

2017-2020 UO Diversity Action Plan Template

Year #1

Labor Education and Research Center

Executive Summary

The Labor Education and Research Center (LERC) occupies a unique place within the UO and is eager to support the University's growing commitment to advance the principles of equity and inclusion. Stakeholders in our work include labor unions across the state that represent tens of thousands of workers in the low wage service sector, blue collar manufacturing jobs, and the ranks of white collar professionals. Leaders of these unions, as well as those in allied community organizations, are our partners, and their members are our students. Serving this diverse group of constituents already gives the LERC a platform from which to understand and teach about equity and inclusion. We are also fortunate that several unions in Oregon are actively pursuing equity and inclusion initiatives and have approached LERC for help with these important efforts. We are equally fortunate to have community partners with a commitment to equity and inclusion – partners who have willingly shared their expertise with us. While socio-economic diversity is built into the work we do, racial, gender, and other forms of identity diversity are also emerging as important areas of focus for LERC and its partners. We have already developed and piloted several classes in this area and are actively preparing additional offerings.

LERC's faculty and staff are also a diverse group, and our internal relations challenge us to grapple with issues of inclusion and equity every day. We have white faculty and staff, and faculty of color, both men and women. We have LGBTQ faculty and staff. We have a diversity of ages, backgrounds, and levels of physical ability within our ranks. We are a close-knit group that seeks to work as a team, acknowledging and honoring our differences, strengths, and weaknesses in the process. We also work with adjuncts in the broader labor education community and recognize the need to cultivate greater diversity in this group of colleagues. As a small department (six faculty when we are at full strength, a department manager, and four support staff members), we have attempted to provide ample opportunities for faculty and staff to shape LERC's agenda, exercise leadership, and pursue projects that advance equity and inclusion both internally and externally.

We have engaged in extensive discussions among ourselves as well as with our staff in order to prepare the Diversity Action Plan outlined below. A subcommittee of LERC faculty and staff met on multiple occasions in late 2016 and early 2017 to develop the initial DAP Template. We have discussed the feedback provided by the Division of Equity and Inclusion and incorporated that feedback into our revised plan.

Since we offered our initial plan, one LERC faculty member retired, and another has left to take a position elsewhere. We are currently seeking to hire replacements. Our limited staffing over the next year has led us to adjust some of our DAP goals and timelines. We remain fully committed, however, to building on the progress we have made, sustaining our momentum, and incorporating principles of equity and inclusion into the search process for new colleagues.

The standard educational offerings of the LERC fall into three broad categories: work with individual organizations; trainings and conferences offered on an open enrollment basis; and research, consultation, and technical assistance. Although our educational work is offered primarily on a non-credit, extension basis, our faculty do teach credit classes for other academic departments, and we have operated a small internship program for graduate and undergraduate students.

Fundamental to our mission, we have long recruited, served, and taught an economically diverse group of constituents. We have worked for the past several years to incorporate considerations of equity and inclusion in our work by revising existing curriculum and offering new classes and workshops that address these vital concerns. For example, LERC has recently begun a UO Colloquium series featuring faculty and grad student presentations, hosted a 2017 Black History Month event *All Labor Has Dignity* at UO in Portland (another series of Black History Month events will occur in 2018) , and collaborated in the research, writing, and publication of *The Impact on Oregonians of the Rise of Irregular Scheduling*. All of these recent activities pay particular attention to racial and gender justice issues and represent examples of LERC's increasing commitment to equity and inclusion as integral to effective, relevant labor education practices. At the same time, all of our educational offerings, from the most basic labor law and collective bargaining trainings to the most sophisticated strategic planning and organizational change sessions, require attention to equity and inclusion issues, which LERC faculty and staff are committed to provide. In addition, one of our faculty members serves on the UO Portland Center's Equity and Inclusion Committee and has helped to plan that committee's activities.

LERC faculty and staff have also recognized that our ability to provide constituents with education and research services focusing on equity and inclusion will only be as effective as our own ability to function in inclusive and equitable ways. We have to put our own house in order before we can practice true integrity in our public service mission. To that end, LERC is currently developing a unit-wide professional development process in partnership with expert outside facilitators. This process has included formal faculty/staff meetings and subcommittee meetings to develop plans and discuss possible actions. These consultations resulted in an initial faculty/staff training on racial justice and oppression that occurred in May 2017.

