



UNIVERSITY OF
OREGON

Division of
Equity and Inclusion

Happy Talk

AY 2019/2020

**Shared Findings from University
of Oregon's Academic Units**

**Implementing Diversity Action Plans under
the IDEAL Framework**

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Introduction

In 2019, campus academic units were asked to self-evaluate their progress under the IDEAL framework. This report captures highlights of those self-evaluations and shares findings under these headings:

- Key Areas of Progress
- Points of Pride
- Transforming Tactics (key opportunities for scaling up)

While the sections above came from the academic units themselves as part of the self-evaluation process undertaken in 2019, DEI reviewed unit materials and websites and found key information to populate the following sections:

- Exemplary Resource or Link
- Twinkle in the Eye (looking forward)
- Spotlight

It should be noted that this report is intended to give a flavor of the myriad avenues of diversity work being undertaken within the academic units. It is a snapshot in time and not meant to be comprehensive in nature. Furthermore, it is current through 2019 and does not include or reference all that has transpired since 2019 in terms of racial reckoning or the global pandemic. Indeed, the completion of this document was delayed in part due to these ongoing circumstances. That said, this report remains a testament to the dedicated work of campus in the time before.

Preface

The work done thus far to implement the IDEAL Framework has been foundational. It has been critical for campus units to interrogate and experiment in these arenas. It's what we do now with these building blocks that is critical to consider.

Thomas (2020) reminds us that, "More numerically diverse than ever, and with nearly ubiquitous commitments to diversity and inclusion, colleges and universities remain sites where racial conflict and inequality persist." Thomas goes on to note that sociologists Hartman and Bell aptly coined the term, "happy talk" to describe enriching aspects of diversity—"the idea of people from different backgrounds coming together through shared values and working together toward shared goals which fits well with the ethos of America as a melting pot". Much of the work that the University of Oregon has done to date fits into the paradigm of 'happy talk', which is not to say that it is not important work—but it is to say that it is not all the work that needs to be done. "Yet happy talk—even among those "considered both well-informed and articulate about diversity"—often fails to capture the continued problems of race and inequality. (Bell and Hartman). Thomas finds that "while organizations show a commitment to diversity in the abstract, that is not the same as producing meaningful *change in how power, resources, opportunities and decision-making are distributed within the university structure.*" This is the next chapter of our collective work.

Thomas recommends that the institutional rhetoric of diversity needs to shift. In his estimation, we need to “abandon the typical focus on simple representation in favor of a multicultural rhetoric that centers on power, justice and equity.” (Thomas, 2020). Stewart differentiates between the rhetorics of diversity, inclusion, equity and justice. As paraphrased by Thomas, 2020, diversity asks who is sitting at the table, whereas equity asks who is trying to get a seat at the table but cannot. Meanwhile inclusion asks whether everyone who sitting at the table has had a chance to be heard. Finally, justice asks whose ideas will be taken more or less seriously because of who is represented at the table. (Stewart, 2017). As we take time to think through this simple and profound lens, we start to see how very far we have yet to go. As you contemplate the work ahead in your units, consider:

- Where are opportunities/imperatives for structural change?
- What policies need to be reviewed and revised with an equity lens in mind?
- What do your ownership and accountability commitments look like around equity and inclusion work?
- How can your unit move beyond “happy talk” to long-term, meaningful action and systemic change?
- How can your unit (and the university at large) produce meaningful *change in how power, resources, opportunities and decision-making are distributed*?

Please address comments to Charlotte Moats-Gallagher, Director, Center on Diversity and Community: cmoatsga@uoregon.edu

References

Hartman, Douglas and Joyce Bell (2011). Race-Based Critical Theory and the 'Happy Talk' of Diversity in America. *In Illuminating Social Life: Classical and Contemporary Theory Revisited*, 5th Edition. Edited by Peter Kivisto, 259-277. Sage. Los Angeles.

Stewart, Dafina-Lazarus (2017). Language of Appeasement. *Inside Higher Ed*, March 30.

Thomas, James (2020). *Diversity Regimes: Why Talk Is Not Enough To Fix Racial Inequality at Universities*. Rutgers University Press. New Jersey and London.

DEI has provided guidance in the form of operational definitions to help units envision their progress from emerging to developing to work that is transformational.

Emerging:

Work that focuses on raising awareness about equity, inclusion and diversity. It is often symbolic, occurring at the surface of the organization. Typically, it is transactional in nature and not directly linked to levers of institutional change. Although this work is usually driven by leadership, some emerging efforts may build upon local grassroots ideas and initiatives.

Developing:

Efforts focused on putting infrastructure, policies and processes into place. Developing efforts usually build on either pilot efforts or previous “emerging work.” Developing often focuses on building relationships and making connections between awareness and practice.

Transformative:

Focuses on the bones and sinew of the organization, and intentional about shifting the culture, norms, policies and process toward a lot more inclusion, equity and diversity. Program design, at this stage, is highly participative, including actors at different levels of the organization, while focusing on developing high-impact processes within units and across campus.

Key Areas of Progress

Focus on Internal Processes

The Clark Honors College (CHC) is envisioning and actualizing the Honor's College as a space for inclusive excellence and intellectual diversity and as such is taking a close look at a number of its internal processes:

- inclusive process for rewriting CHC's curriculum (including garnering grants for curriculum development, and working toward inclusivity in substance and pedagogy),
- CHC Standing Committees consideration of diversity, equity and inclusion,
- combined staff and faculty retreats to create unity and reduce barriers,
- entire CHC staff doing Dreamer Training,
- admissions process reviewed based on equity,
- inclusive advising, and
- working with Student Success and Enrollment Management to lessen the gap between admission and matriculation, especially for under-represented and first-generation students.

Sustaining a focus on internal equity and inclusion will lay important groundwork for the CHC to continue to break down barriers to accessing the College and all it has to offer.

Points of Pride

"We are especially proud of creating an inclusive process for rewriting the CHC's curriculum. This curriculum revision took into consideration input from faculty, staff, and students. In particular, it focused on creating learning objectives and course offerings nimble enough to accommodate intellectual diversity and attractive enough to students who might otherwise feel like the CHC is out of their reach. This includes adding not only science courses, but also courses that reflect the rich diversity of the liberal arts. New faculty in areas of media studies, gender studies, mathematics, and music likewise will complement this work and immediately diversifies the CHC. Furthermore, the flexibility built into the new curriculum, once approved by various university committees and launched in Fall 2020, will enable the CHC to greatly expand its "lateral admissions" program and to offer admission to students currently studying at the UO without putting them at a disadvantage. Given that the CHC had lagged behind the UO as a whole in terms of the diversity, according to most metrics, it is expected that lateral admissions will help to bring the CHC's diversity into line with the UO's. Finally, we are especially proud to have received funding through DEI's IDEAL grant. This funding will extend opportunities for Pell-eligible students to conduct thesis research; it will also provide funding for students working in diversity research, broadly construed."

Transforming Tactics

Several tactics have a high potential for being transformative: 1) thoughtful work in inclusive curriculum building, 2) using an equity lens in admissions processes and 3) inclusive advising. These three actions will hopefully allow more diverse (in terms of race, ethnicity, ability, intellectual diversity, socio-economic status, etc.) students to engage with the Clark Honors College.

Exemplary Resource or Link

In the Spring of 2017, Professor Irum Shiekh led an interdisciplinary project with Clark Honors College students and the Department of Anthropology called Muslims in the US. The project explored diversity among a people who are largely stereotyped and singled out in the western world. Professor Shiekh, an oral historian, taught both courses with a focus on learning about Muslim experiences in the US through personal interviews and stories. See this link for a spotlight on this work: <https://honors.uoregon.edu/muslims-us-photo-exhibit>. This is the CHC diversity webpage: <https://honors.uoregon.edu/diverse-community>

Twinkle in the Eye

"I am excited about the notion of the CHC serving as a model for inclusive teaching practices and thinking through the CHC's capacity to amplify its impact through workshops? and/or teaching fellowships for inclusive pedagogy? in the months ahead."

Spotlight

Irum Shiekh is a professor of ethnic studies and an affiliated faculty member with the Clark Honors College. She is also a filmmaker and oral historian. Her research centers around issues of social justice, gender, immigration, civil liberties, political activism, and labor.

