



An IDEAL University: Challenges and Opportunities in Equity and Inclusion at the University of Oregon

February 7, 2018

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Agenda

1. Overview of the UO Office of the Vice President for Equity and Inclusion
Organization and brief review of OVPEI functions at UO

2. Overview of UO's IDEAL Framework
Reminder of process leading to adoption of the IDEAL framework in Winter, 2016

3. Diversity Action Plans:
 - a. Emerging common themes and resources
Themes common to unit-level Diversity Action plans, Working Groups currently creating recommendations to address some themes

 - b. Existing campus resources and example activities
Initiatives for recruiting, hiring, mentoring; examples selected from unit initiatives

 - c. Implementation and support
Go forward with actionable items; current and future funding sources; DEI support for metrics

4. Save the date- **June 5 2018 Showcase Oregon** will feature UO and invited speaker presentations showcasing IDEAL implementation

5. **Activity** - example scenarios for implementing equity and inclusion on a campus

Division of Equity and Inclusion Priorities

OVPEI priorities include:

- leadership and coordination for UO diversity;
- facilitation and implementation of the IDEAL Framework through campus-wide Diversity Action Plans;
- coaching for academic and administrative leadership;
- counseling for faculty and graduate students;
- professional development workshops;
- research and reports on diversity issues;
- partnerships with campus units and other educational institutions to promote equity and inclusion.

IDEAL Framework

Three institutional priorities: building academic and research profile; ensuring student access and success; and offering a rich, diverse, and high caliber educational experience.

The IDEAL Framework supports these priorities by:

I nclusion	Cultivating a more welcoming and respectful environment for all
D iversity	Developing and implementing equitable strategies for recruiting, retaining and advancing cadre of student, faculty and staff, with a wide variety of backgrounds, talents, perspectives and experiences.
E valuation	Using assessment and measurement strategies to evaluate our process in meeting university's goals of equity and inclusion.
A chievement	Ensuring that our policies, processes and practices provide access for all to achieve their personal best.
L eadership	Develop, nurture and coach leadership to facilitate inclusive environments as well as the resources for success.

<https://inclusion.uoregon.edu/IDEAL>

IDEAL Timeline

Date	Milestone
Fall 2013	Listening tour and campus-cum-community gatherings to solicit ideas for the Diversity Plan
Winter 2014	DEI begins reallocating resources in preparation for the implementation of IDEAL
Spring 2014	University-Wide Diversity Committee (UWDC) is formed and begins its work
Fall 2014	UWDC drafts plan and gets feedback from campus stakeholders
Spring 2015	President Schill meets with UWDC; VPEI Presents to Board of Trustees about IDEAL and Diversity, Equity and Inclusion at the UO DEI reports on UO Senate on the IDEAL Framework
Winter 2016	IDEAL Framework is presented to the UO Senate for feedback and input; Campus feedback and input are used to refine the IDEAL Framework; President approves the IDEAL Framework and shares it with campus.
Fall 2016	Diversity Action Plan (DAP) process is launched

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Diversity Action Plans: Some common themes*

- Unit-level diversity committees
- Climate survey
- Trainings and reference material for promotion of inclusive environments
- Mentoring programs
- Onboarding programs
- Active recruitment plans
- Using philanthropy to support students from underrepresented groups

*Themes named by 5+ academic units

Diversity Action Plans: Current Working Groups

Working Groups were organized in fall 2017 around emerging common DAP themes

Climate survey

Implicit Bias Professional Development

Recruiting Processes, Outlets & Retention Tools

Leadership Succession Planning

Onboarding and Training for New Employees & New Supervisors

Evaluate Existing Workshops

Professional Development Pilot Projects

Working Groups are meeting 2x/quarter and will provide recommendations on these topics
by May, 2018

Diversity Action Plans: Some common themes and existing resources

- **Unit-level diversity committees – under unit control!**
- **Climate survey – Working Group**
- **Trainings and reference material for promotion of inclusive environments-
Working Group**
- **Mentoring programs – UMRP program, NCFDD Bootcamp (CAS),**
- **Onboarding programs – Working Group**
- **Active recruitment plans – OPAA Active Recruitment Fund**
 - *Using philanthropy to support students from underrepresented groups -
Opportunity*

[Themes named by 5+ academic units]

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New! The University of Oregon Leadership Academy