For LERC, committing to equity and inclusion means more than mere subject matter; it critically shapes how we teach and do research. We recognize that different backgrounds and life experiences create different kinds of learners, and we must develop pedagogical strategies that address this diversity. We recognize that historically, unions in Oregon and across the United States have often not practiced inclusion and equity in their relations with women, workers of color, and immigrants. We are pleased that promotion of equity and inclusion has become the subject of passionate discourse in the union movement within recent years, and we see labor education as a critical place to move this discourse toward concrete practice. Our partners recognize this need but often struggle with its actualization. LERC is there to help. Our research mission is another place where issues of equity and inclusion are central. The policy initiatives led by recently departed faculty member Raahi Reddy added a new dimension to LERC's capacity to conduct relevant research on matters of racial and gender disparity, and we intend to continue this important work moving forward.

In light of LERC's commitments and practices, we are pleased to present our revised Diversity Action Plan, which has given us the opportunity to review our progress and make specific plans for the future. Our tactics pay attention to our internal dynamics, focusing on recruitment and retention of a diverse full-time and adjunct faculty and staff, as well as class participants. We also include tactics designed to spread the ideas and practice of equity and inclusion to our client organizations and class participants, a reflection of the unique mission of LERC to share the resources of the UO with workers and the broader community. Our DAP tries to be realistic about this balance between aspiration and capacity. A review of this plan in 2018 will allow us to assess our success in this balancing act. We expect it to be both sobering and inspirational.

GOAL #1 (I: Inclusion): Create an inclusive and welcoming environment for all.

School, College, Research, or Administration Strategy 1 – Create a more welcoming, respectful and inclusive climate for all.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1 Plan and participate in a faculty-staff retreat to examine our internal and external approaches to equity and inclusion	Train 5 faculty and 5 staff members	Funding for facilitator(s) for day-long session; 1 full work day for each faculty/staff member	Bob Bussel, Director	Completed in May 2017 with facilitation by Western States Center
1.2 Expand open-enrollment training and events, as well as workshops for individual clients, on equity and inclusion topics	Conduct at least 3 such workshops/events for union and community constituents and/or other UO departments	Staff time and related operational costs – some will be recouped via charges to constituents, fees to students, etc.	Bob Bussel, Director and all faculty	Have conducted workshops in 2017 for AFSCME Council 75 and helped develop workshops for the Oregon Nurses Association and the OR AFL-CIO/LERC summer school
1.3 Develop the skills/competencies of LERC faculty and constituent organization leaders via a facilitator training on equity and inclusion	Conduct one training session	Funding for facilitator(s) from LERC's Strategic Training and Action Research Fund and student fees.	Barbara Byrd, Senior Instructor	Completed in May 2017 with session facilitated by colleagues from Canada
1.4 Develop a "commitment to equity and inclusion" statement to be included among materials at all LERC programs	Develop the statement for inclusion in materials provided at LERC's first open enrollment leadership school in May 2018	Faculty and staff time	Sarah Laslett, Instructor	Draft statement prepared 11/17 and is currently under faculty review

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Faculty and staff will agree on a set of next steps for improving our internal climate and enhancing our effectiveness with external stakeholders. Workshops and other training sessions will be evaluated by participants using specially developed written/electronic evaluation forms for these events. Progress will be assessed at the 2018 LERC planning retreat.

School, College, Research, or Administration Strategy 2 – Incorporate promising practices that eliminate implicit bias and combat racism as well as other forms of discrimination. Incorporate promising practices to increase equity, inclusion and inter-cultural understanding in onboarding, performance evaluations, tenure and promotion, and other unit processes and policies in ways that allow all members of the unit to thrive and succeed.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
2.1 Develop/define an “equity lens” using foundational questions and existing best practices as defined in our field. Use the lens to assess and improve our practices.	An “equity lens” that can inform our program development	Faculty and staff time	Sarah Laslett, and Sherman Henry, Instructors and Deb Mailander, Dept. Mgr.	August 2018
2.2				
2.3				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

We will conduct a annual review, where we will assess the impact of the equity lens on the practices outlined above.

GOAL #2 (D: Diversity): Increase the representation of diverse students, faculty, staff, and community partners at all levels of the university.

School, College, Research, or Administration Strategy 1 – 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.

