



UNIVERSITY OF
OREGON

Division of
Equity and Inclusion

A Year in the Center for Diversity and Community

AY 2019/2020 Report

Mission:
Critical thinking and
an ethic of care





Director's Note

I joined as Director of the Center for Diversity and Community in October 2019 and after five short months on campus we moved (along with all of campus) to working remotely and responding to Covid-19's impact and the UO community's response. Shortly thereafter came the acute racism pandemic—a new awakening to the constant of racism in America. As the President of the American Psychological Association states, “ We are living in a racism pandemic, which is taking a heavy psychological toll on our African American citizens.” Racism in all of its forms is of grave concern to the work of CoDaC. One of CoDaC's aims in the 2020/2021 academic year is to help create progress toward President Schill's stated priorities involving Black faculty, staff and students. Much of this work will happen through the existing infrastructure and ongoing work embedded in campus diversity action plans.

CoDaC acts both an incubator of ideas that move out into campus for implementation and as a home for standing programs and initiatives. CoDaC's programming centers broadly on advancing the IDEAL Framework¹. This report will give a snapshot of CoDaC's standing programs such as the Search Advocate Pilot Program, and the Writing Circle Program and will forecast new bodies of work such as the Active Retention Initiative and the Critical Race Interest Group.

Special thanks to the CoDaC staff and faculty associates for their tenacity in moving to a remote working environment and adapting so seamlessly to rapid changes.

I am honored to help the Center for Diversity and Community into its next phase. There has been important innovation and thought leadership that has originated in CoDaC over the years and I'm indebted to the prior work, energy and heart that others have given.

¹ IDEAL Framework: <https://inclusion.uoregon.edu/ideal-framework>



Charlotte Moats-Gallagher
Director Center for Diversity
and Community

cmoatsga@uoregon.edu

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. In these and other roles she provided policy analysis and strategic support, working to mobilize a cross-cutting agenda to internationalize campus. Charlotte earned her PhD in Leadership and Organizational Change from Antioch University and her Master's Degree in International Water Resources Management from the University of Wisconsin-Madison. She is currently training as a coach with Erickson International and working towards a coaching credential with the International Coaching Federation (ICF). Her current role involves leading CoDaC via a suite of programs and activities aimed at embedding diversity, equity and inclusion into many corners of the university.



Staff Corner

Farewell Douglas



Douglas Imaralu
CoDaC GE and Master of Public Administration and Nonprofit Management graduate (20'), College of Design

I have come to the end of my shift at the Center on Diversity and Community (CoDaC). I graduated from the School of Planning, Public Policy and Management with a double masters, and as I plan for my next steps amid the uncertainty of these times, I spare sometime to reflect on how much I've tried to create a more inclusive atmosphere for all members of our university community. In my opinion, CoDaC is committed to inclusivity on our campus. So, I encourage members of our community to make the necessary personal investments to complement our strategies. I have also been thinking of how best to summarize an academic year, where I worked with tireless graduate students to organize the 3rd annual diversity dinner, collaborated with the inspiring Dr. Rhonda Nese and Dr. Erik Girvan to put together Implicit Bias Workshops for our amazing faculty and staff, and provided support and coordination of our exciting writing circle program. However, considering how much memory the pandemic has blotted out, I may have omitted some highlights here. But the truth is if we are doing good work there is no need to justify it. No lockdown, no matter how long it takes, will make our community forget that. So, I leave on that note. Not needing to justify the work we do but hoping that you join us in doing this most pertinent work.

What say you?

Welcoming Mike



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.



Damaris Garcia-Rios
CoDaC Student Worker

Damaris is a fourth year public relations and ethnic studies student at the University of Oregon. She has an interest in diverse communication that lie within cultural competency. She wants to focus within brand awareness for different ethnic communities and accurate portrayals. Within CoDaC, she has assisted in organization and planning of search advocacy workshops as well as conducting best practice research, event support, along with a variety of general office support.



Hatsue Sato
CoDaC Program Assistant

Hatsue Sato has joined the CoDaC Research Team as a program assistant. Hatsue has a keen interest in contributing to comprehensive advancement of the underrepresented population at the University of Oregon. She has extensive work experience in multinational private sectors. Hatsue's familiarity with cross-cultural work environments gives her leverage in research projects at CoDaC. She currently serves on the board of Oregon Mozart Players and on the development committee at Lane County History Museum. Raised in Tokyo, Japan, Hatsue holds a Master of Nonprofit Management in social enterprises and impact investing and an MBA in international business and marketing from the University of Oregon. In her spare time, Hatsue enjoys singing in a church choir.

