



UNIVERSITY OF  
OREGON

Division of  
Equity and Inclusion



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

**A Five-Year Report from the Division of Equity and Inclusion**

Fall 2012–Fall 2017

# Envisioning a More Excellent and Equitable Future



Vice President for Equity and Inclusion Alex-Assensoh with faculty and staff members, students, and community members at the 2015 Rev. Dr. Martin Luther King Jr. Awards ceremony.

Oregon is a beautiful place. When newcomers, and even long-time residents, fly over the state, they are struck by the beauty of the blanket of green below.

The Oregon story is still evolving. Some of Oregon's past is not nearly as inspiring as its landscape, but there is plenty of room for growth. We stand with those who made Oregon what it is today by caring for its natural resources, and with 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 can be even more important in shaping its future. That is why our university—administrators, faculty, staff, students—must together pursue our goal of being a top-flight research institution.

We need leadership at all levels of campus with the courage to act on our conviction that a top research institution must have a diverse cadre of faculty and staff who bring differing research agendas, skills, and methodologies, cultural and ideological backgrounds, and ways of interacting with professions and communities across the nation and the world. We need a diverse pool of students, including graduate students, bringing different perspectives to the table.

As we create our future, I see a campus where all the buildings and technology are accessible; where our visual representations and images are welcoming; where all students may learn in an

environment where love, authenticity, courage, and empathy (abbreviated as LACE) are the norm; and where faculty and staff members, administrators, and students 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 the UO reaping the benefits: research reinvigorated by the arrival of fresh perspectives, robust discussions and debates that make the University of Oregon a renowned center of ideas, and students who are well prepared for successful lives and careers no matter where they land.

As we look back over the last five years, we appreciate the sacrifice and commitment of administrators, the faculty and staff, students, alumni, donors, and community partners whose contributions laid the foundation for our work. This report summarizes some of the Division of Equity and Inclusion's progress and accomplishments while looking forward to the opportunities and challenges that lie ahead. There remains much work to be done. With your support, the University of Oregon is poised to play a leading role in demonstrating the value of equity, inclusion, and diversity in shaping academic excellence and ethical character in our country and our world.

Sincerely,

*Yvette M. Alex-Assensoh*

Vice President for Equity and Inclusion and Professor of Political Science  
Fall 2017

“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



UNIVERSITY OF  
OREGON

Division of  
Equity and Inclusion

Multiunit,  
One Mission

Office of the  
Vice President  
for Equity and  
Inclusion  
(VPEI)

Center on  
Diversity and  
Community  
(CODAC)

Center for  
Multicultural  
Academic  
Excellence  
(CMAE)

Multicultural  
Center  
(MCC)

Many Nations  
Longhouse\*  
(MNL)

\*In July 2016, supervision for the Many Nations Longhouse transitioned to the assistant vice president and advisor to the president on sovereignty and government-to-government relations.

## Purpose and Vision

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 members, administrators, students, and community members. DEI aims to make equity and inclusion commonplace at the University of Oregon and beyond by undertaking the following:

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

**Celebrating Diversity**  
**Facilitating Equity and Inclusiveness**  
**Inspiring Positive Change**

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**In 2013, the Division of Equity and Inclusion developed a strategic plan for its five units to help us accomplish the vision of making equity, inclusion, and diversity commonplace on our campus:**

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## **Building Capacity to Facilitate Equity, Inclusion, and Diversity**

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



## **Offering Programs, Services, and Leadership**

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.



## **Facilitating Mutually Beneficial Campus and Community Engagement**

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.





Staff photo of the 2015–16 Division of Equity and Inclusion team.



## Building Capacity to Facilitate Diversity, Equity, and Inclusion

Realigned the Division for a more balanced focus on academic excellence and community interests, respectively.

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

Recruited, developed, and coached teams of staff members within all DEI units around the goals of academic excellence, innovation, and equity.

Created an overarching IDEAL framework—**i**nclusion, **d**iversity, **e**valuation, **a**chievement, and **l**eadership—to pursue diversity, equity, and inclusion at the UO.

# The IDEAL Framework

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“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

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I

## **Inclusion**

Students, faculty and staff members, and administrators deserve a positive, equitable, and inclusive environment in which they can live, work, learn, and teach. The University of Oregon needs to be a welcoming, supportive, and respectful community for people diverse in culture, identity, thought, perspective, and interests.



D

## **Diversity**

The term “diversity” can be defined in a number of different ways. The UO looks at it broadly and inclusively, encompassing race, disability, thought, culture, religion, sexual orientation, gender, and economics. The UO seeks to promote further diversity among its faculty, staff, and student body through active recruitment and intentional retention strategies.



E

## **Evaluation**

Research universities produce and preserve knowledge, often relying on evidence, data, and robust analyses. The UO seeks to incorporate unbiased evaluations of the implementation of strategies and initiatives employed to meet institutional goals relating to diversity, equity, and inclusion. The UO seeks to establish key metrics and reporting structures necessary to ensure accountability and an inclusive process of review.



A

## **Achievement**

The UO is committed to achievement and success for its students, faculty and staff members, and alumni. All students—no matter what their background—deserve to succeed and graduate in a timely manner from the institution. All faculty members—regardless of race, gender, religion, ethnicity, sexual preference, or physical ability—deserve the resources and encouragement to flourish. All staff members similarly must be given tools to succeed at their jobs and advance their careers. In addition, the UO is committed to the ongoing success of its alumni.



L

## **Leadership**

Diversity, equity, and inclusion must be part of the agenda of all leaders of the University of Oregon. From the president to the department chairs, from the ASUO president to the president of the University Senate, all leaders need to promote the university’s values in both plans and action. The Division of Equity and Inclusion plays the central role on campus in promoting equity and inclusion; in supporting the efforts of leaders to achieve diversity, equity, and inclusion; and in tracking progress toward meeting those objectives.



Academic and administrative leaders in discussions at a diversity action plan workshop.

# Integrating the IDEAL Framework across Campus: Diversity Action Plans

The DEI worked with center directors, deans, and vice presidents to support the creation of diversity action plans in each academic center, school, college, and administrative unit, in alignment with the university's academic mission and the IDEAL framework.

