

2017-18 Wayne Morse Center Diversity Action Plan

EXECUTIVE SUMMARY

This plan is a response to President Schill's 2016 call to action that each school and administrative unit at the University of Oregon develop plans on an annual basis to promote diversity and inclusion and combat racism within their units consistent with our university's mission and priorities, using the IDEAL framework.

Although the Wayne Morse Center for Law and Politics has not previously had a formal committee charged with promoting diversity, equity and inclusion, the Center's leadership and staff have embraced and promoted those values as fundamental to its programming, grant-making, and human resources decisions since its inception.

The Center's public programming examines pressing issues through an intersectional lens and provides a forum for expression of diverse viewpoints. For example, the Center's two-year-long themes of inquiry have regularly featured themes that address varied identities, experiences, and viewpoints, such as "Race, Class, and the Criminal Justice System," "Indigenous Peoples: National Policy and International Human Rights," "Climate Ethics and Climate Equity," and "Capitalism and the Common Good." The 2017-19 theme is "Borders, Migration and Belonging." Programs recently organized by students in the Center's Law Fellows program have included a panel on the experiences of first generation law students, a talk by two Muslim American attorneys on FBI surveillance and detention of Muslims, and a training on Title IX. Through its programs and grants, the Center offers students and the entire campus community the "rich, diverse, and high-caliber educational experience" that the UO hopes to provide.

The development of this plan has offered the Center staff an opportunity to think and plan even more deliberately about how to make the Wayne Morse Center, its public events, and its programs for students, faculty, staff, and community members more inclusive and welcoming.

The Wayne Morse Center is a small, public-facing administrative unit composed of two faculty members, two officers of administration, and two classified staff; all work part-time at the Center. Although its current staff is not ethnically or racially diverse, the Center's staff does include members of the LGBTQ community and is made up almost entirely of women. One employee has a physical disability that requires accommodation. The Center's Advisory Board, the junior faculty members it supports with research funding, and the students who participate in the Center's programs and receive fellowships are much more ethnically and racially diverse than Oregon's overall population—and likely more so than the UO community at large. Moreover, the Center has a strong commitment to diversity in terms of gender and sexual orientation, with a particularly deep concern for developing women's leadership at the university and in our democratic society.

One challenge for the Wayne Morse Center is the assumption incorporated into the IDEAL framework that units recruit and promote faculty. We do not do so. What the Center *does* do is bring to the university an array of scholars, public intellectuals, and elected officials selected because of their expertise on a broad range of legal and political issues and who therefore represent great diversity in the areas of ethnicity, race, religion, sexual orientation, and gender identity. The Center also offers funding and other forms of support to undergraduate, graduate, and law students as well as faculty members. The Center's DAP focuses on the visitors the Center brings to campus and the UO students, staff, faculty, and community members who participate in the life of the Center.

Implementing this Diversity Action Plan will require considerable staff time in two particular areas. The first is designing metrics and collecting and analyzing data required to establish demographic benchmarks for the students, faculty, community members, and speakers associated with the Center and subsequent surveys to determine if there are disparities based on race, ethnicity, socioeconomic background, sexual orientation and gender identify, disability and viewpoint. The second is raising funds to order to provide undergraduate Wayne Morse Scholars with stipends for career-building and research opportunities, such as summer internships that are typically unpaid. Many prime internship opportunities pose special hurdles for students who cannot afford travel and living costs in settings like Washington, D.C. The Wayne Morse Center must raise \$80,000 per year over its 5% draw from its endowments to sustain its current programs. Funds to support paid internships for some of our students would require donations in addition to that \$80,000.

DIVERSITY PLAN

GOAL #1 (I: Inclusion) The Wayne Morse Law Center will create an inclusive and welcoming environment for all of its students, staff, and faculty as well as affiliated university and community partners and audience members who attend its lectures, trainings, conferences, and other events.

Strategy 1 – Identify and assess any obstacles that affect how welcome or unwelcome people feel participating in and or attending Center events. Implement the changes needed to eliminate barriers and help all to feel welcome, included, and respected.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1 Working with the Department of Institutional Research, develop, administer and analyze a climate survey of a sample of students, Advisory Board members, and campus and community partners who are already engaged with the Wayne Morse Center. ("Survey A.")	Proportion of survey population that completes the survey annually.	Online survey. The Center will need assistance determining how to design and evaluate the survey. The Center will need to reallocate staff time to design and compile results from the survey.	Rebecca Flynn (CoDirector), Abbie Stille (Communications Coordinator), Thea Chroman (Assistant Director)	Administer Survey A before the end of fiscal year 2018. Administer Survey A again before the end of fiscal year 2019. Compare results to previous results during summer of 2019.
1.2 Working with the Department of Institutional Research develop, administer, and analyze a climate survey of a sample of students, staff, faculty and community members who have unsubscribed from the Center's email list in	Proportion of survey population that competes the survey annually.	Online survey. The Center will need assistance determining how to design and evaluate the survey.	Rebecca Flynn and Ellen Herman (CoDirectors) and Dan Tichenor (Senior	Administer Survey B during fiscal year 2020. Administer Survey B during of fiscal year 2021.