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
1.1 Conduct active recruitment of a more diverse adjunct instructor pool and host an orientation session for potential LERC adjuncts	Identify and, where possible, recruit and mentor 2 additional adjunct instructors from underrepresented groups	Faculty time	Sherman Henry, Instructor	June 2018 Process underway with one person already being utilized and others being identified and recruited
1.2 With help from partner organizations in the community, increase recruitment of underrepresented populations into LERC open-enrollment classes and conferences	Invite 2-4 partner organizations to assist; target particular populations	Faculty time; marketing expenses	Sherman Henry, Instructor	March 2018
1.3 Offer bilingual or Spanish-only labor education workshops for Spanish-speaking participants	Pilot one such workshop, possibly co-sponsored by partner organization(s)	Faculty time for instructor recruitment and development; course development; etc.	Gordon Lafer, Professor	June 2018
1.5 Explore models for providing childcare and/or child-friendly atmosphere for LERC programs and activities	Identify option that meets families' needs and complies with UO Risk Mgt. and procurement requirements	Administrative time, departmental financial support to ensure accountability	Deb Mailander, Dept. Mgr.	Identified workable option by partnering with YMCA for 2017 program and will continue in 2018

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Assessment of progress at annual LERC faculty planning retreat and quarterly at LERC faculty meetings. Track measurable indicators of progress as an integral part of this evaluation.

School, College, Research or Administration Strategy 2 – Use promising practices and effective strategies to retain diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally-underrepresented communities.

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
2.1 Provide support to promote the success and retention of a diverse full-time faculty at LERC via mentoring, professional development opportunities and other forms of support	Job satisfaction, successful performance, as assessed through annual reviews with ultimate aim of retention	Faculty and staff time; special funding from UO (e.g., UMRP); possible grant funding for special projects, funding support for professional development	Bob Bussel, Director	June 2018
2.2				
2.3				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

With such a small faculty, it will be evident if we are successful with this tactic. Track and monitor mentoring support and professional development opportunities.

GOAL #3 (A: Achievement): Facilitate access to achievement, success, and recognition for under-represented students, faculty, staff, and alumni.

School, College, Research, and Administration Strategy 1 – Eradicate any existing gaps in achievement between majority and under-represented students, faculty and staff in graduation rates, tenure and promotion, professional opportunities, leadership opportunities and recognition.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1 Continue to provide high-quality training, leadership development and strategic consulting to improve the upward mobility of workers in traditionally female occupations, and to assist women to move into non-traditional occupations	LERC faculty to help plan/facilitate at least one women-related training session this year. Conduct at least one research project related to “women’s work” or women in non-traditional jobs.	Faculty time	Sarah Laslett, Instructor	June 2018
1.2 Continue to provide policy makers and the public with assessments of issues that directly affect the economic mobility of traditionally disadvantaged groups	Two papers, reports, and/or presentations on an annual	Faculty time; staff support, outreach to constituents to determine areas of focus	LERC faculty and grad employee, new researcher hired in 2018	August 2019 due to vacancy in NTTF Policy Researcher position
1.3				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

We will evaluate these tactics and their results at our annual faculty planning retreat.

School, College, Research, and Administration Strategy 2 – Increase faculty, student, staff, and alumni participation (with special focus on groups that are currently under-represented) in global leadership experiences, research, professional development opportunities, and scholarships (e.g. Rhodes Scholar and Marshall Scholar competitions) as well as other prestigious awards and recognitions.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
2.1 Continue research, training, community collaborations, and policy work in the area of immigration issues	Course curricula, research products, community partnerships and collaborations	Faculty time	Bob Bussel, Director	June 2018 Work of Immigraton Network is resulting in presentations on immigration to community groups
2.2				
2.3				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Director will meet regularly with community organizations to assess LERC's role and contributions and keep LERC faculty regularly updated on status of these efforts.

GOAL #4 (L: Leadership): Leadership will prioritize and incorporate diversity, equity, and inclusion in plans and actions.

School, College, Research, or Administrative Strategy 1 – Develop and promote programs that support, mentor and prepare members of under-represented groups for leadership opportunities (i.e. department heads, directorships, deanships, vice presidencies, etc.) at the UO.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1 Assist union clients to develop internal capacity in building inclusive organizations	In-depth work with at least two labor organizations	Staff time; fees charged to labor organizations	Sarah Laslett; Sherman Henry - Instructors	June 2018
1.2				
2.3				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Client feedback will be solicited and analyzed.

