



UNIVERSITY OF
OREGON

Division of
Equity and Inclusion

A Year in the Center for Diversity and Community

AY 2020/2021 Report

Mission:
Critical thinking and
an ethic of care





Director's Note

Looking back on our second year in pandemic mode, there is much to mourn and much for which to be grateful. It will take some years to fully understand the impacts of the times we are moving through. The CoDaC team has worked to stay centered, to stay sensitive and to grow our 'ethic of care' amidst uncertainty.

This report provides a window into the work of the Center on Diversity and Community during 2020/21. In addition to our standing program areas (search advocacy, writing circles, writing consultation, external mentor program and Creating Connections), CoDaC consulted and collaborated campus-wide. For example, we:

- Facilitated listening sessions with university administrators and groups of underrepresented faculty and staff
- Provided consultation and coaching to university units on their diversity strategies and diversity committees
- Partnered with Human Resources and the Office of the Provost on Tenure Track Faculty recruitment workshops
- Provided guidance to the University Senate Antiracism Steering Group
- Worked with the Office of the Provost on equity dimensions of the Institutional Hiring Plan
- Ran focus groups for the Summer Program for Undergraduate Research (SPUR)/ Oregon Undergraduate Researchers(OUR) in SPUR

The central focus, however, of the past year has been a deep dive into all aspects of faculty retention. We have learned a lot from our faculty and we look forward to sharing and mobilizing what we've learned in the coming year.

Collectively we are committed to working to increase inclusion and belonging of faculty, staff and students. As a Center for innovation, critical thinking, and thoughtful discussion, we look forward to working with an ever-expanding circle of the UO community. If some aspect of our work interests you, please get in touch!

~Charlotte Moats-Gallagher



Charlotte Moats-Gallagher
Director Center for Diversity
and Community

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Charlotte joined the University of Oregon in 2018 to help advance the mission of the Division of Equity and Inclusion. Prior to joining UO Charlotte worked in higher education for more than 15 years serving in roles including Director of International Degree and Education Abroad, Director of International Research and Development, and Director of Women in International Development. As Director of UO's Center on Diversity and Community (CoDaC) she leads a suite of programs and initiatives aimed at embedding diversity, equity and inclusion into many corners of the university. She is especially committed to strategic and systemic change that will bring more equity and inclusion to recruitment and retention in higher education.

Charlotte earned her PhD in Leadership and Organizational Change from Antioch University and a Master's degree in International Water Resource Management from the Institute for Environmental Studies at University of Wisconsin-Madison. Charlotte is a Certified Professional Coach having received her coach training with Erickson Coaching International. She is currently working towards her credential as a mental fitness coach using the Positive Intelligence framework. As an internal coach at the UO she enjoys helping clients create new awareness, find perspective and activate their unique resourcefulness in support of their life's work and their lives more broadly.



Staff Corner



Mike Murashige
CoDaC Writing Consultant

Mike Murashige is a Writing Consultant working in CoDaC to consult and coach faculty and graduate students on a variety of writing projects. Mike earned his BA, MA, and PhD from the University of California, Los Angeles, where he was a Distinguished Teaching Assistant and University of California President's Postdoctoral Fellow. He was a member of the Department of Literature at the University of California, San Diego and has worked both as a writer and consultant in the non-profit world and as a developmental editor and writing coach.

Mike works with faculty and graduate student writers on a variety of research projects through the entire timeline of the writing process—everything from research project design to drafting to book proposals and manuscript revision. He assists writers with a range of writing issues like writer's block, procrastination, perfectionism, and the creation of a healthy writing life. Besides individual consults, he is also working to create other campus resources and supports for writers and delivers writing-related workshops.

<https://inclusion.uoregon.edu/writing-support>



Kwadwo Assensoh
CoDaC Program Assistant

In 2021, Kwadwo Assensoh worked as an Equity and Inclusion Research Analyst in CoDaC. He brought his strengths and skills to the assist with the design of the Active Retention Initiative and was lead author for a literature review focused on faculty retention. Kwadwo earned a BA from the University of Oregon in 2019 with a Major in Political Science and a Minor in Spanish.



