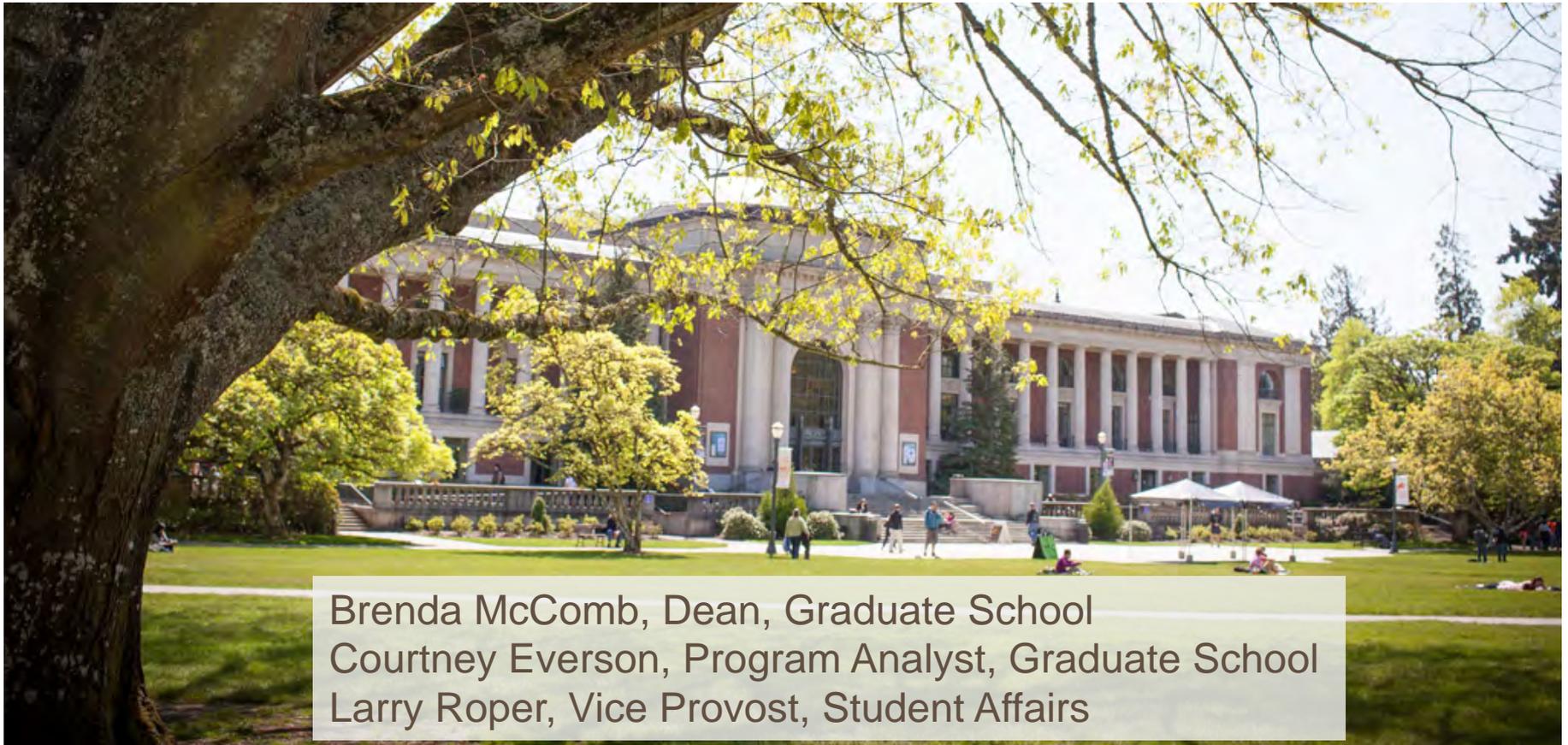




Supporting Inclusiveness in Graduate Education

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?

