

At the University of Oregon, we believe in equipping everyone with the tools to succeed not just on campus, but in the world beyond. Being able to communicate and collaborate across difference in our increasingly diverse and global society is no longer a plus; it's a requirement.

The IDEAL (Inclusion, Diversity, Evaluation, Achievement, Leadership) framework is designed to facilitate this work. We are looking forward to your partnership with us in making the UO a place where equity, inclusion, and diversity are commonplace.

We acknowledge the many staff colleagues who have contributed to this work over the past four years, including Elaine Acacio, Tom Ball, Alison Belter, Gordon Bettles, Miranda Broadbent, Angeli Brooks, Jennifer Burton, Tom Bush, Deborah Cannell, Jenni Chain, Rosa Chavez-Jacuinde, Krista Chronister, Audrey Cramer, Thea Croman, Linda Forrest, Carla Gary, Andrea Gitelson, Christi Grooves, Tina Gutierrez-Schmich, Jeffery Hall, William Hatchet, Kari Hendrix, Emilio Hernandez, Daniel HoSang, Jane Irungu, Christina Jackson, Diana Jamison, Keisha Janney, Toby Kim, Reagan Le, Barbara Marbury, Chicora Martin, Cheryl McCullum, Tim McMahon, Carla McNelly, Tracy Miller, Eric Mokube, Steve Morozumi, Gordon Nagayama Hall, Sunhi Park, Sari Pascoe, Melina Pastos, Karla Perez-Young, Marcos Polo, Marcos Polo, Rita Radostitz, Wendell Raiford, Ashley Reed, Leilani Sabzalian, Aria Seligmann, Jack Seligmann, Silverio Sierra, Michelle Stelavato, Abbie Stille, Stephanie Tabibian, Michael Tani-Eshon, Vanessa Teck, David To, Carol Tobias, Allyson Trochez, Terri Ward, Chance White-Eyes, Joann Zhang, Samantha Zysett, as well as friends and colleagues like Karen Ford, A.B. Assensoh, Charles Martinez, Mariann Hyland, Doug Blandy, Mia Tuan, tova stabin, Ken Doxsee, and Dennis Laffoon of Laffoon Design and Marketing, who added support along the way.

For our institutional support, we are thankful to President Michael H. Schill, Provost Scott Coltrane, Academic Affairs, the President's Diversity Advisory Community Council (PDACC), University Wide Diversity Committee (UWDC), Deans Council, University Wide Diversity Committee Members, Senior Leadership Team and our Academic Leadership Team.

Consider making a gift to support access and opportunity for underrepresented students and faculty at the University of Oregon:

www.inclusion.uoregon.edu



Making Equity, Inclusion, and Diversity Commonplace at the University of Oregon:

A Four-Year Report from the Division of Equity and Inclusion
August 2012 - August 2016

Envisioning a More Excellent and Equitable Future



DEI VP with faculty, staff, students, and community members at 2015 Rev. Dr. Martin Luther King, Jr. Awards ceremony.

Oregon is a beautiful place. Lifetime residents may take it for granted, but there is something special for a newcomer about flying over this State, looking down, and seeing so much green.

While Oregon's past is not nearly as inspiring as its landscape, there is plenty of room for growth. The story of this State is still evolving. We stand with those who made Oregon what it is today by caring for the natural resources and those who persevered under the unjust laws of the past to stay rooted in this promising place. The University of Oregon has been important in shaping Oregon's past and now we will be even more important in helping to shape its future.

That is why our university—leadership, faculty, staff, students—must together pursue our goal of being a top-flight research institution. This report summarizes some of the contributions that we have made over the last four years. Yet, there remains much more to be done. First, we need leadership with the courage to act on our conviction that a top research institution must have a diverse cadre of faculty, who bring differing research agendas, differing research methodologies, differing cultural and ideological backgrounds, differing ways of engaging with professions and communities across the world. We need a diverse pool of students, including our graduate students, bringing their different perspectives to the table. As our country and world become more diverse, I see the university not just moving with them, but taking a leading role.

I see a campus where all the buildings and technology are accessible; where the art, photographs and visual representations are diverse and welcoming; where all students can learn in an environment where love, authenticity, courage and empathy are the norm; and where the faculty, administrators, and staff are as diverse as the world around us.

I see the university continuing its investment in diversity through resource allocation, hiring, community engagement, contracting, and fundraising. Then I see UO reaping the benefits: research invigorated by the arrival of fresh perspectives, robust discussions and debates that make the University of Oregon a renowned center of ideas, a community that is more loving, authentic, courageous and empathetic (abbreviated as LACE), and students who are well prepared to have successful lives and careers no matter where they land.