Hatsue's roles as a program assistant are to conduct qualitative research on retention of UO faculty of color. The research is aimed at uncovering the truth about why faculty of color stay in their jobs. Findings from the research will be analyzed and research outcomes will contribute to the advancement of the active retention initiative.



Kwadwo Assensoh
CoDaC Program Assistant

Kwadwo Assensoh is an Equity and Inclusion Program Assistant working in CoDaC. Kwadwo earned a BA from the University of Oregon in 2019 with a Major in Political Science and a Minor in Spanish. Kwadwo is interested in understanding how and why underrepresented students, staff, faculty and alumni remain on the University of Oregon campus despite the challenges of being here.

"When I saw the position of Program Assistant at CODAC open, I was happy to apply. The UO Center on Diversity and Community (CoDaC) describes its mission statement as "Building the capacity of individuals and units across campus to advance the university's goals of equity and inclusion." As someone who has attended the University and seen the work of diversity and inclusion on this campus, this work resonates with me. The opportunity to research and communicate with others, with the goal of furthering diversity and inclusion, is something that I look forward to doing."



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

I'm a faculty member in the Department of English. My research focuses on questions of the history of identity in the 16th and 17th centuries in England. My 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. My edition of John Webster's play *The White Devil* is forthcoming from Bloomsbury in early 2021. I am writing a book about surprisingly inclusive understandings of human identity to be found in literary, philosophical, and scientific texts of early modern England. I have 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 I have participated since 2016.

As CoDaC Faculty Associate for the Writing Circle Program, my goals have been to grow this popular program in order to support faculty productivity, morale, mentorship, and community, and to add new venues and formats for positive experiences of writing and faculty interaction that bridge the boundaries that usually structure the institution. In 2019-20, this work included ultimately tripling our number of circles each term and holding UO's first Faculty Week of Writing.



Edward Olivos
CoDaC Faculty Associate
for Mentoring

Edward M. Olivos is an associate professor specializing in bilingual education and bicultural parent involvement. His research focuses on the relationship between bicultural parents and schools as well as the development of bilingual educators. He is the author of *The Power of Parents: A Critical Perspective of Bicultural Parent Involvement in Public Schools* (2006, Peter Lang Publishers, Inc.) and co-editor of *Bicultural Parent Engagement: Advocacy and Empowerment* (2011, Teachers College Press). Edward has published work in the areas of policy studies, school reform, parent participation, critical pedagogy, teacher credentialing, and biliteracy issues of K-12 classrooms. He is a former San Diego elementary school teacher, where he taught for more than 10 years.



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 group and administrators will use to improve UO's efforts of retaining faculty of color.



Program Highlights-by the numbers:

More than **170** faculty and staff certified as search advocates at **6** two-day workshops

More than **65** TTF, executive and staff searches had a search advocate

More than **100** faculty and staff participated in writing circles

Six implicit bias workshops were held; **150** participants

Seventy people participated in the Inaugural Faculty Week of Writing (WoW)

Faculty Week of Writing (WoW) participants wrote **447** hours in **5** days!

More than **165** graduate students attended the winter creating connections dinner



Figure 1: 2020 Creating Connections Diversity Dinner



I. Writing Circle Program

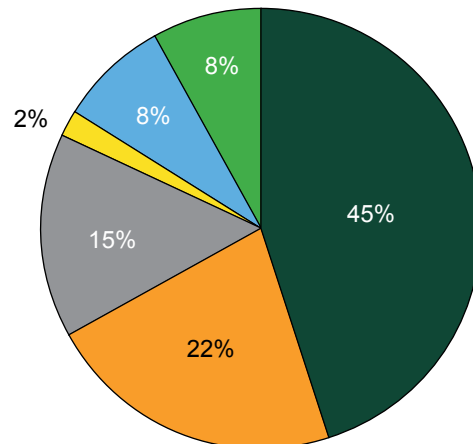
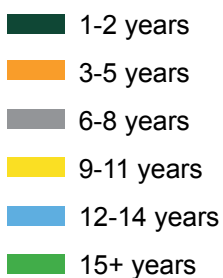
Writing Circles Report –Key highlights

The CoDaC Faculty Writing Circle Program provides 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.

