



**Office of Institutional Diversity**  
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December 22, 2020

Members of the Oregon State University Board of Trustees  
OSU Board Office  
638 Kerr Administration  
Building Corvallis, OR  
97331

Dear Board Chair Rani Borkar and members of the Board of Trustees,

Please find enclosed the cultural competency report required by [Oregon House Bill 2864](#) (2017 Oregon Laws).

Some of the work detailed in this report was highlighted in the recent October 16, 2020 Advancing Equity, Inclusion, and Social Justice Annual Report shared at the October 16, 2020 Board meeting. You will find that this report also offers interesting connections with the Board's recent work session on antiracism.

I am pleased to share that Oregon State's cultural competency report has served as a template for other public institutions in Oregon. Additionally, the Office of Institutional Diversity (OID) hosted a workshop for Oregon's Higher Education Coordinating Commission and other public universities about the statewide status and future implementation of House Bill 2864 on October 15, 2020.

I hope you find the cultural competency report insightful and informative. I look forward to discussing these efforts with you in the future.

All the best,

Charlene Alexander, Ph.D.  
Vice President and Chief Diversity Officer

Enclosure

cc: OSU President F. King Alexander  
Debbie Colbert, OSU Secretary of the Board



## House Bill 2864 Report: Cultural Competency Training & Development for Faculty & Staff

Oregon State University has made substantial progress toward compliance with HB2864. The university's efforts toward cultural competency and improving the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds are underpinned by the goals identified in OSU's five-year [Diversity Strategic Plan](#):

Goal 1: Integrate and advance inclusive excellence within all aspects of the university.

Goal 2: Improve recruitment of students and employees from underrepresented communities.

Goal 3: Create an inclusive university climate to support the retention and success of all students and employees.

Goal 4: Provide innovative and transformative learning experiences enabling all students and employees to advance inclusive excellence.

Goal 5: Communicate Oregon State's accomplishments, initiatives and innovations as the university advances inclusive excellence.

Implementation of the university's Diversity Strategic Plan and HB2864 are led by the university's Office of Institutional Diversity (OID). Since April of 2018, OID has completed a five-year plan for the development of synchronous and asynchronous DEI learning experiences for all faculty staff and students ([Appendix A](#)). The first project was to develop a comprehensive curriculum for DEI learning ([Appendix B, web link here](#)), to guide the efforts of OID and diversity education stakeholders throughout the institution. This curriculum informs the design and evaluation of numerous programs.

Additionally, several institutional partners provide numerous educational experience in furtherance of the HB2864 goals ([Appendix C](#)), including:

- *Faculty Affairs and Undergraduate Education* ([Appendix C1](#))
  - ADVANCE Seminar and Related Workshops
  - Difference, Power, and Discrimination (DPD) Academy
  - Academic Leadership Academy and Public Voices Fellowship
  - Center for Teaching and Learning (CTL) Teaching & Tech Talks
- *Human Resources* ([Appendix C2](#))
  - Beyond Diversity & Courageous Conversations
  - Social Justice Education Initiative (SJEI) Tier I
  - Search Advocate
  - Critical Trainings
  - Professional Development Programming

- *Student Affairs* ([Appendix C3](#))
  - Disability Access Services Faculty Training
  - Community Dialogues
  
- *Office of Institutional Diversity* ([Appendix C4](#))
  - Creating an Inclusive Community
  - DEI Workshops
  - Dialogue Facilitation Lab
  - Leading Change for Diversity, Equity, and Inclusion
  
- *Equal Opportunity and Access* ([Appendix C5](#))
  - Compliance Trainings

While these efforts address the university's broad DEI efforts, the Office of Institutional Diversity has developed a comprehensive portfolio of diversity, equity and inclusion learning experiences in direct response to the goals outlined in HB2864 ([Appendix D](#)) including the following:

- Sustaining a required online orientation program for all incoming first year and transfer students, titled *Creating an Inclusive Community*, which provides an overview of OSU's values for diversity, equity, and inclusion; historical context for the university and state related to the systematic marginalization of people of color, women, and queer and trans folk; resources for bias intervention; and resources for co-curricular learning and campus involvement.
- Developing an online orientation program for all incoming faculty and staff titled *Creating an Inclusive Community*, modeled on the student module and to be piloted in winter 2020.
- Designing a comprehensive unit leader training, titled *Leading Change*, which emphasizes skill development related to strategic planning, organizational learning, and community crisis response.
- Compiling a portfolio of outreach education workshops, available upon request to any student, faculty, or staff group. Notably, OID has provided outreach education to each college and administrative unit in the past year.
- Launching a [website](#) to curate diversity, equity, and inclusion learning resources throughout the university.
- Facilitating consultations with individuals and organizations to develop and monitor progress on DEI learning plans.

Oregon State's Office of Institutional Diversity has also taken a leadership role in the state with the Higher Education Coordinating Commission (HECC) and led the formation of an action group among six partner institutions to host a digital summit on the state's progress towards compliance with HB2864 which was hosted by OSU on October 15, 2020 ([Appendix E](#)).

Combined, these efforts have furthered the university's progress toward cultural competency and improved the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds.



## 5-Year Plan

### Institutional Education for Diversity, Equity and Inclusion

#### Introduction

The Office of Institutional Diversity (OID) is in year three of its 5-year plan to develop and deliver comprehensive diversity, equity, and inclusion education experiences to all students, faculty and staff. Since our launch in 2018, our team has:

- Sustained online asynchronous DEI training for all incoming first year and transfer students, with a completion rate of 90%
- Developed and communicated a comprehensive meta-curriculum to guide diversity, equity, and inclusion learning efforts across the institution and translated 9 dimensions of cultural competence across diverse institutional contexts
- Designed, communicated, and facilitated standardized workshops grounded in OID guidance for DEI learning and 9 dimensions of cultural competence to each division and college in the university
- Established and sustained individual and team consultations to craft tailored DEI learning experiences
- Designed and expanded the dialogue facilitation lab, a 30-hour intensive community of practice for faculty, staff and graduate students – now with over 90 alumni
- Designed and preparing to pilot an online asynchronous DEI training for all incoming faculty and students
- Designed and preparing to pilot a unit leader training to onboard new administrators with DEI competencies related to strategic planning, organizational learning, crisis response, and community care

By end of year 2022 we intend to have developed, initiated, and sustained comprehensive synchronous and asynchronous learning experiences for all students, faculty and staff with demonstrable impact on the institution's progress with our Diversity Strategic Plan and SP4.0.