Thirty-five diversity action plans were submitted and reviewed by academic or administrative review teams. Final plans will be submitted by December 1, 2017. Below is a brief list of emerging themes for collaboration across campus.

## Emerging Campus-Wide Themes

- Implicit bias training
- Climate survey development and analytics
- Diversity statement support
- Recruiting outlets and retention tools
- Professional development pilot projects
- Mentoring task force
- Evaluate existing training programs and gap analysis
- Training for new employees and supervisors
- Best practices and tools for employee stay or exit interviews
- Data and information platforms

- Internship opportunities
- Language guide
- Connections with minority-serving institutes

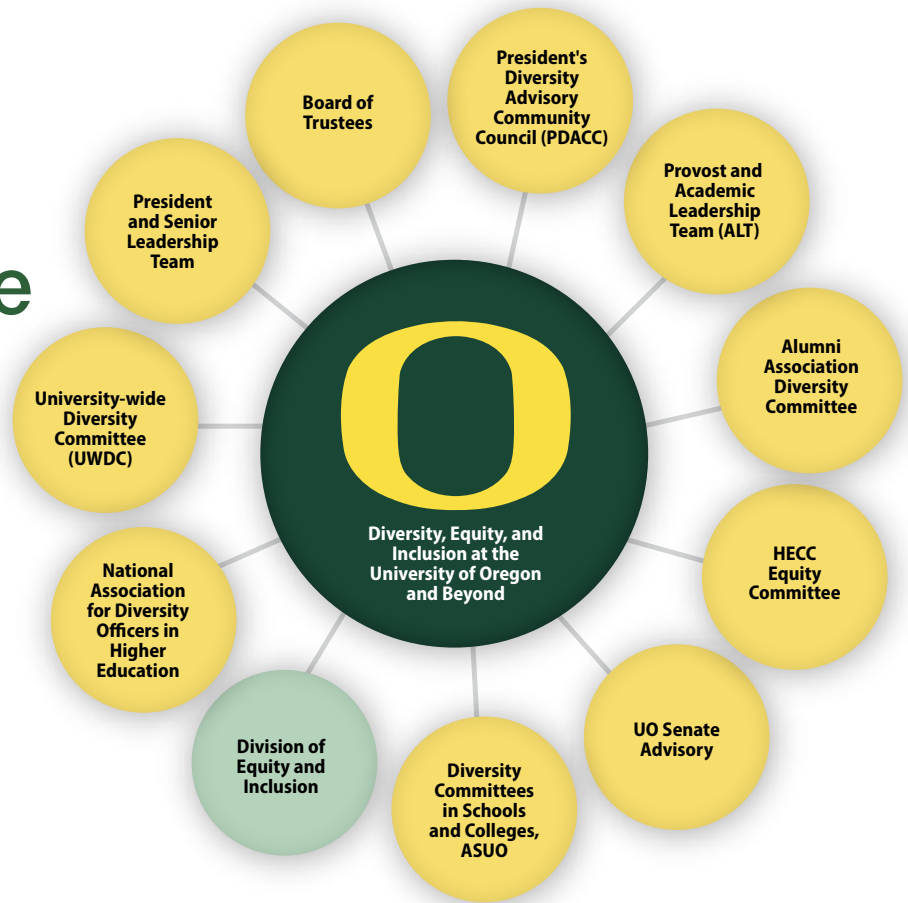
## Diversity Action Plan Review Teams

- Yvette Alex-Assensoh, vice president for equity and inclusion
- Karen Ford, divisional dean of humanities and special advisor to the provost
- Gordon Hall, interim director, Center on Diversity and Community
- Mariann Hyland, assistant vice provost
- Melanie Muenzer, associate vice president and chief of staff, Office of the Provost and Academic Affairs
- Kevin Marbury, interim vice president for student life
- Angela Wilhelms, secretary of the university
- Steve Robinson, assistant vice president and chief of staff, Student Services and Enrollment Management
- Jamie Moffitt, vice president of finance and administration and chief financial officer
- Bill Harbaugh and Chris Sinclair, presidents, University Senate



# Infrastructure

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



## Board of Trustees

- Diversity, equity, and inclusion issues are incorporated into presidential reports and standing committee meetings.
- Board members participate in implicit bias training and receive regular updates on diversity, equity, and inclusion issues.

## Provost and Academic Leadership Team

- Vice president for equity and inclusion (VPEI) has standing monthly meetings with the provost, and is a member of the Academic Leadership Team, which focuses on the academic priorities and policies.

## Alumni Association Diversity Committee

- VPEI consults with the committee, which works diligently to embed diversity into its outreach plans, governance, and programming.

## Higher Education Coordinating Committee (HECC) Equity Committee

- The UO is a founding member of the working group that provides support and advice to the HECC about equity, inclusion, and diversity issues in Oregon colleges and universities.

## UO Senate Advisory Committee

- Founded working group of faculty, staff, and students from the University Senate, who helped with the development of the IDEAL framework.

## Diversity Committees in UO Schools, Colleges, and the ASUO

- Facilitates the development and implementation of the IDEAL framework at the unit level in ways that embed equity, inclusion, and diversity campus-wide.

## Deans Diversity Council

- Acquaint deans with best practices in equity and inclusion.
- Supports deans' efforts to increase access and equity in the schools and colleges.

## University Wide Diversity Committee

- Facilitates working groups of faculty and staff members, administrators, and students who worked with the VPEI to design the IDEAL framework.

## President and Senior Leadership Team

- Provides advice, support, and leadership as a member of president's cabinet, with specific focus on diversity, equity, and inclusion.

## National Association of Diversity Officers in Higher Education

- VPEI participates in network of diversity officers at public and private colleges and universities across the country who support the work of institutional transformation nationwide.





Center for Multicultural Academic Excellence staff, 2017: front row (l to r): Joanne Zhang, Kendaris Hill, Miranda Broadbent, Rosa Chavez-Jacuinde, Karla Perez-Young, Stephanie Tabibian; back row (l to r): Kimberly Johnson, Barbara Marbury, Lesley-Anne Pittard, Jeff Hall.