• Our Writing Circles program tripled in size during the 2019/2020 academic year and offered UO’s first Faculty Week of Writing, in which 70 faculty participated. As we grew, we tried multiple new locations for the writing circles, and in spring adapted to Covid-19 by taking the circles online. We asked participants in our winter 2020 circles to share their experience and suggestions. Many shared success stories of finishing manuscripts and articles, submitting grant applications and completing revise and resubmits on the way to journal publication. Over the year, multiple book-length projects were accepted for publication and readied for print. Participants also stressed the positive impact of collegial support and shared ideas on how to improve the program. Drawn from a feedback survey sent to participants, below are highlights of the 2019/2020 Writing Circle program:

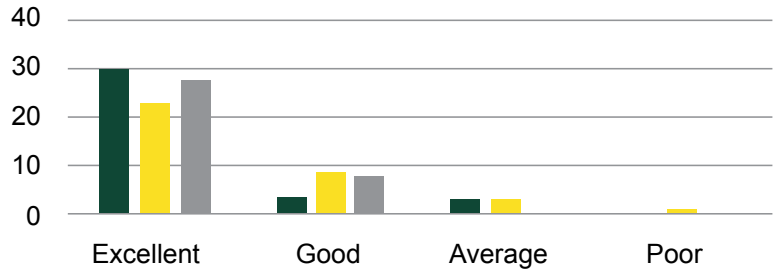
- The program helps faculty transition to UO, hit the ground running, and keep writing, providing mentorship and support: nearly half of Winter 2020 participants were in their first 2 years here, and 2/3 are in their first 5 years at UO.
- Participants came from 7 of UO’s colleges and schools, and a myriad of departments.
- Respondents listed over 50 book manuscripts and articles written, in press, and/or published; grant applications submitted and/or won; and revise and resubmits completed.
- 88% reported that the Writing Circle program was excellent or good at “helping meet their goals.”
- 91% reported that the Writing Circle program was excellent or good in “overall usefulness.”
- 51% of respondents were Assistant Professors
- 71% of identified as female

Average Time Writing Circle Participants Have Been at UO?



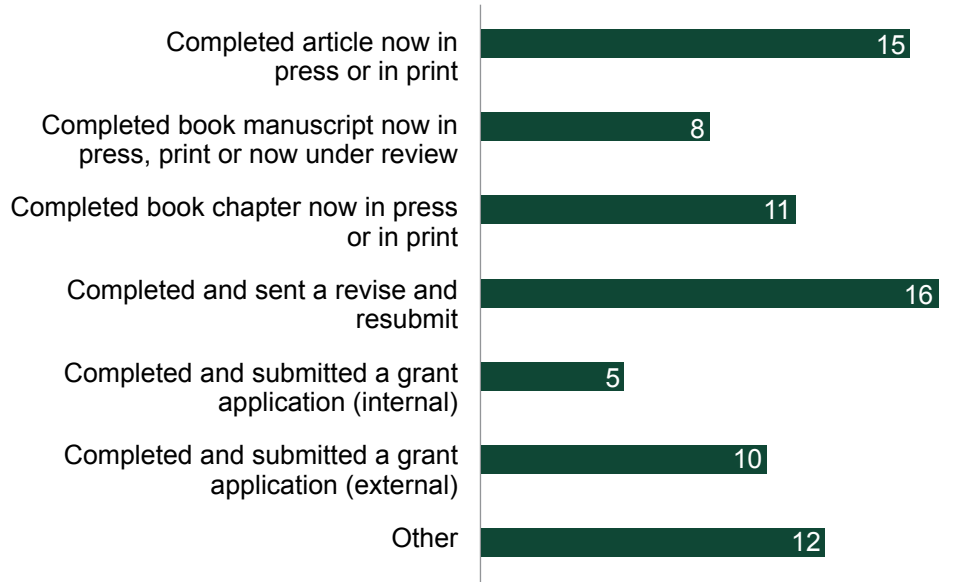
General Experience of Participants

- Overall usefulness
- Helped meet your goals
- Length of session



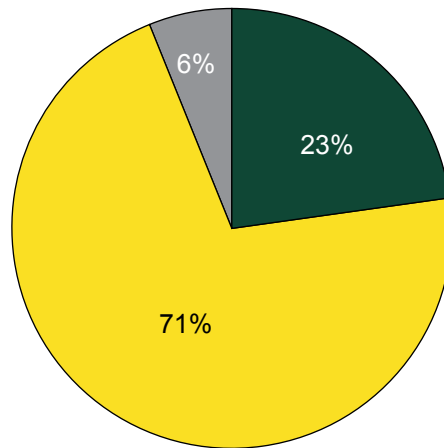
What Participants Accomplished

(Number of completed materials)