UO Office of the Provost and Academic Affairs

The UO Leadership Academy is a leadership development program for administrative and academic leaders at the UO. The academy affirms the university's commitment to diversity and equity, and intends to support the development of administrators and faculty who can participate effectively in a global society. ***In addition, the program is designed to expand the pipeline of diverse and talented administrative and academic leaders at the UO.***

'A leader is not necessarily a person who holds some formal position of leadership or who is perceived as a leader by others. Rather, a leader is one who is able to affect positive change for the betterment of others, the community, and society. All people, in other words, are potential leaders.' – Higher Education Research Institute

Applications are due March 2 for the 2018-2019 cohort

<https://provost.uoregon.edu/uo-leadership-academy>

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Initiatives for Faculty Diversity

An ongoing collaboration with the Office of Academic Affairs to strengthen faculty searches and hiring practices

Implicit Bias Training workshops

Five 2-hr workshops in Fall 2017 supported ~300 faculty and staff in recognizing and mitigating the influence of bias

<https://inclusion.uoregon.edu/implicitbias> Contact: DEI, Rafael Lopez (lopezr@uoregon.edu)

Faculty hiring initiatives supporting diversity

- Fund for Active Recruitment - \$2500 grants for activities towards recruiting diverse candidates

<https://facultyhiring.uoregon.edu/fund-for-active-recruitment/>

- Underrepresented Minority Recruitment Program (UMRP)

<https://academicaffairs.uoregon.edu/UMRP>

- Dual Career Appointments

<https://academicaffairs.uoregon.edu/dual-career-support>

- Initiative for Faculty Diversity (IFD)

<https://inclusion.uoregon.edu/content/initiative-faculty-diversity-ifd>

Selected examples from across campus

1. New Philosophy Department Diversity Focus

CAS at the UO, other units, and faculty, students, and administrators throughout higher education have a renewed focus on issues of diversity pertaining to race, ethnicity, immigration, LGBTQ issues, disability, feminism. Philosophy has an aspect of not addressing such issues, although there are plenty of philosophical methodologies and authors who have addressed them in recent decades. Still, traditional students remain unaware of many of these issues and minority students in all of the categories may feel that there is no place for them in philosophy.

Requirements:

- 1. Successful completion of 2 listed diversity courses that are currently taught.*
- 2. Successful completion of **one new four-credit capstone course, Philosophical Methods and Diversity**. In each case, the capstone course will require a term paper in which students reflect on the relationship between philosophy and diversity.*
- 3. Attendance at 6 UO Diversity events in the philosophy department or other units on campus. Students are to write a paragraph, with date and event content, no later than 30 days after attendance. (Submitted to Diversity Advisor)*
- 4. The Diversity Focus program needs to be completed within 4 years by any student enrolling, in both the graduate and undergraduate version.*

Selected examples from across campus
2. Vice President for Finance and Administration

Elements from the VPFA Diversity Action Plan (ongoing and planned)

Engagement in the portfolio-wide Diversity Action Plan:

Implicit bias awareness training. The committee's work in 2014-15 led to two trainings for managers in July 2015.

The committee is piloting the division's first-ever "[Implicit Bias Awareness Month](#)" in [February 2018](#), and continues to look for opportunities to broaden training on this topic for [all staff within the portfolio](#).[Reducing implicit bias in the search process.](#)

[Some of our units have piloted redacting gender pronouns and names from application materials.](#) In September 2016, the committee presented to the VPFA leadership about how [this method could be used in the search process.](#)

[Exit interviews as a means of understanding diversity-related \(and other\) issues in our workplace.](#) The committee made recommendations to the vice president for the [implementation of exit surveys and exit interviews in September 2016.](#) Both were [implemented beginning February 2017.](#)

[Exploration of an overarching multicultural organizational development approach.](#) The vice president will engage the committee for identifying opportunities to intertwine diversity and inclusion efforts into the [portfolio's strategic planning efforts.](#)

Selected examples from across campus
3. Example Diversity Action Plan activities involving communication
– signaling an inclusive culture

Activity	Units Employing	Units Intending to Employ
Create a strong & accepted diversity & inclusion mission statement		GRAD ¹ ; OIA;
Include diversity value statement in communication	SSA;	
Develop a “commitment to equity and inclusion” statement	LERC ² ;	
Develop/define an “equity lens” using foundational questions		LERC;
Diversity web page		CAS;
Diversity awards program		CAS; SSA ³ ;
Annual report on diversity issues		GRAD;
Actively encourage UO faculty to apply for the Center’s Resident Scholar Program	WMC;	
Encourage faculty to identify Target of Opportunity candidates	CAS;	

Selected examples from across campus

From the audience.....