## Building and Developing the DEI Team

- Instituted a process for bringing new hires on board that aligned job descriptions with strategic goals, and provided a system of “onboarding” for staff members throughout the division.
- Enhanced the technological capacity of the division with updates in the Many Nations Longhouse and the Center for Multicultural Academic Excellence (CMAE).
- Realigned the staff to better support the academic mission of the institution, including appointing a chief of staff to coordinate administrative functions of the unit in alignment with evolving priorities; appointing a diverse team of retention specialists to support student success; and appointing a team of colleagues to involve community partners and underrepresented communities in the academic mission of the university.
- Established an executive board of representatives from CMAE, CODAC, MNL, and VPEI that allowed all DEI units to play a role in decision-making.



DEI all-staff retreat, 2016 (l to r): Steve Morozumi, Jenni Chain, Gordon Hall, Dan HoSang.



Samantha Zysset, executive assistant to the vice president; Karla Perez-Young, multicultural academic advisor and retention specialist; Barbara Marbury, programs coordinator, pipeline and community engagement (standing); and Rafael López, programs manager (leaning over), at an all-staff team-building event.





President Schill and the UO Senior Leadership Team participating in the implicit bias workshop facilitated by Erik Girvan.



Diane Hanks, principal, Monroe County Community School Corporation, and Maria Chavez-Haroldson, vice president, Metropolitan Group, converse with participants at Showcase Oregon 2016.



Samuel D. Museums on cultivating culturally engaging campus environments.

## Campus-wide Professional Development Highlights

- In partnership with DEI, Associate Professor Erik Girvan designed and facilitated implicit bias workshops for faculty and administrators.
- Organized and sponsored Showcase Oregon in 2014 and 2016 to highlight best practices in mentoring, teaching, and professional development.
- Provided Staff Professional Development Grants specifically to give UO staff members the opportunity to develop skills that facilitate the institutionalization of equity, inclusion, and diversity on campus.



Faculty members 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 Raghuvveer Parthasarathy, professor of physics—discuss equity and inclusion in teaching, research, and community outreach.

# Innovation and Sustainability



Assistant Professor Ed Madison with sixth grader Kaden during an on-camera interview in Junction City. Kaden attends Oaklea Middle School, which piloted a journalism-based teaching initiative aimed at improving student learning and providing professional development resources to teachers. Led by Madison, the initiative is a collaboration between the UO School of Journalism and Communication and College of Education.



On behalf of the Rev. Dr. Martin Luther King Jr. Award committee, Vice President 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 the team that helped to design the project.



Ta-Nehisi Coates' novel *Between the World and Me* was the 2016 UO Common Reading book. Pictured here, Coates speaking at the Mathew Knight Arena as part of the African American Workshop and Lecture Series.

A central aspect of embedding equity, inclusion, and diversity into UO policies and processes is providing resources that facilitate and sustain innovation.

**Over the past five years, we have provided support for the following:**

- Undergraduate Research Forum
- Opportunities Program
- Common Reading Program
- UO TeachOut
- Initiative for Faculty Diversity
- Building Business Leaders CEO Network
- Northwest Scholastic Press Association
- UO Community for Minorities in STEM
- Summer Academy to Inspire Learning (SAIL)

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

- Center for Latino and Latin American Studies
- Oregon Folklife Network
- Black Male Alliance

**We continue to encourage skill enhancement for students, faculty and staff members 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, discourse, and collaboration. We contributed resources for inspiring communities including:**

- Native American Youth and Family Center Gala
- Equal Opportunity Day Award Dinner
- Hispanic Metropolitan Chamber scholarship event
- Mobility International USA, including hosting a delegation from Pakistan and supporting the art exhibit *Brilliant and Resilient: Celebrating the Power of Disabled Women Activists* at the Jordon Schnitzer Museum of Art
- Eugene Asian Celebration
- Lane Community College in support of pathway programs for Native American, Black, Asian, and Latino students
- University Christian Fellowship
- Summer enrichment programs for rural and low-income high school students and first-generation undergraduate students interested in scientific research at the graduate level
- Sheldon High School community luau



# Incubating Equity and Inclusion in STEM—Science, Technology, Engineering, and Mathematics

DEI incubates and nurtures programs that enable students from underrepresented populations and women to bring their talent to science, technology, engineering, and mathematics—STEM. Our work supports the UO to become a leader in STEM education and research by educating and empowering the broadest array of talent. DEI helps support the following programs:

- **STEM CORE:** Produces a broader and deeper pool of STEM talent in Oregon and nationally through STEM Careers through Outreach, Research, and Education. Includes *Content in Context SuperLessons*, a professional development program for third-to-eighth-grade Lane County teachers.
- **Community for Minorities in STEM:** Focuses on fostering

a supportive and inclusive community for ethnic and cultural minorities in all disciplines of science, technology, and mathematics through professional development, motivational speakers, and community-based outreach programs. It was founded by PhD student Jaclyn Kellon with an initial DEI grant.

- **Project Escolar:** Teaching middle school students science in an engaging online environment.
- **UO Society for Advancement of Chicanos-Hispanics and Native Americans in Science (SACNAS)**
- **UO Women in Graduate Science Organization:** Focuses on professional development of women in all disciplines of science.



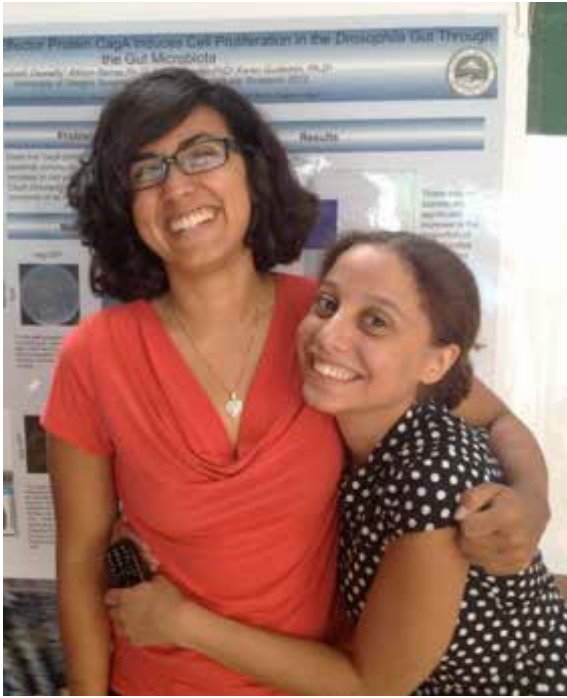
North Star students in the lab during the summer program.