Gender

- Male
- Female
- Other



Writing Circle Voices:

“I joined a CoDaC writing circle because...”:

“I wanted dedicated time for writing, a sense of accountability, and a sense of community”

“... carving out three hours a week for myself and my own work – not for my students and their work, as joyful as that work can be – makes me a better teacher and professional. I also truly enjoy the cross-campus camaraderie; I love going beyond the borders of my own academic unit.”

“I love the community support for writing. It’s helping me immensely pre-tenure to stay on track with my writing, even through heavy teaching terms. I also love meeting faculty from all over the university.”

“Are there other ways writing circles helped you?”:

“The Writing Circle helped me feel a part of a community of writers. It also helped normalize the obstacles I encounter in my writing process, which helped me give those obstacles less emotional sway over me.”

“Provided excellent mentoring and professional development advice, met many friends through the circles!”

“I’m connected across campus in ways I never was before. I can’t stress how wonderful that has been.”

Faculty Week of Writing (WoW)

At the end of June, 2020 the Faculty Writing Circle program converted a planned 2-day in-person retreat to a virtual, weeklong Faculty Week of Writing – UO’s first writing retreat. Seventy faculty from across the university kicked off their summer research and writing, working in small groups with similar goals. Together, WoW participants wrote 447 hours in 5 days. Faculty also got to participate in webinars on “The Mechanics of Procrastination and Writing Resistance” and “What to do When My Motivational Tricks Stop Working” led by Mike Murashige.

Participants responding to the retreat:

“Immensely helpful. It has kick-started my summer writing and I’m really appreciative of that.” “It was great!” “It was tremendously helpful for me. I really like having multiple levels of accountability especially since I realize that I can get very distracted and undisciplined without them.” “I hope we can have more events like this in the future!”



II. Writing Consulting Program

(New Program, initiated in March 2020)

Testimonials

In March 2020, just before we left campus to work from home amidst the COVID-19 crisis, CoDaC's Mike Murashige began offering 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 one's 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.

"Since working with Mike, I have made significant strides in my writing. As a coach, he is supportive, kind, and approachable, all of which enable me to share my concerns and struggles openly. He provides concrete suggestions alongside easily digestible metaphors that make writing and editing more fun and achievable. He not only helps me to improve my writing style but also to work through personal challenges with writing. As a first-year PhD student, I feel my share of stress and imposter syndrome in transforming my writing for publication. Mike encourages me to work through these challenges and improve my writing by addressing mechanics and flow without judgment. I am incredibly grateful for this opportunity and find that it has changed the course of my academic career for the better."

Sophia Ford, 1st Year Graduate Student, Environmental Studies

"Academic writing, and the tenure track process in general, is infamous for being relatively solitary, especially for minoritized faculty of color at primarily white institutions. Working with Mike Murashige over the last few months has improved my written work and my professional life as a junior scholar. Apart from being a meticulous editor, Mike's approach fine-tunes the mechanics of clear prose with tailored coaching guidance on the writing process. It has been a tremendous benefit to call upon Mike at any stage of the writing process — brainstorming, messy draft, or final edits. It's also a welcome bonus that Mike is well-versed across the social sciences and humanities. From Critical Race Theory to English to Sociology to History, Mike's suggestions on how to engage across disciplines has inspired much confidence and reward. I value Mike's judgement and expertise and I feel fortunate to benefit from his keen eye and sage advice."

John Arroyo, Assistant Professor, PPPM and UMRP recipient



III. Search Advocate Pilot Program

CoDaC has led the UO search advocate pilot 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.

Over the past year, search advocacy has been a key component of campus work to institutionalize active recruitment. 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 more than 170 UO faculty and staff certified as search advocates. More than 65 searches have (or have had) search advocates. The pilot initiative has taken substantive root on campus over the past 17 months. We are at a definite crossroads in terms of how to sustain and advance this innovative initiative.

Bi-Weekly Coaching Meetings

Another aspect of the pilot has been bi-weekly coaching meetings led by DEI for search advocates currently serving on searches. These are ongoing professional development opportunities for search advocates to share tools and ideas and to discuss new ways to tailor this work to the UO context. Note: Coaching in this context is group coaching led by the CoDaC Director. Members share general issues that come up in searches in a confidential space. All those serving as search advocates are welcome to join these sessions.

