Supporting Inclusiveness in Graduate Education
Monitoring success and creating a climate

Brenda McComb, Dean, Graduate School
Courtney Everson, Program Analyst, Graduate School
Larry Roper, Vice Provost, Student Affairs
What are our commitments to Diversity and Inclusion?

• OSU: Equal Opportunity is the opportunity to gain entry to, participate in, and benefit from employment, services, programs, activities, and privileges of the institution regardless of race, national origin, sex, ability or other protected status (Protected statuses include age, color, disability, gender identity or expression, genetic information, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status).

• Emory University does not discriminate in admissions, education programs, or employment on the basis of race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran's status and prohibits such discrimination by its students, faculty, and staff.
Legal Responsibilities and Ethical Obligations

• Affirmative Action requires that we investigate claims of discrimination against protected status groups. Metric = case loads.

• Identifying systemic barriers to equality is an ethical responsibility. Metrics which we could monitor within each protected status group:
  • Applications
  • Admissions
  • Matriculation
  • Enrollment
  • GPA
  • Time to completion
  • Completion rate
  • Employment

[Bar chart showing doctoral degree completion rates for women and men in Engineering, Education, Health, and Science.]
Understanding Systems of Oppression to change a Campus Climate

• Do focus group sessions identify underlying systems of oppression?
• Do faculty hiring practices reflect a tendency to hire people who are like us?

BARRIERS TO EQUALITY: The Power of Subtle Discrimination to Maintain Unequal Opportunity Prof. Mary P. Rowe, MIT

“…subtle discrimination is now the principal scaffolding for segregation in the United States. The author suggests this scaffolding is built of "micro-inequities": apparently small events which are often ephemeral and hard-to prove, events which are covert, often unintentional, frequently unrecognized by the perpetrator…”


December 10, 2013
Do our Hiring Practices Reflect our Goals?

Professor Rank Counts and Percent Female: Nov 2000 to Nov 2012

Data provided by R. Warner, Academic Affairs
What message are we sending our applicants?

What is your race? Please choose one or more:

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>White</th>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>Asian</td>
<td>Black or African American</td>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>White</td>
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<td>Black or African American</td>
<td>Pacific Islander - Fijian</td>
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<td>Asian - Cambodian</td>
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<td>Asian - Cambodian</td>
<td>Black or African American</td>
<td>Pacific Islander - Tongan</td>
<td>White</td>
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<td>Black or African American</td>
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<td>White</td>
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</table>

What is missing?
What messages do we send to others?

Women, Gender and Sexuality Studies Graduate Program

Sustainable Forest Management Graduate Program
Monitoring to Identify Barriers to Success

- Age -- yes
- National origin -- yes
- Veteran's status – yes
- Race – yes? a continuum
- Gender identity or expression – no, a continuum
- Genetic information -- no
- Marital status -- no
- Religion -- no
- Sexual orientation – no, a continuum

Are hidden biases having an effect?
Are we admitting and hiring people who are like us?
Are we meeting our ethical responsibility?
How successful are each of these groups compared to the general population?
Gender as an example – monitoring and practices that express a welcoming campus climate

• How are you collecting information?

• Do protected class statements include gender identity and expression?

• Are preferred names used on class rosters?

• Do faculty ask students for their preferred names and pronouns?

• Do student health plans cover medical expenses associated with transitioning?

• Are gender-inclusive facilities available on campus?
Factors to Consider to achieve a More Inclusive Campus Climate for all

• Develop a campus ethos statement, and ask faculty, staff and students to commit to it. Sign on.

• Campus cultural centers; they are not a substitute for an inclusive climate.
Factors to Consider to achieve a More Inclusive Campus Climate for all

• Do international students add to campus cultural diversity or are they expected to become Americanized? How diverse are they?

• Include an understanding of Difference, Power and Discrimination in Graduate Learning Outcomes
Factors to Consider to achieve a More Inclusive Campus Climate for all

• Make their lived experiences available to others. Humanize our stories.  
  http://oregonstate.edu/studentaffairs/features

• Create a climate of compassion toward others.  
  http://www.youtube.com/watch?v=HcvA2pdpuSU