Jennifer Burton
Operations Manager, Division of
Equity and Inclusion
jenb@uoregon.edu

Jennifer joined the UO in November 2002 and provided administrative support for the development and implementation of the first University of Oregon Diversity Plan. As Operations Manager for the VP of Equity and Inclusion, Jenny supports and streamlines divisional efforts to comply with UO and Oregon policy and provides administrative support for the Center on Diversity and Community (CoDaC). Jennifer earned an Associate Degree from Lane Community College and studied early elementary education at Pacific University. She is certified in project management through the State of Oregon and is an active community volunteer, serving a variety of organizations, including Food for Lane County and the Muscular Dystrophy Association.



CoDaC Faculty Associates 2019-2020

A key way that CoDaC collaborates with faculty members is through the faculty associates mechanism. Based on evolving needs and priorities, faculty are recruited to help create and support priority program areas.



Lara Bovilsky
CoDaC Faculty Associate for
Writing Circle Program

Lara is a faculty member in the Department of English. Her research focuses on questions of the history of identity in the 16th and 17th centuries in England. Her first book, *Barbarous Play: Race on the English Renaissance Stage* (University of Minnesota Press, 2008), explored what narratives of changing racial affiliations in early modern plays by Shakespeare and others teach us about what race is and about its history. Her edition of John Webster's 1612 play *The White Devil* was published this past summer by Bloomsbury. She is writing a book about surprisingly inclusive understandings of human identity to be found in literary, philosophical, and scientific texts of early modern England. She has also enjoyed service focused on mentorship and improving the professional experience of students and faculty, including running the MA and PhD programs in English for 6 years, interning with the Deans in the College of Arts and Sciences to develop more ways to prepare graduate students across the College for a wide variety of careers, and now running the CoDaC Faculty Writing Circle Program, in which she has participated since 2016, as Faculty Associate since 2019.



Gerardo Sandoval
CoDaC Faculty Associate for Active
Retention

Gerardo Francisco Sandoval is an Associate Professor in the Department of Planning, Public Policy, and Management at the University of Oregon. His research focuses on the roles of immigrants in community regeneration, the urban planning interventions of governments in low-income immigrant communities, and the transnational relationships that exist within immigrant neighborhoods. Dr. Sandoval's books include [Immigrants and the Revitalization of Los Angeles: Development and Change in MacArthur Park](#), which received honorable mention for ACSP's Paul Davidoff Award and [Biking Justice and Urban Transformation: Biking for All?](#) Dr. Sandoval has published in journals focused on urban planning and community development such as the *Journal of Planning Education and Research*, *Urban Studies*, *Community Development*, and the *Journal of Urbanism*. He received his PhD in City and Regional Planning from the University of California at Berkeley.

Dr. Sandoval is leading a CoDaC research team investigating the active retention of faculty of color. The project will provide information that the active retention team will use to improve UO's efforts of retaining faculty of color.



I. Writing Circle Program

Writing Circles Report -Key highlights

The CoDaC Faculty Writing Circle Program continues to provide support and structure for faculty writing and research. Participants meet weekly for three hours, learning techniques for more pleasurable and sustainable writing, and offering and receiving mentorship in ways that build relationships between faculty of all disciplinary backgrounds and position types, including tenure-line and Career/ NTTF faculty as well as Officers of Administration.

As CoDaC Faculty Associate for the Writing Circle Program, Lara's goals have been to grow this popular program in order to build faculty productivity, morale, mentorship, and community. In the context of the pandemic, writing circles and writing retreats have offered vital support in response to extreme challenges to every element of our increasingly merged professional and home lives. It has become even more meaningful to create positive experiences of writing and faculty interaction and mutual care that bring us together safely, bridging institutional boundaries. In 2020-2021 we added 2-3 dedicated circles for caregivers per term, continued to run 8-11 circles per week each term, and conducted Faculty Week of Writing retreats in December and June. We look forward to restoring some in-person circles in 2022, while continuing to offer virtual circles to those who can't write in-person or prefer the virtual format.

