses by prompting us to develop opportunities for place-based education and engagement. What does it mean for students, staff, and faculty to learn and work in specific places with specific histories? How can we enhance both a sense of belonging and a sense of responsibility by increasing our knowledge of our local and regional environments?

Academic and administrative units are asked to create local plans for action, but not without central resources. Since 2017, the Blueprint has been supported by focused workshops and by the Diversity Seed Grants program. Both will continue. For 2022, we are adding a new, online set of resources with links to materials relevant to localizing each goal.

The work we do to advance access, inclusion, and equity — individually, but especially collectively — will help make us a more excellent university.

On behalf of the Diversity Council,

Rickey L. Hall  
Vice President for Minority Affairs & Diversity  
University Diversity Officer

Chadwick Allen  
Associate Vice Provost for Faculty Advancement  
Russell F. Stark University Professor
GOAL 1: CULTIVATE AN ACCESSIBLE, INCLUSIVE, AND EQUITABLE CLIMATE

The University must actively work to create and maintain learning, working, living, and healthcare spaces in which students, faculty, and staff from diverse backgrounds believe they can thrive.

Our goal is to foster a welcoming climate that is accessible, inclusive, and equitable across our research, healthcare, virtual, and campus environments.

EXAMPLES OF LOCALIZING GOAL 1 IN ACADEMIC AND ADMINISTRATIVE UNITS:

> Regularly monitor climate at appropriate levels of scale — within departments, colleges, and schools; within programs and centers; within student, faculty, post-doc, and staff cohorts; within administrative units or sub-units — through focused surveys that will augment and complement the University-wide Climate Survey, through town hall meetings and facilitated discussions, through interviews, or through other instruments for gathering diverse perspectives.

> Regularly publish findings of unit-level climate surveys and other instruments, and discuss results with appropriate stakeholders.

> Acknowledge and develop plans to address concerns about equity, access, inclusion, or other issues relevant to unit climate raised by students, faculty, post-docs, staff, or community partners.

> Assess the culture of meetings within the unit. Are norms, conventions, and procedures for conducting the unit’s business well known and well understood? Is there consensus that norms, conventions, and procedures are effective for all participants? Are meetings welcoming and inclusive of multiple perspectives?

> Engage the practices of inclusive design to design offices, facilities, and other physical and virtual spaces that are accessible to all. Ensure that physical and virtual spaces are representative of all those who visit, study, live, or work in them.

> Regularly offer education and training within the unit that addresses anti-racism, sovereignty, equity, broad diversity, neurodiversity, access, belonging, and other relevant DEI topics.

> Regularly review unit level policies and practices to ensure they are not having a disparate impact on members of particular groups.

> Regularly seek opportunities to purchase goods and services from minority-owned, women-owned, small, local, and diverse businesses.
GOAL 2: ATTRACT, RETAIN, AND GRADUATE A DIVERSE AND EXCELLENT STUDENT BODY

The University must continue to actively recruit and support a diverse body of undergraduate, graduate, and professional students.

The University must increase its capacity to serve students from communities that are underrepresented in higher education, including students who identify as Indigenous, Black, and People of Color; students from low- and modest-income families; students who identify as disabled, LGBTQ+, veterans, and alumni of foster care; international students; transfer students; and students who are part of recent immigrant populations.

EXAMPLES OF LOCALIZING GOAL 2 IN ACADEMIC AND ADMINISTRATIVE UNITS:

- Establish collaborative relationships with central recruitment and outreach services to better coordinate K-12 pathway programs, pathway programs with two-year and tribal colleges, and other initiatives that connect potential students to the University.

- Work with Advancement and external communities to increase scholarship and fellowship funding to better support underrepresented and marginalized students both from our local communities and from locations outside the state of Washington.

- Regularly review disaggregated data on student retention and graduation rates to identify gaps and areas of concern and to design intervention strategies to better support students from diverse backgrounds.

- Strengthen undergraduate retention by enhancing advising strategies within majors, minors, and certificate programs — such as early warning and intervention systems — for underrepresented, veteran, first-generation, and low-income students.

- Develop and strengthen relationships with existing pathway initiatives to encourage underrepresented, veteran, LGBTQ+, first-generation, and low-income students from UW and other regional colleges and universities to attend graduate or professional school at the UW.