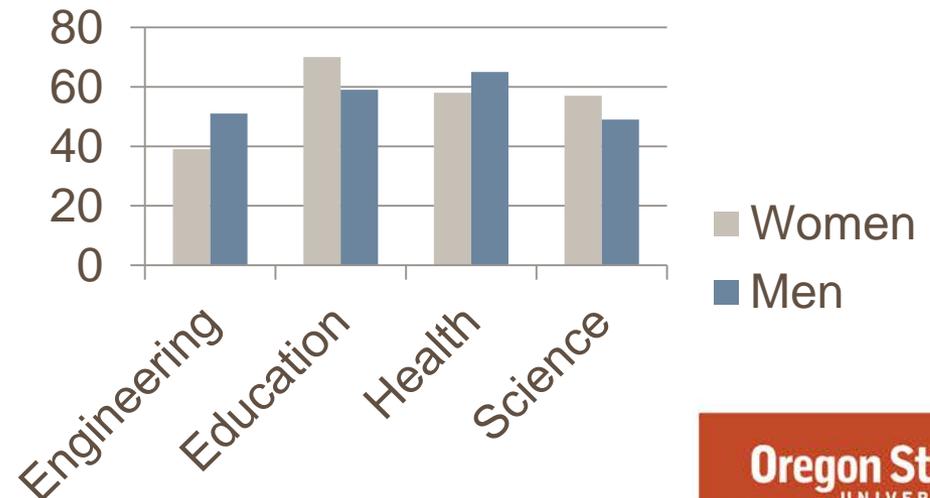
- OSU: Equal Opportunity is the opportunity to gain entry to, participate in, and benefit from employment, services, programs, activities, and privileges of the institution regardless of **race, national origin, sex, ability or other protected status (Protected statuses include age, color, disability, 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

Doctoral degree completion rates



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?



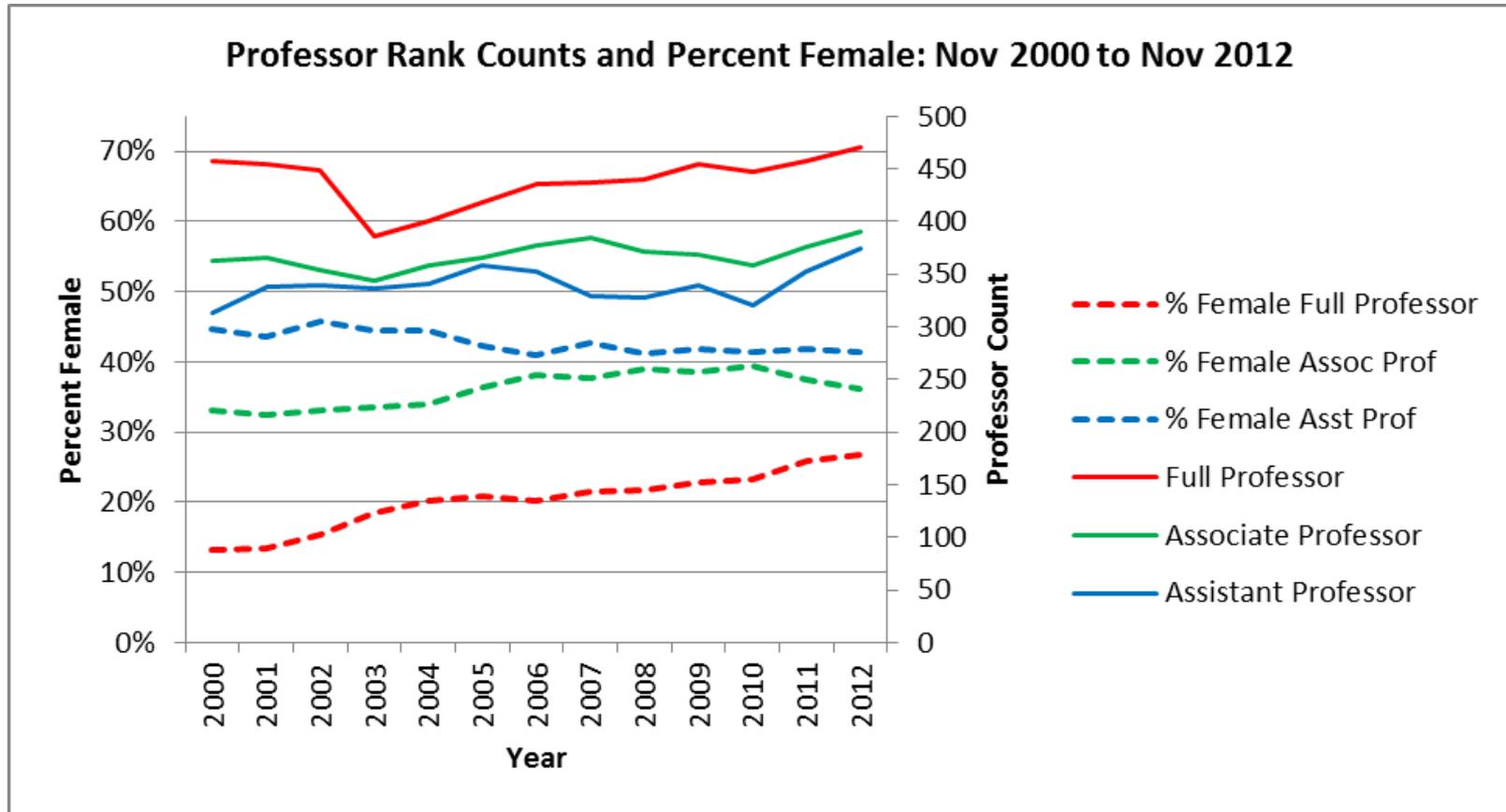
BARRIERS TO EQUALITY: The Power of Subtle Discrimination to Maintain Unequal Opportunity Prof. Mary P. Rowe, MIT