In 2012, I was recruited to the University of Oregon to serve as Vice President for Equity and Inclusion and Professor of Political Science. I was asked to lead the university's efforts to embed equity and inclusion into the structure of university policies and processes. As I commenced that work, I was immediately grateful for all of the previous contributions made by countless administrators, faculty, staff, students, alumni, donors, and community partners, and eager to mobilize support for the tremendous responsibilities that lay ahead. The following report highlights some of our work.

Sincerely,
 Yvette M. Alex-Assensoh
 August 2016

"The desired outcome for the IDEAL framework is enhanced equity, inclusion, and diversity at the UO; and the five pillars of IDEAL will each contribute to that important end."

- Dante James, Director of the Office of Equity and Human Rights and PDACC Member

Evaluation Strategy:

Require each academic and administrative unit to set goals periodically for diversity, equity, and inclusion that align with the IDEAL framework and fit their unique circumstances.

Develop a standard biennial assessment both centrally and at the unit level through which leadership can assess successes, challenges, and opportunities in effectuating their diversity, equity, and inclusion goals.

Engage campus departments and programs in evaluating existing diversity, equity, and inclusion efforts, and—through collaboration with the Division of Equity, Inclusion and Diversity—establish appropriate and measurable opportunities for improvement.

Assess the use of communications tools to educate the community on issues of diversity, equity, and inclusion; and then develop targets and tactics to improve overall outreach.

Establish intra-university and university-community partnerships based on proven best practices and identify measurable goals and outcomes for such partnerships.

Create articulable goals for the Division of Equity, Inclusion and Diversity, review and assess the division's programmatic activities and provide a report stressing measurable outcomes.

Align existing university resources expended on diversity, equity, and inclusion initiatives with programs and initiatives that have a proven track record of success and impact.

Achievement Strategy:

Increase the number of awards for diversity-related scholarship, research, teaching, community engagement, and/or exemplary work. Increase undergraduate and graduate student participation in cultural and international experiences.

Provide additional avenues for graduate and undergraduate students to participate in scholarship and fellowship programs or other avenues of recognition, especially those who are traditionally underrepresented in such areas.

Expand opportunities for students, faculty, staff and recent alumni to participate in professional development.

Create a competitive grant program to provide opportunities for

units and programs to receive funding to advance impactful work on diversity, equity, and inclusion, especially where such work can be sustainable and scalable.

Provide enrolled undergraduate and graduate students with the social, academic, and/or financial support that will enable them to succeed at the university.

Enhance existing pathway programs and create bridge programs to strengthen the academic preparation of high school, community college, and enrolled undergraduate students for success at the UO.

Recognize work and achievement by UO alumni in the area of diversity, equity, and inclusion.

Develop and use articulable measurements of success for various goals and initiatives to improve accountability and an understanding of progress.

Leadership Strategy:

Include evaluations of commitment to diversity, equity, and inclusion as part of the hiring process for leadership.

Articulate statements and goals regarding diversity, equity, and inclusion.

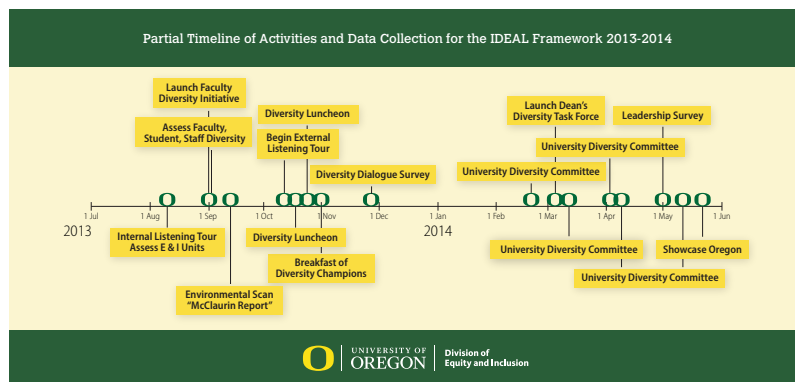
Include as part of performance reviews the records of leaders in promoting diversity, equity, and inclusion.

Establish conscious recruitment strategies and hiring objectives tailored to the needs of particular units with respect to under-represented faculty, staff, and administrators.

Engage development officers throughout the university with leadership in the Division of Equity and Inclusion to identify, pursue, and realize opportunities for philanthropic support for diversity, equity, and inclusion priorities.

Develop and promote programs that mentor and prepare members of under-represented groups for leadership opportunities at the UO. Share best practices for achieving diversity, equity, and inclusion throughout the university.

Ensure that the Division of Equity and Inclusion deploys its resources to achieve maximum effectiveness in its mission of leading efforts on campus.