Diversity Action Plan Implementation

1. Units are encouraged to move forward!

Activities that do not require resources: communication, processes

2. Activities that require metrics – contact DEI

3. Activities that require resources:

Small levels (\$500-\$1000) may be considered now by DEI

Larger funds will be available for collaborative activities- mechanism to be announced

In late Winter/early Spring

If you have an idea, contact us!

4. Sharing across campus:

From the audience- what type of communication works for your unit?

(Answers – listserves, newsletters, direct emails to diversity committee members, web pages, suggested one common UO website with links to unit sites)

June Event

Showcase Oregon (June 5, 2018)

- A half day campus-wide open-house to focus on best practices and innovations that can institutionalize the work of IDEAL

Showcase Oregon is a bi-annual campus workshop hosted by the Division of Equity and Inclusion. This year's workshop will be held in the afternoon of June 5, 2018 and will feature remarks from President Schill, Provost Banavar and a keynote speaker Dr. Douglas M. Haynes, Vice Provost for Academic Equity, Diversity and Inclusion of the University of California – Irvine. The event will showcase Diversity Action Plan implementation processes across the schools, colleges and administrative units at UO.

<https://inclusion.uoregon.edu/content/showcase-oregon-sessions>

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OPAA/DEI Workshop on Equity and Inclusion - Scenarios

Audience members were asked to work in groups of 4-5 to address one of the following scenarios regarding application of principles of equity and inclusion in a unit setting. Members then reported out to the whole group.

Slides with the scenarios are followed by slides that include notes from discussion of each scenario. Importantly, notes represent points brought up in discussion at this workshop and not official UO policies. Units may wish to facilitate their own discussions of these scenarios.

Preamble

These scenarios are hypothetical situations involving topics of equity and inclusion. They are meant to be considered from the point of view of an administrator or any leader in a given unit.

For each, please consider:

- A. What are the *principles* guiding an appropriate response? (*note, there may be several principles to be considered that reflect different and contrasting factors*)
 - B. What are possible *response scenarios*?
 - C. What are *existing campus resources* (or ones that you wish were available) that address this topic?
 - D. Are there unit-level *structures or policies* that could be implemented to avoid a negative scenario?
- (*note – due to time constraints, this point was not addressed during discussion, but it is important for consideration*)

OPAA/DEI Workshop on Equity and Inclusion - Scenarios

1. Teaching

- I. You receive an email message from an undergraduate student taking a large introductory course in your department. The student respectfully indicates that the course contains elements that are disturbing to them and some others in the classroom and that these students no longer feel comfortable in the learning environment due to the atmosphere. The student indicates that the affected parties are from underrepresented groups.

- II. Your department has invested in a new large space for undergraduate students to work together on projects. You walk by the space frequently and observe that it is very active, with groups of students seated around large tables and apparently working together on homework or other activities. You notice, however, that the students at the tables are nearly 100% from the dominant group in the department. Periodically you notice a student from an underrepresented group in the room, but they are nearly always working by themselves at a corner desk.

OPAA/DEI Workshop on Equity and Inclusion - Scenarios

2. Service

I. A list of committees is circulated with the following makeup:

- a) Curriculum committee: 6 members include 2 NTTF and 4 TTF, equal gender and rank distribution
- b) Space committee: 4 members include 3 senior male TTF, 1 junior female TTF
- c) Diversity committee: 5 members include 3 female TTF and 2 PhD students from underrepresented groups
- d) Awards committee: 5 members include 1 senior male NTTF, 4 senior male TTF

OPAA/DEI Workshop on Equity and Inclusion - Scenarios

3. Service - hiring

A new faculty/staff/OA search has been approved and is underway. The topic of diversity has been discussed at unit meetings and in general the unit has expressed a goal of increasing diversity in the unit. The search committee reviews applications, and requests input from colleagues. The committee then returns a proposed list of 6 interviewees that contains one candidate from an underrepresented group (for your unit).

OPAA/DEI Workshop on Equity and Inclusion - Scenarios

4. Climate

It is brought to your attention that someone in your unit who has supervisory duties is attending lunchtime meetings with a group that is organizing on campus and that is considered by some to have principles that are discriminatory towards underrepresented groups. You have been made aware that this is causing significant concern among other employees.

