



CoDaC Annual Report 2009-2010

This report provides an overview of the Center on Diversity and Community's (CoDaC) activities from September 2009 through June 2010. We introduced a one new program, launched a research-service contract with 4J School District, and established a few new campus partnerships. What follows is a brief summary of the center's new and ongoing activities and accomplishments.

Staffing

During the 2009-2010 academic year, Director Mia Tuan was on sabbatical and Linda Forrest served as the Interim Director (.36 FTE). Gordon Hall continued as Associate Director for Research (.5 FTE); Tina Schmich continued her services as a Conflict Resolution Specialist (.5 FTE); Tim McMahon continued in his role as a Curriculum Specialist (.5 FTE); and Cynthia Medina served as the CoDaC GTF at .49 FTE. One Faculty and two Staff in Residence were also part of the CoDaC staff this year. Details about the Staff and Faculty in Residence program are provided later in this document.

New Programs

4J School Contract: Building Educational Equity

In September CoDaC began a partnership with the 4J elementary school principals to support the further development of cultural competence among principals and teachers. This work involved three components: (1) The development of a Diversity-Focused Environmental Scan that will be completed by elementary school principals, teachers and eventually parents and students, (2) Individual interviews with each elementary school principal and (3) Exploration of potential external funding options to continue the diversity focused work in 4J elementary schools. CoDaC staff member Gordon Hall led the effort to develop the environmental scan with comments and review by the elementary school principals. The environmental scan covers: (a) ethnic academic stereotypes; (b) inclusiveness of different ethnic groups; and (c) affirmation of ethnic identity for ethnic groups, each of which has been associated with the minority-majority achievement gap. CoDaC staff members Tina Schmich and Tim McMahon took the lead on interviews with the elementary school principals.

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Initially weekly meetings were held with Carmen Urbina, Director of Family, Community, Equity, Sara Carmen, Director of Elementary Education, and a small group of principals to develop the plans for the environmental scan and interview procedures and questions.

The environment scan document has been reviewed and approved by everyone involved in the project and is currently being reviewed by the 4J administrators. The plan is for the environment scan to be completed by principals and teachers during the fall. The interviews with principals have been completed and the report summarizing the data from the interviews is being drafted. Potential grant or foundation-funding sources were not identified. Carmen Urbina has requested and received cost estimates for continued involvement during the coming academic year of CoDaC staff in the diversity-focused efforts in the 4J elementary schools..

Rehearsal for Life (RfL)

Rehearsals for Life (RfL) is a new partnership among three units on campus, the UO Graduate School, the Center on Diversity and Community (CoDaC) and the Dean of Students Office. Rehearsal for Life was funded by a modest grant through the Graduate School and established to provide support for graduate students across all disciplines as they navigate the demands of their graduate programs. Rehearsal for Life uses applied theater as a tool for exploring socio-cultural professional development issues that students face during their graduate programs. The program utilizes scenario-based learning founded on the models of Theatre of the Oppressed and Self-Revelatory Performance to develop interactive presentations delivered by graduate students to other graduate students in an effort to stimulate dialogue and build community.

Abigail Leeder from the Dean of Students Office served as the staff member overseeing the Rehearsal for Life theatre troupe. Through performances and experiential activities, a group of 8-10 graduate students from multiple disciplines met together weekly throughout the 2009-2010 academic year to explore the use of theatre as a tool for addressing challenges that graduate students face, including: how to be an effective ally, creating inclusive learning environments, conflict resolution and work-life balance. The Rehearsals for Life program included students from a variety of graduate programs including Conflict and Dispute Resolution, Counseling Psychology, Public Policy and Management, Theatre Arts, and Communications and Society. In addition to the cross-disciplinary nature of the group, the students came from diverse backgrounds and cultural identities. There were three international students (from Vietnam, Brazil, and Korea) who participated in

the program as well as a Mexican-American woman and an African-American man. Several students involved identified as members of the Lesbian, Gay, Bisexual, Transgender community.