IDEAL Strategies and Tactics

"The University of Oregon has three primary priorities – building its academic and research profile; ensuring student access and success; and offering a rich, diverse, and high-caliber educational experience. Diversity, equity and inclusion are integral parts of each of these objectives."

– President Michael Schill's opening statement in the IDEAL framework, April 2016.

Inclusion Strategy:

Develop and engage university departments and communities in opportunities that enhance campus climate and interpersonal communication.

Develop and/or enhance statements about diversity, equity, and inclusion in university and departmental communications. Work to ensure accessibility for all students as it relates to classrooms, technology, and various other university services. Incentivize university actors to make diversity, equity, and inclusion a priority.

Examine the utility of exchange and visitation programs which would enhance institutional priorities and the university's goals relative to diversity, equity, and inclusion.

Better incorporate issues of equity, implicit bias, and cultural understanding in centralized and departmental human resources initiatives such as searches, onboarding, training, and exit interviews.

Provide more educational opportunities for students, faculty, administrators, and staff across campus to learn more about inclusive behaviors and cultural agility.

Enhance existing and, where appropriate, create new physical spaces for cultural and educational activities that promote inclusion.

Diversity Strategy:

Put in place national best practices for the recruitment and retention of graduate and undergraduate students with an overall aim of increasing the population of diverse students at the university.

Increase and improve pathway as well as bridge programs for diverse students to ensure greater awareness of the UO and its opportunities as well as engagement with the UO.

Examine and implement strategies to retain faculty and staff from typically underrepresented and underserved populations.

Develop a network of UO employees, students, alumni, and friends to strengthen community connectivity and support diverse students, faculty, and staff as they work toward reaching personal and professional goals.

Develop and implement formal and experiential learning opportunities for students and employees to acquire knowledge and skills with respect to issues of diversity.

Support academic projects (e.g. research, curriculum development) on topics that lend themselves to diverse perspectives. Bring to campus scholars from diverse backgrounds to enrich academic discourse and education.

Establish and support employee resource groups to enhance professional development opportunities for faculty and staff.

In 2013, the Division of Equity and Inclusion developed a three-year strategic plan to help us accomplish the vision of making equity, inclusion and diversity commonplace on our campus:

1

Building Capacity to Facilitate Equity, Inclusion and Diversity

By increasing the scope of human resources, infrastructure, and productive relationships to facilitate leadership in fostering equity inclusion, and diversity at the UO and beyond.

2

Offering Programs, Services, and Leadership

By providing, in collaboration with all campus units, outstanding programs, services, and leadership to our entire extended community through model policies and practices, tools, resources, and accountability mechanisms.

3

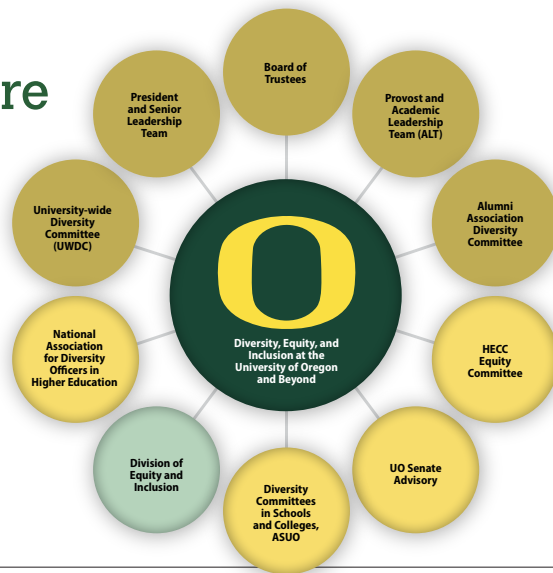
Facilitating Mutually-Beneficial Campus & Community Engagement

By anchoring and modeling a range of effective community engagement initiatives and supporting other campus units and constituencies in establishing and sustaining community engagement initiatives in their units.

Infrastructure

for Diversity, Equity, and Inclusion at the University of Oregon and beyond

Over the last four years, we have designed structures and engaged in partnerships on campus and beyond to facilitate the work of equity, inclusion and diversity.



Purpose and Vision

"It is our responsibility as a public university to create a learning and research environment that seeks diverse perspectives, demands equity, and fosters inclusion."

- President Michael H. Schill

The University of Oregon's Division of Equity and Inclusion (DEI) promotes inclusive excellence by working to ensure equitable access to opportunities, benefits, and resources for all faculty, administrators, students, and community members. DEI aims to make equity and inclusion commonplace at the University of Oregon and beyond by doing the following

- (i) Devising policies, processes and systems that make the university a more diverse and inclusive institution;
- (ii) Institutionalizing metrics and accountability systems;
- (iii) Questioning and interrupting the status quo;
- (iv) Empowering our students, supporting our staff, advancing our faculty, and serving our communities around the goals of academic excellence, equity, and justice.



