CoDaC Annual Report 2007-2008

This report provides an overview of the Center on Diversity and Community’s (CoDaC) activities from September 2007 through June 2008. The year was characterized by significant internal staffing changes, the launching of new programs as well as the continuation of successful programs, and the creation of new partnerships. What follows is a detailed summary of each area.

Staffing

AY 2008 experienced significant staff changes. CoDaC lost two key staff (Robin Holmes, who was appointed Vice President of Student Affairs, and John Shuford, who left the university in December 2007) and gained new staff. Two interim staff positions were regularized in September 2007, resulting in the permanent appointments of Tim McMahon (Professional Development Specialist, Curriculum) and Tina Gutierrez-Schmich (Professional Development Specialist, Mediation), both half-time positions. With John Shuford’s departure we took the opportunity to re-evaluate the position and operated without an associate director for Winter and Spring terms. The newly configured “Associate Director of Research” position was internally posted in May 2008 and we successfully hired Dr. Gordon Hall (psychology) to fill the position.

We also secured funding to hire two graduate student assistants, Cynthia Medina (counseling psychology) and Kevin Kebede Berhanu (Couples and Family Therapy), both of whom joined CoDaC in January 2008. Our Staff-in-Residence Program brought in two additional staff members: Chris Esparza (University
Counseling and Testing Center) and Annie Bentz (Office of Equal Opportunity and Affirmative Action).

Finally, we launched a pilot Faculty-in-Residence Program to increase opportunities for direct faculty engagement with the Center. Chuck Kalnbach (Fall term, Lundquist College of Business) and Dr. Krista Chronister (Winter term, College of Education) provided invaluable guidance regarding CoDaC’s program delivery and research agenda. This pilot year was intentionally designed to “cherry pick” faculty who could aid the center in identifying its programmatic and research potential. If continued, the program would be reconfigured into a competitive “One Term in Residence” program aimed at faculty seeking an intensive opportunity to develop knowledge, awareness, and skill in multicultural organizational development. We imagine these faculty to be “point people” in designing and fortifying the diversity infrastructures within their own academic departments or units.

Programs and Activities

1. Consulting and Presentations
CoDaC served as an organizational consultant to seven campus units. Activities involved professional development modules, individual faculty consultations, and meetings with leadership teams to aid in the design and fortification of their units’ diversity infrastructures.

CoDaC also provided consulting on an as needed basis to individual faculty experiencing diversity-related challenges within their classes, administrators seeking advice on issues pertaining to diversity within their units, and external community members and organizations. This includes our first off campus [comment: Recommend deleting, we don’t want folks asking about how much money we are making. Replace with “off campus consultation”] consultation with the Village School, a Eugene 4J charter school.
school, South Eugene High School, and Community Alliance of Lane County (CALC).

2. Workshops
CoDaC offered over 15 workshops during AY2008 including:

- Exploring the Underpinnings and Implications of the Diversity Movement in Academia (in collaboration with Academic Affairs)
- Working Effectively with Diverse Students in the College Classroom (in collaboration with Academic Affairs)
- Cultivating a Multicultural Organization in University Housing
- The Impact of Privilege in the Classroom
- Cultural Competency: A Conversation
- Teacher as Leader
- Embedding vs. Adding on: Multicultural Approaches to Everyday Work
- Teaching, Facilitating, or Mediating?
- How to be an Advocate
- Language & Labels
- Facilitating Difficult Conversations
- Working Effectively with Diverse Students in the College Classroom
- A Conversation about Whiteness and Colorblindness
- A Conversation about Office Celebrations
- Impact of Privilege in the Classroom
- Culturally Appropriate Celebrations: A Conversation
- The Privilege of Whiteness: A Conversation

3. Book Groups
CoDaC organized and led book discussion groups on topics germane to the center’s mission. Titles included:

- Privilege: A Reader edited by Michael Kimmel and Abby Ferber
4. Graduate Summer Research Awards and Conference

AY2008 marked the seventh anniversary of CoDaC’s Graduate Summer Research Awards, with an accompanying one-day conference that took place in April. With co-sponsorship from the Office of Institutional Equity and Diversity, the Graduate School, and the Center for the Study of Women in Society (CSWS), CoDaC made 11 awards of $1000 each, including 7 CoDaC awards (to support research related to the Center’s mission), 3 CoDaC/CSWS awards (to support research on issues of gender and cultural diversity), and the Proudfoot-Swenson Award (given in memory of the CICS co-founders and to support research on gender and indigenous culture). Since 2002, CoDaC has made 73 awards for projects spanning more than two dozen academic disciplines.

5. Committee Participation

CoDaC staff served on many campus committees including:

- EMU Board
- Bias Response Team
- Office of Multicultural Academic Support search committee (Director and Advisor searches)
- Admissions Office counselor search committee
- Office of Student Life Diversity Affairs Officer search committee
- Diversity Building Scholarship committee

6. Hosting Graduate Interns

CoDaC hosted one Graduate student intern, Kimi Mojica from the Masters Program in Conflict and Dispute Resolution (School of Law). This was her second year with the Center and she worked
DIRECTLY WITH STAFF IN SEVERAL OF OUR PROFESSIONAL DEVELOPMENT WORKSHOPS AND ORGANIZATIONAL DEVELOPMENT MODULES.

NEW PARTNERSHIPS

In AY2008 CoDaC developed several workshops in collaboration with Academic Affairs, most notably a 4 day summer faculty institute aimed at enhancing skill in engaging students with diverse identities (broadly defined). The center benefited from this arrangement in several ways. First, more than the “usual suspects” attended these events when the invitation was sent out through Academic Affairs rather than CoDaC’s own listserve. By lending the credibility of the office to these activities, we were able to serve a broader and more diverse range of faculty, many of whom did not know about CoDaC and its workshops that support faculty professional development.