#### Oregon House Bill 2864

Statewide legislation underpins OID's 5-year plan for institutional education for diversity, equity and inclusion. HB 2864 was passed in 2017 Oregon Legislative Session. The bill requires each community college and public university to establish process for recommending, and providing oversight for implementation of, cultural competency standards for institution and institution's employees. To learn more about HB 2864 and access the legislation click [HERE](#).

OID's vision for diversity, equity, and inclusion learning at Oregon State University is more ambitious and comprehensive than the expectations outlined in HB 2864. Oregon State University is on track to exceed expectations in timeline and delivery of programs and services.

#### Curriculum

In fall 2019, OID completed its institutional guidance for diversity, equity and inclusion learning – which delivers nine strategic priorities for student, faculty, and staff cultural competence. While not exhaustive, OID's guidance is comprehensive and attends to competencies at interpersonal, institutional, structural and global levels and is overlaid on the American Psychological Association's Layered Ecological Model of the Multicultural Guidelines (2017).

This curriculum serves as the foundation for our 5-year plan and clearly identifies the learning priorities of all our current and future educational programs and services. This guidance will also structure our assessment and evaluation practices and frame our progress toward goals outlined in the Diversity Strategic Plan and SP 4.0.

*Intrapersonal & Interpersonal Level Competencies*

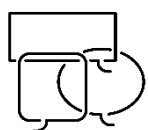
**Appreciating the Complexity of Identity:** A culturally competent community member will recognize and understand that identity is fluid and complex; that interactions between individuals are dynamic. This includes appreciating that identity development is a long process, full of negotiations and shaped by a multiplicity of social contexts.



**Recognizing Processes and Outcomes of Socialization:** A culturally competent community member will recognize and understand self and others as socialized and cultural beings. This includes the examination of attitudes and beliefs that can influence our perceptions, interactions and conceptualizations of others and challenging our own categorical assumptions, biases and misinformation about individuals and communities.



**Utilizing Inclusive and Affirming Language:** A culturally competent community member will recognize and understand the impact and influence of language in community interactions. This includes engaging others with responsiveness and sensitivity.



**Embracing Collaboration Across Difference:** A culturally competent community member will recognize the diversity and dimensions of power and privilege in work styles and communication. This includes seeking to understand the impact and influence of our own norms and values of communication and collaboration on individuals and communities.

*Community, Institutional and Disciplinary Level Competencies*

**Practicing Cultural Humility:** A culturally competent community member will adapt their practices to meet the needs of diverse constituents. This includes ongoing evaluation of one's practices to attend to the dynamic needs of individuals and communities.



**Attending to Environmental Factors:** A culturally competent community member will increase their awareness of the role of the social and physical environment in the lives of other community members. This includes the impact of campus climate and the built environment on others' access and sense of belonging.



**Engaging the Here and Now:** A culturally competent community member will understand and translate DEI concepts into their daily lives. This includes bridging the theoretical to the practical and interacting with the immediate happening of our community and all its members in a manner that is congruent with our highest ideals.

*Structural Level Competencies*

**Redressing Past and Present Inequities:** A culturally competent community member will recognize and understand individuals' and groups' historical and contemporary experiences with power, privilege and oppression. This includes actively confronting institutional barriers, inequities and disparities in education and other systems in pursuit of justice and doing so with an intersectional lens.

*Global Level Competencies*

**Maintaining Global Consciousness:** A culturally competent community member will examine one's work and professional standards, assumptions and practices within an international context. This includes considering how economic, cultural and political globalization has an impact on one's self-definition, purpose, role and function.

For more information about OID's guidance for diversity, equity and inclusion learning click [HERE](#).

## Consultations, Workshops & Programs

By end of year 2022 we intend to have developed, initiated, and sustained comprehensive synchronous and asynchronous learning experiences for all students, faculty and staff with demonstrable impact on the institution's progress with our Diversity Strategic Plan and SP 4.0. At this time, we will also be compliant with the expectations outlined in Oregon House Bill 2864.

Below is a matrix which outlines our current program and our schedule for the development of future programs.

\*Currently available

+Distance participation enabled

Constituent	Modality		
	Synchronous	Hybrid	Asynchronous
Undergraduate Students	<ul style="list-style-type: none"> <li>Individual Consultations*+</li> <li>Student organization workshop requests*</li> <li>Community dialogues* (Online Spring 2021)</li> <li>OID Teach-Ins (Spring 2020)+</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Creating an Inclusive Community (CIC) for Students+</li> <li>Digital Resources for Self-Guided Learning (Summer 2020)</li> <li>DSA Student Employee DEI Training (Spring 2021)</li> <li>Teaching Assistant DEI Training (Spring 2021)</li> <li>Guidance for DEI Learning: 3-Minute Insights+ (Summer 2021)</li> </ul>
Graduate Students	<ul style="list-style-type: none"> <li>Individual Consultations*+</li> <li>Student organization workshop requests*</li> <li>Community dialogues*</li> <li>OID Teach-Ins (Spring 2020)+</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue Facilitation Lab*</li> </ul>	<ul style="list-style-type: none"> <li>Creating an Inclusive Community (CIC) for Students+</li> <li>Digital Resources for Self-Guided Learning (Summer 2020)</li> <li>Guidance for DEI Learning: 3-Minute Insights+ (Summer 2021)</li> </ul>
Teaching Faculty	<ul style="list-style-type: none"> <li>Individual Consultations*+</li> <li>Organization workshop requests*+</li> <li>Data dialogues (Summer 2020)</li> <li>CTL Teaching &amp; Tech Talks (T4)*+</li> <li>OID Teach-Ins (Spring 2020)+</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue Facilitation Lab*</li> </ul>	<ul style="list-style-type: none"> <li>Creating an Inclusive Community (CIC) for Faculty &amp; Staff+ (Summer 2020)</li> <li>Digital Resources for Self-Guided Learning (Summer 2020)</li> <li>Culturally Responsive Teaching: 3-Minute Insights+ (Summer 2020)</li> <li>Guidance for DEI Learning: 3-Minute Insights+ (Summer 2021)</li> </ul>
Research Faculty, Professional Faculty & Classified Staff	<ul style="list-style-type: none"> <li>Individual Consultations*+</li> <li>Organization workshop requests*+</li> <li>Data dialogues (Summer 2020)</li> <li>OID Teach-Ins (Spring 2020)+</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue Facilitation Lab*</li> </ul>	<ul style="list-style-type: none"> <li>Creating an Inclusive Community (CIC) for Faculty &amp; Staff+ (Summer 2020)</li> <li>Digital Resources for Self-Guided Learning (Summer 2020)</li> <li>Guidance for DEI Learning: 3-Minute Insights+ (Summer 2021)</li> </ul>