UNIVERSITY OF
OREGON

Division of
Equity and Inclusion

Multi-Unit,
One Mission

Office of the
Vice President
for Equity and
Inclusion

Center on
Diversity and
Community

Center for
Multicultural
Academic
Excellence

Multicultural
Center

Many Nations
Longhouse

The President's Diversity Advisory Community Council (PDACC)

"The diverse experience, talent, and perspectives, of the PDACC, offers University of Oregon's President Schill and his Senior Leadership Team a truly unique asset in the form of an advisory council with an active interest in providing input on the critical issues before us. As the PDACC Chair, I am both humbled and honored to serve with such distinguished and committed colleagues who not only offer a voice for their respective communities, but a united voice that seeks to move the University of Oregon towards the vision of becoming the greatest institution of higher learning for all people. I am proud to be a part of the PDACC, and to be part of a team who is truly committed to making a difference that will benefit all communities."

- John Haroldson, Co-Chair of the President's Diversity Advisory Community Council



Vice Chair Allison Davis White Eyes provides comments at the Winter 2016 meeting of the PDACC as President Schill, Provost Coltrane, other members PDACC and the President's Senior Team look on.

A 21-member President's Diversity Advisory Community Council (PDACC) provides guidance and makes recommendations in the following key areas:

- Access and Retention: Assist the university's efforts to recruit and retain traditionally underrepresented students, staff and faculty, including racial and ethnic minorities; women in science, technology and math careers; people with disabilities; and members of the LGBTQ communities.
- Educational Partnerships: Assist the university in developing and maintaining strong relationships as well as partnerships with underrepresented communities, community colleges, K-12 institutions and business, civic, cultural, social and religious organizations.
- Innovations in Applied Research and Development: Help the university develop additional opportunities for innovative research, teaching and engagement.

- Communication: Serve as a confidential sounding board for ideas and ambassadors for the university, and assist with developing new relationships, new opportunities for collaboration and mobilization of resources that are mutually beneficial.

Designed, in collaboration with Advancement and the Office of the President, the President's Diversity Advisory Community Council (PDACC), the Council has contributed to the following projects:

- Provided confidential advice and recommendations to the President and other UO Leadership on a host of university issues
- Worked with the Secretary of the Board of Trustees to diversify the selection committee for the 2015 Presidential Search;
- Spearheaded investment in the UO Diversityfund
- Shared information and advocated for the use of an equity lens in distributing university resources.
- Provided leadership for design of the IDEAL framework
- Provided expertise and advice for engaging with diverse individuals, groups
- PDACC members served on School and College Committees

Currently PDACC members are organized around President Schill's goals of excellence, access and the student experience. They serve on the Capital Campaign committee, advocate for the UO at the local and state levels, and provide advice and recommendations to the President, the Vice President for Equity and Inclusion, and other members of academic leadership at the UO.

Bridge Programs

Bridge Programs provide access to the university for students who are underrepresented. Our programs provide challenging academic enrichment opportunities, build linkages with communities, and encourage confidence, a passion for social justice, and ethical leadership. In addition to the listed programs, we have also provided financial support and assistance to the Summer Academy to Inspire Learning (SAIL), Northwest Indian Language Institute (NILI) Summer Institute and various programs developed by the Oregon Folklife Network.



Pictured from top to bottom: The UO partners with the Bay Area Scholars Program; DEI and Enrollment Management staff at Fiesta Mexicana in Woodburn, OR; OYSP students showing off robots that they learned to build in Summer 2015; Celebration of 2015 OYSP graduates.

Oregon Young Scholars Program (OYSP)

Each summer, OYSP brings rising freshman together with returning Young Scholars for a summer on-campus residential experience. These Oregon high school students come to campus to start thinking about and working toward a college education. They attend intensive classes in math and writing and participate in an area of emphasis for specialized study, particularly in the disciplinary areas of STEM and fine arts.

Summer Program for Undergraduate Research (SPUR)

Funded by the College of Arts and Sciences, DEI, and federal grants, SPUR provides support for underrepresented students from other universities to engage in ongoing UO research in the life sciences.

Pipeline to Higher Learning (P2HL)

P2HL is a near-peer mentorship program for students in North Eugene High School designed to help close the achievement gap and increase diversity in academia.

Opportunities Programs

Housed and funded in Undergraduate Studies, Opportunities Program is also funded with contributions by DEI and Enrollment Management. It empowers underrepresented students and parents to become active participants in K-12 and higher education in order to pursue their educational dreams. The program began with a focus on Native and Latino communities, and it will be extended to the African American community in 2016.