School, College, Research, or Administrative Strategy 2 – Utilize philanthropy and other resources to advance the work of diversity, equity, and inclusion in your unit and across the University.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
2.1 Explore possibility of grant funding – if relevant - for research work described above (Goal Area #3)	ID and recommend to faculty at least 3 funding opportunities Increase skills through advanced grantmanship training	Faculty time	Deb Mailander, Dept. Manager	In progress and currently exploring opportunities, June 2018
2.1				

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
2.3				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

As the foundation world is unpredictable, we will measure our progress in terms of effort – number of funding sources explored during the year.

LERC Response to Feedback from Division of Equity and Inclusion on Diversity Action Plan

We very much appreciate the thoughtful feedback that DEI has provided in response to LERC's Diversity Action Plan. We especially note the advice encouraging us to create "baselines, goals, and clear ways to measure."

Quantitative measures not always so easy to identify or employ in a program like ours that focuses on adult education in noncredit settings.

Wherever possible, however, our revision does attempt to develop quantitative goals, baselines, and measurements. We have also attempted to establish clearer goals and objectives in response to DEI's feedback.

LERC's director attended most of the DEI workshops this summer along with another colleague who served on the subcommittee that developed its DAP. We have incorporated insights from these workshops in our revised plan.

LERC has already made substantive progress on advancing equity and inclusion principles in its internal educational processes and its programming with external constituents. We fully intend to build on this progress as we implement specific provisions of our DAP in the coming year.

Listed below are some of the specific actions we have taken to achieve some of our DAP goals. These actions attempt to respond to the suggestions and feedback provided by DEI.

Goal 1: Creating a Welcoming, Inclusive Environment

Internal training of faculty and staff on racial justice and oppression has raised our collective awareness and helped create common understandings and vocabulary.

Workshops with other organizations have enhanced LERC's capacity to conduct training on equity and inclusion issues and led to ongoing work with two unions that has enhanced our capacity to assist constituents on these concerns.

Goal 2: Increase Representation of Diverse Students, Faculty, Staff, and Community Partners at all Levels of the University

We are actively seeking to develop a broader pool of pro temp instructors through outreach and plan to conduct an orientation session for potential recruits in the coming year. Guest presenters at our recent summer school reflected our commitment to recruiting a more diverse pool of instructors, and we will continue this effort.

Successful recruitment of a more diverse student population will be measured numerically to some extent and also in terms of impact. LERC does not generally have control over who

participates in our programs; our clients make those decisions. However, we can and will encourage our clients to consider diversity in choosing participants for our classes and offer programming that reflects our commitment to equity and inclusion. One measure we can employ is to gauge whether students take principles of equity and inclusion back to their organizations. We see some evidence of this in the continuing work we are doing with AFSCME and the Oregon Nurses Association. Both AFSCME and ONA sent participants to our summer institute and several other LERC programs and have requested LERC's ongoing assistance in helping them implant principles of equity and inclusion in their organizations.

Goal 2: Promising Recruitment Practices

We are offering our faculty from under-represented groups professional development opportunities (e.g., conferences), providing faculty and staff support for Black History Month events and assistance with funding, and have encouraged and supported efforts to incorporate equity and inclusion content in our Collective Bargaining Institute, and our upcoming summer school and new Leadership Academy which we will launch this spring.

Goal 3: Facilitate access to achievement, success, and recognition for under-represented students, faculty, staff, and alumni

Women will be empowered by new leadership program to be more effective participants in their organizations. Measurement will occur through evaluation and feedback. For example, we recently conducted a focus group with participants at our summer program based on concerns about how matters of equity and inclusion were presented. We plan to incorporate this feedback in shaping the curriculum for the 2018 summer school.

Continue research, training, community collaborations, and policy work in the area of immigration issues

LERC has been vitally involved in the Integration Network for Immigrants in Lane County (IN). IN brings together a broad cross-section of stakeholders interested in creating a more welcoming community for immigrants. Currently, IN is developing a cohort of speakers who will make presentations on immigration, equity, and inclusion before community and civic organizations in 2018. One way to measure IN's impact is the level of interest in its work; typically, 20-25 people attend its monthly meetings. We also have close to ten people who are interested in making presentations to community groups.

Goal 4: Develop and Promote Programs that Support, Mentor, and Prepare Members of Under-Represented Groups for Leadership Opportunities

We are working with several organizations to prepare “equity tool kits” that provide specific suggestions on best practices and policies aimed at enhancing leadership opportunities for members of under-represented groups.