“...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...”

Published In: *Employee Responsibilities and Rights Journal*, Vol. 3, No. 2, 1990, pp.153-163.

December 10, 2013

Do our Hiring Practices Reflect our Goals?



Data provided by R. Warner, Academic Affairs

What message are we sending our applicants?

What is your race? Please choose one or more:

American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White
<input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Asian	<input type="checkbox"/> Black or African American	<input type="checkbox"/> Native Hawaiian or Other Pacific Islander	<input type="checkbox"/> White
<input type="checkbox"/> Indian (OR) - Burns Paiute	<input type="checkbox"/> Asian - Asian Indian		<input type="checkbox"/> Pacific Islander - Fijian	
<input type="checkbox"/> Indian (OR) - Coos, Lower Umpqua, Siuslaw	<input type="checkbox"/> Asian - Cambodian (Kampuchean)		<input type="checkbox"/> Pacific Islander - Guamanian	
<input type="checkbox"/> Indian (OR) - Coquille	<input type="checkbox"/> Asian - Chinese		<input type="checkbox"/> Pacific Islander - Hawaiian	
<input type="checkbox"/> Indian (OR) - Cow Creek Umpqua	<input type="checkbox"/> Asian - Filipino		<input type="checkbox"/> Pacific Islander - Melanesian	
<input type="checkbox"/> Indian (OR) - Grande Ronde	<input type="checkbox"/> Asian - Hmong		<input type="checkbox"/> Pacific Islander - Micronesian	
<input type="checkbox"/> Indian (OR) - Other/unknown	<input type="checkbox"/> Asian - Indonesian		<input type="checkbox"/> Pacific Islander - Other	
<input type="checkbox"/> Indian (OR) - Siletz	<input type="checkbox"/> Asian - Japanese		<input type="checkbox"/> Pacific Islander - Polynesian	
<input type="checkbox"/> Indian (OR) - The Klamath Tribes	<input type="checkbox"/> Asian - Korean		<input type="checkbox"/> Pacific Islander - Samoan	
<input type="checkbox"/> Indian (OR) - Umatilla	<input type="checkbox"/> Asian - Laotian		<input type="checkbox"/> Pacific Islander - Tongan	
<input type="checkbox"/> Indian (OR) - Warm Springs	<input type="checkbox"/> Asian - Mienh			
<input type="checkbox"/> Indian - Alaska Native	<input type="checkbox"/> Asian - Other			
<input type="checkbox"/> Indian - Cherokee	<input type="checkbox"/> Asian - Pakistani			
<input type="checkbox"/> Indian - Navajo	<input type="checkbox"/> Asian - Thai			
<input type="checkbox"/> Indian - Nez Perce	<input type="checkbox"/> Asian - Vietnamese			
<input type="checkbox"/> Indian - Other				
<input type="checkbox"/> Indian - Paiute				
<input type="checkbox"/> Indian - Sioux				
<input type="checkbox"/> Indian - Yakama				