## Appendix A

Administration & Unit Leaders	<ul style="list-style-type: none"><li>• Individual Consultations*+</li><li>• Organization workshop requests*+</li><li>• Data dialogues (Summer 2020)</li><li>• OID Teach-Ins (Spring 2020)+</li></ul>	<ul style="list-style-type: none"><li>• Dialogue Facilitation Lab*</li><li>• Inclusive Leadership Initiative (Summer 2020)</li></ul>	<ul style="list-style-type: none"><li>• Creating an Inclusive Community (CIC) for Faculty &amp; Staff+ (Summer 2020)</li><li>• Digital Resources for Self-Guided Learning (Summer 2020)</li><li>• Guidance for DEI Learning: 3-Minute Insights+ (Summer 2021)</li></ul>
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For additional information regarding diversity, equity, and inclusion learning resources throughout Oregon State University click [HERE](#).

## Assessment & Goals

To evaluate the efficacy of our consultations, workshops and programs – as well as monitor our progress toward institutional goals, our team will embed assessment metrics throughout our initiatives. Assessment designs and strategies will vary. However, each assessment will attend to three dimensions of growth:

- **Competence:** Personal judgment of how well you can execute courses of action required to perform well in an area.
- **Adequacy of Training:** Sufficient depth and breadth of previous learning experiences required to perform well in an area.
- **Motivation to Learn:** Desire to set learning goals, engage in activities towards learning goals, and sustain those goals.

Baseline data for these measure for these dimensions will be scaffolded across our 9 dimensions for cultural competence detailed in our guidance for DEI learning and collected through an online module (CIC) for incoming faculty and staff as well an online module for new student employees in academic affairs and student affairs.

We expect our efforts to have significant impact on several key institutional metrics. While correlation of our efforts with institutional progress is difficult, and at times impossible, to discern we expect our work to support:

- **OSU Diversity Strategic Plan**
  - Goal 1: Integrate and advance inclusive excellence within all aspects of the university.
  - Goal 2: Improve recruitment of students and employees from underrepresented communities.
  - Goal 3: Create an inclusive university climate to support the retention and success of all students and employees.
  - Goal 4: Provide innovative and transformative learning experiences enabling all students and employees to advance inclusive excellence.
- **OSU Strategic Plan 4.0**
  - Goal 2: Transformative education that is accessible to all learners
  - Goal 4: A culture of belonging, collaboration, and innovation





**Oregon State**  
University

## **Institutional Guidance for Diversity, Equity and Inclusion Learning**

Office of Institutional  
Diversity Oregon State  
University

Prepared by Jeff Kenney, Ph.D.

## Development Process

### **Convening the Diversity Training Task Force (Fall 2017–Winter 2018)**

*Faculty, staff, and graduate students collaborated to evaluate institutional needs for diversity, equity, and inclusion learning in relation to available institutional resources. The group authored recommendations including the development of a cohesive institutional DEI curriculum.*

- Charge: Charlene Alexander, Ph.D. (Office of Institutional Diversity), Susan Capalbo, Ph.D. (Faculty Affairs), and Kim Kirkland, Ed.D. (Equal Opportunity & Access)
- Chair: Jessica Beck, Ph.D., Graduate School
- Representatives:
  - Brandi Douglas, OID
  - Anne Gillies, Faculty Affairs
  - Jeff Kenney, Ph.D., Diversity and Cultural Engagement
  - Andres Lopez, Graduate School
  - Cynthia Lopez, Oregon State ADVANCE
  - Katherine MacTavish, Ph.D., College of Public Health and Human Services
  - Kristen Magis, Ph.D., Human Resources
  - Kathryn McIntosh, Ph.D., College of Education
  - Nana Osei-Kofi, Ph.D., School of Language, Culture and Society
  - Larry Roper, Ph.D., School of Language, Culture and Society
  - Jane Waite, Faculty Affairs

### **Literature Review (Spring 2018 – Summer 2018)**

*Jeff Kenney, in partnership with LK Mae, graduate student in the School of Language, Culture and Society, engaged in a systematic review of the literature on issues of cultural competence theory, assessment and strategic planning.*

### **Convening the Diversity Training Task Force Subgroup (Fall 2018–Winter 2019)**

*An expanded subgroup from the Diversity Training Task Force assembled to author the framework for an institutional curriculum and develop illustrative case studies to translate concepts across diverse institutional contexts.*

- Chair: Jeff Kenney, Ph.D., OID
- Representatives:
  - Teresita Alvarez-Cortez, University Housing & Dining Services
  - Brandi Douglas, OID
  - Ana Lu Fonseca, Extension Service
  - Katherine MacTavish, Ph.D., College of Public Health and Human Services
  - Kristen Magis, Ph.D., Human Resources
  - Erin Rook, OSU Cascades

### **Review of the Diversity Training Task Force Subgroup (Winter 2019)**

*A draft presentation of the Diversity Training Task Force sub group was evaluated by the Office of Institutional Diversity*

- Chair: Jeff Kenney, Ph.D.
- Representatives
  - Charlene Alexander, Ph.D.
  - Allison Davis White-Eyes, Ph.D.
  - Brandi Douglas
  - Pamela Johnson
  - Scott Vignos, J.D.

### **Reconvening of the Diversity Training Task Force with Task Force Subgroup (Spring 2019)**

*The task force reconvened to review the work of the subgroup and make final recommendations to the framework*

- Representatives
  - Diversity Training Task Force (See Above)
  - Diversity Training Task Force Subgroup (See Above)
  - OID (See Above)

### **Drafting OID's Guidance for DEI Learning (Spring 2019–Fall 2019)**

*Jeff Kenney from OID drafted the diversity, equity and inclusion guidance from the insights and artifacts produced by the aforementioned workgroups.*

## Introduction

OID’s guidance for diversity, equity and inclusion learning delivers nine strategic priorities for student, faculty, and staff cultural competence. While not exhaustive, OID’s guidance is comprehensive and attends to competencies at interpersonal, institutional, structural and global levels and is overlaid on the American Psychological Association’s Layered Ecological Model of the Multicultural Guidelines (2017). OID’s guidance serves as a “place to begin” and a platform from which any member of the OSU community can make sense of cultural competence and chart a path for their learning, the learning of others and the transformation of their respective organizations.