The North Star Project strives to improve retention and representation of women and underrepresented minority students in the physical sciences at the UO. It was founded by Assistant Professor Benjamín Alemán and is supported with DEI funding, which was the primary sponsor for the first year of incubation. North Star supports student participants throughout their entire undergraduate career to graduation, and draws active participation from a broad spectrum of the science community.

The 2016 summer program (the project's first year) included six incoming undergraduates, two women and four underrepresented minority male students who were all STEM majors. The mentorship program served 18 science undergraduates.

## To achieve its mission, North Star uses a system of complementary programs, including

- two-week residential summer bridge programs
- academic research and study skills seminars
- mentorship program
- research lecture series
- planned social events



# SPUR

The UO Summer Program for Undergraduate Research (SPUR) provides fellowship opportunities for undergraduate students from other universities and colleges to participate in ongoing research in UO life science laboratories during the summer months. DEI is one of the collaborative sponsors.

SPUR contributes to national efforts to raise competence in STEM areas, enhances access to research careers for students with limited access to research facilities and experience, broadens the participation of minority researchers in STEM-related careers, and trains graduate students and postdoctoral fellows to be effective mentors. Each SPUR project is a rigorous and rich immersion in a mentored, high-profile science research project with a lab mentor under the direction of a research professor.

SPUR 2012 graduates: left, Katie Canul, BS '13, California State University at Monterey Bay; MD '17, University of California at San Francisco; right, Elizabeth Dewailly, BS '15, Harvard University; interned at Massachusetts General Hospital.

SPUR Alumni Statistics for Underrepresented Minorities (URM) (2011–15)				
<b>Careers</b>	69% with BS degrees have research careers (including PhD and MD/PhD)	21% are in nonresearch health and environmental science fields	23% are still undergraduates	8% are not in STEM careers
<b>Graduate Recruiting</b>	35% applicants to the 2016 biology graduate program were recruited via SPUR outreach	50% of the UO URM biology graduate students recruited via outreach involving SPUR	20% of the current UO biology graduate students who arrived since the beginning of the R25 Summer Research Program are URM	
<b>Graduate Training</b>	100% of the current URM UO biology graduate students have participated in SPUR activities as active-learning facilitators and instructors			

# SCORE

SCORE (Students of Color Opportunities in Research Enrichment) is an academically based research opportunity to enrich the learning environment for underrepresented minorities in the sciences and provide a foot in the laboratory door for those interested in performing basic research. The program consists of weekly workshops designed to teach students basic laboratory techniques. The primary goal is to enable each student to gain confidence with a scientific skill set that will lead to undergraduate research and professional development opportunities. Doctoral candidate Precious Alex de Verteuil and biology professor Patrick Phillips, a research faculty member in the UO Institute of Ecology and Evolution, created the program. SCORE operates with support from the Center for Multicultural Academic Excellence, a unit of DEI. In its first year, SCORE enrolled eight students, three of whom now work in labs.



SCORE student Juliana Rantisi, human physiology major, class of 2017.



# Programming That Cultivates Love, Authenticity, Courage, and Empathy (LACE)



DEI provides support for Latinx students to attend an annual conference in Chicago. John Haroldson, chair of the President's Diversity Advisory Community Council, and Maria Haroldson, vice president of the Metropolitan Group, lead the UO delegation.



2014 Black Women of Achievement members Esther Hardy, Christina Jackson (retention specialist for CMAE), Leslie Fountain Williams (UO Police Department), Shaneice Curry, and Feaven Si Youm.



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



Left to right: The Honorable Judge Ann Aiken, the Honorable Chief Justice Lady Georgina Theodora Wood, former Portland First Lady Nancy Hales, and Vice President Yvette Alex-Assensoh. The Honorable Chief Justice Wood was invited to campus as part of the inaugural UO African American Speakers and Workshop Series.



Ben Cannon, executive director of the Oregon Higher Education Coordinating Commission, and Jennifer O'Neal, university historian and archivist, make presentations at 2014 Showcase Oregon.





Jason Younker, assistant vice president and advisor to the president (standing in the background), and Michelle Singer, member of the President's Diversity Advisory Community Council (holding sign), join other Native Ducks at a 2015 gathering.



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



Dancers at the 2017 Asian and Pacific American Heritage Month Awards event.



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



Left to right: Karla Perez-Young (Center for Multicultural Academic Excellence) and Angel Dorantes and Jeanne Nagayama Hall (both of the College of Education) at Latinx Welcome, 2016.





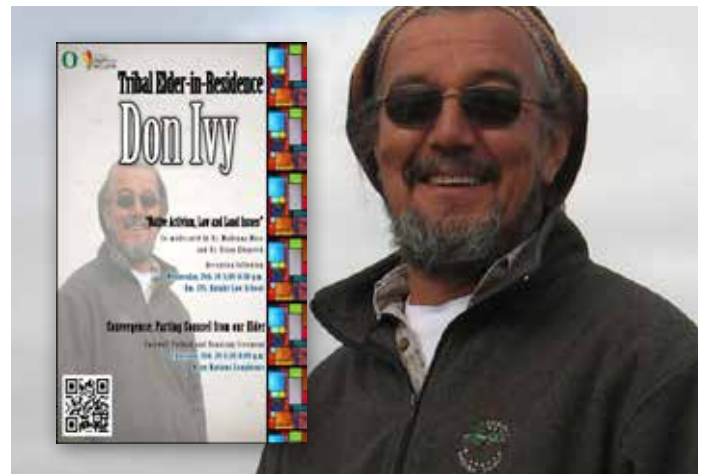
Students gather with Ramon Ramirez, 2014 elder-in-residence, to bring awareness to the 43 male students from the Ayotzinapa Rural Teachers' College, who went missing in Iguala, Guerrero, Mexico, on September 26, 2014.