- Design, support, and actively participate in preparatory programs that put underrepresented undergraduates on the path to graduate and professional schools.

- Increase collaboration with the Graduate School so that units can contact, host, and recruit students interested in their graduate-level programs.

- Strengthen graduate student retention by enhancing departmental support in a variety of areas, including mentorship, funding, professional development, and accessibility for underrepresented, veteran, and first-generation graduate students, as well as graduate students with disabilities.
GOAL 3: ATTRACT AND RETAIN DIVERSE ACADEMIC PERSONNEL

The University must increase efforts to recruit faculty, post-docs, librarians, and other academic personnel from backgrounds that are underrepresented in higher education, including those who identify as Indigenous, Black, and People of Color.

The University must increase efforts to retain diverse faculty at all ranks and to support the success of diverse academic personnel across the full arcs of their careers.

EXAMPLES OF LOCALIZING GOAL 3 IN ACADEMIC AND ADMINISTRATIVE UNITS:

> Create and then annually revise or affirm a five-year hiring plan that is explicitly aligned with the unit’s diversity mission and goals for equity and inclusion.

> In consultation with the Office for Faculty Advancement, the ADVANCE Center for Institutional Change, the Center for Health Equity, Diversity, & Inclusion, and other university-wide resources, create and then annually revise or affirm unit-specific protocols for recruiting faculty, post-docs, and other academic personnel. Relevant areas include: effective composition of search committees; appropriate uses of available data; processes for vetting language used in position descriptions and job advertisements; outreach efforts to increase the diversity of applicant pools; processes for designing and vetting evaluation criteria; procedures for interviews, and so forth.

> Commit to regularly assessing the effectiveness of unit-specific practices and protocols for recruiting faculty, post-docs, and other academic personnel. Unit leadership commits to debriefing the search committee at the conclusion of every search in order to determine what worked well and what requires ongoing improvement. Unit leadership also commits to organizing more thorough audits of faculty searches in order to assess how well specific protocols and practices are working across specific searches and over time.

> Create an annual curriculum of unit-wide education that addresses effective strategies for recruiting and retaining a diverse and inclusive faculty.

> Create regular procedures for onboarding new faculty, across all ranks, that include specific attention to issues of concern for colleagues from underrepresented or minoritized backgrounds.

> Create mentoring and professional development opportunities at appropriate levels of scale — within or across departments, colleges, schools, laboratories, clinics, research centers, and campuses — that explicitly address issues of concern for colleagues from underrepresented or minoritized backgrounds.

> Create and/or support opportunities for faculty and post-docs from diverse backgrounds to build community on and off campus.
GOAL 4: ATTRACTION AND RETAIN DIVERSE STAFF

The University must increase efforts to recruit staff from backgrounds that are underrepresented in higher education, including staff who identify as Indigenous, Black, and People of Color.

The University must increase efforts to retain diverse staff at all ranks and to support the success of diverse staff across the full arcs of their careers.

EXAMPLES OF LOCALIZING GOAL 4 IN ACADEMIC AND ADMINISTRATIVE UNITS:

> Regularly engage the Staff Diversity Hiring Toolkit and other HR diversity resources.

> Actively work to create diverse hiring pools for all staff positions by advertising job announcements and position descriptions through diverse publications, websites, lists, and social media platforms.

> Create an annual curriculum of unit-wide education that addresses effective strategies for recruiting and retaining a diverse and inclusive staff.

> Create regular procedures for onboarding new staff that include specific attention to issues of concern for colleagues from underrepresented or minoritized backgrounds.

> Co-create annual professional development plans with each staff member in the unit.

> Create mentoring teams within and across units to help staff members achieve their professional development goals.

> Work toward a goal of 100 percent staff participation in DEI education and training.

> Create and/or support opportunities for staff from diverse backgrounds to build community on and off campus.
GOAL 5: DEVELOP PLACE-BASED EDUCATION AND ENGAGEMENT TO ADVANCE ACCESS, INCLUSION, AND EQUITY

The University must provide all students, staff, and faculty with opportunities to better understand the environments in which their learning and work lives take place.

In particular, the University must rigorously explore its histories of racial, ethnic, and other forms of exclusion and actively engage the histories of the diverse communities within which its Seattle, Bothell, and Tacoma campuses are located.