Rites of Passage Programs

Developed by Greg Evans at Lane Community College, the Rites of Passage Programs were designed to introduce underrepresented students of color to the academy and to educate them about the contributions of people of color to America and the world.

Students representing four racial/ethnic groups are immersed in their own respective Summer program focusing on their cultural history, literature, folklore, and traditions. These programs are based in an academic framework that promotes positive self-image and self-esteem. The implementation of the program is facilitated and funded by DEI and LCC. The four affinity-based programs include:

- African American Rites of Passage
- Asian and Pacific Islander American Rites of Passage
- Bridge of the Gods
- Puertas Abiertas Latino/Latina Rites of Passage



Staff photo of the 2015-2016 Division of Equity and Inclusion team.

1

Building Capacity to Facilitate Diversity, Equity, and Inclusion

Led a complex change process in moving the Division to a more balanced focus on academic and community engagement.

Created an infrastructure that allowed us to strategically lead, connect, and advocate for diversity, equity, and inclusion across campus, with alumni and with partners across the state.

Redesigned the Office of the Vice President for Equity and Inclusion to create a more welcoming and professional space for our staff and guests.

Recruited, developed, and coached teams of staff in VPEI, CMAE, the Many Nations Longhouse, MCC and CoDaC to work more collaboratively with faculty, staff, students, and community members.



President Schill and the UO Senior Leadership Team participating in the Implicit Bias Workshop facilitated by Dr. Erik Girvan.



Christopher Kuhn, one of our CMAE students with family at graduation.



On behalf of the Rev. Dr. Martin Luther King, Jr. awards committee, VP Alex-Assensoh presents an award to Gordon Bettles for his leadership of the Nine Flags Project. Pictured with them is Orion Falvey, a member of team that helped to design the project.

Some of our team-coaching highlights include:

Instituted an onboarding process that aligned job descriptions with strategic goals and provided a system of onboarding for staff throughout the division.

Hired a new cadre of staff including a finance expert to better track as well as mobilize resources throughout the division, communications staff to help tell our story in print and digital media, support staff to help professionalize our events management, and a diverse team of retention specialists to advise students and engage faculty and staff in the retention of underrepresented students.

Created a senior team of Assistant Vice Presidents and Directors to partner with campus around issues of faculty recruitment, student engagement, campus and community alliances, and human resource issues.

Enhanced the technological capacity of the Division with updates in the Many Nations Longhouse and the Center for Multicultural Academic Excellence (CMAE).

Established an executive board of representatives that allowed all DEI units to play a role in decision making.



Members of the Black Male Alliance celebrate their first anniversary as an organization on campus.



Professor Betsy Wheeler participates in a DEI-sponsored celebration of the 25th Anniversary of the Americans with Disabilities Act.



Dante Haruna, Molly Schuster, So Tauch, Vickie Gimm, and Michelle Nguyen are recognized for their contributions to the University of Oregon Asian American and Pacific Islander (AAPI) community at the AAPI.



Members of the Black Student Task Force engaging in dialogue, Spring 2016



SAIL students completing a science experiment.

Loving, Authentic, Courageous and Empathic (LACE) Programming



PDACC Chair John Haroldson and OYA leader Maria Chavez-Haroldson with UO Latino students as well as those from around the nation at the 2015 United States Hispanic Leadership Institute.



Enjoli Alexander leads a panel discussion with UO and LCC students Akilah Powell, Ashley Jackson, Demiliza Saramosing, and Anna Hoffer about their experiences as women in leadership roles at 2016 Showcase Oregon.



Students pose at the 2015 Black History Month Celebration: Black, Then and There: A Tribute to the Harlem Renaissance.



President Schill talks with Haythem Abo-Adel, President of the Muslim Student Association at UO's 2015 Unity Vigil for love, respect and community.



Ben Cannon, Executive Director of the Oregon Higher Education Coordinating Commission and University Historian and Archivist Jennifer O'Neal make presentations at 2014 Showcase Oregon.

Innovation and Sustainability

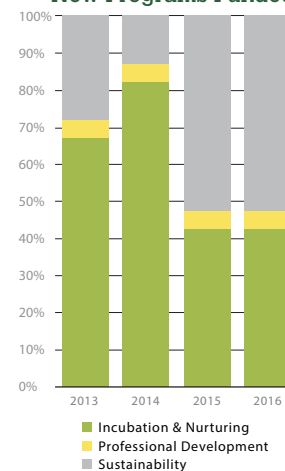


UO Summer Science Camp provides students from underserved regions in Oregon with access to science programs.



Faculty in the natural sciences—Hans Dreyer, Associate Professor of Human Physiology, Graham Kribs, Professor of Physics, Boyana Norris, Associate Professor of Computer and Information Science and Raghuvver Parthasarathy, Associate Professor of Physics—discuss equity and inclusion in teaching, research and community outreach.