From 2009 to 2011 Shiekh was a Fulbright scholar in Palestine where she taught courses about Palestinian Cinema and about the images of Arabs and Muslims in Hollywood films. Currently, she is working on a documentary about the 9th floor of the Metropolitan Detention Center in Brooklyn, New York and a documentary about the Muslim matrilineal culture in West Sumatra, Indonesia.



College of Arts and Sciences

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Key Areas of Progress

Emphasis on Diversity Committees across the College

The College of Arts and Sciences (CAS) has designed a college-wide network of diversity committees that meet both independently and collectively for the purpose of information-sharing and the incubation of ideas.

Pipeline for Diverse Leadership and Faculty

CAS is home to 70% of the UO faculty and has made notable efforts to build a pipeline of more diverse leadership. CAS has also played a leadership role in helping the university to recruit many more diverse faculty. To this end, the CAS Dean's Office has a Diversity Action Plan Working Group that created a document that helps drive this work titled, Notes on Diversity, Equity and Inclusion in Hiring: Current Practices in CAS and Recommendations.

Leveraging Development Efforts toward Diversity, Equity and Inclusion Goals

Resources play an important role in facilitating equity and inclusion and CAS has committed recurring funds to existing projects and has plans to leverage development efforts around diversity, equity and inclusion.

Points of Pride

"CAS has Diversity Committees in all units with engaged membership. There are quarterly meetings of the chairs of these committees with the CAS Deans to share information, discuss issues and attend relevant presentations. This is a strong example of setting up a communication structure where critical issues surface to leadership on a regular and ongoing basis.

CAS is using their Dean's Fellows program to create a leadership pipeline for women, underrepresented faculty and others. The 2019 call includes "Creating Innovative Strategies for Supporting and Encouraging Diversity in the Natural Sciences."

Transforming Tactics

Target of Opportunity Candidates

CAS is encouraging faculty to identify Target of Opportunity candidates, particularly in disciplines where it has been difficult to hire underrepresented faculty. This has resulted in several strong hires in areas where women or faculty of color are underrepresented. Part of this is working on corresponding partner hires for Target of Opportunity recruitments.

Creative Funding Strategy

CAS has identified and deployed underutilized resources from Foundation accounts to target toward diversity initiatives.

Exemplary Resource or Link

See the compelling way that CAS highlights their diversity work on their website: <https://cas.uoregon.edu/diversity/>.

Twinkle in the Eye

CAS is assessing how diversity and equity issues are currently embedded in development work and identifying top ideas for discussion with potential donors.

Spotlight

Ernesto Martinez Wins HBO Award and Licensing Agreement

La Serenata (“The Serenade”) has won the inaugural “HBO Latino/ Official Latino Short Film Competition.”

La Serenata (“The Serenade”)—a film written and co-produced by Ernesto Martinez, assistant professor of indigenous, race and ethnic studies—is about two parents who struggle with their Mexican musical tradition when their son requests a love song for another boy. The award ceremony was held on November 2, 2019 in Palm Desert, California, and was hosted by the Official Latino Film and Arts Festival.

The award comes with a \$10,000 prize and a 2-year licensing agreement with HBO.

Written by Martínez and directed by Adelina Anthony, the film is a beautiful cinematic offering of healing for LGBTQ youth and their families. “La Serenata transforms the emotional pain felt by many LGBTQ youth into an empowering story for our community,” said Martinez. “It also provides families with an opportunity to reflect on beloved cultural practices in ways that heal historical trauma and that work to expand traditions to include everyone.”



Key Areas of Progress

Evolving Diversity Action Plan

The College of Design (CoD) is in the process of re-envisioning and restructuring their diversity action plan (DAP) so that it engages key people in a meaningful way and hones in on values that are important to the CoD. It is not uncommon that DAPs will need to evolve as strategic priorities evolve and as units experience leadership transitions.

Key Staffing Infrastructure

The CoD has a strong structure with an Associate Dean whose portfolio includes equity and inclusion and who also chairs the CoD Equity and Inclusion Committee. Having this work infused in this way will help ensure that issues of equity and inclusion are embedded into the fabric of the CoD and will foster accountability. Further, the CoD has a key position called the **Equity and Justice Faculty Fellow** who provides important thought leadership and cohesion to the college on issues of equity and inclusion. (see more details on this below).

Points of Pride

“Design for Spatial Justice Initiative: The goal of this project is to bring visiting faculty fellows who can increase the intellectual space regarding issues of justice within the college. This is accomplished by diversifying the curriculum to reflect more content on justice and equity. This three-year program supports fellows who will teach and carry out scholarship using tools from the design professions (architecture, landscape architecture, interior architecture). The initiative is intended to build our capacity to take on the hardest, highest-stake questions in design for environmental and social justice by building a community of students, designers, and scholars whose excellence is inseparable from their diverse and global perspectives and from their lived experience.

Here’s a story announcing the first four visiting faculty fellows that joined us this year: [Design for Spatial Justice Faculty Fellows Join School of Architecture & Environment](#). Here’s a story describing two additional fellows and their ongoing work: [From Hip Hop to the Plains of Nepal](#). Here’s a podcast series with interviews with some of the fellows and here’s a link to some of their lectures. Here’s a story that describes the design for Spatial Justice Initiative: [Inclusion by Design](#).”

Transforming Tactics

As mentioned, the College of Design (CoD) has created **Equity and Justice Faculty Fellow** position that has the potential to be transformative. The responsibilities created for this fellow position can be a model for other campus academic units:

1) Provide intellectual leadership on equity and inclusion issues by collaborating with the Dean's office and college leadership team, 2) Participate in discussions related to College of Design academic curriculum emphasizing equity and inclusion issues, 3) Develop an academic project/initiative within CoD based on the fellow's research interest related to equity and inclusion, 4) Serve on the CoD Equity and Inclusion Committee, and 5) Provide advice to CoD administrators on implementation strategies of the DAP.

Exemplary Resource or Link

In 2015 students of color in the School of Public Policy and Management (PPPM) brought concerns to school leadership and began holding listening sessions. This work continues and is called the Equity Initiative: <https://design.uoregon.edu/we-hear-you-equity-and-inclusion-efforts-pppm-getting-results>. Listening sessions are ongoing and a GE position helps lead the effort. The initiative has led to a more formal planning and action process for moving forward on key issues. This is a model for students in all academic units to consider.

Twinkle in the Eye

Work is beginning with CoD Dean's Council (an advisory group of CoD alumni) to explore ways the college can develop professional connections between underrepresented students and professionals in their field.

Spotlight

Interior Architecture and Art Investigate Universal Design

How would you design an art exhibition for someone who cannot see? How about for someone who cannot walk?

These are the types of questions Kyu-ho Ahn—an associate professor of interior architecture in the School of Architecture & Environment—poses to a group of students in the Millrace art studios in January. Behind Ahn is a slide showing a pyramid, or Maslow's Hierarchy of Needs, the theory on human motivation placing physiological and safety requirements at the bottom and esteem and self-actualization at the top.

“Art is at the top of the pyramid,” Ahn told the class. Design for ADA—shorthand for design informed by the Americans with Disabilities Act—is focused on the bottom part, Ahn explained.



Key Areas of Progress

Active Recruiting

In 2019 recruiting of CoE underrepresented tenure track faculty hires was impressive. CoE's intentional focus on racial and ethnic diversity and the needed active recruitment to diversify the racial and ethnic composition of its faculty and staff is important.

Intentional Focus on Student Belonging

CoE has made admirable efforts at improving climate and a sense of belonging for students including work in making spaces accessible, encouraging students to study abroad, and making inclusive get-togethers commonplace. In addition, curricular innovations also contribute to the sense of belonging for underrepresented students in the long term. The potential exists to activate students, increase their ownership and voice and ultimately their belonging at CoE.