What messages to 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?

* - indicates a required field.

SSN (XXXXXXXXXX):*

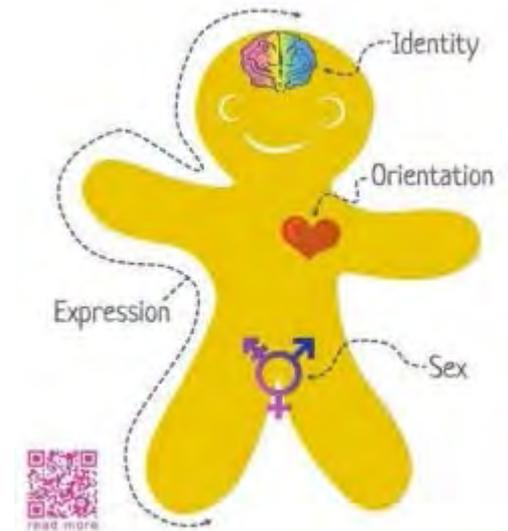
Gender:

Male Female Trans* and Gender Non-conforming

- 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

8 campus?

December 10, 2013



Oregon State
UNIVERSITY

Factors to Consider to achieve a More Inclusive Campus Climate for all

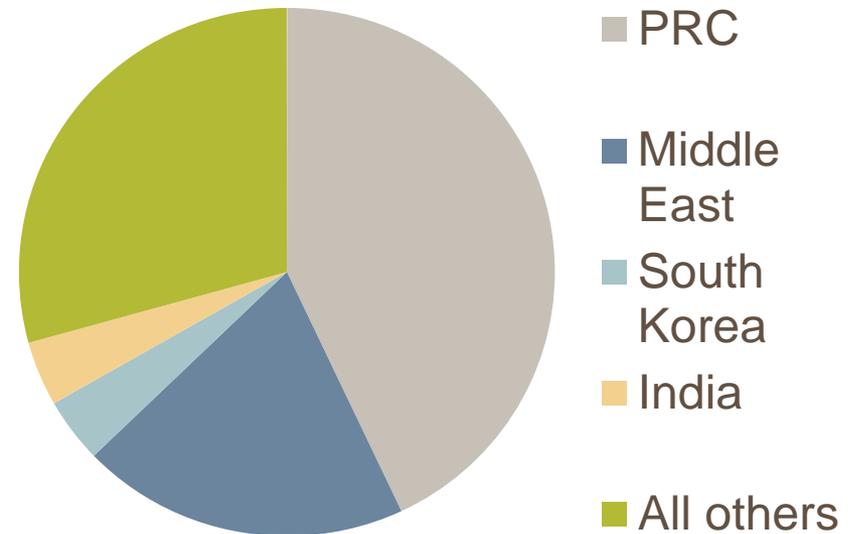
- Develop a campus ethos statement, and ask faculty, staff and students to commit to it. Sign on.
- Campus cultural centers; they are not a substitute for an inclusive climate.



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

International students



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>