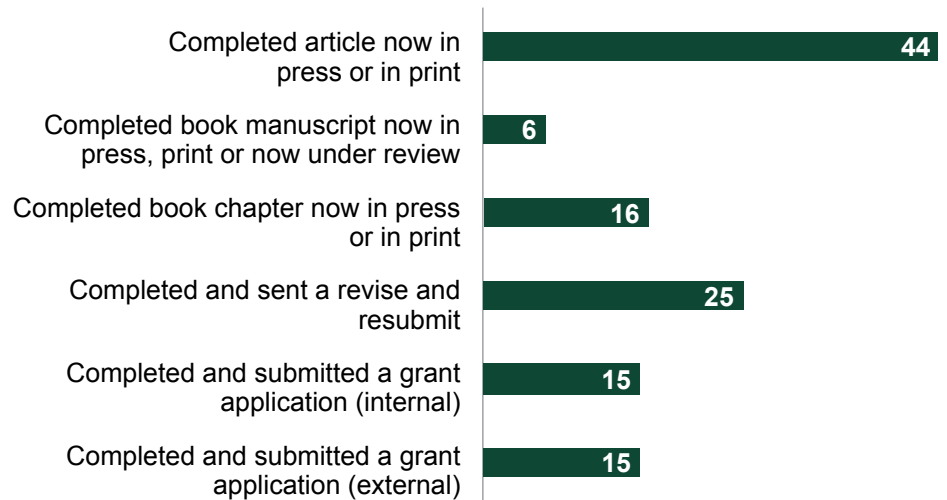
Our Writing Circles grew across the 2020/2021 academic year, from 66 faculty in 9 circles in Fall to 83 faculty in 10 circles in Spring, with Summer circles remaining at 60 faculty. Responding to extreme challenges posed by the pandemic, all circles were virtual, and we supported 2-3 circles for caregivers year-round. At the end of the academic year, we accommodated a request from CAS to fold their writing circle program into our own. CoDaC also offered all UO faculty two intense periods of focused group writing in virtual retreats, our Faculty Weeks of Writing in December 2020 and June 2021, in which 57 and 73 faculty participated respectively, writing an incredible cumulative 653 hours in small groups.

Our participants over the last year repeatedly stress the value of the program in providing supportive accountability for their writing and research, keep weekly hours reserved for their work amid packed schedules and obligations. They also express appreciation for getting to know faculty across the university, learning over weekly check-ins and check-outs about how much we have in common as we navigate the small and large pleasures and challenges of writing and knowledge creation. Over the year, we saw large numbers of manuscripts, articles and grant applications completed, revised, and accepted, on the way to journal publication. Similarly numerous book-length projects were accepted for publication and readied for print. Participants also shared great ideas on how to grow and improve the program: look for more to come later this year. Drawn from a feedback survey sent to participants, below are highlights of the 2020/2021 Writing Circle program:

- The program helps faculty transition to UO, hit the ground running, and keep writing, providing mentorship and support: nearly half of 2020/21 participants were in their first 5 years here (remarkable at a time of restricted hiring).
- Participants come from all of UO’s colleges and schools and a myriad of departments/units, and are tenure-related faculty, Career faculty, OAs and members of upper administration.
- Respondents listed over 115 book chapters and articles written, in press, and/or published; grant applications submitted and/or won; and revise and resubmits completed – not counting work in progress.
- Respondents listed 10 book-length manuscripts submitted or accepted for publication, with many more in progress.
- 93% reported that the Writing Circle program quality was excellent or good as a whole.
- 90% reported that the Writing Circle program quality was excellent or good at “helping me meet research and writing goals.” or good in “helping me feel supported in a community.”
- 40% of respondents were Assistant Professors.
- 85% of respondents* identified as female.
- 38% of respondents identified as non-white.

What Participants Accomplished

(Number of completed materials)



Writing Circle Voices

“What is your favorite thing about writing circles?”:

- “The sense of community and the way accomplishments are celebrated. And not just the big accomplishments, which are listed above. The ‘I wrote 300 words this week’ or the ‘I managed to not look at my email today’ are celebrated, too, and wow, does that make a difference.”
- “Seeing others. ... I also *love* the accountability piece—how the writing circles keep writing on my calendar.”
- “Getting to know other UO faculty has been the most valuable thing for me.”
- “The writing circles as such an important place of connection on our campus! They support an inclusive and transformational culture of leadership and provide an important space of community.”

On Caregiver Circles:

- “They have been CRUCIAL for me. Not just for keeping up my research productivity but also for finding other colleagues who really understand my situation, empathize and help me figure out solutions. They are a lifeline.”
- “A MUST! Even outside of the pandemic, caregivers are often in a very different position than non-caregivers (especially junior faculty). Having that support and truly judgement free space has been invaluable.”

Faculty Week of Writing (WoW)

In June and December, the Faculty Writing Circle program ran two virtual, weeklong Faculty Weeks of Writing. In the two events, over 130 faculty from across the university took advantage of winter break and kicked off their summer research and writing, working in small groups with similar goals. Together, WoW participants wrote 653 hours in the 10 days (in total) of the two retreats. Faculty also got to participate in a wide variety of webinars on writing process and problem-solving led by CoDaC Writing Consultant Mike Murashige, including webinars on “Building Arguments,” “The Mechanics of Procrastination and Writing Resistance,” and “What to do When my Motivational Tricks Stop Working.”