# Connecting Campus with Community

## 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 School of Law was titled "Native Activism, Law, and Land Issues." His lecture at the longhouse was titled "Convergence: Parting Counsel from Our Elder."

In 2014, we invited to campus Ramon Ramirez, a lifelong advocate of immigration reform, as part of the Elder-in-Residence Program. Ramirez is a founding member and president of Pinos y Campesinos Unidos del Noroeste. 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 interacted with faculty members in the Center for Latino and Latin American Studies 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 members in the Center for Latino and Latin American Studies, 2014.



DEI collaborated, sponsored, participated in, advocated for, and attended diverse university and community events to increase our knowledge and broaden our networks. Here are a few fliers from our collaborations and outreach.

Mobility International USA (MIUSA) cordially invites you to attend

# CHAMPIONS FOR DISABILITY INCLUSION

PERSPECTIVES FROM PAKISTAN

Join us for a very special evening honoring our delegation from Pakistan who will be in Eugene for the U.S./Pakistan Disability Policy Professional Exchange Program. The high-level delegation includes 10 women and men with and without disabilities who are Members of Parliament, Ministry officials, and senior staff of development organizations and disabled peoples organizations.

Come meet our featured guests from Pakistan, reconnect with other MIUSA supporters, and learn about other exciting MIUSA activities happening this year.

Light hors d'oeuvres served.  
Sign language interpreted, wheelchair accessible.

This event is by invitation only and space is limited, so please RSVP early!  
Reserve your space: [tinyurl.com/Metuf5](http://tinyurl.com/Metuf5)

**THURSDAY, APRIL 20TH**  
**6:30 - 8:00 PM**  
**EMU CEDAR & SPRUCE ROOMS (231-232)**  
**UNIVERSITY OF OREGON**




UNIVERSITY OF OREGON | Division of Equity and Inclusion

The SOJC and the UO President's Office proudly present

# Ta-Nehisi Coates

2017 Ruhl Lecture  
**February 3, 2017**  
6 p.m. at Matthew Knight Arena




UNIVERSITY OF OREGON | School of Journalism and Communication

Free Tickets at [sojc.co/2017Ruhl](http://sojc.co/2017Ruhl)

SHOWCASE OREGON 2016

RACE, GENDER, FAITH & JUSTICE

# EMPOWERING WOMEN

TRANSFORMING OUR WORLD

MARCH 7, 2016  
FORD ALUMNI CENTER




UNIVERSITY OF OREGON | Division of Equity and Inclusion

Fifth Annual

# MULTICULTURAL ALUMNI CONFERENCE

MAY 20-21, 2016  
EUGENE, OREGON

## DUCKS CREATING CHANGE



UNIVERSITY OF OREGON | Division of Equity and Inclusion




A Mars Hill Forum Series  
**The Bible and Racism in America**

#3

Discrimination in America Affecting Muslims and Jewish Communities

May 8th / 7 pm-9 pm  
150 Columbia, University of Oregon

**Deborah A. Green**  
Greenberg Associate Professor  
Hebrew Language and Literature, Director  
The Harold Schnitzer Family Program in Judaic Studies  
Department of Religious Studies, University of Oregon

**Haythan Abu Adel**  
Graduate student  
Former head of the Muslim Student Association

**Thomas Alderman**  
Attorney  
Post-graduate studies in constitutional law  
Religious liberty and First Amendment Law  
Simon Greenleaf School of Law

University Christian Fellowship  
Campus Ministry

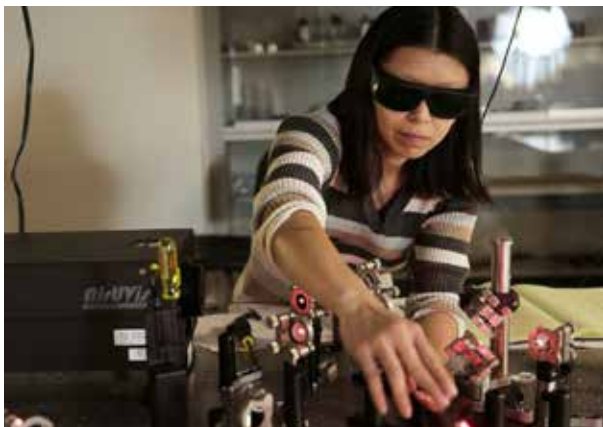
International Students  
Incorporated

Eugene Chinese  
Christian Church



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Cathy Wong in her lab. Her research using laser spectroscopy could lead to better, more efficient solar panels and LEDs. Wong is the faculty sponsor for a student group, Community for Minorities in STEM, and a strong advocate for women and minorities in the sciences.

“A diversity of people leads to diverse ideas and new ways of looking at problems. That’s why DEI’s work is so important. The startup package they helped fund was a big part of my decision to join the UO faculty. These resources helped me hit the ground running with my research, and in a few years I hope to leverage the results to get my own funding.”

- Cathy Wong



Catherine Page, Associate Professor, Inorganic Chemistry, Solid-State Chemistry & Materials Chemistry, and Vickie DeRose (at computer), Professor, Bioinorganic Chemistry, Biophysical Chemistry & Chemical Biology and Associate Vice President, Division of Equity & Inclusion Director, CODAC. DeRose leads the Women in Science Faculty Networking Events supported by DEI’s CODAC since 2016.



## Programs, Services, and Leadership

### Supporting Faculty Diversity and Retention

**The Initiative for Faculty Diversity** was designed and first implemented in 2013 to provide support for recruitment and retention of diverse faculty members. 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.

**The Career Partners Program** was designed in collaboration with the Office of Academic Affairs to enhance the Dual Career Bridge Program by providing recurring funding for new faculty hires.

**The UMRP** provides support for departments that recruit and retain underrepresented faculty members. DEI partnered with the Office of Academic Affairs to implement this program.

Faculty of Color Percent Increase Academic Year 2011–12 to 2016–17			
Faculty Type	Faculty of Color 2011–12	Faculty of Color 2016–17	% Increase 2011–12 to 2016–17
Indefinite Tenure	67	85	26.9
Tenure-Track	40	54	35
NTTF Regular Faculty	71	105	47.9
Adjunct/Visiting	56	42	-25
Retired	9	3	-66.7
All Faculty of Color	243	289	18.9

These numbers do not reflect new faculty hires in AY 17.