### How to Use This Guidance:

OID’s guidance for diversity, equity and inclusion learning has many applications. We intend our guidance to have utility for all constituents of Oregon State University for integration in personal, organizational and community development. When reviewing this content, please be mindful that:

- This guidance serves as a meta-curriculum for diversity, equity and inclusion (DEI) learning. Our guidance is not intended for use as a single workshop or lesson plan, rather these guidelines are intended to help other educators, facilitators and self-directed learners shape their own learning experiences in a manner which best fits their personal, professional and academic contexts. Our guidance has utility in developing numerous learning interventions as well as informing strategic planning, curriculum development and assessment.
- This guidance is not prescriptive, nor is it exhaustive. There are innumerable ways that we can learn and grow with respect to issues of DEI. This guidance attempts to organize and curate foundational domains of DEI learning and enable planning, action and reflection. DEI learning is complex and lifelong. It requires resources and perspectives beyond this guidance.
- This guidance intends to guide learning for both individuals and organizations. Learning is not a wholly individual endeavor, and urgent cultural and structural change requires engaging this content as a community.
- This guidance aligns with and amplifies Oregon State University’s institutional goals, detailed in Strategic Plan 4.0. The following competencies are indicative of Inclusive Excellence and essential for the success of our institution.
- This guidance attempts to illustrate diversity, equity and inclusion learning in diverse institutional contexts – the following delineations between instructional, research, management, service and community contexts are not concrete, and the content of these illustrations may have value for any constituent of the institution.

### Individual learning:

Individual learners (administrators, faculty, staff, students and community members) may find this guidance useful in the following ways:

- A departure for reflection
- A resource for the evaluation of individual competence
- A framework to developing learning goals and set a personal learning agenda

**Organizational learning:**

Teams and leaders within organizations may find this guidance useful in the following ways:

- A framework to cultivate shared language to enable discussion and dialogue
- A reference tool when developing position descriptions, performance evaluations, or other standards
- A baseline for assessment tools
- A resource and companion document for strategic planning
- A resource for team members and supervisors to articulate feedback to co-workers, supervisees and supervisors

**Intrapersonal & Interpersonal Level**

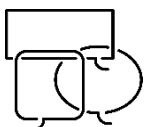
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**Community, Institutional and Disciplinary Level**

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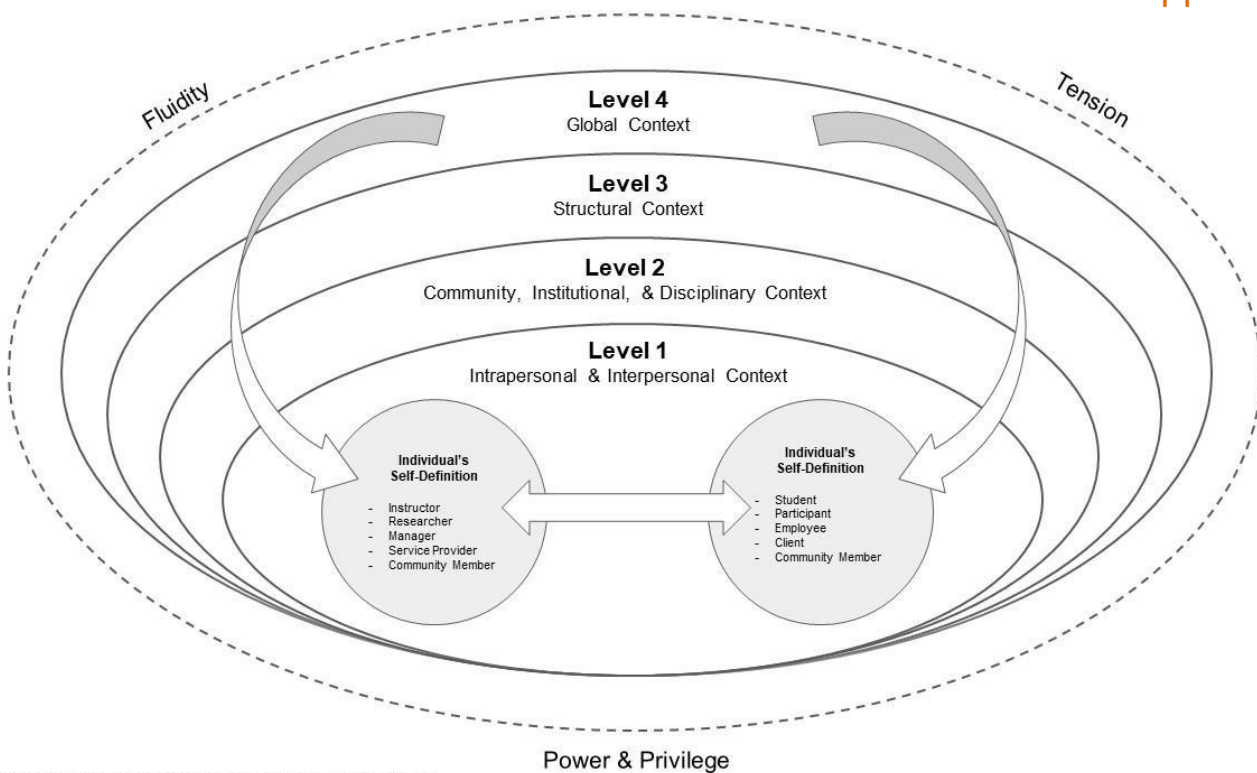
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**Structural Level**

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**Global Level**

**Maintaining Global Consciousness:** A culturally competent community member will examine one's work and professional standards, assumptions and practices within an international context. This includes considering how economic, cultural and political globalization has an impact on one's self-definition, purpose, role and function.