Community of Practice

DEI initiated a monthly Community of Practice meeting that engages both current search advocates and others who are certified but who are not yet actively serving on searches. These coaching and community of practice meetings are a means of further professionalizing this work.

Testimonials

“What has the potential to be transformative is the stage at which we're able to get search advocates involved with hiring processes earlier—at the point of developing position descriptions and job postings. The potential there is great to actually rethink how we conceptualize work at the UO as well as the relationship of every job to the values and mission of the institution. I had a conversation with a co-worker just today about the potential to transform our entire orientation to equity and inclusion, one job at a time.”

(Business Operations Manager)

Testimonials

“Once this process becomes standard practice across campus, I do think that it will help build a more equitable culture and climate specifically around hiring procedures. It educates about and holds departments and committees accountable for implicit bias; standardizes hiring practices and procedures across units while also leaving room for department autonomy; encourages transparency at every level of the process; reminds departments and colleagues of professional best practices for interviews, campus visits, and post-visit discussions/debates; and works to reduce subjective assessments, feedback, and conversations around issues and dynamics not immediately relevant to the job criteria or search. I do think there will be resistance to this kind of external oversight/accountability at first; however, based upon my experience with search advocacy, I think it’s a crucial move to standardize across all units on campus.

(Associate Professor)

“We worked with a search advocate and I think I speak for the entire committee when I say how valuable and crucial her guidance and contributions were to the process. She worked with us from the beginning to intentionally think about how to remove implicit bias from all levels of our process--from thinking about how best to actively recruit for DEI, developing a rigorous Search Plan, and composing gender-neutral job ad language to formulating evaluation criteria tied to our qualifications, developing assessment tools, scoring metrics, and campus visit Qualtrics forms for department feedback. She was also instrumental in keeping committee deliberations at each level of the search closely tethered to the criteria, tools, and metrics that we’d developed and in helping us develop materials and instructions for the department to encourage them to do the same. Additionally, she consulted with us on best practices for conducting campus visits, advised the department on how to ethically and professionally interact with job candidates, and was present for every major moment in the search, including online Skype interviews. As a result, I think we were able to conduct one of the most rigorous, transparent, and inclusive searches arguably in department history. I would work with a Search Advocate--and particularly with xx!--again in a heartbeat.”

(Associate Professor)

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 and
- 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.

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

College of Design

Three TTF searches
COD Dean search (pending)

UO Libraries

VP/Dean search (pending)
University Archivist and Historian search

Vice President for Research and Innovation (VPRI)

Vice President search (pending)
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

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-Economics

TTF search

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



IV. Implicit Bias Workshops

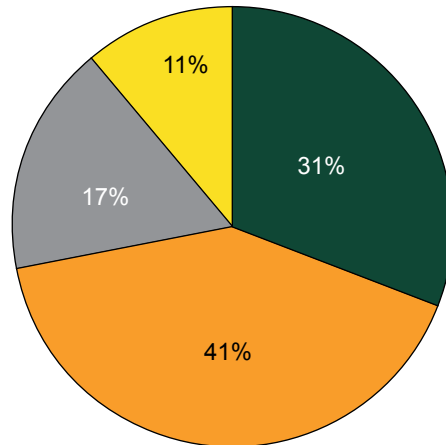
In pursuing the objective of promoting active recruitment of diverse faculty, the Center on Diversity and Community continued with providing **Understanding Implicit Bias** seminars in the 2019/2020 academic year. Led by Dr. Erik Girvan, Associate Professor, University of Oregon School of Law and Faculty Co-Director Law School Conflict and Dispute Resolution Master’s Degree Program, and Dr. Rhonda Nese, Assistant Professor with both the Special Education and Clinical Sciences and Educational and Community Supports Departments, these seminars are consistent with the Diversity component of the IDEAL framework. In total, CoDaC delivered six workshops, with the spring 2020 workshop delivered online, owing to social distancing directives during the Covid-19 pandemic. Below are some highlights from a consolidated feedback survey sent to over 150 participants:

- 61% of respondents were Staff (Classified OAs) compared to 18% Tenure-Related Faculty
- Respondents have spent an average of 4.5 years at the UO²
- 41% of respondents confirmed that they found the seminars “very useful”
- 91% of respondents affirmed that the seminar “improved their level of understanding”
- 48% of respondents participated because they were “interested in the topic”
- 82% of respondents self-identified as “white”

² Data drawn from Implicit Bias reports. Median of 24, 6, 2, 7, 3, 2.