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order to determine whether obstacles to participation were the reason, or if there were other reasons (e.g. not interested in law and politics; too much email). ("Survey B.")		The Center will need to reallocate staff time to design the survey and compile and analyze the results.	Scholar)	Compare results to previous results during summer of 2021.
1.3 Explore possible changes, as practicable, suggested in both climate surveys.	We will tally the number of changes suggested, discuss which are feasible, and make those changes. The measure will be the significance of changes made, as opposed to the quantity.	Staff time. Necessary changes may also require use of Center financial resources.	Rebecca Flynn and Ellen Herman (CoDirectors) and Dan Tichenor (Senior Scholar)	Analyze results of Survey A during summers of 2018 and 2019. Analyze results of Survey B during summers of 2020 and 2021.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
<p>1.1 and 1.3</p> <p>Initially, the Center seeks to receive a minimum of 20 climate surveys from a diverse array of faculty, staff, students, and community members who are already engaged with the Center. ("Survey A.") The measure of whether the Center has succeeded with this strategy is if, at the end of summer 2018, the Center can enter academic year 2019 with suggested changes in place as we welcome new students and start our programming and planning year. At the end of academic year 2019, the Center will resurvey the survey participants to get their feedback on the Center's progress towards becoming more inclusive and welcoming environment for all.</p> <p>1.2 and 1.3</p> <p>and The Center seeks to receive a minimum of 20 surveys from a diverse array of faculty, staff, students and community members who have unsubscribed from the Center's email list. ("Survey B.") The measure of whether the Center has succeeded with this strategy is if, at the end of summer 2020, the Center can enter academic year 2021 with suggested changes in place as we welcome new students and start our programming and planning year. At the end of academic year 2021, the Center will resurvey the survey participants to get their feedback on the Center's progress towards becoming more inclusive and welcoming environment for all.</p> <p>It makes sense to repeat this effort every five years to determine if the Center is making progress.</p>

Strategy 2 – Incorporate practices that eliminate implicit bias and combat racism as well as other forms of discrimination 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 Require that all Center staff attend implicit bias training if they have not already done so. Once all staff have received training, discuss lessons learned and identify areas for further training to promote cultural agility of the staff.	Number of staff members who have completed training. Completion of staff discussion of implicit bias and cultural agility within the context of our work.	Staff time	Rebecca Flynn (CoDirector) and Sally Frisella (Accounting Coordinator)	All initial trainings and staff gathering to be completed before the end of calendar year 2018.
2.2 Make explicit that annual staff performance reviews and self-evaluations will include staff efforts to understand the role of implicit and explicit biases in creating an inclusive and welcoming environment for all.	Inclusion of language in performance reviews.	Staff time	Rebecca Flynn	Incorporate expectations into job descriptions and self-evaluations during the 2018 evaluation period and continue to use as an evaluation tool going forward.

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

Staff progress will be evaluated annually in connection with their yearly reviews. They will be evaluated according to the number of trainings and talks they have attended, their self-reports on the value of the trainings, as well as qualitatively according to the observation of senior staff and colleagues.

GOAL #2 (D: Diversity): Increase the representation of diverse students, faculty, staff, and speakers in the Center's work.

Strategy 1 – Incorporate active recruitment strategies, processes to eliminate conscious and unconscious bias, and other practices to recruit diverse speakers, staff, faculty, and 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 The Center will be better able to achieve its diversity goals once it has analyzed the results of the climate surveys described in goal 1 above and implemented changes to make all people feel welcome at the Center and its events.		Staff time.	Rebecca Flynn and Ellen Herman (CoDirectors) and Dan Tichenor (Senior Scholar)	Beginning 2018 and ongoing.
1.2 Obtain demographic information on students participating in the Center's Fellows and Scholars programs to determine if there are disparities based on race, ethnicity, socioeconomic background, sexual orientation and gender identity, disability and viewpoint. If there are disparities, address them. For example, as part of the Center's broader outreach and recruitment tactics, reach out personally to leaders of student groups representing a wide array of viewpoints and experiences, encouraging them and their peers to apply to the Center's Law and Graduate Research Fellows programs and undergraduate Scholars program.	Obtain demographic information on current students	Staff time.	Thea Chroman (Assistant Director), Sally Frisella (Accounting Coordinator) and Ellen Herman and Rebecca Flynn (CoDirectors)	Determine demographics and viewpoint diversity of current student cohorts by the end of summer 2018. Compare demographics and viewpoint diversity annually for each subsequent cohort of students
1.3 Analyze the demographics and political/philosophical viewpoints of speakers at WMC-hosted events for academic year 2017-18 and determine if the Center is inviting speakers from traditionally under-represented communities and political/philosophical viewpoints. If there are disparities, address them.	Creation of a document analyzing the demographics and political/philosophical viewpoints of speakers at WMC-hosted events for academic year 2017-18. Creation of a document analyzing the	Staff time	Ellen Herman (CoDirector) and Dan Tichenor (Senior Scholar)	In summer 2018 demographics and political/philosophical viewpoints of speakers at WMC-hosted events for academic year 2017-18. In summer 2019 analyze the