In addition to the weekly meetings during the academic year, the “Rehearsals for Life” program conducted four workshops and presentations for the broader graduate school community. In October 2009, there was an introductory workshop to recruit participants. In January “Rehearsals for Life” teamed up with Conflict Resolution Services to present a workshop for graduate students. In April, RfL presented their work at the Graduate School Research Conference. In May RfL presented a workshop with CoDaC entitled “Conversations that Never Happen: What is the Role of an Ally?” Each of these programs was well attended/received and generated important conversations amongst the broader graduate school community.

Feedback from the workshops was consistently positive. In the written post workshop evaluations, workshop participants spoke about the “engaging and thought provoking” nature of the scenarios and the way the scenarios “fostered great dialogue with all the complexities of identity.”

The RfL program participants used their creativity to further develop issues of diversity, equity and access and enhance their own conflict resolution, facilitation and role-play skills. In the end of the year evaluation, the participants in the “Rehearsals for Life” program highlighted the skill building and a sense of community that the team members gained through their participation. The “Rehearsals for Life” participants commented that being involved in RfL enhanced their graduate student experiences. They also noted that they received both personal and professional benefits from the program. Additional information is available about the program evaluation we completed on this new program.

The Graduate School provided two years of funding for this project. All but one student who participated in the RfL program this year plans to continue their work with the theatre troupe next year. The one student who is not returning graduated with a master’s degree and was accepted as doctoral student at American University in the History Department. Abigail Leeder has agreed to oversee the program again next year.

Research

Dr. Gordon Hall serves as CoDaC's Associate Director of Research. During 2009-10, an evaluation was conducted of CoDaC's Faculty Professional Development Institutes. Based on evaluations completed at the end of each Institute, participants self reported significant increases in their cultural

competence as a result of participating in the institutes. In addition to the evaluations conducted at the end of each Institute, the teaching evaluations of Institute participants were compared with participants' colleagues in the same Departments who did not participate in the Institutes. Pre and post test comparisons as well as participant and non participant comparisons all resulted in non significant results. The meaning of these data is unclear. Possible explanations for the results include: the teaching evaluation measures were not sensitive enough to pick up possible Institute impact or the Institute intervention did not create sufficient change in faculty teaching behavior.

As part of the contract with the 4J School District, an environmental scan was developed to examine how academic stereotypes, inclusion/exclusion of various ethnic groups, and ethnic affirmation are associated with the majority/minority achievement gap. This instrument was developed by reviewing the achievement gap literature and in consultation with 4J administrators and elementary school principals. 4J administrators are currently reviewing the environmental scan.

A conceptual manuscript entitled, "On Diversity and Taxes: Toward Cultural Diversification of Higher Education", coauthored by Gordon Nagayama Hall, Charles Martinez, Mia Tuan, and Tim McMahon was submitted to the *International Journal of Multicultural Education*. The thesis of the article is that attitudes toward cultural diversification in higher education mirror US citizens' attitudes toward paying taxes. Using taxes as an analogy, different types of attitudes toward cultural diversification based on relative support and resistance are identified. Strategies for gaining support for diversification efforts and a framework for future research are proposed.

A second conceptual manuscript, coauthored by Gordon Nagayama Hall, Lawrence Yang, and Jonathan Lam entitled, "Toward More Rigorous Theory Testing: Conceptual Approaches to Ethnocultural Diversity", has been revised and resubmitted to the *American Psychologist*. The authors contend in the manuscript that ethnocultural diversity is typically investigated via superficial demographic variables. More rigorous theory testing involves conceptualizing how the everyday lived experiences of ethnocultural groups influence behavior and determining how such conceptualizations augment or challenge existing theories. The implications of conceptual approaches to ethnocultural diversity for policy, the peer review process, and training are discussed.