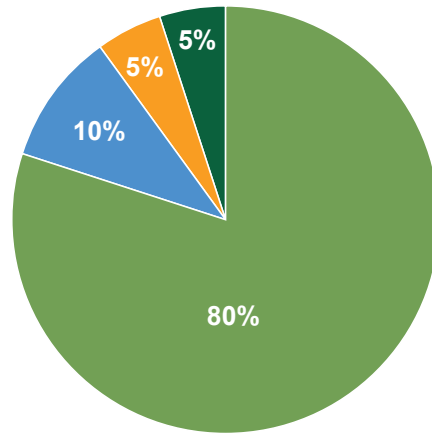
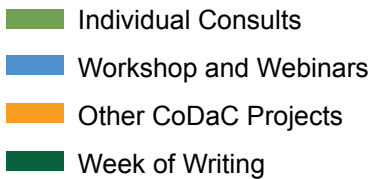
II. Writing Consulting Program

The Writing Consulting Program was initiated in March 2020 and continues to grow. CoDaC's Mike Murashige offers 1:1 writing consultation for faculty members and graduate students. This position was created in partnership with the Office of the Provost and is a key support for faculty success. Mike provides confidential writing coaching based on the individual needs of faculty members and graduate students. He also supports the facilitation of writing groups, workshops and retreats. These consultation services are focused primarily on faculty and graduate students who are making contributions with their writing and research that correlate with the IDEAL Framework (i.e. in some way contributes to diversity, equity and inclusion). This can manifest either via the way the work is connected to these themes or as it relates to ones lived experience with issues of diversity, equity and/or inclusion.

In addition to individual consultations, Mike has been working to meet the diverse needs of the writers at the university by creating a wide variety of support opportunities to address the various needs, styles, and preferences of faculty and graduate students. His goal has been to imagine and, then, to begin to build a continuum of support for campus writers that includes everything from the individual consult to the intimacy of small writing groups to topical, cross-disciplinary interest groups, to larger writing events like workshops, retreats, and other public events.

The past year has given Mike the opportunity to fine-tune his support. He has identified this as a good model for his time:

Writing Consultant Services



- Eighty percent devoted to individual clients, evenly split between graduate students and faculty/staff,
- Ten percent committed to generating original content for and delivering quarterly workshops (which took place entirely online for the duration of 2020),
- Five percent committed to other CoDaC projects and activities,
- as well as participation in CoDaC's Week of Writing, which takes place twice a year during the winter and summer breaks.

The bulk of Mike's work is devoted to individual clients, yet, that work is exceptionally varied. Since beginning, he has supported campus writers not only on a myriad of individual writing projects (articles, book chapters, monographs, creative work), grant proposals, job search material, and book proposals, but he has also consulted with other units on campus, including Strategic Research Initiatives, the Department of Architecture, instructors in the Clark Honors College and the Graduate School.

Client Voices

Further, only about half of Mike's work is devoted to writing content, the rest being devoted to the writing process. In a recent Qualtrics survey of his work, 33 percent of respondents identified "consults about my written work" as the most valuable service and 31 percent chose "consults about my writing process." In other words, there are as many campus writers wanting to know how to break out of their cycle of procrastination as there are wanting help with the articulation of their central argument. In this, CoDaC has come to see that the best way to support writers on campus is to combine the duties of a writing coach with those of a developmental editor—providing both process and product support. Mike's experience as both a writing coach and developmental editor before he came to CoDaC has made for a strong match between his skills and our clients' needs.