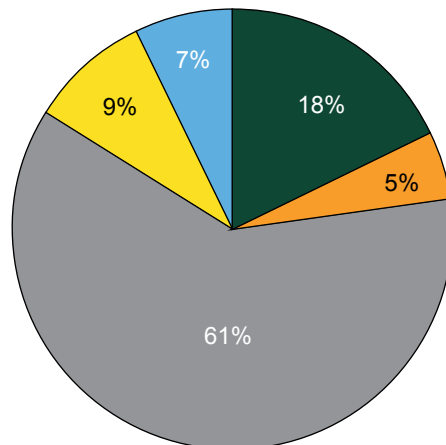
Usefulness of the Implicit Bias Workshop

- Extremely useful
- Very useful
- Moderately useful
- Slightly useful



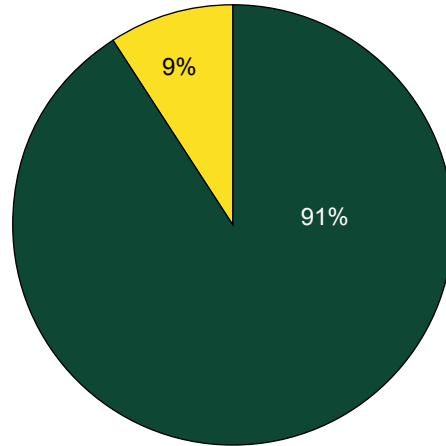
Primary Affiliation with UO

- Tenure-Related Faculty
- Career NTTF
- Staff (Classified OA)
- Graduate Employee
- Other



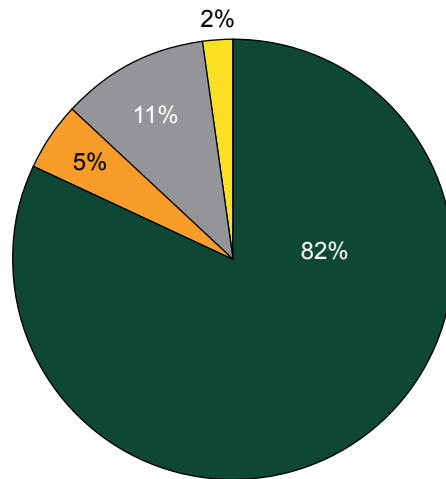
Improved Level of Understanding

- Yes
- No



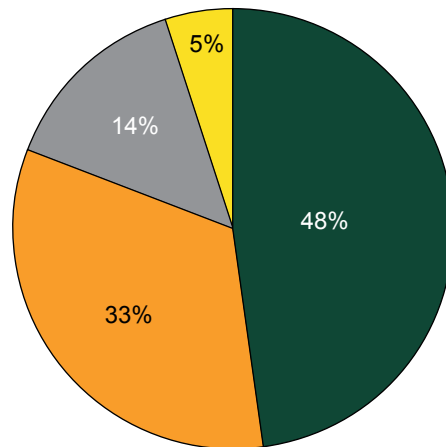
Racial Identity

- White
- Asian
- Hispanic/LatinX
- Other



Why Did You Attend Workshop?

- Interested in the topic
- Currently serving on search committee
- Will serve on search committee this year
- Was required to attend by supervisor





V. Creating Connections

CoDaC continued to provide support for Creating Connections (CC), a student-led group focused on building community for underrepresented graduate students. Led by a four-member executive board, CC connects students by building a supportive social network that helps them thrive personally and academically. In January 2020, Creating Connections hosted the 3rd Annual Diversity Dinner created to alleviate isolation by mixing and mingling with peers from across the campus. The CC board group was also represented at the UO Leadership/Graduate Students Listening Session held during the June 2020 Black Lives Matter protests. We want to thank the board for its service this academic year, and we look forward to future collaborations.



Figure 2: (Left-Right) Muzi Li, Hadil Abuhmaid, Ana Hernandez, and Helen Toloza

Muzi Li, Treasurer, Creating Connections

Hometown: Harbin, China

Area of study and year: 2nd year MBA Candidate in Sustainable Business Practice and Advanced Strategy & Leadership

Hadil Abuhmaid, External Communications Officer, Creating Connections

Hometown: Ramallah, Palestine.