Women Faculty in Specific Sciences Fall 2011 to Fall 2016			
All Science Departments	Women in Science 2011–12	Women in Science 2016–17	% Increase 2011–12 to 2016–17
Full Professor	15	17	13.3
Associate Professor	10	9	-10
Assistant Professor	4	11	175
<b>Total</b>	<b>29</b>	<b>37</b>	<b>27.6</b>

Science departments include biology, chemistry and biochemistry, computer and information science, earth sciences (geological sciences), mathematics, physics, and psychology. Source: Fall 2011 and 2016 HRIS Census Download (November 1).



Faculty and staff members 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

This program was created to provide resources for faculty members who wish to interact with 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.

### Newly Designed DEI Website and Social Media

DEI's website is a portal to diversity

resources on campus and in the community. DEI's Facebook and Twitter accounts keep UO and community members updated on DEI and community resources and events.

### Strategies Groups

Asian, Desi, Pacific Islander; LatinX; and Black Strategies groups are volunteer, grassroots organizations that may include students and faculty, staff, and community members from underrepresented groups. They set their own goals and agenda. The longstanding UO Native Strategies Group has served as a model for this work.

### Staff Professional Development Grants

These grants offer support for UO staff members in developing skills that facilitate the institutionalization of equity, inclusion, and diversity on campus.

### Writing Circles

These small groups are designed to support faculty members and graduate students as they write for publication, and, by extension, for promotion and tenure and for academic purposes.



David Vazquez, associate professor and head of the English department, at the Latinx Welcome, 2015.



Gordon C. Nagayama Hall facilitating a CODAC writing circle, 2017.



# From Matriculation and Engagement to Graduation and Beyond

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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

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CMAE student Christopher Kuhn with his family at graduation.



Multicultural Center director Steve Morozumi with students at the 2015 retreat.



Genevra Ralph, vice chair of the UO Board of Trustees, congratulates UO Diversity Excellence Scholarship students at awards dinner, 2014.

## Diversity Excellence Scholarship

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 promoting diversity in the classroom.

## Diversity Excellence Scholarship Academic Residential Community

This community provides an opportunity for Diversity Excellence 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 cocurricular activities throughout the year, and interact with diverse faculty members 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 varied 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, students hone their leadership skills and help the campus embrace diversity through a series of lectures, teach-ins, protests, demonstrations, and educational partnerships with units throughout campus.

"It was really beautiful that people all over campus came together to do this... different levels of people came together – students, administration, staff, community members came together to make this event."

– David To



Toby Kim and Wing Ng at the Asian-Pacific American Heritage Month Award Ceremony.

## Asian-Pacific American Heritage Month Awards Night

The Asian-Pacific American Heritage Month Awards Night celebrates the achievements of the Asian and Pacific American community while reflecting unique perspectives on the Asian, Pacific American, and Desi (Indian subcontinent) experience through education and social justice. The theme for the 2015 event was "One Community, 18 Million Voices;" the 2016 theme was "(Re)Defining Resistance;" and the 2017 theme was "The Faces of Activism." The partnerships formed across campus to work on the event helped initiate the development of the Asian-Desi-Pacific Islander Strategies Group which now oversees the event.



Students and community members from the Muslim and Jewish communities join with UO president Michael Schill at Oregon Hillel's annual Avi Shabbat dinner, which brings together students from all faiths to learn, share, and connect with each other during the Sabbath.

**Oregon Hillel** serves as a Jewish home-away-from-home and enriches the lives of Jewish students so that they may enrich the lives of the Jewish people and the world.

The Oregon Hillel Foundation was proud to partner with the Division of Equity and Inclusion, the Muslim Student Association, and Arab Student Union on our award-

winning Manzil/Midrash, a Jewish and Muslim dialogue series. Over the past four years, close to 200 students have helped to facilitate collaborative learning that has helped create constructive dialogue and build friendships between the two communities.

The Division of Equity and Inclusion has also served as a valuable partner

in supporting the almost 1,600 Jewish students at the University of Oregon in all aspects of campus life, ranging from balancing religious observance and class schedules to responding to anti-Semitism on campus.

—Andy Gitelson  
Executive Director, Oregon Hillel





Vice President Alex-Assensoh makes a presentation at Academic Leadership Retreat.

# Resources, Policies, and Accountability

## Religious Accommodations

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

## Consultations

DEI provided consultations for students, faculty and staff members regarding climate, retention, and curricular issues.

## Leadership and Executive Trainings

DEI held training and diversity discussions with University

Advancement, UO Foundation, UO Board of Trustees, promotion and tenure committee, University Senate, President's Executive Leadership Team, Office of the Vice President for Finance and Administration, Division of Student Life, College of Arts and Sciences, Lundquist College of Business, College of Design, School of Law, and the Departments of Anthropology, Earth Sciences, English, Ethnic Studies, Geography, Intercollegiate Athletics, Mathematics, Philosophy, Romance Languages, and Sociology.

## Development

DEI partnered with Vice President Michael Andreasen and Director of Development Lisa Manotti to involve University Advancement in the work of mobilizing resources for diversity, equity, and inclusion.



CODAC 2017 workshop on teaching evaluations and equity and inclusion issues. Left to right: Heather Quarles, Mariann Hyland, Rafael Arias Anrango, Diane Del Guercio.





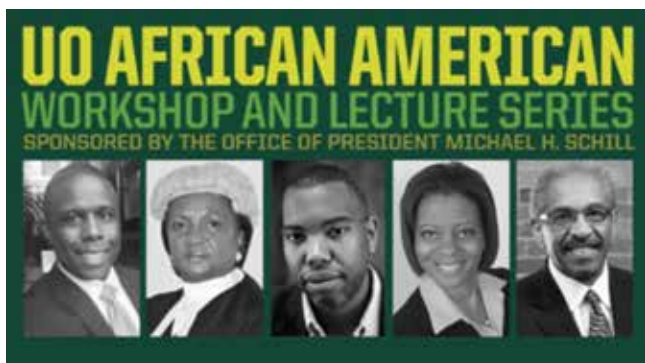
Kena Gomalo, BA '10, a founding member of the Black Student Task Force, and Dave Petrone, BS '66, MBA '68, who, along with his wife, Nancy, is a leadership supporter of the Black Student Cultural Center.