Again, from the recent Qualtrics survey of clients, Mike's "very favorable" rating was in the 90th percentile and nearly nine out of ten of respondents also answered that they were "very likely to recommend the CoDaC Writing Consultant to colleagues." The qualitative responses from the survey, similarly, showed a high degree of satisfaction both with the CoDaC position, as well as with Mike, in particular:

- "The writing consultant has really impacted my work productivity in a positive way. We were able to set up a writing plan and Mike followed up with me to keep me motivated and writing every day. I was able to publish an academic peer-reviewed article with his help and also finish writing two projects that I had been procrastinating on."
- Although I still periodically suffer from writer's anxiety and exhaustion, working with the consultant has greatly helped to abate these moments and to move on to the next step. Daily writing, however short and small, is something the consultant has emphasized and this has been instrumental for me.
- Mike is a treasure. It has been so long since I've had someone who really wants to discuss my writing process, and I've never had someone who can diagnose issues—in my process and in my work—the way that he can. I'm writing more consistently than ever (although still struggling with procrastination), and I'm more confident as I move to a form of writing that is more academic than professional. A giant project that has been hanging over my head for years is becoming manageable, and that's thanks to him.
- I really love talking about the process of writing with Mike. He is supportive, encouraging, and challenging. If there's one thing/person CoDaC should keep funding if they actually want junior faculty and associates to succeed, it's him.
- Michael Murashige continues to help me to work through challenges and anxieties associated with writing. His techniques assist me in building a more elegant structure and flow, which helps me gain confidence in my writing. Additionally, his consulting approach makes challenging work more achievable. Even my advisor and committee members have confirmed that my writing has significantly improved since working with Mike. I have only experienced positive changes in my receiving support from CoDaC and am forever grateful for this opportunity.



III. Search Advocate Program

What is search advocacy?

CoDaC has continued to lead the UO Search Advocate Program since its inception in February 2019. This initiative has been in partnership with Oregon State University's search advocate program (initiated in 2006) which is widely recognized as an innovative model in this area.

Search advocacy is a key tool that supports our university's efforts to enhance and diversify our faculty and staff applicant pools. Search advocates serve on a search committees to advance inclusive excellence by asking questions to help committee members test their thinking, identifying and promoting practices that advance diversity and social justice, and minimizing the impacts of cognitive and structural biases. As external committee members, search advocates are able to explore assumptions, norms, and practices that an internal member might not question. The search advocate plays a vital role by providing an equity and inclusion lens that complements services provided by Talent Acquisition in all aspects of recruitment, including screening, interviews, references and evaluation. In partnership with the search chair, search committee members, and hiring manager, the search advocate helps promote UO's commitment to inclusive excellence.

There are currently (as of fall 2021) 264 UO faculty and staff certified as search advocates. The pilot initiative has taken substantive root on campus over the past two years. We continue to be at a crossroads in terms of how to sustain and advance this innovative initiative.

Program Highlights

Community of Practice 1
(Tenure Track Faculty Searches)

Search advocacy Communities of Practice offer the campus community ongoing professional development opportunities. All those serving as search advocates are welcome to join these sessions. Members share general issues that come up in searches in a confidential space.

Biweekly Coaching Meetings for Search Advocates Serving on Tenure Track Faculty Searches. Twelve certified search advocates have stepped up to serve on 2021/22 tenure track faculty searches. This group meets every two weeks for peer coaching and support and to share tools and resources.

Community of Practice 2
(all other searches)

Biweekly Coaching Meetings for Search Advocates Serving on non-Tenure Track Faculty Searches. This group also meets every two weeks to discuss new ways tailor this work to the UO context, share ideas and tools.

National Search Advocacy
Community of Practice
(NSACOP)

The CoDaC Director represents the UO as one of five founders of this national community of practice. The UO joins Stockton University, the University of Colorado-Boulder, Spokane Falls Community College and Oregon State University in a steering team that plans and implements the activities of this group. The first two meetings in 2020/21 drew between 300-500 registrants from universities around the country. This COP is meant as a collaborative group that comes together to innovate and advance search advocacy 2-3 times per year.

Select Campus Units that have used or are using Search Advocates:

College of Design

Three TTF searches
COD Dean search

UO Libraries

VP/Dean search
University Archivist and Historian search

Vice President for Research and Innovation (VPRI)

Vice President search
Director of Terrestrial Animal Care Services search
Research Compliance Administrator search
Director of Entrepreneurship and Economic Transformation

Office of the Provost

Executive Vice Provost Academic Affairs search
Vice Provost Academic Affairs

Office of the President

UO Communications Vice President
Provost search
Chief Auditor search
Associate Vice Provost/Chief Civil Rights Officer & Title IX Coordinator search

College of Arts and Sciences-English Department

Two TTF searches

CAS-Department of Human Physiology

Two TTF searches

CAS-Deans Office

Division Personnel and Budget Specialist

Lundquist College of Business

Two TTF searches

College of Education

TTF search

Division of Global Engagement

GEO Director search
GEO Advisor search

Undergrad Educ. and Student Success

Assistant Vice Provost of Academic Success search
McNair Program Director
30+ Advisor searches