EXAMPLES OF LOCALIZING GOAL 5 IN ACADEMIC AND ADMINISTRATIVE UNITS:

> Develop protocols for Land Acknowledgement that recognize specific campus locations as well as the University’s mission to serve the entire state of Washington.

> Develop understandings of the histories of the three UW campuses that directly address issues of Indigenous sovereignty and issues of access, equity, and inclusion for underrepresented and minoritized communities. Incorporate these understandings into relevant curricula and programming.

> Develop understandings of the histories of colleges, schools, programs, centers, and administrative units that directly address issues of access, equity, and inclusion.

> Develop understandings of the history of student activism on our campuses and of the history of activism in our local communities. Incorporate these understandings into relevant curricula and programming.

> Orient new students, staff, and faculty to their local communities and to their local environments as well as to their campuses.

> Encourage students, staff, and faculty to become involved with their local communities and with their local environments through service learning, internship, outreach, and volunteer opportunities.

> Encourage faculty to incorporate place- and community-based approaches within their undergraduate, graduate, and professional curricula and assignments.

> Explore the histories, interpretations, and impacts of monuments, artworks, street names, building names, and other material features of our campus spaces and of our research and healthcare environments.

> Develop procurement strategies that foster business equity by prioritizing women- and minority-owned businesses in our local communities.
GOAL 6: IMPROVE ACCOUNTABILITY AND TRANSPARENCY AT ALL LEVELS

University leadership must commit to working toward established goals for diversity, equity, access, and inclusion.

Leaders at all levels must accept accountability by implementing new initiatives to achieve these goals; ensure that best practices are disseminated across all three campuses and across all of our research, healthcare, and virtual environments; and make clear the University community’s responsibility for advancing diversity, equity, access, and inclusion.

EXAMPLES OF LOCALIZING GOAL 6 IN ACADEMIC AND ADMINISTRATIVE UNITS:

> Develop, implement, and make public an action plan for diversity, equity, access, and inclusion within the unit that is aligned with the University’s mission and values. The plan should establish a set of clear goals, and it should state who in the unit is responsible for advancing each goal.

> Conduct an annual audit of the unit’s performance in terms of recruitment, retention, utilization of diverse suppliers, use of inclusive design, and other equity and inclusion practices. Make all findings public in an accessible report or dashboard.

> Produce an annual “state of diversity, equity, access, and inclusion” report that reviews the unit’s progress on its action plan.

> Establish an annual “community engagement and justice award” to recognize programs or individuals who have significantly advanced the goals of the unit’s action plan for diversity, equity, access, and inclusion.
EXAMPLES OF PAST DIVERSITY SEED GRANT Awardees AND PROJECTS

A full list of Diversity Seed Grant Awardees can be found at https://www.washington.edu/diversity/diversity-blueprint/seed-grants/awardees/

INTERDISCIPLINARY ARTS AND SCIENCES, TACOMA

> Awarded Fall 2017
> Project Title: Arts and Cultures Across American Borders: An Event Series
> Blueprint Goal(s) Addressed: Cultivate an inclusive campus climate; Attract, retain, and graduate a diverse and excellent student body

This project will consist of a series of events showcasing the art, thought and writing of people who have immigrated, migrated or crossed borders to come to the United States mainland. Along with the events, these topics of “border-crossing” will be explored in a set of classes at UW Tacoma during the coming academic year.

BIOLOGY, BOTHELL

> Awarded Spring 2018
> Project Title: UW-Bothell Biology Leadership Organization of Underrepresented Mentors (BLOUM)
> Blueprint Goal(s) Addressed: Attract, Retain, and Graduate a Diverse and Excellent Student Body

The Biology Department at UW Bothell will use their Seed Grant funds to create a mentoring program targeting 1st or 2nd year undergraduates in the Biology program who are from historically underrepresented groups in STEM fields, matching them (both in and out of the classroom) with peers that have recently and successfully completed introductory courses.