Points of Pride (also a Promising Practice submitted to DEI)

SOURCE

The CoE has created a group called Students of Underrepresented Races Cultures and Ethnicities (SOURCE), dedicated to fostering a welcoming environment for students via student voice—open to all students. In the Winter of 2019 the UOCoe received a small grant from the Division of Equity, to support students in their educational career and develop a welcoming environment for them. The group formed in the Fall 2019, and has been meeting monthly as a student group dedicated to finding ways to ensure the UOCoe is in a constant state of improvement, particularly in the experiences and environment that the students occupy. Students have joined from all UOCoe departments and have already begun to engage in identifying small but powerful ways to positively impact their sense of belonging. One proposal was to institute a forum (The Student Presentation Symposium) in which students can practice their presenting skills and receive constructive feedback. Another proposal is dedicated to improving the experiences of International students. Recently students have begun to put together a proposal for art display in which students can share their experiences with other students in the college and university.

Education Abroad and Student Recruiting

Each year since 2014 under the leadership of Dr. Lillian Duran, the UOCoe has hosted a group of 10-14 students to travel to Puerto Vallarta, Mexico where they develop and deliver special education programming in Spanish in a local school for children with disabilities. This program is designed to give students who are studying special education and related fields an opportunity to have an international teaching experience while serving local communities, and learning basic Spanish and about Mexican culture. <https://geo.uoregon.edu/programs/mexico/special-education-in-mexico>. This strategy is intended lead to increases in enrollments in students from diverse backgrounds based on an interest in serving communities they are familiar or have an affinity with." **(also submitted as a Promising Practice)**

Transforming Tactics

CoE has made data gathering and analysis a priority and this is critical to transformation

The CoE proactively collects and provides as part of DAP reporting the following:

1. Student Enrollment Trends in COE including enrollment goals in underrepresented categories (students of color, international students and Pell Grant eligible students) This underrepresented data also provided by COE program.
2. Data on Faculty Trends (tracking faculty from underrepresented groups)
3. Data on retention centered activities aimed at improving retention of students and faculty.
4. Data on CoE faculty engagement with the Teaching Enhancement program (TEP) including the UO summer Teaching Institute, the CAIT Fellow (i.e. the Difference, Inequality and Agency CAIT), and the numbers of TEP workshops attended and consultations completed.

Capturing this data signals seriousness about these issues and recognition that the numbers are a key management tool and indicator of success.

Exemplary Resource or Link

Teacher Affinity Groups

The UOTeach teacher preparation program recently instituted 3 affinity groups for teachers training in their program who identify within structurally minoritized and underrepresented communities as well as for future teachers from across all identities. The groups include a: Teacher of Color Affinity Group, a Teachers who identify as LGBTQ Affinity Group and an Intercultural Anti-Oppressive Teacher Affinity Group. (also submitted as a Promising Practice)

Commitment to Radical Inclusion and Education Transformation

Student and faculty in UOTeach are committed to advancing equity and social transformation in education. UOTeach faculty research and outreach support radical inclusion in the K-12 experience. Faculty use a critical intersectional lens toward dismantling white supremacy. We aspire to engage in teaching, research and service that centers Tribal Sovereignty, Black Lives Matter in schools, economic justice, LGBTQ educational rights, immigrant educational rights, language preservation, anti-racism pedagogies and access and opportunity for Oregon K-18 students to all be fully included in every classroom. The UOTeach curriculum and practicum support students in gaining insight into societal changes, conflicts, and shifts. Over the year, teacher candidates join in the nation's critical societal justice work toward educational equity across student populations. We uphold these values, actions, and commit to strengthen our efforts to provide educational experiences that help eliminate both interpersonal and systemic discrimination as well as to promote our development as citizens who value and advance a democratic, just society, and pursue the common good.

Twinkle in the Eye

Network for Equity in Educational Policy (NEEP)

In June 2020 the Dean of CoE announced a new network for equity in educational policy which will allow college and university faculty to coalesce around the common cause of educational and human sciences equity and justice.

Accessible Advising

CoE will be reorganizing spaces and processes to provide a more streamlined and accessible advising experience for all students, aligned with the university's student success initiatives.

Refined Metrics

CoE aspires to continue to refine key metrics for measuring impact, and to find ways to display (and analyze) the trends they are seeing.



Spotlight

UOTeach partners with the Sapsik'wala Education program to help prepare students with the knowledge and teaching skills to serve American Indians and Alaskan Natives (AI/AN) in ways that promote Indigenous self-determination through education. The Sapsik'wala Program is guided by a Tribal Advisory Council with representatives from the nine federally recognized sovereign Indian nations of Oregon to deliver a pathway for indigenous people to become teachers within their communities.

The Sapsik'wala Program is based on the belief that "Education Strengthens our People". As a partner to Sapsik'wala, UOTeach is committed to expanding the knowledge, skills, and cultural sensitivity of all UOTeach Oregon teacher candidates.

Division of Global Engagement

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Key Areas of Progress

The Division of Global Engagement has made important progress these four areas: initial work toward making GEO programs accessible for students with disabilities, the Mills Center work on inclusiveness and the offering of robust intercultural communication trainings, and DGE's creation of a new tactic to "expand inclusiveness of DGE searches through search advocate training and implementation."

Thought Leadership Around the Importance of Intersectionality

DGE is partnering with DEI in finding creative ways to promote equity and inclusion of domestic under-represented groups and international students. The African Diaspora study abroad in Louisiana and Ghana is a great example, as are our ongoing efforts to address the inclusion concerns of Muslim students, regardless of their national origin. There is great value in bringing domestic and international students together.

Student Driven Initiatives

For example, the Taiwan Students Association is working creatively on how to serve the different but related needs of both Taiwanese-American students born in the US and international students born in Taiwan.

Points of Pride

"GEO (Global Education Oregon) has taken the lead among DGE units in pursuit of expanding the diversity and inclusion of under-represented students in study abroad. GEO's diversity committee has been active, engaged and innovative. This group regularly reviews and evaluates all aspects of GEO with the goal of creating more inclusive advising, programming, promotional materials, social media presence and other outward-facing communications. GEO staff actively pursue diversity training and leadership roles in study abroad professional organizations at the regional, national and international levels. We are especially appreciative that DEI recently funded a GEO proposal for faculty diversity training for study abroad, which will be implemented in this academic year."

Promising Practice

Global Studies Institute

In the last four years, the GlobalWorks program has offered international experiential learning to many students of color, first generation students, and Pell Grant recipients. On average, 45% of the GlobalWorks participants are students of color (compared to the UO students of color population of 28%).

International Students and Scholars Services

In order to increase cross-cultural agility, intelligence, and humility in UO students and staff, the Mills International Center has developed a variety of trainings to meet the needs of individuals and units. Through workshops offered by request from departments and units across campus, the Mills Center reaches a broad range of individuals introducing the basic skills of cross-cultural communication. For more in-depth learning, the Mills International Center also developed **Learning Café: Cross-Cultural Understanding**. In Learning Café, a small group gathers together once a week during one term, exploring and engaging cross-cultural learning content. Co-facilitated by a staff member and a student, participants typically include two university staff members, three international students, and three domestic students. Approximately 200 students and staff participate in Mills Center's trainings annually, reaching units around campus such as EMU Guest Services, Safety and Risk Services, Museum of Natural and Cultural History, Holden Center, Office of the Registrar, Mohr Career Services at Lundquist College of Business, and more.

Transforming Tactics

Innovative Scholarship Work

DGE's work on scholarships has the potential to be transformative; what we measure matters.

Global Education Oregon (GEO) has created two new planning scholarships for first generation students and students with disabilities that have been implemented since 2018. Scholarships may be used on any of GEO's programs.

First generation scholarship:

- In 2018, 19 scholarships were awarded, for a total of \$20,000.
- In 2019, 40 scholarships were awarded, for a total of \$56,000.

Students with disabilities scholarship:

- In 2019, 9 scholarships awarded, for a total of \$10,000.