\*Adapted from APA (2017) Layered Ecological Model of the Multicultural Guidelines

**Level 4**  
Global Contexts



**Level 3**  
Structural Contexts



**Level 2**  
Community, Institutional, & Disciplinary Contexts



**Level 1**  
Intrapersonal & Interpersonal Contexts



Our guidance is a constellation of knowledge, skills and attitudes (Krathwohl, 2002), which transcend and are reiterated across multiple competencies:

#### KNOWLEDGE (6)

- **Context and Complexity<sup>3</sup>** — Critical and comprehensive knowledge of DEI issues informed by diverse sources and potentially conflicting perspectives.
- **Cultural Self-Awareness<sup>5,8</sup>** — Insight into one’s own identities and social group experiences and their affiliated values, rules and biases. Insight includes examination of social group experiences in local, regional and global contexts.
- **Ethical Self-Awareness<sup>4</sup>** — Insight into one’s core beliefs and deep examination of the origins of those core beliefs.
- **Foundations of Community and Belonging<sup>12</sup>** — Awareness of the physical, organizational and social conditions that lend to community, involvement, inclusion and safety.
- **Foundations of Power, Privilege and Oppression<sup>5</sup>** — Understanding multiple worldviews and cultural experiences through dimensions of power, privilege and oppression. Understanding includes recognition of the complexity and interdependence of these systems.
- **Knowledge of Diverse Worldviews<sup>8</sup>** — Understanding of the complexity of elements important to members of other cultures in relation to multiple dimensions, including history, values, politics, communication styles, economy, or beliefs and practices.

#### SKILLS (11)

- **Conflict Management<sup>11</sup>** — Ability to address unproductive conflict directly and constructively, in a manner that helps to manage or resolve in ways that strengthen the cohesiveness and future effectiveness of the relationship or team.
- **Constructive Collaboration<sup>1,11</sup>** — Ability to facilitate productive and affirming intergroup collaborations to work across and within diverse community contexts and structures to achieve mutual aims. This includes attending to language, tone, expressions and behaviors that cultivate group connection and momentum.
- **Critical Literacy<sup>3,6</sup>** — Ability to choose information sources which are appropriate to the scope and discipline of a problem or question. Information is selected with consideration to the importance of the multiple criteria such as authority, audience, bias, or point of view. Viewpoints of experts are questioned thoroughly.
- **Empathy<sup>5,8</sup>** — Ability to interpret intercultural experiences from one’s own perspectives and the perspectives of others with the ability to act in a supportive manner that recognizes the meaning, making and feelings of other individuals and cultural groups. Also includes the ability to evaluate and apply diverse perspectives to complex issues in the face of multiple and possibly conflicting points of view.
- **Ethical Reasoning<sup>4</sup>** — Ability to recognize ethical issues when presented in a complex, multilayered context. Includes the ability to take a position and state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives with adequacy and effectiveness.
- **Ideation and Innovation<sup>2</sup>** — Ability to extend a novel or unique idea, question, format, or intervention to create new knowledge and practices, or knowledge and practices that cross boundaries. This includes the ability to transform ideas or solutions into entirely new forms.
- **Integrative Learning<sup>1,7</sup>** — Ability to connect and extend knowledge from one learning experience to multiple personal, professional and academic contexts. This includes the ability to independently adapt and apply skills, abilities, theories or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.
- **Intercultural Communication<sup>8</sup>** — A complex understanding of cultural differences in verbal and nonverbal communication and the ability to skillfully negotiate a shared understanding based on those differences. Also includes the ability to tailor communication strategies to effectively express, listen and adapt to others to establish relationships to further understanding and collaboration.
- **Problem Solving<sup>10</sup>** — Ability to clearly and insightfully discern a problem with evidence of all relevant contextual factors and identify multiple approaches for solving the problem that attend to the specificity of the context.
- **Reflection<sup>7,9</sup>** — Ability to review prior learning in depth to reveal significantly changed perspectives about



educational, work and life experiences, which provides a foundation to further expand knowledge, growth and maturity over time. Also includes the ability to build on prior experiences to respond to new and challenging contexts and envision a more capable future self.

- **Tolerance for Uncertainty<sup>2</sup>** — Motivation to seek out and follow through on untested and potentially risky directions or approaches to reach a goal or resolve an issue. This includes the ability to fully integrate alternate, divergent or contradictory perspectives or ideas.

#### ATTITUDES (4)

- **Curiosity<sup>8,9</sup>** — Motivation to ask complex questions about other cultures and seek out and articulate answers to these questions that reflect multiple cultural perspectives. When relevant, includes the ability to explore a topic or issue in depth to yield rich awareness and/or reveal little-known information.
- **Flexibility<sup>1</sup>** — Willingness to adjust own attitudes and beliefs because of working with and learning from people from diverse communities and cultures.
- **Openness<sup>8</sup>** — Motivation to initiate and develop interactions with culturally different others. This includes a willingness to suspend judgment when interacting with culturally different others.
- **Responsibility and Initiative<sup>5,9</sup>** — Motivation to participate in processes of leadership, taking informed and responsible action to address challenges at local, regional and global levels. This includes a willingness to expand knowledge and skills; envision a path forward; convene and organize others; and evaluate the local and broader consequences of individual and collective interventions.

## Understanding DEI Learning in Context

To better illustrate and clarify the nuances of the following nine cultural competencies, several examples of faculty, staff and student learning have been elaborated in five institutional contexts: (1) Instruction; (2) Research; (3) Leadership; (4) Support; and (5) Community. We expect viewers of this guidance to occupy multiple contexts and to find value in each illustration. Delineating each competency in diverse contexts improves clarity and relevance for the reader and also elaborates and advances our shared understanding as we work collectively for institutional change. For the purpose of this guidance, the following contexts were defined by the following roles, environments and responsibilities:

### ***Instruction:***

- Roles: Adjuncts, Instructors, clinical faculty, tenure-track faculty, etc.
- Environments: Classrooms, online learning environments, co-curricular learning experiences, etc.
- Responsibilities: Curriculum, pedagogy and assessment, etc.

### ***Research:***

- Roles: PIs, faculty researchers, research assistants, graduate student researchers, etc.
- Environments: Laboratories, field research, research teams, graduate research committees, etc.
- Responsibilities: Research design, collection, analysis, writing and reporting, etc.

### ***Leadership:***

- Roles: Directors, supervisors, budget authorities, hiring authorities, etc.
- Environments: Offices, meetings, marketing and communications, etc.
- Responsibilities: Supervision, organizational design, policy design, budget design, communicating vision and mission, etc.

### ***Support:***

- Roles: Program coordinators, administrative support, technical support, student services, etc.
- Environments: Facility operations, food services, administrative settings, co-curricular settings, etc.
- Responsibilities: Frontline services, student-facing services, faculty- and staff-facing services, etc.