Mills International Center

Search for 8 student employees

Office of Institutional Research

Institutional Research Analyst search

Information Services

Associate CIO for Applications and Middleware

The NSACOP spent time last year delving into these key search and selection components:

Interpersonal power dynamics
Educating search committees
Pre-Search Activities
Developing Job Descriptions and Ads
De-Biasing Rubrics
Outreach and Recruiting
Screening
Interviews
Reference Checks
Committee Report/Selection
Handoff and Active Retention

Role of Search Advocate (in brief):

- Provide impartial guidance to the hiring manager, search committee chairs and members throughout the search process.
- Create a criteria matrix and ensure it is used throughout the process.
- Facilitate up-front discussion and ground rules for how to handle known applicant issues.
- Facilitate up-front discussion and ground rules for how to handle conflicts of interest.
- Ask questions to help committee members clarify their thinking.
- Serve as process advisor watching for things such as negativity bias, halo effects, proxy qualifications, references to “good fit”, and airtime issues.

Intended Outcomes

Sustaining a cohort of trained faculty and staff search advocates will:

- Bring an innovative climate-shifting, culture-building ethos to our search and selection infrastructure.
- Help increase diversity across all measures on campus.
- Connect directly to our active retention initiatives
- Centralize and deepen ad hoc efforts across campus to promote effective and inclusive search practices.
- Contribute to UO’s aspirational equity and inclusion goals within the IDEAL and LACE Frameworks and including the President/Provost priorities for hiring Black TTF faculty.
- Provide a key professional development opportunity for all university staff and faculty.
- Advance UO’s reputation as a university that is genuinely committed to equity, inclusion and diversity, making us an attractive employer for professionals of all identities who share these values.



IV. ACTIVE RETENTION INITIATIVE

While the search advocate program is helping campus take a more strategic and systemic approach to equitable recruitment, CoDaC is also leading an Active Retention Initiative and has formed a research team as the core of this effort. As we improve the ways we do recruitment, these efforts must be matched with a complementary focus on retaining our faculty (and staff) of color once they arrive. Given that the UO has lost numerous faculty of color over the past five years, this work is in need of critical support. The CoDaC team has surveyed the literature and best practices on faculty retention. With the help of impartial external consultants, we have done 1:1 interviews with past and present UO faculty members of color. The findings from these interviews have surfaced very specific concerns as well as robust ideas for solutions to our retention woes. We currently have all the information we need to design a state-of-the-art comprehensive retention program that integrates services and directly supports the active retention of our faculty of color from the moment they arrive on campus.

Based on an extensive review of the literature about why faculty of color leave predominately white colleges and universities, we have synthesized the findings to the following five factors:

1. Cultural Taxation
2. Racist Delegitimization of Scholarship
3. Transforming the Racial Climate: Cost for Faculty of Color
4. Racial Battle Fatigue
5. Psychological Racial Trauma

This review of the literature provides a grounding for understanding our findings from the interviews conducted and begins to help us address these issues on campus with more awareness and sensitivity.

The University of Oregon has spent the past two+ years looking in some depth at active recruitment, which has included piloting search advocacy and several complementary best practices to make campus hiring practices more equitable and inclusive. As a logical companion to this work on recruitment, the Center on Diversity and Community has formed a research team to envision the practice of “active” retention, in recognition that efforts to attract people to campus must be matched with intentional and deliberate measures that help inspire people to feel valued, to have a sense of belonging and to stay.

Phases of Active Retention Initiative

Phase One:
Literature Review and Surfacing
of Best Practices (completed
spring 2021)

Phase Two:
UO Context—Data Gathering
(completed winter 2021)

Phase Three:
Campus Engagement and
Application (2022)

- Literature Review and identification of primary factors affecting retention of faculty of color.
- Curate best practices relating to faculty retention; recommend exemplars throughout the initiative.
- External UO consultants request interviews with faculty of color who have left the UO in the last five years.
- External UO consultants request interviews with current faculty of color at UO.
- Gather information related to institutional retention efforts and initiatives at UO.
- Share findings with key campus stakeholders such as Faculty of Color, Administrators, UO Faculty Senate, Department Heads and College Deans, etc.
- Produce proposal for a comprehensive Active Retention Program that is based on key findings and national best practices.

