

## DIVERSITY STATEMENT

Wadiya Udell

I have a long track record demonstrating my commitment to diversity, equity, and inclusion (DEI) that is grounded in theory *and* praxis. Since joining the University of Washington Bothell (UWB) in 2006, my scholarship, teaching, and service to my department, campus, and the tri-campus have reflected my ongoing commitment to using my skills and resources to help minimize social inequities in higher education and society. As a researcher, I have remained committed to reducing health disparities among some of the most disenfranchised populations in the United States and abroad. As an educator, my decision to teach at one of the two predominantly undergraduate campuses of the University of Washington (UW) is driven by a commitment to foster economic opportunities for first-generation and underrepresented students by providing them with a quality educational experience that is meaningful, impactful, and relevant to their worlds. As a member of the faculty, my work in DEI has focused on strengthening UW by working to diversify our tri-campus curriculum, improve policies and practices, and support faculty and campus leaders.

Much of my scholarship has been dedicated to developing culturally grounded health promotion programs for marginalized and underserved populations. The primary goal of my work is to conduct research that responds to needs identified by communities, as opposed to prioritizing current scientific trends that may be of minimal use to marginalized populations. It is important for my research to both advance scientific knowledge and ensure that communities receive the benefits of such advances. As a result, I have prioritized using my time, expertise, and resources to collaborate with organizations working to promote the health and well-being of underserved groups, including training Apple Health Core Connection's care management team on sexual health in foster care, and providing technical assistance and training to health care organizations to improve HIV-prevention efforts as part of the American Psychological Association's Behavioral and Social Science Volunteer Program. Additionally, I have specifically chosen to publish my research in journals committed to studying health disparities among marginalized communities (e.g., *Journal of Health Care for the Poor and Underserved*, *Cultural Diversity and Ethnic Minority Psychology*, *Journal of Health Disparities Research and Practice*).

My commitment to serving underrepresented groups extends to my teaching and mentoring. As a first-generation college student, I recognize the importance of providing students with an education that recognizes and respects the diversity of their backgrounds and experiences. I aim for students in my courses to develop an appreciation for the experiences and contributions of various cultural groups to the field of psychology, including those of various geographic and socioeconomic backgrounds. I have also assisted other UW faculty in fostering diversity and equity in their courses. Upon the rollout of the UW diversity requirement in 2014, I was one of six Faculty Diversity Scholars from across the three campuses supporting faculty who were adapting and developing courses to align with the new curriculum requirement. In addition to supporting the expansion of DEI in UW classrooms, I have mentored many first-generation UWB students, as well as underrepresented graduate students and junior faculty. Since 2015, I have served as an advisory board member or mentor for several research training programs at

the Indigenous Wellness Research Institute (IWRI) aimed at developing scholars who conduct culturally grounded research addressing health disparities among American Indians/Alaska Natives (AI/AN) and Native Hawaiian/Pacific Islanders (NHPI). To further the advancement of underrepresented racial/ethnic minority junior health researchers, I co-authored a publication with IWRI researchers titled "Mentoring the Mentors of Underrepresented Racial/Ethnic Minorities: Beyond Cultural Competency." This article shifts the focus away from making underrepresented faculty more resilient and acculturated to academia to focus on the knowledge and skills required for mentors to be successful.

As I have advanced in my career and moved into different roles, the ways in which I demonstrate my commitment to making UW a more equitable, safe, and productive space for all faculty have expanded. Upon earning tenure, I worked informally with junior faculty in the School of Interdisciplinary Arts and Sciences (IAS) to create a website that crowdsourced information to facilitate equitable distribution of mentoring resources among junior faculty. This work led to my serving as Interim Associate Dean of Faculty Development (2015-2016). In this role, I led several institutional and policy changes to promote a more equitable and productive work environment within IAS. Based on research I conducted on faculty workload, I identified areas of service inequity and developed the first school guidelines for service load. In addition to this work, I also focused on making contingent faculty positions more secure by co-developing promotion guidelines. In 2016, IAS did not have clear distinctions between the then full-time lecturer ranks or guidelines for a promotion pathway for full-time lecturers. Collaborating with the personnel committee and IAS administrators, I developed rank distinctions and a transparent promotion pathway for the Lecturer, Senior Lecturer, and Principal Lecturer positions.

My work to promote a more equitable environment for faculty extends beyond IAS and UWB to the tri-campus. I have been a trusted resource for faculty members seeking my advice, support, and help in problem-solving issues they face, including those related to promotion and tenure, students, administration, and personnel. While I have supported many faculty in their various roles across campus, I have especially supported underrepresented faculty navigating the pressures of being the only person with their experience or perspective in the room (e.g., having their "minority" contributions devalued while simultaneously having their minority status tokenized with requests and expectations to take on service that the institution relies on, but does not recognize in its reward structure). In addition to supporting faculty at the individual level, I have also worked with academic programs to develop structural changes by serving as a resource as they work to recruit and retain a diverse faculty.

Fostering and supporting diversity, equity, and inclusion at UWB is essential to accomplishing our campus mission of providing "innovative and creative curricula, interdisciplinary teaching and research, and a dynamic community of multicultural learning." My historical knowledge of this institution and experience in various faculty leadership roles have allowed me to provide significant leadership and service contributions to the advancement of DEI at UWB. I welcome the opportunity to continue this meaningful work as UWB's first Associate Vice Chancellor for Faculty Success.