New Programs Funded



A central aspect of embedding equity, inclusion and diversity into UO policies and processes is providing resources that facilitate and sustain innovation as well as professional and community development. To that end, we have devoted particular attention to the mobilization of resources inside and outside of the university. Over the last 3 years, we have focused on stewardship by cutting unnecessary expenses, saving resources for the implementation of the IDEAL framework, and also using resources to encourage innovation and to sustain diversity work on campus.

We have supported innovation by providing initial funding for:

- Undergraduate Research Forum
- Opportunities Program
- Common Reading Program for freshman
- UOTeachOUT
- Initiative for Faculty Diversity (IFD)
- Building Business Leaders CEO Network
- Pipeline to Higher Learning.

In partnership with other units on campus, we have provided funding to nurture embryonic programs until they received institutionalized resources:

- Center for Latino/a and Latin American Studies
- Oregon Folklife Network (in support of Native Programming)
- Black Male Alliance

We continued to encourage skill enhancement for faculty, staff, and students through Professional Development via participation in conferences and workshops. We have had community gatherings for ASUO student groups, and a wide range of support for faculty, staff, and community members aimed at promoting understanding, dialogue, and collaboration. We contributed resources for engaging and inspiring communities such as:

- Native American Youth and Family Center (NAYA) Gala
- Urban League dinner
- Hispanic Metropolitan Chamber scholarship event
- Mobility International USA
- Eugene Asian Celebration
- Partnership with Lane Community College (LCC) in support of pathway programs for Native, Black, Asian and Latino Students
- Summer Enrichment programs for rural and low income white high school students
- Summer Enrichment programs for first generation undergraduate students interested in scientific research at the graduate level



Students gather with Ramon Ramirez, 2014 Elder-in-Residence, to bring awareness to the 43 male students from the Ayotzinapa Rural Teachers' College, who went missing in Iguala, Guerrero, Mexico on September 26, 2014.



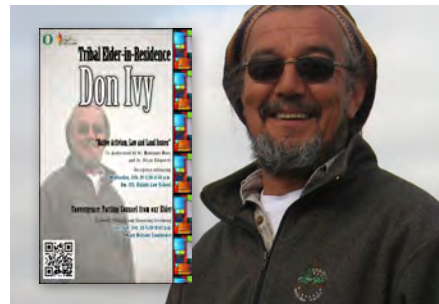
University-Wide Diversity Committee (UWDC) working groups discussing the IDEAL framework.

Connecting Campus with Community

Elder-in-Residence Program

In the first two years of the program, we designed and implemented, the Traditional Scholar: Tribal Elder-in-Residence Program. Our first Tribal Elder-in-Residence was Don Ivy, a longtime expert on tribal historic preservation and the archeology and history of Southern Oregon. Ivy served as vice chair of the Oregon Heritage Commission, and in spring 2013 received an Oregon Heritage Excellence Award. He had dinner with and gave a talk to the President's Executive Leadership Team, lectured in classrooms, mentored students, and was blanketed in the Many Nations Longhouse. Ivy's address at the UO Law School was titled: "Native Activism, Law and Land Issues", while his lecture at the Longhouse was titled, "Convergence: Parting Counsel From Our Elder".

In 2014, we invited Ramon Ramirez, a lifelong advocate of immigration reform to campus as part of the Elder-in-Residence Program. Ramirez is a founding member and president of Pineros y Campesinos Unidos del Noroeste (PCUN). While at the UO, he gave a lecture to the President's Executive Leadership Team, led a vigil in honor of slain Mexican students, lectured in classrooms, and engaged with faculty in the Center for Latino/a and Latin American Studies (CLLAS) around issues of access for immigrant students. Ramirez's lectures were titled: "Equitable Food Initiative: Why it is a Game Changer in the Agriculture Business" and "Forming Coalitions and Grassroots Organizing"



Don Ivy, Tribal Elder-in-Residence, 2013



Ramon Ramirez interacts with Gabriella Martinez and other faculty in the Center for Latino/a and Latin American Studies.

3

Facilitating Mutually-Beneficial Campus & Community Engagement

Community and Government Engagement

During the 2013 academic year, the Office of the Vice President for Equity and Inclusion (VPEI) hosted the tribal educators from each of Oregon's Nine Federally-Recognized Tribes and Unid@s for Oregon in partnership with the Latino Network.