Dr. Hall attended a Foundation Funding workshop offered by Lynn Stearney in an effort to continue his work to identify foundations that support diversity or ethnic minority initiatives in higher education. He continues to discover that the

priorities of most foundations in a tight funding climate do not include higher education diversity work.

Ongoing Programs and Activities

Consultations

CoDaC serves as consultant to many campus units and provides professional development opportunities, individual faculty consultations, and meetings with leadership teams to aid in the design and fortification of their units' diversity infrastructures. During 2009-2010, CoDaC provided consultations to twelve campus units. CoDaC also provided diversity-focused consultations to off campus organizations. 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.

Workshops.

CoDaC offered the following workshops during the year:

"Being a Good Ally" Tim McMahon, Tina Schmich, and Cynthia Medina, October 28, 2009

"Ideas for Mentoring People of Color and Women: Enhancing Communication across Cultural, Ethnic and Gendered Boundaries" Guest Presenter, Dr. Joe White, Emeritus Professor of Psychology, University of California, in partnership with Academic Affairs, November 3, 2009

"Diversity & Taxes: Toward Cultural Diversification within Higher Education" Gordon Hall, November 11, 2009

"Working Effectively with Diverse Students in the College Classroom" CoDaC staff, February 17, 2010

"History of Race in Oregon—A Conversation" Tina Schmich and Tim McMahon, May 5, 2010

"Diversity Across the Disciplines" Lynn Fujiwara, Panel Moderator, CoDaC Faculty in Residence; Panel members: Drs. Charise Cheney, Associate Professor, Department of Ethnic Studies, Debra Merskin, Associate Professor, School of Journalism and Communication, and Peter O'Day, Associate Professor, Biology. May 13, 2010

"Self-Care for the Activist" Tim McMahon and Tina Schmich, May 19, 2010.

CoDaC also made presentations or designed workshops for specific departments or units at their request. The titles of these workshops include:

"Facilitation of Classroom Discussions" October 14, 2009

“Introduction to Diversity Training” November 17, 2009

“Introduction to Diversity Training” November 4, 2009

“How to be An Ally” January 27, 2010

“How to Be An Ally” April 4, 2010

“Diversity Leadership” April 17, 2010

“Generations in the Workplace” June 29, 2010

CoDaC staff presented at the request of faculty in their classes:

Class presentation on diversity for SPED 610--Collaborations with Families and School Personnel (Tim McMahon)

CoDaC also organized and led book or article discussion groups on topics germane to the CoDaC’s mission. Titles included:

“Racial Microaggressions in Everyday Life: Implications for Clinical Practice” by Derald Wing Sue et al. January 27, 2010

“Detour Spotting for White Anti-Racists” by Joan Olsson, March 3, 2010

“Vision, Privilege, and the Limits of Tolerance” by Cris Cullinan, May 26, 2010

CoDaC staff members participated in diversity focused panels, workshops and conversations hours organized by others including:

Vice President of Finance Directors’ Diversity Retreat (Linda Forrest)

“Lights Out Autzen: Case Study” panel discussion for the Campus Communicators Group (Linda Forrest)

Office of Institutional Equity and Diversity Luncheon Series

Gordon Hall—“Making Assessment Accessible”

Tim McMahon—“How to Engage Unusual Suspects in Diversity Work”

“How to be an Ally” President’s Leadership Symposium (Tim McMahon)

CoDaC co-sponsored diversity presentations organized by other units

Kevin Nadal, author of textbook on “Filipino American Psychology: A Handbook of Theory, Research and Clinical Practice” November 8, 2009

CoDaC staff participated in or presented on diversity issues at several new student orientation meetings for the following units:

Special Education Program
Conflict Resolution Master's Program
College of Education
Registrar's Office
Housing

CoDaC staff made the following off campus presentations on diversity topics:

"How to Be an Ally" at the Oregon Students of Color Conference, Portland

"Staying Healthy in Unhealthy Organizations: It Can Be Done" at the National Association of Student Personnel Administrators National Conference

"Using Chaos and Complexity Theory in Teaching and Training" at the National Association of Student Personnel Administrators National Conference

"Anti-Bias Curriculum" at Head Start of Lane County

Faculty in Residence and Staff in Residence Programs.