Desired Outcomes

- Build our institutional understanding about retention best practices.
- Create focused priorities that signal organizational commitment and learning around faculty of color retention.
- Identify and tackle structural and policy issues that impact retention.
- Foster innovation and energy around these issues.
- Ultimately, build a new reality about retention at UO that supports faculty of color. Design and nsive Active Retention Program that will act as a dynamic hub for an integrated, strategic and long-term focus on these issues.

The Active Retention Initiative aims to ameliorate the detrimental cycle of hiring and re-hiring faculty of color by helping to develop a critical mass of faculty of color who stay and continue their contribution to the University of Oregon. The constant coming and going of faculty interferes with equity and inclusion institutional stability, increases the optic of the University of Oregon being a racially hostile environment, and lessens teaching and service support to all our students. Retaining faculty of color is a crucial part of racial equity institutional building.



V. Creating Connections

CoDaC continues to provide support for Creating Connections (CC), a student-led group focused on building a community for graduate students from traditionally marginalized groups in higher education. Led by graduate student leaders representing multiple Colleges, CC connects students by building a supportive social network that helps them thrive personally and academically. Throughout the 2020-2021 academic year, Creating Connections focused on increasing awareness of and sharing resources for graduate students throughout the COVID-19 pandemic. Resources included access to virtual writing circles, details about local counseling and mental health services, tips for self-care and stress reduction, and information about food/housing support. CC also broadcasted university and local events which centered on topics related to diversity, equity, and inclusion. For the 2021-2022 academic year, CC will be focusing on the topics of graduate students' mental health, establishing an effective mentoring team, and graduate student community building, both virtually and in-person.



Figure 2: (Left- Hadil Abuhmaid, Ana Hernandez, Right)

Hadil Abuhmaid, External Communications Officer, Creating Connections
Hometown: Ramallah, Palestine
Area of Study and Year: Media Studies Doctoral Student. Media Studies Doctoral Student. Fourth year. Research: National identity construction and self-representation through space and time, with focus on Palestinian films.

Ana C. Hernandez, Student Relations Officer, Creating Connections
Hometown: Pico Rivera, California
Area of Study and Year: Clinical Psychology, 5th year
Research: Early childhood trauma, Latinx mental health, maternal psychopathology, culture and psychopathology.



VI. Critical Race Interest Group

Since the spring of 2020, CoDaC writing consultant Mike Murashige has created and supported a faculty-based Critical Race Interest Group that has been meeting consistently weekly to write together using CoDaC's writing circle model. Mike hopes to begin a graduate student version of the Critical Race Interest Group in 2022.

Because of its goal to support various forms of intellectual community focused on equity and inclusion, CoDaC has defined "critical race" broadly so as to include both formal Critical Race Theory as well as a broader spectrum of scholarly work, both theoretical and applied. Accordingly, CRIG will engage in foundational and current research on the subject of race and racialization, on the origins, history, and ongoing function of race and its constitutive role in the creation of the existing social, political, and economic order.

CRIG is comprised of UO faculty who gather to:

- read key texts in the field and explore ideas around their research and research-design,
- provide opportunities to write together and discuss in-process writing
- receive workshop-level feedback on drafts and manuscripts at any stage of the writing process, and
- sustain an ongoing discussion about theories of race and racialization

Mike has been working to create a number of interest- and subject-based writing groups—typically four- to ten-members, all of whom work on similar kinds of research subjects—in order both to provide writers with support and accountability as well as to foster a greater sense of intellectual community across the campus. Monitoring the progress of these groups and only occasionally providing direct support allows Mike to service more writers with a considerably smaller time commitment than individual consults. Set somewhere between a one-on-one meeting and the Writing Circles, the writing groups allow participants to engage in deeper conversation both about their research subjects and the writing process.

For more information, contact CoDaC's Writing Consultant, Mike Murashige at mmurashi@uoregon.edu



VII. Faculty External Mentor Program

CoDaC continues to offer support to UO tenure-track faculty who are early career and under-represented on campus or whose research focuses on diversity-related issues. This competitive funding supports the research and professional development of UO tenure-track faculty who seek to establish and/or advance a mentoring relationship with a scholar at a peer institution. All tenure-track faculty members who have completed their first year at the UO are eligible to participate in this program. First-year faculty who have extenuating circumstances, should inquire about accessing the program during the first year of their appointment. Funding for up to five years is available for assistant and associate professors. See the link for full details: <https://inclusion.uoregon.edu/facultyexternal-mentor-program>