Exemplary Resource or Link

The UO's Division of Global Engagement consulted with Chinese students, scholars, faculty, and others to develop a message of inclusion in Chinese. We translated that message into many languages that are spoken at our global university and created a poster for the entire community. Anyone, near or far, is welcomed to save the poster on a device or print it for display. We ask that you share it as widely as possible to spread the word. Even as we switch to a temporary remote way of teaching, it is important for our international students to know that they are welcome and fully appreciated at the UO now and in the future. <https://international.uoregon.edu/together>

Twinkle in the Eye

DGE is poised to launch a more concerted active recruitment strategy. DGE is doing more proactive outreach to colleagues who work on diversity (of US underrepresented populations) in international education and revising minimum qualifications which is producing much more diverse pools in our searches in the last year. "We have identified and begun utilizing diversity-focused job boards and are in the process of analyzing past DGE recruitment and hiring data in order to determine the impact of usage of diversity-focused job boards on the diversity of DGE staff."

Spotlight

The FFIS Homestay Program matches international students with local community volunteers for a short-term homestay when the student first arrives in Lane County. Volunteers open their hearts and home to young adults far from home, helping them to get oriented and settled. The friendships built during that brief period often last well beyond when the student has returned to their native country. Homestay families have created many fond memories for the students that they've hosted.



Graduate School

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Key Areas of Progress

Communication: Website Redesign

The Graduate School (GS) is using its website as a tool for communicating its commitment to equity and inclusion. The website was redesigned to include diversity as a domain of focus, highlighting initiatives, recruitment support, retention strategies, and campus partnerships.

Trainings

The GS has developed trainings to help graduate students build resilience in the midst of discriminatory-cum-biased interactions and environments.

Fine-Tuned Application and Financial Processes

The GS has restructured fellowship funding to increase support of students from traditionally underrepresented backgrounds, restructured the application fee waiver model to be consistent with the values of promoting access based on need and inclusion, is piloting a summer program for international student work and recruitment, and developing a Faculty-in-Residence program focused on graduate mentoring and mentoring students from diverse backgrounds. Through sharing data with programs and academic leaders, the GS engaged in conversations around demographics and climate for students from diverse backgrounds and tied fellowship funding to program articulation of addressing issues of equity and inclusion.

Key Staffing Infrastructure.

The GS has hired a Director of Diversity and Inclusion which will help bolster the entire diversity, equity and inclusion portfolio.

Points of Pride

- The Graduate School's new website indicates our commitment to diversity and inclusive excellence.
- Expanded application fee waivers for students with financial needs and/or participants from diverse backgrounds.
- Increased funding for the Future Stewards program from \$25,726 to \$49,311.
- Increased funding for Promising Scholars from \$190,000 to \$300,000.
- Created and hired a new position for focusing on Diversity and Inclusion.

Transforming Tactics

The Graduate School has aligned funding of graduate students with the priority of increasing representation. The graduate school application has been revised for increased inclusivity and navigation for underrepresented domestic students and international students.

Exemplary Resource or Link

The Graduate School has expanded and refined their Diversity webpage: <https://gradschool.uoregon.edu/diversity>. There are specific links for the key subareas: Initiatives, Recruitment, Retention and Partners.

Twinkle in the Eye

The Graduate School, the Division of Global Engagement, and the Office of Residence Life and Educational Initiatives are partnering to focus on the needs of future and current international graduate students. They are working together to found the International Student Ambassadors and Peer Advisors (ISAP) program in hopes that such a partnership would help synergize efforts in international student outreach and support.

Jordan Schnitzer Museum of Art

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Key Areas of Progress/Points of Pride

The Jordan Schnitzer Museum of Art annually organizes and presents a diverse range of exhibitions that address race, gender, ethnicity and identity.

“The Jordan Schnitzer Museum of Art (JSMA) is especially proud of the success of Día de los Muertos, a signature annual event for diversity, equity and inclusion. In addition to DEI, for the first time, the Latinx Strategies Group voted to help fund the celebration. The JSMA has enjoyed hosting this event for 11 years, and it has taken place on the UO campus for 24 years. Last year, we had the largest audience ever—more than 2,000 visitors over two nights.

The JSMA continues to strengthen its relationship with Adelante Sí, a local non-profit partner of the event, and it has established a new relationship with a non-profit organization in Eugene that serves Latino families, Huerto de la Familia. The JSMA is also starting to collaborate with UO’s Latinx ARC stakeholders by securing grants to fund art projects with students.

We are also particularly proud of our fourth annual “Common Seeing” exhibition in response to UO’s Common Reading of Thi Bui’s graphic memoir *The Best We Could Do*. It received the highest number of student and class visits in the four years we have been organizing “Common Seeing” exhibitions. The JSMA worked closely with the Vietnamese Student Association (VSA) on three events

A third academic program the JSMA is particularly proud of is the visit of South African artist Mohau Modisakeng. While Modisakeng’s video installation *Passage* was on view in our Artist Project Space, the JSMA organized two conversations between the artist and small groups of UO students. The dialogues explored race and the history of South Africa, slavery, and the symbolic meaning and emotional force of a place and objects, and the body and movement. Students also created works of art during the sessions.”

Transforming Tactics

JMSA consistently uses its platform as a museum to bring individuals and exhibits to campus that offer diverse and inclusive perspectives, which has the potential to be transformative and provides year-round community enrichment.

Exemplary Resource or Link

Carrie Mae Weems: The Usual Suspects <https://jsma.uoregon.edu/CarrieMaeWeems>
Nationally celebrated Portland-born artist Carrie Mae Weems uses photography, video, and installation to examine contemporary life and the African-American experience. In her exhibition *The Usual Suspects*, organized by Louisiana State University Museum of Art, Weems asks, “How do you measure a life?” In this body of work, created between 2014 and 2018, Weems addresses the constructed nature of racial identity—specifically, representations that associate black bodies with criminality and the resultant killings of black men, women, and children without consequence. Through a formal language of blurred images, color blocks, stated facts, and meditative narration, she questions this sustained history of violence and judicial inaction.

Twinkle in the Eye

JSMA is planning for increased engagement with the LGBTQA community and working with community members on future programming. As part of the museum's LatinX Engagement Plan, the JSMA would like to recruit more bi-lingual LatinX students to be volunteers throughout the year.

Spotlight

The police slaying of George Floyd adds another appalling chapter to the chronicle of law enforcement killings of black people presented in the JSMA's recent show by artist Carrie Mae Weems. Art is a powerful tool for social justice and we encourage you to watch *People of a Darker Hue*, the 15-minute video created by Weems. At the JSMA we believe museums have a responsibility to educate and teach from an anti-racist and equity lens through our exhibitions and education programs and not remain neutral in the fight to eliminate racism. When words are not enough, art can move people to change.

BLACK LIVES MATTER

In this moment of crisis, what must be emphatically acknowledged is the continuing racist history of white supremacy in the United States and the incalculable pain, oppression, inequality, exhaustion, and untimely death sentences it exacts on black Americans in particular. Our anger at this history and our outrage that it continues should only be exceeded by our commitment to actions that will change it.

Please take a moment to read the powerful statement from our campus colleagues in the Black Strategies Group, the Black Cultural Center, and the Black Academic Excellence Team. We also want to recognize the University of Oregon leadership for speaking out and encourage you to read the statement from UO President Michael Schill, Provost and Senior Vice-President Patrick Phillips, Vice President for Equity and Inclusion Yvette Alex-Assensoh, and Kevin Marbury, Vice President for Student Life. We particularly agree that “we fully recognize we have much, much more to do here.”

As the JSMA plans how we will open our doors again later this year, we are already gearing up to work harder than ever to support racial justice. Black Lives Matter.

Resources

Teaching Resource Guide Carrie Mae Weems: The Usual Suspects
Video: *People of a Darker Hue* in the exhibition Carrie Mae Weems: The Usual Suspects.
Video: Carrie Mae Weems; The Usual Suspects Digital Exhibition
Video: Carrie Mae Weems; The Usual Suspects A Minute Exhibit
Video: Why Aren't There More Black People in Oregon. A Hidden History with Walidah Imarisha
Video: Reflections on the Origins and Meanings of Question Bridge: Black Males with Chris Johnson

Labor Education Research Center

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Key Areas of Progress

The Labor Education Research Center (LERC) assists union clients to develop internal capacity in building inclusive organizations. They do in-depth work with labor organizations and in one case the union has used equity lens developed by LERC on an ongoing basis. In other case a LERC facilitator helped a union make progress in addressing racial, gender, and ethnic tensions. There are opportunities to build on this work with additional client groups. LERC has included an “equity lens” perspective in multiple LERC classes, and has highlighted equity and inclusion as important element in many of LERC’s trainings.