Unveiling of Unthank Hall, from left to right: President Michael Schill, Libby Unthank Tower (DeNorval Unthank's daughter), Otto Poticha, his business partner, and Greg Evans, a close friend and current member of the PDACC.



Black Student Task Force on steps of Johnson Hall. Top row from, L to R: Jaleel Reed, Kena Gomalo, Diamante Jamison. Bottom row L to R: Shaniece Curry, Dayja Curry, Alexis White, Denisa Clayton, Ashley Campbell.



2017 participants of the African American Workshop and Lecture Series: George Zeno, chief philanthropy officer, University of California at Berkeley; Lady Georgina Theodora Wood, Chief Justice, Republic of Ghana; Ta-Nehisi Coates, author, *Between the World and Me*; Kelly Mack, vice president and executive director, Project Kaleidoscope, Office of Undergraduate Science Education Association of American Colleges and Universities; Benjamin Reese, vice president for institutional equity, Duke University.

### Black Student Task Force

Following a student-initiated protest in November 2016, the Black Student Task Force provided a list of demands to the president and other university leaders. President Schill asked Vice President Alex-Assensoh to lead the strategy and coordinate the university's response. Thirteen working groups were formed. A number of the recommendations had been enacted by 2017 including the renaming of Dunn Hall to Unthank Hall to honor DeNorval Unthank Jr., the first African American graduate of the School of Architecture and Allied Arts; the hiring of seven tenure-track African American faculty members; three UO African American advisors; six speakers visiting for the African American Workshop and Lecture Series (with plans for five more in 2017–18); a new academic residential community, the Umoja Pan-African Scholars Academic Residential Community; and plans for a Black Cultural Center.



# 3

## Facilitating Mutually Beneficial Campus and Community Engagement

### Community and Government Engagement

During the 2013 academic year, the Office of the Vice President for Equity and Inclusion (VPEI) hosted tribal educators from each of Oregon's nine federally recognized tribes and Unidas for Oregon in partnership with the Latino Network.

DEI has provided support for the mentoring work of Blacks in Government.

DEI has provided support for UO TeachOut, an annual summit on gender identity and sexual orientation issues in education, led by the education studies department and created by Julie Heffernan.

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



Black Alumni Network members meet with President Schill. Right to left: Cari Napoli (not facing camera), Marianne Preudhomme (not facing camera), Lisa Brody, Kawezya Burris, Cheryl McCullum, Ayasha Thurman, Isaac Walker, and Tyde Kanishero (UO representative).



Opening of *Brilliant and Resilient: Celebrating the Power of Disabled Women Activists* exhibit at Jordan Schnitzer Museum of Art. Sponsored by Mobility International USA with support from DEI.



The UO partners with the Young Scholars Program.



DEI and Student Services and Enrollment Management staff members at Fiesta Mexicana in Woodburn, Oregon.



OYSP students showing off robots that they learned to build in Summer 2015.



Celebration of 2017 OYSP graduates.

# Bridge Programs

## Oregon Young Scholars Program (OYSP)

Each summer, this program brings rising freshman students 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 critical thinking, writing, and math and participate in an area of emphasis for specialized study, particularly in the areas of social science, technology, and art.

## Oportunidades/Opportunities Program

The Opportunities Programs were launched by the undergraduate studies division with support from DEI and are currently housed and funded in Student Services and Enrollment Management. Through a variety of programs, underrepresented K–12 students and parents are encouraged to become active participants in their educational journey. Students and parents are brought together to consider college as a family investment. The goal is to help students and parents to understand the process of attending college and to make this transition as smooth as possible.

## Summer Academy to Inspire Learning (SAIL)

The UO's largest pipeline program, SAIL serves middle and high school students from underrepresented backgrounds, including low-income and first-generation college students. Its aim is to encourage all students to enroll and succeed in college. It is coordinated and led by Lara Fernandez, executive director, and Professors Bill Harbaugh and Bruce Blonigen, and it has received support from DEI.

## 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.

Each of the summer programs focuses on cultural history and traditions. The programs are based in an academic framework that promotes positive self-image and self-esteem. The implementation of the program is supported by and funded by LCC and DEI. The four affinity-based programs are

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





# Tribal Climate Change Project

American Indian and Alaska Native tribes have contributed little to the causes of climate change, and yet face disproportionate risks. Tribes have unique rights, cultures, and economies that are, or could be, vulnerable to climate-change impacts. For indigenous peoples, the environmental effects of climate change and some of the proposed solutions threaten ways of life, subsistence, land rights, future growth, cultural survivability, and financial resources.

The Tribal Climate Change Project began as a collaborative project between the University of Oregon Environmental Studies Program

and the USDA Forest Service Pacific Northwest Research Station. DEI helps fund the project with other collaborative supporters. The project focuses on understanding needs and opportunities for tribes in addressing climate change, examining the government-to-government relationship in a climate context, and exploring the role of traditional knowledge in climate change studies, assessments, and plans. Since 2012, the Tribal Climate Change Project has presented Climate Change and Indigenous Peoples conferences and lectures. Conferences have included an intersection of student involvement, on-the-ground research, and original problem-solving.



Maxine Burkett from the University of Hawaii at Mānoa, Elizabeth Kronk Warner from the University of Kansas, and Meghan Sigvanna Topkok, a UO law school student (class of 2017), at the 2016 Climate Change and Indigenous Peoples lecture.

**FIRST FRIDAY NETWORKING EVENT**

**COMMUNITIES OF COLOR AND ALLIES**

**MAY 5<sup>TH</sup> | 5:00 - 6:30 PM**  
**Ford Alumni Center Ballroom**

We will celebrate and honor the UO units and divisions that have submitted their draft Diversity Action Plans to make equity, inclusion and diversity commonplace on campus.

Enjoy time to network, socialize, re-connect, meet new people of color and allies, and celebrate our successes!