### ***Community:***

- Roles: Friends, neighbors, etc.
- Environments: Campus community, Corvallis community, Oregon community, social spaces, community events, etc.



### **Appreciating the Complexity of Identity**

A culturally competent community member will recognize and understand that identity is fluid and complex and that interactions between individuals are dynamic. This includes appreciating and respecting that identity development is a long process, full of negotiations and shaped by a multiplicity of social contexts.

*Appreciating the complexity of identity* is our extension of the common idiom, “Don’t judge a book by its cover,” Many of us are taught that appearances are not reliable indicators of who we are, what we value, or our experiences. We take this metaphor a step further. Not only do we aspire to not judge books by their covers, but we also recognize that some of our stories are in constant revision. There may be multiple editions and adaptations to the stories of our lives. Also, as time and context change, so may the meaning of a given story. When we regard one another in a similar way, as books that are in constant revision, it reminds us to stay curious, constantly learn and remain open to change.

Throughout our lives, we may experience significant changes in how we see ourselves, describe ourselves, or our beliefs about what matters most. At Oregon State University, appreciating the complexity of identity may look like an instructor recognizing that the relevance of their curriculum will vary among students from different social group members and that no two students will experience their teaching and lesson plans the same way. It may also look like an administrative assistant remembering that the aspects of life they value most are not valued in the same way by their colleagues or the students they serve.

Individually, learning in this dimension may look like increasing our self-awareness or our awareness of others’ lived experiences. We may improve our ability to communicate across difference and may also move through our work with greater openness and curiosity. As a community, when we learn and grow together, we may mitigate and minimize the harmful impact of bias and stereotypes.



## Appreciating the Complexity of Identity

	Knowledge, Skills, Attitudes (KSA)	Baseline
Knowledge	<p><b>Cultural Self-Awareness<sup>5,8</sup></b></p> <p>Insight into one's own identities and social group experiences and their affiliated values, rules and biases. Insight includes examination of social group experiences in local, regional and global contexts.</p>	<ul style="list-style-type: none"> <li>• Articulates multiple dimensions of identity</li> <li>• Discusses the salience and relative influence of identities in daily life</li> <li>• Discusses the life experiences and social and political contexts which shape identity</li> <li>• Discusses how one's identity is shaped over the lifespan</li> </ul>
	<p><b>Knowledge of Diverse Worldviews<sup>8</sup></b></p> <p>Understanding the complexity of elements important to members of other cultures in relation to multiple dimensions, including history, values, politics, communication styles, economy, or beliefs and practices.</p>	<ul style="list-style-type: none"> <li>• Compares, contrasts and explains the distinctions of the identity experiences and salience of self and others</li> <li>• Recognizes connections between other identities and the influence of social and political contexts of their thoughts, attitudes and behaviors</li> </ul>
	<p><b>Foundations of Power, Privilege and Oppression<sup>5</sup></b></p> <p>Understanding multiple worldviews and cultural experiences through dimensions of power, privilege and oppression. Understanding includes recognition of the complexity and interdependence of these systems.</p>	<ul style="list-style-type: none"> <li>• Articulates multiple dimensions of identity in the context of power, privilege and oppression</li> <li>• Discusses the interactions of multiple dimensions of identity in the context of power, privilege and oppression</li> </ul>
Skills	<p><b>Empathy<sup>5,8</sup></b></p> <p>Ability to interpret intercultural experiences from one's own perspectives and the perspectives of others with the ability to act in a supportive manner that recognizes the meaning, making and feelings of other individuals and cultural groups. Also includes the ability to evaluate and apply diverse perspectives to complex issues in the face of multiple and possibly conflicting points of view.</p>	<ul style="list-style-type: none"> <li>• Wrestles with the complexities of other points of view</li> <li>• Manages cognitive and emotional dissonance of holding multiple worldviews</li> <li>• Grows and refines empathic understanding with increased access to quality information and feedback</li> <li>• Listens with care and connection</li> </ul>
	<p><b>Intercultural Communication<sup>8</sup></b></p> <p>A complex understanding of cultural differences in verbal and nonverbal communication and the ability to skillfully negotiate a shared understanding based on those differences. Also includes the ability to tailor communication strategies to effectively express, listen and adapt to others to establish relationships to further understanding and collaboration.</p>	<ul style="list-style-type: none"> <li>• Recognize and understand how identity shapes the process and content of interpersonal interactions</li> <li>• Recognizes cultural and identity underpinnings of own communication style</li> <li>• Adapts content and process of communication to engage successfully across differences</li> </ul>

	<p><b>Reflection<sup>7,9</sup></b></p> <p>Ability to review prior learning in depth to reveal significantly changed perspectives about educational, work and life experiences, which provides a foundation to further expand knowledge, growth and maturity over time. Also includes the ability to build on prior experiences to respond to new and challenging contexts and envision a more capable future self.</p>	<ul style="list-style-type: none"> <li>• Examines the why and why not of identity salience</li> <li>• Poses questions to self and others about the role and relevance of identity, power, privilege and oppression</li> <li>• Integrates new information into knowledge and understanding of self and others</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Attitudes</b></p>	<p><b>Curiosity<sup>8,9</sup></b></p> <p>Motivation to ask complex questions about other cultures and seek out and articulate answers to these questions that reflect multiple cultural perspectives. When relevant, includes the ability to explore a topic or issue in depth to yield rich awareness and/or reveal little-known information.</p>	<ul style="list-style-type: none"> <li>• Willingly asks questions and acquires new information related to issues of identity, power and privilege</li> <li>• Responds to new and potentially dissonant information with increased desire to learn</li> </ul>
	<p><b>Openness<sup>8</sup></b></p> <p>Motivation to initiate and develop interactions with culturally different others. This includes a willingness to suspend judgment when interacting with culturally different others.</p>	<ul style="list-style-type: none"> <li>• Willingly suspends judgement</li> <li>• Manages emotions to sustain relationships and interactions with people with different values</li> </ul>



## Appreciating the Complexity of Identity

### Cases of DEI Learning

#### *Instruction*

- Claudia – Making Time for Complexity
- Daryl and Meleani – Addressing an Incomplete Curriculum

#### *Research*

- Amir – Queering Survey Design
- Lani and Ben – Collaborating on Research Conclusions

#### *Leadership*

- Don – Expanding Leadership Repertoire
- Mari – Transforming a Binary Infrastructure

#### *Support*

- Lydia – Letting Go of Assumptions
- James – Finding New Ways to Make Connections

#### *Community*

- Breanne – Understanding the Whole Person
- Padma – Making Space for Differences

## Claudia – Making Time for Complexity

Claudia, an English instructor, teaches a unit in her first-year survey course on the African Diaspora with a focus on African American history and literature. At the end of the unit, with 10 minutes remaining, Claudia invites the students in her class who identify as black to share their impressions of how they saw the African Diaspora shaping their families' cultures. As her students began to share, Claudia became aware that few of her students identify as African American, and most identify as either Afro Caribbean or West African.