With funding from the Office of Academic Affairs, CoDaC was able to continue the Faculty in Residence program for a third year. We hosted one faculty member, Dr. Lynn Fujiwara (Department of Ethnic Studies and Department of Gender and Women's Studies) spring term. Lynn has been focusing her attention on the teaching experiences of faculty of color especially the teaching evaluations they receive.

Both Chris Esparza and Jason Rodriquez continued their second year as CoDaC Staff in Residence. Chris is a staff psychologist in the University Counseling and Testing Center and Jason is the Director for Diversity Education in the Office of Student Life. The program not only enables CoDaC to benefit from the knowledge, skills, and energy of other UO professionals of color engaged in promoting equity and access, it facilitates deliberate collaboration among UO units. Meetings were held with Robin Holmes, Vice President for Student Affairs, Paul Shang, Dean of Students, Shelley Kerr, Director of Counseling and Testing Center, and Chicora Martin, Assistant Dean of Students to evaluate the Staff in Residence Program from the perspective of each unit.

Graduate Student Summer Research Awards and Conference.

This year is the eighth year that CoDaC has awarded Graduate Student Summer Research Awards. 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 8 awards of \$1250 each, including 5 CoDaC awards (to support research related to the Center's mission), two CoDaC/CSWS awards (to support research on issues of gender and cultural diversity), and one 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 over 90 awards for projects spanning more than two-dozen academic disciplines. The 2010 awardees will be conducting their research this summer and during the coming academic year with plans for them to make presentations on their research results at the CoDaC Graduate Student Research Conference during spring term, 2011.

On May 24, 2010, CoDaC held its annual Graduate Student Research Conference in which the 2009 Awardees made presentations on their research projects. The students, their advisor and departments, and the title of their presentations are listed below:

"Early Ceramic Technology from Coastal Guerrero: Reconsidering Pox Potter"

Josue A. Gomez Garcia, Department of Anthropology
[Advisor: Doug Kennett]

"Women's' Voices in Assessing the Impact of a Microcredit Program: A Case Study of an Indian NGO"

Aditi Sinha, Department of International Studies
[Advisor: Anita Weiss]

"Muslim Immigrants in Andalucia: The Confluence of Cultures, Ethnicities, and Identities"

Derek Miller, Department of Geography
[Advisor: Susan Hardwick]

"Designing Urban Plazas to Strengthen Cultural Identity in Ethnic Neighborhoods"

Fai Chong, Department of Architecture
[Advisor: Suenn Ho]

"Retaining Tibetan Culture and Identity in a Geopolitical Landscape"

Tom Ptak, Department of Geography
[Advisor: Susan Hardwick]

"Entrepreneurship and Microfinance: A Tool for Economic Development and Empowerment of Women in Kyrgyzstan"

Aida Jolosheve, Department of International Studies

[Advisor: Anita Weiss]

"Bodies, Geography and Globalization: Social Reproduction and Urban Geography in Post-apartheid Cape Town, South Africa"

Lia Frederiksen, Department of International Studies

[Advisor: Dennis Galvan]

The Nature of Things: The Social Context of Discipline Related to Sexual and Gendered Harassment and the Social Production of Heteronormativity in Middle School"

Julia Heffernan, College of Education

[Advisor: Jerry Rosiek]

"Narrative History of Vanport"

Jeremy Ohmes, School of Journalism and Communication

[Advisor: Lauren Kessler/ Peggy Pascoe]

Ersted Distinguished Teaching Luncheon & Speaker Series.