Finger Food and Beverages Provided

RSVP: <http://21styear.com/2017-18-First-Friday>

UNIVERSITY OF OREGON

# First Friday Communities of Color Network Event



First Friday Communities of Color Network Event at UO, 2017. Bethany Grace Howe, PhD student in journalism, and daughter Nola holding up UO Duck drawing.

First Friday monthly events are organized to create an informal space to relax, network, foster friendship, and meet

new people of color, social justice allies, and equity workers in the local area. The Communities of Color Network was started about a decade ago to bring Lane County people of color and their allies together for support. The Lane County Equity and Community Consortium subsequently adopted the event and now sponsors it monthly.

DEI represents the UO in the consortium whose members include Lane Community College, Springfield Public Schools, Eugene School District 4J, Bethel School District, Lane Education Service District, City of Eugene, City of Springfield, Eugene Water and Electric Board, Lane Council of Governments, Lane County, and Lane Transit District.



“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.”

—John Haroldson, Chair, President’s Diversity Advisory Community Council

Pictured, left to right: Dante James, director, Office of Equity and Human Rights, Portland; John Haroldson, Benton County district attorney and chair, PDACC; Michael Schill, president, University of Oregon; Michael Alexander, immediate past president and CEO, Urban League of Portland; Scott Coltrane, provost and senior vice president, University of Oregon; Cobi Jackson, vice president and community development officer, Wells Fargo, Portland; Doug Blandy, senior vice provost for academic affairs, University of Oregon; Alicia Hays, director, Lane County Health and Human Services; John Branam, partner, The Learning Accelerator, Portland; Ricky Poon, immediate past senior pastor, Eugene Chinese Christian Church; Remie Calalang, human resources director, Bethel School District, Eugene; Susan Sygall, CEO and cofounder, Mobility International USA, Eugene; Sari M. Pascoe, assistant vice president for campus and community engagement, University of Oregon; Eric Richardson, president, Eugene-Springfield NAACP; Kahseuss Jackson, tribal council member, Confederated Tribes of Warm Springs, and commissioner, Columbia River Inner-Tribal Fish Commission, Warm Springs; Oscar Arana, president, Hispanic Metropolitan Chamber, Portland; Yvette M. Alex-Assensoh, vice president for equity and inclusion, University of Oregon. Not pictured: Allison Davis-White Eyes, director, Intercultural Student Services, Oregon State University, and vice chair, PDACC; Greg Evans, city councillor, City of Eugene; Linda Hamilton, president, Blacks in Government Equity, Excellence, and Opportunity, Eugene; Linda Hwang, founder and executive director, Global Perspectives for Youth, Eugene; Tasha Katsuda, administrator for educator effectiveness, Eugene School District 4J; Paulina Villaseñor, executive director, Downtown Languages, Portland; Michelle Singer, project manager, Native Students Together against Negative Decisions, Oregon Health and Science University, Portland.

# The President’s Diversity Advisory Community Council

The 21-member President’s Diversity Advisory Community Council (PDACC) was designed in collaboration with University Advancement and the Office of the President. It is organized around President Schill’s goals of excellence, access, and the student experience.

**The council provides guidance and makes recommendations in the following key areas:**

- **Access and Retention.** Assists the university’s efforts to recruit and retain traditionally underrepresented students, staff and faculty members, including racial and ethnic minorities; women in science, technology, and math careers; people with disabilities; and members of the LGBTQ communities
- **Educational Partnerships.** Assists 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.** Helps the university develop additional opportunities for innovative research and teaching

- **Communication.** Serves as a sounding board for ideas as ambassadors for the university

**The council and its members have contributed on the following tasks and projects:**

- Provided advice and recommendations to the president, the vice president for equity and inclusion, and other members of UO leadership on a host of university issues
- Worked with secretary of the Board of Trustees on committee processes for the 2015 presidential search
- Spearheaded investment in the UO diversity fund
- Shared information and advocated for the use of an equity lens in distributing university resources
- Provided leadership for design of the IDEAL framework (inclusion, diversity, evaluation, achievement, leadership)
- Provided expertise and advice for interacting with diverse individuals and groups
- Served on school and college committees
- Served on the UO capital campaign committee
- Advocated for the UO at local and state levels



**Over the past five years there have been innumerable colleagues, friends, and community partners who have provided us with support in a myriad of ways. We thank them all deeply. We have been honored to have the following people on our staff presently and over the last five years:** Elaine Acacio, Tom Ball, Alison Belter, Tracy Bars, Gordon Bettles, Derrick Bines, Miranda Broadbent, Angeli Brooks, Jennifer Burton, Tom Bush, Deborah Cannell, Jenni Chain, Rosa Chavez-Jacuinde, Krista Chronister, Audrey Cramer, Thea Croman, Vickie DeRose, Linda Forrest, Carla Gary, Andrea Gitelson, Christi Groves, Tina Guiterez-Schmich, Jeffery Hall, William Hatchet, Kari Hendrix, Emilio Hernandez, Kendaris Hill, Daniel HoSang, Jane Irungu, Christina Jackson, Diana Jamison, Keisha Janney, Toby Kim, Reagan Le, Rafael López, Pooria Manoochehri, 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, Kelly Pembleton, Karla Perez-Young, Lesley-Anne Pittard, Marcos Polo, Rita Radostitz, Wendell Raiford, Ashley Reed, Leilani Sabzalian, Aria Seligmann, Silverio Sierra, tova stabin, Michaelle Stellavato, Abbie Stille, Stephanie Tabibian, Michael Tani-Eshon, Vanessa Teck, David To, Carol Tobias, Allyson Trochez, Mia Tuan, Brenda Tuomi, Terri Ward, Chance White-Eyes, Joann Zhang, and Samantha Zysett. We also wish to thank Dennis Laffoon of Laffoon Design and Marketing.

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**For our institutional support,** we are thankful to President Michael H. Schill, former provost Scott Coltrane, incoming provost Jayanth Banavar, the Office of the Provost and Academic Affairs, the President's Diversity Advisory Community Council, the University-Wide Diversity Committee, the Dean's Council, colleagues on the Senior Leadership Team and Academic Leadership Team, and the UO Board of Trustees.

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#### **Division of Equity and Inclusion Donor Honor Roll, 2012–17**

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