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	demographics and political/philosophical viewpoints of speakers at WMC-hosted events for academic year 2018-19 and comparing to the previous year.			demographics and political/philosophical viewpoints of speakers at WMC-hosted events for academic year 2018-19.
1.4 Analyze the demographics and political/philosophical viewpoints of faculty who have applied to be and have been selected as Wayne Morse Resident Scholars for the past five years and determine if the Center is selecting Resident Scholars from traditionally under-represented communities and political/ philosophical viewpoints. If there are disparities, address them. Analyze the data each year thereafter to determine progress.	Successfully obtain demographic information on applicants and Resident Scholars for the past five years.	Staff time.	Ellen Herman (CoDirector)	In 2018 obtain demographic information on applicants and Resident Scholars for the past five years. Track data every year thereafter.
Describe the evaluation tool that you will utilize to measure progress and ensure accountability.				
The Center will measure success by better tracking and evaluating the number of fellowship and Scholar applications from students from underrepresented populations, the number of speakers it hosts from traditionally under-represented communities and political/cultural viewpoints, and the level of diversity in the pool of faculty applicants for the Resident Scholar program.				

Strategy 2 – Use promising practices and effective strategies to retain diverse staff, faculty, undergraduate and graduate students from traditionally-underrepresented communities and with diverse viewpoints.

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
2.1 The Center is not the first or primary academic home of the students who participate in its programs since they are enrolled in schools and departments	Complete an analysis of the demographics and political / philosophical viewpoints of students	Staff time.	Rebecca Flynn and Ellen Herman (CoDirectors), Thea Chroman	Currently engaged in this effort. Ongoing.

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<p>throughout the university. We can, however, engage our students personally to provide support and identify financial and personal challenges that may cause students to drop out of school. At the end of each year, analyze the demographics and political / philosophical viewpoints of students who have dropped out of the Center's student-oriented programs.</p> <p>Conduct exit surveys of all students.</p> <p>Assess and address disparities.</p>	<p>who have dropped out of the Center's student-oriented programs.</p> <p>Administer and analyze exit surveys of all students.</p>		<p>(Assistant Director)</p>	<p>Exit surveys will be administered each spring.</p> <p>Analysis of drop-outs to occur on a regular basis.</p>

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

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

Strategy 1 – Eradicate any existing gaps in achievement between majority and under-represented students and faculty in graduation rates, professional opportunities, leadership opportunities and recognition.

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

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1.1 Selection as a Wayne Morse undergraduate Scholar, Law Fellow, Graduate Research Fellow, or faculty Resident Scholars is, by definition, an opportunity for professional development, leadership and recognition. All Center-affiliated students will receive opportunities for mentoring, as will faculty, to ensure that they get the most out of the opportunities that the Center provides them.	Facilitating mentoring opportunities for Center-affiliated students and faculty who wish to receive it.		Rebecca Flynn and Ellen Herman (CoDirectors), Thea Chroman (Assistant Director)	Mentoring will be ongoing throughout the academic year.

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

The exit surveys and demographic information regarding drop-out rates from Wayne Morse Center programs and from the university itself (mentioned in Goal 2, strategy 2 above) will help the Center measure whether its mentoring efforts have been helpful in eradicating any existing gaps in achievement between majority and under-represented students and faculty.

Strategy 2 – Increase Center-affiliated student participation 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 Make Center-affiliated students aware of prestigious programs, awards and recognitions.	Determine that information is distributed and opportunities exist for students to request assistance in pursuing these opportunities.	Staff time.	Dan Tichenor (Senior Scholar).	Ongoing.
2.2 Offer stipends to undergraduate Scholars to help defray the cost of travel, research materials, and even business attire to increase access to prestigious externships and	Determine how many Scholars are taking advantage of the available funding.	Staff time. Funding for stipends.	Thea Chroman (Assistant Director)	Ongoing.

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research opportunities for all Scholars, including those from under-represented communities.				
2.3 Actively encourage UO faculty to apply for the Center's Resident Scholar program, which provides course relief or stipends for professors to work on their scholarship, ensuring that underrepresented faculty feel that the resources are accessible to them.		Staff time	Ellen Herman (CoDirector).	Each fall, prior to January application deadline.

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

The Center will measure its success based on an increase in the number of faculty and students applying for and securing awards and prestigious externships and clerkships, including an increase in students and faculty from under-represented communities.

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

Strategy 1 – 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
1.1 Raise funds to support stipends for undergraduate Scholars to pursue prestigious internships and externships and to travel to do research for honors theses. Some Center-affiliated students already have the means to pursue such professional development and leadership opportunities and. The Center would like to provide access for more students to do so, including students from under-represented	One to two face-to-face meetings per year with donors. At least one development mailing focusing on student stipends.	Staff time. Funds for lunch or dinner with donors. Funds to cover printing and mailing of solicitations by U.S. mail.	Ellen Herman and Rebecca Flynn (CoDirectors) and Abbie Stillie (Communications Coordinator)	Ongoing.

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communities.				

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