Points of Pride

“LERC is proud of our efforts to recruit instructors from underrepresented groups, our instruction/facilitation on equity and inclusion with client groups, and our research efforts that address equity and inclusion concerns.”

Exemplary Resource or Link

Standing Up For Racial Justice <https://lerc.uoregon.edu/racial-justice/>
The Labor Education and Research Center stands in solidarity with all those on the frontlines in the current fight for racial justice and the end of anti-Black police violence.

Twinkle in the Eye

We are committed to investing more time and financial resources in the expansion of our racial justice training and education, starting with a Summer Series event, followed by a more in-depth racial justice training series starting this Fall. In this critical juncture, we must marshal all our expertise and resources to support union members and leaders across the state organizing for racial justice.

We can continue to do more to increase diversity among our students and instructors, produce relevant research, and develop additional educational programming that helps LERC’s constituents in making their organizations more equitable and inclusive.



Spotlight

The Labor Education and Research Center's Initiatives

The Labor Education and Research Center's Initiatives encompass areas of work that seek to address major issues related to employment, economic equity, diversity and inclusion and public policy. Our faculty and staff collaborate with other researchers, community and civic organizations, and policy makers on these projects, which often include both research and educational components.

Lundquist College of Business

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Key Areas of Progress

The Lundquist College of Business is working on:

- **policy changes** that creating opportunities for faculty and staff to report on diversity, equity and inclusion activity as part of formal performance evaluations,
- **curricular innovations** in the arena of diversity, equity and inclusion (such as: Building an Inclusive Classroom Workshop, and Curriculum module on diversity and inclusion in the workplace, and
- thoughtful **consideration of the LCB Board of Advisors make-up** as well as regular reporting to this group on issues of diversity, equity and inclusion.

Points of Pride

“With respect to the goal of hiring more diverse faculty and staff, we are proud of our progress on getting search committees to embrace new recruiting strategies and personal outreach intended to reach a broader and more diverse pool of candidates, and we now have a staff member who has gone through the search advocate training.

We are also proud of the steps we took to make “infrastructure” investments that lay the foundation for making substantial progress in the coming year. For example, we hired a faculty member to work on DEI-related curriculum modules for our business majors, we hired a new Diversity GE to support the Diversity Committee and advance our DEI efforts, and we added categories in our faculty reporting system for faculty to report any DEI-related activity for their performance evaluations. We expect these to begin to bear fruit soon.”

Transforming Tactics

LCB has invested in a CRM platform (Salesforce); and has launched phase 1 of its usage. It is currently available to Career Services to track relationships with employers. We plan to integrate the CRM platform across all programs, centers, and departments to identify industry partners and alumni who are willing to engage with the college on equity, inclusion, and diversity. We will encourage, track, and report the number of women and underrepresented minority guest speakers, job shadow hosts, site visit hosts, etc. We are planning future phases to open up use to a larger group and begin tracking diverse speakers, and DEI-focused activity with alumni and companies. The MBA program sponsored a Diverse Narratives speaker series and the OEMBA program hosted a Diverse Professionals Networking Reception.

Exemplary Resource or Link

LCB has an effective diversity webpage that includes the charter of their Diversity Committee, information about reporting bias, discrimination and hate, a link to their diversity action plan and climate surveys. The webpage also has photos of members of the diversity committee—increasing transparency and access to these representatives. <https://business.uoregon.edu/about/diversity-committee>

Twinkle in the Eye

LCB is working to increase diversity of the Board of Advisors membership.

In the coming year, LCB will make adjustments to see that the Diversity Committee is structured to be a committee of action, with members taking individual ownership of initiatives and goals. We think this will make a meaningful difference in outcomes at the end of the year. We need to add additional elements to the OA and classified staff evaluations to better recognize staff contributions to the DAP goals of the College. Finally, we need to offer more opportunities such as workshops and events for our faculty and staff to educate themselves on DEI-related issues.

Spotlight

Diversity, Equity, and Inclusion Fellowship

The Oregon Executive MBA is committed to growing a community of students and alumni who actively engage in promoting equity, diversity, and inclusion. The program is also dedicated to supporting students who have experienced discrimination, inequality, and exclusion in their professional or personal lives. To demonstrate that commitment, the program has set aside funds sufficient to sponsor up to five students per cohort to participate in the newly formed Diversity, Equity, and Inclusion (DEI) Fellowship initiative.

If selected for the fellowship, students will receive a \$10,000 scholarship during the 20-month program and actively participate as a member of the Oregon Executive MBA Diversity, Equity, and Inclusion Committee. As members of the committee, DEI Fellows will collaborate with staff and faculty to promote diversity, equity, and inclusion across the program: from recruitment to classroom-related activities.

Eligibility: Prior to applying for the fellowship, candidates must successfully apply for and receive admission to the Oregon Executive MBA. [Start your application here](#)

Apply for the Diversity, Equity, and Inclusion Fellowship

All incoming Oregon Executive MBA students are invited to apply by answering the following prompt in no more than 500 words:

Describe your experience actively promoting equity, diversity, and inclusion in your community, and any challenges you may have faced due to discrimination, inequality, and exclusion.



School of Journalism and Communication

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Key Areas of Progress

The School of Journalism and Communication (SOJC) is doing thoughtful work on array of emerging best practices in equity and inclusion, some of which are “bottom-up, organic” and others that are woven into the administrative foundation of the School.

Student Professionalization in arena of Diversity, Equity and Inclusion

The emphasis the SOJC places on students and their professionalization in the arena of diversity, equity and inclusion is notable. This is done by supporting : a) via student groups that represent their identities (i.e. NABJ, NNLGJA, etc.) and b) via infusing equity and inclusion into the curriculum and providing students with robust access to inspired speakers in their fields.

Faculty Scholarship related to Diversity, Equity and Inclusion

SOJC’s interest in coalescing a more formal consortium of scholars working on research related to diversity, equity and inclusion so that the diversity-specific expertise in the school is more notable, is unique and can be a model for other Colleges/Schools.

International Student Recruitment and Retention

SOJC is working on improved pathways for recruiting international students to SOJC and creating an inclusive environment where international students are welcome. As aspect of this is understanding how students are experiencing the climate at SOJC.

Points of Pride

By the Numbers

During the last two years, the SOJC has made strides in establishing itself as a campus leader in diversity, equity and inclusion efforts. As of fall 2019, more than 35% of our student body were either students of color (30%) or international (5%). Our Advertising major has closer to 35-40% of students from underrepresented communities. More than 20% of our graduate students are international, and one fourth of our undergraduate enrollment comprise first generation students.

Diversity, Inclusion and Student Success

There has been a push for a more concerted, focused effort on diversity and inclusion (D&I) efforts, from inclusion statement on our syllabi, to providing opportunities for students from underrepresented and marginalized communities. For example, there has been new energy behind student groups such as the Association for Women in Sports Media, National Association of Black Journalists (NABJ) and the National Lesbian and Gay Journalists Association (NLGJA). The University of Oregon is the first NLGJA collegiate chapter on the west coast. We also are doing a much better job connecting students with national scholarship and internship programs specifically designed for students from underrepresented and marginalized backgrounds.

Experiential Learning

A central focus of the SOJC is experiential learning, and there have been several opportunities that speak directly to D&I. SOJC-sponsored trips to places such as Ghana, Sri Lanka and New Zealand expose students to journalism and mass communication professions in foreign cultures. It challenges students to move beyond the “comfortable” traditional often-western European destinations. The cultural education often supersedes the journalism-focused learning itself. Accordingly, several of our IHP proposals in the last two academic years have focused on the global south. Such learning extends to invited speakers and panels who represent diverse communities. Often initiated by student groups, and have presenters who represent the same communities of our students helps students see themselves in that profession. For students from marginalized and underrepresented communities, the power and experience of “seeing myself” in a position of authority and success can go much further than any lesson on diversity, or quantifiable data regarding a specific population.