THE WHOLE U

> Awarded Fall 2018
> Project Title: The Whole U Speaker Series: Understanding Health and Wellness Through the Lens of Equity
> Blueprint Goal(s) Addressed: Cultivate an Inclusive Campus Climate; Attract, Retain, and Graduate a Diverse and Excellent Student Body; Attract and Retain a Diverse Faculty; Attract and Retain a Diverse Staff; Assess Tri-Campus Diversity Needs; and Improve Accountability and Transparency

The Whole U Speaker Series: Understanding Health and Wellness Through the Lens of Equity is a five-part series that engages the UW community in research-backed conversations on issues of equity in healthcare and wellness, covering topics of mental and physical health, educational and occupational wellness, and access to marrow transplants.
EXAMPLES OF PAST DIVERSITY SEED GRANT Awardees and Projects

BURKE MUSEUM OF NATURAL HISTORY AND CULTURE
> Awarded Spring 2019
> Project Title: Intro to Equity, Inclusion, and Decolonization at the Burke
> Blueprint Goal(s) Addressed: Cultivate an Inclusive Campus Climate; Attract, Retain, and Graduate a Diverse and Excellent Student Body; Attract and Retain a Diverse Staff; and Attract and Retain a Diverse Faculty

In preparation for the opening of the New Burke, the Burke Museum will develop a training program for staff, volunteers, and Board members, intended to create a museum-wide shared understanding of equity and inclusion—with a particular emphasis on understanding decolonization at the Burke—that will guide operations at every level.

BROTHERHOOD INITIATIVE
> Awarded Fall 2019
> Project Title: Brotherhood Initiative Leadership Retreat
> Blueprint Goal(s) Addressed: Cultivate an Inclusive Campus Climate; Attract, Retain, and Graduate a Diverse and Excellent Student Body

The Brotherhood Initiative leadership retreat provides an out of classroom opportunity for additional leadership development and community bonding that focus on identity development and that will increase a sense of belonging among men of color at the University of Washington.

SCHOOL OF EDUCATION UNIVERSITY OF WASHINGTON TACOMA
> Awarded Spring 2020
> Project Title: Indigenizing Educational Leadership through Tribally Based Cohorts
> Blueprint Goal(s) Addressed: Cultivate an Inclusive Campus Climate; Attract, Retain, and Graduate a Diverse and Excellent Student Body; Assess Tri-Campus needs

In an effort to honor place, center Indigenous perspectives and ways of being this Indigenizing Educational Leadership through Tribally Based Cohorts project will integrate tribal practices through the use of tribal art, Indigenous knowledge keepers and community celebrations.
EXAMPLES OF PAST DIVERSITY SEED GRANT Awardees and Projects

UNIVERSITY OF WASHINGTON BOTHELL INFORMATION TECHNOLOGY

> Awarded Fall 2020
> Project Title: Bias & Technology Discussion Series
> Blueprint Goal(s) Addressed: Cultivate an Inclusive Campus Climate; Attract, Retain, and Graduate a Diverse and Excellent Student Body; Attract and Retain a Diverse Faculty

The proliferation of technology in all aspects of our work, research, teaching and learning raises questions about the impacts of bias in technology. Join UW Bothell IT for a screening of the documentary Coded Bias by Shalini Kantayya and a discussion series on the intersection of technology, equity, justice, bias and discrimination.

THE INFORMATION SCHOOL

> Awarded Spring 2021
> Project Title: High School to iSchool “iTech Inclusion Modules Project”
> Blueprint Goal(s) Addressed: Cultivate an Inclusive Campus Climate; Attract, Retain, and Graduate a Diverse and Excellent Student Body

The iTech Inclusion Module Project is a library of innovative teaching modules in a wide range of technology topics produced by INFO students to introduce middle & high school students to Informatics and Freshman Direct Admission at the UW. The 40-minute modules can be used individually or as a series in HS classrooms or for workshops and outreach.

HARBORVIEW MEDICAL CENTER INTERPRETER SERVICES DEPARTMENT

> Awarded Spring 2021
> Project Title: Afghan Caseworker Cultural Mediator (CCM) Medical Interpreter Training and Certification
> Blueprint Goal(s) Addressed: Attract and Retain a Diverse Staff

HMC’s Interpreter Services Department is hiring an Afghan Caseworker Cultural Mediator (CCM) to serve new arrivals. Attracting and retaining diverse staff to serve this new community is vital. The grant will provide the CCM with training and national certification as a medical interpreter, expediting hiring bilingual/bicultural staff to serve the Afghan community and promote equitable health care.
For more information or resources, visit www.washington.edu/diversity/diversity-blueprint.

For questions about the University of Washington Diversity Blueprint, email the University of Washington Diversity Council at dcstaff@uw.edu.