Claudia did not receive feedback on the conversation until her student evaluations of teaching were submitted at the end of the term – in which several students shared frustration that: (1) They were directly solicited to speak on behalf of their entire racial group; and (2) The focus of the course and the amount of time provided to explore the topic did not allow for adequate exploration of African peoples' diverse lineages.

Claudia integrated this feedback into future class sections. In addition to expanding the discourse in her curriculum, she allotted more time for dialogue and redesigned her discussion prompt to include all student voices, so as to avoid imposing upon black students to educate their peers.

### Key Takeaways

- **The Issue:** Claudia's assumption that black students shared an African American experience and the brief time allotted for her students to share their impressions essentialized and reduced their racial experiences.
- **The Deliberation:** While Claudia's students did not feel comfortable giving immediate in-person feedback, the end of term evaluation tool served as a secure place where students could share their concerns.
- **The Growth:** Claudia's decision to change her curriculum and pedagogy is a recognition of the marginalizing impact of her previous practices. She has increased consciousness and sensitivity to exploring issues of racism and racism with her students.
  - *Knowledge:* Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Reflection
  - *Attitudes:* Openness

## Daryl and Meleani – Addressing an Incomplete Curriculum

Daryl, an Associate Professor in Public Health, is teaching a newly designed course on LGBTQ health and wellness. Just before midterms, Meleani, the undergraduate teaching assistant, approaches Daryl to summarize several of their students' concerns. She shares that the students are regarding the course readings, lecture and subsequent class discussion as having an exclusive emphasis on the health and wellness of white LGBTQ people, with no exploration and discussion of the unique needs of LGBTQ people of color.

Daryl invites the concerned students to meet the following week before class. He and Meleani listen to and explore their concerns further. Daryl recognizes and agrees to shift the gaps in the curriculum and commits to engaging in further research to better understand intersectional issues in LGBTQ health and wellness. Daryl swaps out or supplements readings for the remainder of the term and makes more formal changes to his curriculum for subsequent terms.

### Key Takeaways

- **The Issue:** Daryl's attempt to expand the public health curriculum to focus on LGBTQ issues is absent of any analysis of intersecting issues of race and class. As a result, Daryl's curriculum fails to introduce students to the diversity of public health needs in the larger LGBTQ community.
- **The Deliberation:** Daryl's relationship with Meleani serves as a conduit for critical and valuable feedback from his students. This input serves as a first step toward more dialogue and further research on Daryl's behalf.
- **The Growth:** Daryl sees the value in viewing his curriculum from the perspective of multiple social groups. Further, his openness to student feedback results in short- and long-term solutions for his curriculum.
  - *Knowledge:* Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Intercultural Communication, Reflection
  - *Attitudes:* Curiosity, Openness



## Amir – Queering Survey Design

Amir, who is research faculty in bioengineering, receives revisions from the Institutional Review Board (IRB) on his survey design. Among the critiques, the IRB shared concerns about the design of his demographic items, specifically the items that solicit information about participants' gender identity and sexual orientation. The IRB reviewer asserted that the current items are not resonant with how contemporary Queer and Trans folk articulate their experiences and made recommendations for elaborated items, including open-ended responses.

Amir is frustrated by the review, asserting that such revisions are not consistent with previous scholarly standards and that changes to the survey design would complicate an otherwise simple and efficient statistical analysis. Amir makes time to meet with the IRB reviewer to explore the issue further. Amir comes to understand that collecting information in its current form is not only incongruent with his participants' experiences, collecting information in this way would ultimately result in erroneous or misleading data.

Amir is committed to strengthening his study design. He enters into revisions, committing to engage in a more congruent, albeit laborious process, and communicating results in a manner that honors the participants' lived experiences.

### Key Takeaways

- **The Issue:** Amir's research design does not allow for his research participants to accurately share who they are regarding their gender identity and sexual orientation.
- **The Deliberation:** Amir works through his disappointment and frustration about the prospect of additional time and energy spent in revisions and agrees to consult with institutional experts and learn more about the issue.
- **The Growth:** Amir recognizes that effective and ethical inquiry practices with underrepresented groups requires a commitment of additional time and energy in design and analysis.
  - *Knowledge:* Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Reflection
  - *Attitudes:* Curiosity, Openness

## Lani and Ben – Collaborating on Research Conclusions

Ben is a graduate student in anthropology who is analyzing data from a pilot study for his master's thesis. Ben's study explores the adaptation of indigenous peoples living on the Oregon Coast to changes in state land and water use policies. After reviewing a preliminary draft, his advisor, Lani, shares concerns about the sweeping and simplified nature of his analysis and conclusions. Lani suggests that more time and energy is needed on Ben's part to examine the influence and impact of his own positionality in the research.

In addition to recommending individual reflection and additional research into critical perspectives in applied anthropology, Lani recommends that Ben revise his methods to include an elaborated member-check process so he can deliberate his conclusions with his research participants. Ben follows Lani's guidance. In addition to engaging her recommendations, he begins to explore participatory research methods that engage research participants in all study activities, including study design, data collection, analysis and communication of results.

### Key Takeaways

- **The Issue:** Ben's inquiry into the experiences of indigenous people lacks depth and adequate analysis, and his current work misrepresents a community of people who have been consistently harmed by institutionalized research.
- **The Deliberation:** Ben's relationship with his advisor leads him to engage in personal exploration. He also revisits the foundations of his research design.
- **The Growth:** Ben's perspective on research methods expand to include inquiry practices, which collaborate with participants at the center of the research question. Such methods strengthen research design in that they demand more rigorous negotiation of all aspects of the project.
  - *Knowledge:* Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Intercultural Communication, Reflection
  - *Attitudes:* Curiosity, Openness

## Don – Expanding Leadership Repertoire

Don, an associate director in enrollment management, is responsible for a team of five professionals and more than a dozen student workers. Don receives feedback from one of his direct reports that his heavy reliance on personal anecdotes about his childhood and extended family to illustrate concepts or communicate the organization's mission and vision is at times confusing or disengaging – and not often relatable for people of color on the team.