In partnership with the Office of Academic Affairs, CoDaC continued to its Ersted Distinguished Teaching Award Luncheon and Speakers Series. The Ersted Award has been in existence for over 50 years, yet there has been no public forum for recipients to speak about their teaching philosophy and approach to successful teaching. This series provide an opportunity for prior Ersted winners to share their teaching expertise with a focus on how they make their classroom inclusive learning environments. Prior Ersted Award winner, Josh Roering, Associate Professor in the Department of Geological Sciences was honored at a luncheon on May 11, 2010. His provocative presentation resulted in a lively discussion about how to engage diverse learners and create inclusive classrooms.

Faculty Professional Development Institutes.

In December 2009 while on sabbatical, Mia Tuan conducted a Professional Development Institute for the supervisors associated with the Masters program in the Department of Educational Studies on December 9-11, 2009. Gordon Hall, CoDaC's associate director of research, designed and analyzed pre and post evaluation measures to assess the impact of the Institute on knowledge, awareness, and skill in handling multiculturally complex situations. Details have been provided about the research results under the Research section of this document.

On-Campus Committee Participation.

CoDaC staff members served on many campus committees including:

- Diversity Building Scholarship Selection Committee
- Freshman and Sophomore Award Selection Committee
- University Counseling and Testing Center Advisory Committee
- Innovations in Diversity and Academic Excellence Award Committee
- Assisted in coordination of the College of Education Sexual and Gender Minority Issues in Education Film and Speakers Series
- AAEO Specialist Selection Committee
- Student Affairs Multicultural Organizational Development Committee

Off Campus Participation

CoDaC staff members served on off campus committees including:

- IDEC Study Circles
- IDEC monthly meetings
- Two OSU master's thesis committees

CoDaC staff participated in the following community activities:

- Data-based presentation by OSLC about Bullying/Harassment in 4J schools
- Oregon Diversity Institute at Lane Community College
- IDEC First Friday Communities of Color
- Community discussion about African American students experiences at Churchill High School
- 61st Anniversary of the Adoption of the Universal Declaration of Human Rights
- CoDaC staff participated in the MLK "Day of Service" by volunteering at "Birth to Three"
- "The State of Blacks in Lane County" symposium

New and Continuing Partnerships

As evidenced throughout this report, we have worked closely with the Office of Academic Affairs to deliver useful programming for UO faculty. CoDaC worked with our colleagues the Graduate School on several issues this year (conversations about central or infrastructures to support the recruitment of graduate students of color, reviewing the diversity components of the Graduate Student Survey results and how CoDaC can provide assistance to Departments needing help on diversity issues, discussions about possible ways to merge the CoDaC Graduate Student Research Award Conference into the Graduate School Research Conference, attending meetings organized by Sandi Morgen of the Humanities and Social Sciences Center Directors to discuss the possibility of shared resources and greater efficiencies across units, discussion about using the CoDaC cultural competency measure with GTF instructors).

At the request of Rich Linton, Linda Forrest and Gordon Hall attended a meeting of the Science Council on December 1, 2009 focused on diversity issues.

Tina Schmich and Tim McMahon continue their involvement with the Multicultural Organizational Development efforts within the Division of Student Affairs. CoDaC staff members also continue to serve as a resource for UO Bias Response Team cases.

Another developing partnership is with the UO Graduate Student Alliance. CoDaC staff met with the Leadership Team to provide support and discuss the potential for joint projects. CoDaC staff regularly attended Graduate Student Alliance events; a CoDaC staff served on one of their panels. In an effort to build strong relationships with other campus units, we invited Paul Shang, Dean of Students and Brandy Ota, Director of Women's Programs to attend a CoDaC staff meeting.

CoDaC staff member, Linda Forrest, joined Charles Martinez in working with the Diversity Committee of the Alumni Association on their strategic planning to increase the attention to diversity issues within the Alumni Association.

Individual members of the CoDaC staff have met with Shauna Whidden, UO Director of Development to talk about CoDaC mission and activities to support the development of a UO diversity development plan. CoDaC also worked to create a stronger development presence on UO annual donor website and our CoDaC website.