Area of Study and Year: Media Studies Doctoral Student. First year.

Research: National identity construction through space and time, with focus on films.

Ana C. Hernandez, Student Relations Officer, Creating Connections

Hometown: Pico Rivera, California

Area of Study and Year: Clinical Psychology, 2nd year doctoral program

Research: Early childhood trauma, LatinX mental health, culture and psychopathology

Helen Toloza, Internal Communications Officer, Creating Connections

Hometown: Los Angeles, CA

Area of Study and Year: School of Law, Second-Year Student

Research: Food law and Labor law



VI. Active Retention Initiative

(New Initiative)

Formation of Active Retention Team

³ Active Recruitment TTF Searches: <https://provost.uoregon.edu/active-recruitment-tenure-track-faculty-searches>

⁴ Search Advocate Pilot Program: <https://inclusion.uoregon.edu/search-advocate-pilot-program>

⁵ Strategic Curation of Best Practice. This is but one exemplar from the Office of the Provost at Columbia University. A quick look at this Guide to Best Practices in Faculty Retention can give insight to where this work can culminate. Naturally, I expect the Active Retention Team/Initiative at the UO will take a unique and tailored approach that is relevant and responsive to our needs and aspirations.

<https://provost.columbia.edu/sites/default/files/content/Faculty%20Diversity%20and%20Inclusion/BestPracticesFacultyRetention.pdf>

Active Retention Initiative Desired Outcomes:

The UO has spent the past two+ years looking in some depth at active recruitment³, which has included piloting search advocacy⁴ and a number of complementary best practices to make the UO's hiring practices more equitable and inclusive. We are now envisioning as companion to this work on recruitment- the practice of "active" retention. With the COVID-19 pandemic and resulting hiring freeze, this is an opportune time to shift/expand to include a focused look at *active retention*.

CoDaC is in the process of creating and then will lead an Active Retention Team/Initiative based on the model of the Active Recruitment Team (cross-campus, cross disciplinary team). This work will involve:

- *Curating best practices*⁵ related to strategic priorities and recommend exemplars that UO should consider adopting
- Identifying/creating/implementing policies that support retention
- Packaging results in a compelling way that shows our commitment and captures the full range of what the university is doing to innovate around retention
- Gathering information about what has been tried to date at UO in terms of retention programming, and initiatives, recognizing that this is not a new issue.
- Piloting exit interviews with all outgoing underrepresented faculty members (both tenure and non- tenure track).

- Build our institutional understanding about retention best practices
- Collect real time, anonymous input from underrepresented faculty about why they stay (and what their concerns are)
- Create focused priorities that signal organizational commitment and learning around faculty retention
- Provide key findings to Department Chairs, Deans, and others (via workshop modules, etc.)
- Identify and tackle structural and policy issues that impact retention
- Foster innovation and energy around these issues



VII. Critical Race Interest Group

(New Initiative)

Current members of the CRIG:

Angela Addaye, Law School

Courtney Cox, Indigenous, Race and Ethnic Studies

Joe Lowndes, Political Science

Laura Pulido, Indigenous, Race and Ethnic Studies/Geography

Gerardo Sandoval, Planning Public Policy and Management

Jessica Vasquez-Tokos, Sociology

Priscilla Yamin, WGSS/Political Science

The Critical Race Interest Group (CRIG) is a cross-disciplinary writing support group envisioned and organized by CoDaC's Mike Murashige to nurture and assist UO faculty writers throughout the writing process. Designed to supplement the CoDaC Writing Circles and Individual Consultations, CoDaC's aim in creating the Critical Race Interest Group is to foster intellectual community on campus as well as to host a community of practice for scholars and their research.

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 throughout the year 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

In the future, CRIG hopes to convene an ongoing writing group, to organize writing retreats, and invite high-profile speakers for the larger campus community. As part of a larger system of support and care for scholars, CoDaC hopes that CRIG will become a model for similar groups across campus. Mike also hopes to create a similar Interest Group exclusively for graduate students working on similar issues. For more information, contact CoDaC's Writing Consultant, Mike Murashige at mmurashi@uoregon.edu

Moving Forward

While the 2020/2021 academic year portends to be unique, CoDaC plans to stay solidly focused on maintaining our standing programming while also launching several new initiatives. 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.

Our door is open. If some aspect of our work intrigues you, please get in touch!

–Charlotte Moats-Gallagher