OPAA/DEI Workshop on Equity and Inclusion – Scenario Discussion *

1. Teaching I scenario

- I. You receive an email message from an undergraduate student taking a large introductory course in your department. The student respectfully indicates that the course contains elements that are disturbing to them and some others in the classroom and that these students no longer feel comfortable in the learning environment due to the atmosphere. The student indicates that the affected parties are from underrepresented groups.

A. Principles guiding a response:

Successful learning environment for all
Freedom of speech
Welcoming, inclusive environment
Academic freedom

B. Possible response scenarios (as unit head):

Gather more information from instructor and students
Check UO classroom policies
Guide instructor to resources on framing controversial discussions (see below)

C. Existing campus resources to address this topic:

DEI, classroom policy websites, local curriculum committees, Teaching Effectiveness Program
See: <http://tep.uoregon.edu>, <http://tepblog.uoregon.edu/blog/index.php/a-controversial-demonstration-on-campus-principles-for-faculty-response/>

*Points listed are gathered from discussion notes. They do not constitute official UO policy.

OPAA/DEI Workshop on Equity and Inclusion – Scenario Discussion *

1. Teaching-II scenario

II. Your department has invested in a new large space for undergraduate students to work together on projects. You walk by the space frequently and observe that it is very active, with groups of students seated around large tables and apparently working together on homework or other activities. You notice, however, that the students at the tables are nearly 100% from the dominant group in the department. Periodically you notice a student from an underrepresented group in the room, but they are nearly always working by themselves at a corner desk.

A. Principles guiding a response:

Successful learning environment for all

Welcoming, inclusive environment

Diversity of opinion valued in collaborative work

B. Possible response scenarios (as unit head):

Consider hosting social gatherings/mixers in new space

Faculty office hours in new space

Suggest faculty create assigned (randomly) groups for collaboration

Check climate survey for students

Work on building critical mass of underrepresented group and cohort development

C. Existing campus resources to address this topic:

CMAE <https://inclusion.uoregon.edu/content/center-multicultural-academic-excellence-cmae>

Department Diversity committees

Faculty discussions about course structure and inclusivity

UO Teaching and Learning Center <https://tlc.uoregon.edu>

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2. Service - scenario

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A. Principles guiding a response:

Appropriate representation (inclusive and diverse)
Inclusive environment and transparent processes
Honoring faculty preferences in service
Equitable workload distribution

B. Possible response scenarios (as unit head):

Provide leadership about including these principles during committee formation process
Dean's office could provide guidance to departments
Remind department that diversity is everybody's job and that inclusion is essential to its impact
Have diversity committee evaluate makeup of other committees on ongoing basis

C. Existing campus resources to address this topic:

Implicit bias and other workshops on campus/DEI
A new 'best practices for department processes' site
Consideration of committee makeup in unit-level diversity action plans

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OPAA/DEI Workshop on Equity and Inclusion – Scenario Discussion *

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A. Principles guiding a response:

Integrity of search process -

Are consistent search policies being followed?

Was there wide input from colleagues that was interpreted consistently?

Any structural flaw in the process so far?

Was the candidate pool representative of availability?

B. Possible response scenarios (as unit head):

Discuss with committee how existing policies were applied (see above)

Discuss proposed interview list with department

Consider (with committee) revisiting the pool

C. Existing campus resources to address this topic:

UO website for best practices in faculty hiring <https://facultyhiring.uoregon.edu>

Fund for faculty recruitment <https://facultyhiring.uoregon.edu/fund-for-active-recruitment/>

DEI-hosted website on bias <https://inclusion.uoregon.edu/implicitbias>

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A. Principles guiding a response:

Welcoming/inclusive work environment

Freedom of speech

Employee privacy

B. Possible response scenarios (as unit head):

Community dialogues and communication reinforcing general principles of equity and inclusion

Reinforcement of fair, transparent applications of department policies

Consult with UO Ombuds program, DEI, Labor Relations

C. Existing campus resources to address this topic:

UO HR Respectful Workplace and climate sites

<https://hr.uoregon.edu/employee-labor-relations/workplace-climate/annual-respectful-workplace-notice>

<https://hr.uoregon.edu/employee-labor-relations/workplace-climate>

UO Ombuds program <https://ombuds.uoregon.edu>

Division of Equity and Inclusion <https://inclusion.uoregon.edu/office-vice-president-equity-and-inclusion-ovpei>

Labor Relations <https://hr.uoregon.edu/employee-labor-relations/uo-bargaining-units-cbas>

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Questions/comments-
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