Faculty and Staff

Finally, while we certainly can improve representation among faculty and staff, we have made strides. Our faculty, for example, now reflects a range of diversity, from Native American, to African American, African and Latinx. Moreover, to have a dean who not only is a public relations thought leader globally, but someone who also is openly gay and Venezuelan, is a powerful statement to our school's commitment to providing an inclusive environment.

Transforming Tactics

SOJC has had transformative success in increasing undergraduate recruitment of underrepresented students in the SOJC through participation in professional and personal development programs targeted at secondary underrepresented students. SOJC has achieved 30%+ in underrepresented student population. An aspect of this work relates to the increase awards and scholarships for and regarding underrepresented student populations such as the Multicultural Advertising Internship Program: in 2019-20, 17 students (record number) were placed in 10-week internships.

Exemplary Resource or Link

SOJC has added antiracism resources to their webpage.
<https://journalism.uoregon.edu/antiracism>

Twinkle in the Eye

SOJC on the Importance of Stories

he more important, qualitative, challenge regarding D&I is how to move beyond what can be perceived as a “tokenizing” of diversity that results from basing success on certain numeric representations of diversity markers among undergraduate and graduate students, staff, and faculty. The most important measures of true inclusion cannot be accounted for in quantifiable data. Reporting that we have 30.3% of students from underrepresented and marginalized backgrounds provides a solid, positive benchmark, but it does not speak to the day-to-day experience of those students. As mentioned above, one of the most powerful experiences of a student can be seeing “someone like me” on stage—but how does that experience get measured? This is a broader conversation among diversity scholars—the risk that “diversity” itself has been commodified to the extent that providing certain measures equates to success.

To that end, one of the SOJC diversity committee’s main goals moving forward is to focus more on telling powerful stories that resonate, rather than focusing on data collection. Diversity and social advocacy research has shown consistently that such data is a good baseline, but what resonates with people—what people remember—are stories of experience from “people like me.” Part of the SOJC mission states, “Great Storytelling Starts Here.” Accordingly, we plan to embrace that mission and extend it to our diversity initiatives—crafting the SOJC stories of diversity, equity and empowerment.

Spotlight

FLUX

As a publication of the University of Oregon School of Journalism and Communication, FLUX works on a professional level to produce award-winning pieces that challenge the perspectives of our storytellers and readers alike.

<https://issuu.com/fluxstories/docs/flux20>

<https://twitter.com/charliebutts/status/1271184405361352704/photo/1>

Key Areas of Progress

The UO Law School has achieved success in moving equity and inclusion from the margins to a more central role in its hiring, curricular, engagement and philanthropic strategies. The climate of the Law School is making important shifts as a community working together to enhance its curriculum, hire enterprising faculty, achieve record-setting numbers of students from diverse backgrounds, with an eye toward achievement and success. Many of the Law School's achievements move beyond such surface-level activities as inviting speakers and mandating training to more transformative work of collecting data and using the information to drive change. Some key nodes of DAP activity include:

Key Staffing Infrastructure

The Diversity, Inclusion and Leadership Director position is an important hub position for equity and inclusion work.

Tapping National Resources

The Law School is making continued use of National Center for Faculty Development and Diversity (NCFDD) resources and boot camps.

Improving Communication

The Law School is continuing to re-envision its website.

Diversity-Focused Curriculum Requirement

As a student at Oregon Law, you must take a diversity course in order to graduate. The Law School's diversity-focused curriculum requirement lists fourteen courses that can fill the new requirement. Curricular innovations are among the most embedded of all possible actions.

Points of Pride

Progress with DAP Strategies and Tactics

We are especially proud of the collective effort and energy across the School of Law to implement the plan's strategies and tactics—the effort feels genuinely cooperative as we attempt to implement these goals in all areas of the law school.

New Graduation Requirement Approved

Early in the academic year, the faculty approved a new graduation requirement. Students must complete an elective course that includes content relating to legal history, structural inequality, discrimination, cultural context, and/or cultural competency. The faculty thus far have approved 14 classes as being eligible for satisfying this requirement.

Diverse Admissions

Our admissions team has continued to build on efforts to diversify both our applicant pool and student body. In each of the last two years, the incoming cohorts have admitted the most self-identified students of color of any previous class (23.5% for Class of 2022). The legal field struggles with diversity, and we are committed to continuing to increase those numbers.

Student Vision

Lastly, we are proud to benefit from strong bottom-up energy from student organizations. During the 2018-19 academic year, (a) OUTLaws (an LGBTQ+ organization) hosted a session for faculty and staff to discuss language and gender, answer questions, and share ideas; (b) the Black Law Students Association hosted a series of events and programs to honor and celebrate Black History Month, including a panel on allyship & academia plus a Banquet and Awards Night; (c) the Asian Pacific American Law Student Association hosted a movie night and discussion on the presence of lack thereof of Asian Americans in the film industry; (d) the LatinX Law Student Association hosted an annual barbeque, inviting students from other affinity groups to foster a space of community and support; and (e) the Jewish Law Student Association hosted an annual Shabbat dinner open to all students and faculty.

Transforming Tactics

Active Recruiting

Incorporate active recruitment strategies, processes to eliminate conscious and unconscious bias, and other promising practices to recruit diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally under-represented communities.

Active Retention

Use promising practices and proven strategies to retain diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally underrepresented communities. Conduct exit interviews to ensure that departing employees have opportunities to express concerns relating to inclusion and diversity, and take such feedback into consideration as the Law School works to retain under-represented faculty and staff.

Examine Equity Gaps

Eradicate any existing gaps in achievement between majority and underrepresented students, faculty and staff in graduation rates, tenure and promotion, professional opportunities, leadership opportunities, and recognition

Exemplary Resource or Link

The Law School has a comprehensive diversity webpage
<https://law.uoregon.edu/life-law/diversity>
 and a subpage with key resources
<https://law.uoregon.edu/life-law/diversity/resources>

Twinkle in the Eye

Deep Work Supporting Underrepresented Students

Despite increased diversity within our incoming student cohorts, we are aware that many of those students continue to face threats of isolation and/or threats of added burden and labor around representation and diversity work. Their relative eagerness, engagement and activity level advocating for equity and inclusion can distract them from their academic priorities. We continue to strategize ways in which we as faculty and staff can provide outlets for support and empowerment while also helping these students focus on the academic demands of law school.

We also are conscious of the broader pipeline challenges facing our diversity efforts. We continue to strategize ways to support pre-law programming for underrepresented students, whether in their undergraduate career or earlier. We understand that the decision to attend, and the preparation for and application to law school begins several years before enrollment. Thus, we would hope to explore the ways in which we might better support students overcoming the potential obstacles and barriers to this process.

Spotlight

Weston Koyama

When Weston Koyama first began college as a pre-med student at Portland State University, he never anticipated what a key factor his ancestry would play in his future. Now, as he finishes up his 1L year at Oregon Law, Weston's ancestry has helped him to establish what it means to be a Minoru Yasui Fellow.

As the first-ever Minoru Yasui Fellow, Weston focuses on overcoming oppression, specifically related to race or ethnicity. Weston sees the fellowship as an opportunity to develop educational and outreach activities and events inspired by Yasui's legacy that can enrich the Oregon Law community.

In addition to the Minoru Yasui Fellowship, Koyama is also involved with APLSA (Asian Pacific Law Student Association), which works to raise awareness about and fight racial profiling. For Weston, APLSA is also a safe space at Oregon Law for students to talk to each other and to decompress.

"I hope that Oregon Law will be known as a place where people who come here, become change agents come to shape the future of the state and this country," Koyama expressed. "I think the law school is doing positive outreach by providing scholarships to people like myself and from other diverse backgrounds to have a chance to come here and study."

In the future, Weston hopes that Oregon Law is known not only as a premier law school in the Pacific Northwest, but also as one of the most diverse law schools in the nation. "I want future generations to know that no matter where you're from or who you are, your destiny is up to you. That in a truly free society, we are in a place to fight whatever oppression may exist out there and reclaim our destiny for ourselves."



School of Music and Dance

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Key Areas of Progress

The School of Music and Dance (SOMD) is focusing on:

Student Recruitment

SOMD is working to increase the diversity of the prospective student applicant pool by identifying and reducing barriers to admission for international and underrepresented student populations.