VPEI has visited with and/or provided presentations for the following civic, educational, religious, and governmental entities:

- Eugene City Club
- National Association for the Advancement of Colored People (NAACP)
- Confederated Tribes of the Umatilla
- Asian and Pacific Islander Welcoming Committee
- Legislative Commission on Indian Services

- Hillel Foundation
- Confederated Tribes of Coos
- Pineros y Campesinos Unidos del Noroeste (PCUN)
- Confederated Tribes of the Coos, Lower Umpqua and Siuslaw
- Eugene Rotary Club
- League of United Latin American Citizens (LULAC)
- Confederated Tribes of the Warm Springs
- Coquille Indian Tribe
- Hispanic Chamber
- Portland African American Leadership Forum
- Klamath Tribes
- Cow Creek Band of Umpqua
- Confederated Tribes of the Grand Ronde and Confederated Tribes of Siletz
- Bethel School District
- Self Enhancement Institute
- Springfield School Superintendent
- First Baptist Church
- Chalkboard Teachers Foundation Training



(Pictured left to right) Dante James, Director, Office of Equity and Human Rights, Portland; John Haroldson, Benton County District Attorney, Corvallis and Chair, PDACC; Michael Schill, President of the University of Oregon; Michael Alexander, Immediate Past President and CEO Urban League of Portland, Portland; Scott Coltrane, Provost and Senior Vice President of the University of Oregon; Cobi Jackson, Vice President and Community Development Officer, Wells Fargo, Portland; Doug Blandy, Senior Vice Provost for Academic Affairs; Alicia Hays, Director of Lane County Health and Human Services, Eugene; John Branam, Partner, The Learning Accelerator, Portland; Ricky Poon, Immediate Past Senior Pastor, Eugene Chinese Christian Church, Eugene; Remie Calalang, Human Resources Director, Bethel School District, Eugene; Susan Sygall, CEO and Co-Founder of Mobility International USA, Eugene; Sari M. Pascoe, Assistant Vice President for Campus and Community Engagement at the University of Oregon; Eric Richardson, President, Eugene/Springfield NAACP, Eugene; Kahseuss Jackson, Tribal Council Member for the Confederated Tribes of Warm Springs, Commissioner, Columbia River Inner-Tribal Fish Commission, Warm Springs; Oscar Arana, President, Hispanic Metropolitan Chamber, Portland; Yvette M. Alex Assensoh, Vice President of Equity and Inclusion at the University of Oregon. (Not Pictured) Allison Davis-White Eyes, Director of Intercultural Student Services, OSU, Corvallis and Vice-Chair, PDACC; Greg Evans, City Councilor, City of Eugene, Eugene; Linda Hamilton, President, Blacks in Government Equity, Excellence and Opportunity, Eugene; Linda Hwang, Founder & Executive Director, Global Perspectives for Youth, Eugene; Tasha Katsuda, Administrator for Educator Effectiveness, 4J School District, Eugene; Paulina Villaseñor, Executive Director, Downtown Languages, Portland; Michelle Singer, Project Manager, Native STAND (Students Together Against Negative Decisions), OHSU, Portland

Resources, Policies, and Accountability

Religious Accommodations

In collaboration with Enrollment Management, Affirmative Action, Academic Affairs, Human Resources, and Student Life, the Office of the Vice President for Equity and Inclusion designed protocols and processes to improve and facilitate the implementation of the religious accommodation policies.

Diversity Training

DEI developed a Diversity Training module for Campus-Wide Supervisor Training, which is provided to all Supervisors as part of Human Resource Training.

Development Officer

DEI partnered with VP Michael Andreason to engage Advancement in the work of mobilizing resources for diversity, equity, and inclusion.

Leadership and Executive Trainings

DEI held training and/or diversity discussions with UO Advancement, UO Foundation, UO Board of Trustees, UO Promotion and Tenure Committee, UO Senate, the President's Executive Leadership Team, the departments

of Philosophy, Ethnic Studies, Sociology, Geography, Geology, Math, English, Lundquist College of Business, College of Arts and Sciences, Romance Languages, Anthropology, College of Arts and Sciences, School of Law, Lundquist College of Business, School of Architecture and Allied Arts, Finance and Administration, Student Life, and Athletics.

Confidential Consultation

DEI provided confidential consultation for faculty, students, and staff regarding climate, retention, and curricular issues.

Implicit Bias Trainings

In partnership with Professor Erik Girvan who designed the presentation, DEI led the development and implementation of Implicit Bias Training for Vice Presidents, Deans, and other Senior Leaders. In 2016, it will introduce training for faculty search committees.

HECC-Equity Committee

VPEI was a founding member of HECC-Equity Committee, which partnered with the HECC to design outcome-based funding initiatives.

2

Programs, Services, and Leadership



Faculty members gather at the Women in Sciences Faculty Networking Reception hosted by DEI's Center on Diversity and Community (CoDaC) in May 2016.