Retention

SOMD is and beginning to address retention and success of underrepresented faculty.

Oregon Bach Festival

Until recently, the Oregon Bach Fest had its own DAP and in past years, this unit has done work that innovatively centered equity and inclusion (i.e. Bach in Motion, Dancibility International, diversifying the Youth Choral Academy). The OBF has had success diversifying the Youth Choral Academy in terms of socio-economic diversity, using the SOMD recruiting info/demographic statistics for Oregon schools to help with creating pipelines and opening up access. Other inquisitive approaches for infusing diversity, equity and inclusion and working to change the status quo in this arena include interrogating methods of casting for vocal soloists and examining processes for auditions to make them more accessible.

Points of Pride

“The SOMD had a robust speaker series that included Lecolion Washington-Executive Director of Community Center of Boston, Dr. Johnny Lake-Assistant Professor of Education at Northwest Christian University and Joseph Conyers, Acting Associate Principal Bass of the Philadelphia Orchestra. Students and faculty had the opportunity to attend open forums, lectures, concerts and/or master classes with these guests.”

Transforming Tactics

The SOMD is working to identify and reduce barriers to admission for international and underrepresented populations including a reconsideration of the SOMD requirement for TOEFL for international students and developing more articulation agreements with community college partners.

Twinkle in the Eye

SOMD is working toward re-envisioning their DAP work and hopes to establish a new Equity and Inclusion Committee that includes faculty.

Spotlight

Alito Alessi Wants Everyone, No Matter Their Ability, To Express Themselves Through Dance

DanceAbility International founder and creative director Alito Alessi believes all people should have an opportunity to express themselves, no matter their level of ability or skill.

DanceAbility's philosophy is that all people are taught to dance without isolating anyone, and people's conditions are not problems.

"Isolation and separation are the problems to solve, and DanceAbility does just that," Alito says.

The Inspiration for A Movement

He grew up in a family that at an early age, when he was 7 years old, both his mother and sister became disabled from a car accident. His father's brother was also mentally disabled. These facts never changed his outlook on people at large.

"I never felt that I had a family with disabled people. We were just all people. That sort of philosophy, that people are people, which is the foundation of the DanceAbility method, was also the philosophy of my young generation of dance," he said.

See full interview:

<https://oregonbachfestival.org/alito-alessi-artist-interview/>



Key Areas of Progress

UO Libraries continues to be a leader on our campus in demonstrating the value of embedding equity and inclusion consistently in its everyday work and life. Using a broad definition of diversity that captures race, ethnicity, sexuality, gender and disability, the library has designed and leveraged creative ways to ensure that its services are accessible to every corner of our campus. The Libraries Diversity Action Plan is based on the libraries' strategic vision in an effort to bake diversity and inclusion into the very fabric of the libraries' most important initiatives.

Role of the Professions/Disciplines in Driving Innovation

The UO Libraries professional associations provide an important external inspiration for their diversity, equity and inclusion work, as evidenced by engagement with the Association for Research Libraries Client Qual Survey and the Leadership and Career Development Fellows Program. Increasingly the professions/disciplines are driving expectations, awareness and action in the DEI arena.

Welcoming Environment

The UO Libraries continues to make student comfort in the library a priority and works to make the libraries a welcoming and inclusive environment for all.

Maintaining Priority (Even) During Transition

The UO Libraries has maintained keeping diversity issues at the "center of the organization" despite the transition period between Deans.

Points of Pride

"I was especially proud that the UO Libraries received a DAP Implementation Grant in response to its proposal, "Our Impact in Images: A Touring Pictorial Exhibit on the University of Oregon's Diverse History and Communities." Progress on the project was delayed with the departure of the previous Dean and the exhibit's leader Mary Galvin. I reassembled a team and it is now moving forward again. Instead of distributing and rotating the individual images around campus, we are now planning for a large-scale exhibit of the entire portfolio in the Knight Library and possibly in the EMU."

Transforming Tactics

Progressive Hiring Practices

Through setting of recruitment and hiring standards, the Libraries will incorporate issues of equity, implicit bias and cultural understanding in all HR initiatives such as searches and onboarding for all employees, including library faculty, staff, administrators, and student assistants.

Priority on Training

Establish annual diversity-related training standards for all staff, faculty, and administrators; provide library-specific and/or customized diversity and inclusion-related training for library staff, faculty and administrators as needed. Training standards established and tied to performance evaluations; several diversity trainings for staff/faculty are commissioned and held.

Exemplary Resource or Link

Website

The UO Libraries have a comprehensive diversity and inclusion webpage, <https://library.uoregon.edu/diversity-and-inclusion> as well as a Library Guide with books and other resources addressing systemic racism and ways to combat it. <https://researchguides.uoregon.edu/antiracism>.

Library Student Employees 3-D print Face Shields

Science library student employees are building face shields for library staff amid the COVID-19 pandemic. Allan Price Science Commons (PSC) Research Library staff and student employees are utilizing advanced resources to keep all University of Oregon Libraries' personnel healthy during the COVID-19 pandemic. Under a new UO Libraries initiative, four student employees have been working diligently to create protective face shields for all library employees using three Lulzbot Taz Pro 3D printers in the DeArmond Makerspace. See link for full story: <https://library.uoregon.edu/node/7366>

Twinkle in the Eye

As the Library moves through the transition process between Deans as well as the transition from the current strategic plan and DAP to the next one, it will continue to identify areas that can and should be continued or things to begin in order to ensure that the embedding work continues. During the interim period between permanent Deans, the library has been working hard to keep things moving forward. The UO Libraries has set a new Strategic Vision in place for 2020. Ten new initiatives were chosen for implementation. Each of these initiatives is associated with a diversity goal.

Spotlight

History

The Library Diversity Committee began as the Library Diversity Task Force, established in October 1996 by George Shipman, then University Librarian, to develop a library-wide diversity program. The initial goal of the task force, associated with Association of Research Library's diversity efforts, was to keep diversity in the forefront of library-wide activities. To this end, it sponsored several diversity-related public events and commenced the development of a multicultural resource guide. In March 1998, Shipman created a formal Library Diversity Advisory Group, and the group's name became the Library Diversity Committee in November 2000. The committee's efforts achieved special recognition in 2000 when past and present members were honored with UO's Martin Luther King, Jr. Award.

Key Areas of Progress

The University of Oregon-Portland is identifying and carrying out a wide variety of activities to promote inclusion including: hosting social events, creating inclusive physical spaces, trainings on bias and discrimination, website work and peer networking.

Promising Practice

ProDUCKtive Conversations is a series of informal conversations about equity and inclusion topics. Once per term, we invite UO Portland faculty, staff, and students to read, listen, and/or watch materials on a particular topic, and then gather together for an open discussion. In the summer we launched the initiative with a book club. We invited folks to read “White Fragility” by Robin Diangelo, and hosted two lunchtime talks to discuss and reflect on the topic. In the Fall we switched up the time to allow for new participants, we met for a Happy Hour at a nearby restaurant to discuss the topic of “Creating Diverse and Equitable Workplaces.” Participants were encouraged to read two short articles in preparation for the talk. (“The Bias of ‘Professionalism’ Standards” by Aysa Gray in the Standard Social Innovation Review; “Why Organizations Stay So White” by Victor Ray in the Harvard Business Review) Winter term we focused our discussion on Belonging, Immigration, and Citizenship. UO Portland community members were provided with a variety of ways to engage in the conversation, including reading the UO Common Read, *Under the Feet of Jesus* by Helena Maria Viramontes. Other formats included articles, podcasts, and short videos. We invited faculty member, John Arroyo, to facilitate our discussion. The gatherings have brought a healthy mix of faculty, staff, and students across four graduate schools to engage in challenging conversations about our intersections with equity, diversity, and inclusion. Toward the end of each talk, we move the discussion toward action. Participants are encouraged to identify ways that they can use the knowledge they have gained to influence change within their personal and professional environments.

Benefits of Program

The benefits of this program are many. Our conversations are grounded in respect. At the beginning of each conversation, we review a set of ground rules to facilitate the productivity of our time together. In doing so, we are modeling this practice for use in other events. We share resources with all of our community members to encourage them to learn and explore different areas. While we know not everyone can attend the gatherings, it is our hope that providing resources to others is a helpful starting place to expose our community members to these topics. The mix of students, faculty, and staff adds to the richness of our conversations. Finally, we want everyone who has interest to participate, even if they haven’t had a chance to review the material. The conversations are facilitated in ways that allow folks to incorporate their own knowledge and lived-experiences to the discussion. Every conversation has been fruitful. They have allowed space for folks to be vulnerable, share their truths, and learn about the experiences of others. We look forward to incorporating assessments into future ProDUCKtive Conversations so that we can measure their impact over time.

Points of Pride

- Nearly doubled the size of the UO Portland Equity and Inclusion Committee membership which has strengthened partnerships and cross-campus collaboration on equity initiatives
- Hosted a campus-wide Cultural Night in Spring 2018 with the generous support of the Office of Equity, Diversity and Inclusion. [80 participants, 4 food vendors, 3 cultural performances, Old Town Community tabling, cultural booths, and more!]
- Launched a UO Portland Social Justice Book Club that read and discussed Robin DiAngelo's "White Fragility: Why it's so hard for white people to talk about racism" [15 faculty and staff participants]
- The committee encouraged the submission of DAP Grant Applications, two of which were funded in 2018-19 (LERC and SOJC programs)
- Hosted a UO Portland Equity and Inclusion Retreat to engage the campus in DAP buy-in and planning for 19-20
- Strengthened the frequency of communication between UO Portland and the Office of Equity, Diversity and Inclusion through periodic check-ins and involvement in retreat.

Transforming Tactics

The UO Portland has expanded their catering and vendor list to include companies owned by those in traditionally underrepresented communities.

Exemplary Resource or Link

UO Portland Diversity Webpage

<https://pdx.uoregon.edu/diversity-equity-and-inclusion-university-oregon-portland>

Twinkle in the Eye

New DAP work for the coming year includes:

- Offer a faculty gathering (including pro-tem faculty) to provide training on inclusive pedagogy
- Develop a greater understanding of the DAPs associated with UO Portland academic programs to address redundancy and opportunities for further collaboration
- Continue to explore options for a student-focused campus climate survey
- Explore avenues to better support UO Portland faculty/staff/students with dependent children so that they may engage in E&I activities and programming
- Work with academic programs and community contacts to generate a list of guest speakers/experts from underrepresented communities; explore funding source to provide honorariums for campus engagement.

Spotlight

Urbanism Next conducts research and convenes partners from around the globe to build shared understandings of the effects of emerging technologies. Going beyond the technologies themselves, we explore the possible future implications for cities, people, and communities to inform better decision-making today.

<https://www.urbanismnext.org/broad-implications/equity>

More on equity in an urban context:

<https://www.urbanismnext.org/resource-topics/equity>

COVID-19 Impacts on Cities

<https://www.urbanismnext.org/covid-19>

<https://www.urbanismnext.org/news/covid-19-impacts-on-cities-vol-5>



Undergraduate Engagement & Student Success

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Key Areas of Progress

Active Recruiting

UESS hired and onboarded a diverse cohort of 30 new advisors and provided them with training focused on working with diverse student populations and case management support. UESS was an early adopter of the search advocate program; search advocates were part of the recruitment of the 30 new advisors.

Commitment to Embedding

UESS leadership has maintained seamless work on diversity, equity and inclusion goals despite leadership shifts. This is a clear core value for UESS evidenced by embedding and institutionalizing via these critical nodes of activity:

- a) All UESS job descriptions include a statement of diversity, equity and inclusion
- b) All UESS job applications require a supplemental question about diversity, equity and inclusion
- c) All UESS employee onboarding includes a module for diversity, equity and inclusion
- d) UESS performance review process includes a section on equity and inclusion goals and accomplishments.

These are tools used to signal the strong and cohesive commitment of UESS to both prospective and current employees and are a model for other campus units.

Student Professionalization in DEI

UESS is doing some thoughtful work helping consider how all UO students can professionalize in the areas of diversity, equity and inclusion. Considerations: Are we training our students not just to answer DEI-related questions on job applications and in interviews, but also to infuse the substance of DEI into their work practices, their professions and their relationships with others? Are we giving them deep and practical tools in this arena? We can train someone how to write a good diversity statement but how do we go further and challenge students to draw from their lived experiences (regardless of their individual identities) and embody the work?

Points of Pride

Recruiting Innovations

The Division of Undergraduate Education and Student Success (UESS) has undergone an enormous amount of change in the last year. We are particularly proud that we implemented an updated recruitment and hiring process designed to recruit a more diverse staff and reduce implicit bias. We were early adopters of the Search Advocate Program, and we are beginning to see the results of that program through a large hiring campaign. We hired thirty advisors to staff the new Advising Center in Tykeson Hall. Although we are waiting on finalized data from Human Resources, we believe UESS's staff is the most diverse it has ever been with greater than 50% of our new advisor hires identifying as people of color, inclusive of veterans and people with disabilities.

Advising Innovations

With the addition of thirty advisors, UESS has put in place the infrastructure to better serve students. We hired three advising case managers that are tasked with making sure every incoming student has an assigned advisor and there is a process in place to ensure students are experiencing a “wrap-around” approach. We have also hired two degree-progression specialists who will work to ensure students have a plan in place to graduate in a timely manner. This infrastructure allows us to better support students of color, first-generation students, and students from lower-income backgrounds. All UESS advisors have received training about working with diverse student populations as part of their onboarding.

Accountability Innovations

We also overhauled our OA staff evaluation process to ensure that all our staff have a meaningful professional development plan and that service opportunities are aligned with division, unit, and individual goals. As is common, staff of color are often asked to perform service at a higher rate. Our new evaluation process will ensure supervisors are aware of all service obligations and help align opportunities with goals. Staff and supervisors are also asked to reflect on our divisional core values as part of the evaluation process. We have updated every position description in our division to include professional competencies and job duties related to diversity, equity, and inclusion. As a student serving division, it is important staff are incorporating our commitment to equity into their work.

Transforming Tactics

The UESS work hiring a diverse staff of 30 new advisors and advising coordinators that better represents our students. (diverse in terms of race, age, gender, sexual orientation, etc.) has been transformative to campus advising overall.

UESS is developing standardized recruitment and search processes for student workers to ensure equity.

Exemplary Resource or Link

Flight Paths are six thematic categories based on academic and career interests that serve as a framework for students to explore subjects, and to help with eventually choosing a career path and a major. Finding the right major is a process for many students. Flight Paths help connect students with the right major early in their academic career by intentionally exploring true interests and strengths and discovering various ways to reach an intended career goal. <https://advising.uoregon.edu/flight-paths>

Twinkle in the Eye

While we have made significant improvements in recruitment and hiring of professional staff, we now need to revise our student staff and graduate employee hiring procedures. Additionally, we need to continue to develop an inclusive and welcoming environment for staff to ensure that our newly recruited and hired staff are retained. We have developed a division wide onboarding process that aims to make new staff feel welcome and included, but this is just a first step.

Spotlight

<https://commonreading.uoregon.edu/about-the-common-reading/>

<https://commonreading.uoregon.edu/past-common-reading-books/>

Common Reading at UO began in 2009 as an initiative of the Clark Honors College. In 2014, it expanded to include all first-year students. Common Reading is now coordinated by the Division of Undergraduate Education and Student Success, and has had support from the Office of the President, the Office of the Provost, the Division of Student Life, the Division of Equity and Inclusion, and the Center for the Study of Women in Society among others.

Although the book changes each year, Common Reading is always about building community, enriching curriculum, and engaging research through the shared reading of an important book.

A story of loss and survival, *Under the Feet of Jesus* is a lyrical, powerful novel about the lives of the children, women, and men who endure a difficult existence and labor under dangerous conditions as migrant workers in California's fields. Through central characters like the teenager, Estrella, and her mother, Petra, the book explores interrelated topics of farm labor, health care, material resources, and environmental justice. The title of the book refers to birth certificates and other important documents kept in a portable statue of Jesus that moves with the family to each new location along the agricultural production cycle.

Learn more about Helena María Viramontes' *Under the Feet of Jesus* here.