Supporting Faculty Diversity

The Initiative For Faculty Diversity (IFD) was designed and first implemented in 2013 to provide support for recruitment and retention of diverse faculty. It works in tandem with the Underrepresented Minority Recruitment Program (UMRP) to ensure that diverse faculty members have the resources that they need to succeed.

In an effort to improve the recruitment and retention of women in science, we designed the Dual Career Partners Program in collaboration with Academic Affairs. We also provide support for research presentations at conferences and to assist with mentoring underrepresented students interested in careers in science, technology and math. The Career Partners Program enhances the Dual Career Bridge Program by providing recurring funding for new faculty hires. Thus far, it has been used to support hiring initiatives in the College of Arts and Sciences and the Honors College.

We partnered with Academic Affairs to implement the Underrepresented Minority Recruitment Program (UMRP), which provides support for Departments that recruit and retain underrepresented faculty.

DEPARTMENTS RECEIVING FUNDING	PURPOSE
Anthropology	Recruitment
Chemistry & Biochemical Science	Recruitment
Computer & Informational Sciences	Recruitment
English	Recruitment
Ethnic Studies	Retention
Mathematics	Recruitment
Planning, Public Policy and Management	Retention
Music and Dance	Tenure-track Conversion
Psychology	Recruitment
Psychology	Recruitment/Grad Student
Ethnic Studies	Recruitment
Architecture	Recruitment



Faculty and Staff gather in 2015 to provide feedback on the draft version of a Framework for Inclusion, Diversity, Evaluation, Achievement and Leadership (IDEAL).

New Tools for Faculty and Staff

The External Mentor Program

Created to provide resources for faculty who wish to engage senior colleagues on other campuses to support research and creative activity.

Just-In-Time Faculty Support Grants

These grant awards have provided support for a plethora of faculty needs ranging from dependent care expenses associated with parenting to resources for manuscript editing.

Summer Research Faculty Writing Grants

Developed in 2013, these \$5,000 grants provide support for faculty summer writing projects.

Reporting Resources

The 2016 *Faculty Diversity Report* provides an overview of the faculty demographics since 2005.

The *Diversity Excellence Scholars (DES) Pathway Report* provides an overview of the recruitment and retention data for DES students.

Newly Designed DEI Website

Completely revamped in 2015, the DEI website serves as a portal to diversity resources on campus and in the community.

Strategies Groups

APDI SIG, Los Patos and Black Strategies Groups are volunteer, grass root organizations that may include students, faculty, staff and community members from underrepresented groups. They set their own goals and agenda.

Staff Professional Development Grants

Offer support UO staff in developing skills that facilitate the institutionalization of equity, inclusion and diversity on campus.

133

The number of tenure-related faculty of color in 2015, a 4% increase between 2012 and 2016.

4

The number of women of color who are full professors.

462

The number of tenure-related faculty who are male, representing 60% of tenure-related faculty.

1

The number of female assistant professors in physics, geography, chemistry and computer science respectively in 2015-2016.

From Matriculation to Graduation and Beyond

Through signature programs in CMAE, CoDaC, Many Nations Longhouse, MCC, and VPEI as well as in partnership with others, DEI provides resources to recruit, support and launch our students.



Stephanie Tabibian, UO student, Gordon Beetles and Leilani Sabzalian engage with UO community at 2014 Native Student STAR Celebration.



Diversity Excellence Scholars (DES) at CMAE Graduation Ceremony with CMAE staff.

Diversity Excellence Scholarship (DES)

The Diversity Excellence Scholarships recognize undergraduate, graduate, and Law students from diverse academic and social environments for their educational achievements and contributions to diversity and inclusion on campus and in their communities. Awardees receive partial support for tuition and fees.

Academic Acculturation

This partnership between CMAE and CoDaC facilitates workshops and other resources to help faculty with best practices for engaging diversity in the classroom.

DES Academic Residential Community

The DES ARC provides an opportunity for DES scholars who opt to live in the residence halls during their first year to establish a community of learners. They live on the same floor, enroll in a shared class, participate together in extra and co-curricular activities throughout the year, and interact with diverse faculty in various contexts.

Leadership Enrichment Internship

This paid mentored internship experience is enhanced with professional development, career advising, networking opportunities, and real-life experience for students with diverse academic interests whose backgrounds are currently underrepresented in such careers.

Academic Support:

CMAE provides holistic advising, peer mentoring, learning guides, annual retreats for freshman students, learning cooperatives for science students, study abroad scholarships and much more in an effort to connect underrepresented students with the resources that they need to succeed.

Campus Activism and Student Leadership:

Through the Multicultural Center (MCC), the students learn and hone their leadership development in helping the campus to embrace diversity through a series of lectures, teach-ins, protests, demonstrations and educational partnerships with units throughout campus.