When his supervisee suggests he diversify his repertoire and consider metaphors or other illustrative devices outside his personal experience, Don feels defensive and frustrated. At first, Don is unable to imagine how he can articulate the organization's vision outside of his own frame of reference.

With reflection and deliberation with members of his team, Don arrives at the conclusion that the entire team should share in the responsibility of communicating their mission and vision. As a result, Don invites his team to help craft metaphors or elaborate on concepts during staff meetings. Subsequently, Don finds that he is taking less space and enabling opportunities for his team's leadership during meetings.

### Key Takeaways

- **The Issue:** Don's ability to communicate the organization's mission and inspire a shared vision is limited by his narrow scope of personal stories and anecdotes – to which his team struggles to relate with and understand.
- **The Deliberation:** Don moves through his feelings of defensiveness and inadequacy and commits to further reflection and deliberation with members of his team.
- **The Growth:** Don improves his ability to engage in perspective taking and integrates the insight of considering others' points of view. Don's new leadership approach not only accounts for the limits of personal reference points, but it also includes his team more actively in staff meetings and other spaces where the organization's mission is articulated and refined.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews
  - *Skills:* Empathy, Intercultural Communication, Reflection
  - *Attitudes:* Curiosity, Openness

## Mari – Transforming a Binary Infrastructure

Mari is an assistant vice president for information services responsible for the oversight of Banner, the institution-wide student records system. Banner collects comprehensive data from students at the time of admission and feeds numerous online tools throughout the university, including learning management systems, student health records and academic records.

Mari is made aware of recent actions by a group of student activists who are demanding change to the gender construct in Banner, which feeds numerous student records. Currently, the banner system requires that students report their gender identity in a binary, either male or female, and does not allow students who identify as non-binary or queer to share accurate gender identify information. Further, the system does not allow for changes to gender designation after matriculation. The students ask for more options in the gender designation and to have access to change their gender identity at any time during their enrollment.

Mari does not immediately understand the students concerns, or what it means to have an identity outside the gender binary. She takes time to research and listen to the concerns of the student activists and other students who are inhibited by the current Banner structure.

Mari ultimately concludes that the current system is insufficient and limiting students' ability to access resources and have an equitable and affirming college experience. Changes to the Banner system will be costly. Mari convenes a group of stakeholders to explore short-term and long-term solutions to reconfiguring the system.

### Key Takeaways

- **The Issue:** Mari is confronted with the limitations of an institutional data management system. Mari does not understand the students' concerns or the limitations of the system.
- **The Deliberation:** Mari engages in dialogue and individual research to better understand the students' concerns and recognizes for herself the limits of the system and the need for change.
- **The Growth:** Mari recognizes both the complexity of students' identity and the convoluted path to resolution. Informed by these complexities, she convenes stakeholders to help her shoulder the process of resolution.
  - *Knowledge:* Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Intercultural Communication, Reflection
  - *Attitudes:* Openness

## Lydia – Letting Go of Assumptions

Lydia serves as a receptionist at the university's general information desk located in the central administration building. Lydia enjoys her job and prides herself on being able to connect students to information and resources quickly and efficiently. As such, Lydia attempts to intuit and anticipate students' needs as quickly as possible. A consequence of her enthusiasm is that Lydia often asks questions or makes statements that are assuming of students' identities and her assumptions are often grounded in stereotypes.

Lydia's manager approaches her with several reports of students feeling uncomfortable or disrespected while seeking resources at the service desk. Reported concerns include Lydia asking a student who uses a wheelchair if they were looking for disability access services and asking a student of Middle Eastern descent if they were looking for the international programs office.

When receiving this feedback, Lydia asserts that she was trying to be helpful and wanted to communicate to the students that she supports them and that she understands them. Lydia's supervisor offers her coaching on listening skills and interrupting implicit bias. Going forward, Lydia commits to letting students articulate their needs and trusts that the students who approach the information desk can self-advocate and ask for what they need.

### Key Takeaways

- **The Issue:** Lydia's passion for efficient and effective service has resulted in profiling behavior, which misattributes or stereotypes the needs of students approaching the service desk.
- **The Deliberation:** Through coaching with her supervisor, Lydia reflects on her impact, and finds a support strategy that centers agency and respect on the student.
- **The Growth:** Lydia better recognizes her implicit biases, and how they manifest as harmful stereotypes. She has committed to a process to let student patrons articulate their needs authentically and with more complexity.
  - *Knowledge:* Cultural Self-Awareness; Foundations of Power, Privilege and Oppression
  - *Skills:* Intercultural Communication, Reflection
  - *Attitudes:* Openness

## James – Finding New Ways to Make Connections

James is a staff member in the library reference center. He works in an open office setting with several colleagues. James' workstation is adjacent to his colleague Yosef, whom he has been trying for some time to form a personal relationship.

James senses tension and distance with Yosef and asks openly if something is wrong between them. Yosef shares that he is frustrated by James's frequent inquiries into Yosef's experience as an international student and his identity as an Israeli. Yosef shares that he feels smothered by James's frequent questions about his first language, his culture, and his experience in the United States.

When receiving Yosef's feedback, James contends that he thought his questions were appropriate because he hears Yosef talking about his culture and experience with other team members and sees that he is involved on campus with international student groups. With more conversation, James begins to understand that constant reference to a single aspect of Yosef's identity flattens his experience and imposes upon Yosef the responsibility of serving as James's educator.

James continues to reflect and commits to initiating conversation by sharing about himself and his interests, rather than initiating conversation through targeted questions about Yosef's identity.

### Key Takeaways

- **The Issue:** James's method for making personal connections overemphasizes a single aspect of Yosef's identity, which make Yosef feel oversimplified and stereotyped.
- **The Deliberation:** James opens a dialogue about the tension between he and Yosef and commits to listening to his concerns.
- **The Growth:** James realizes that his best intentions had an adverse impact on Yosef, and he learns a new way of initiating relationships.
  - *Knowledge:* Knowledge of Diverse Worldviews
  - *Skills:* Empathy, Intercultural Communication, Reflection
  - *Attitudes:* Openness

## Breanne – Understanding the Whole Person

Breanne is out to lunch with her close friend Mark. As they are catching up, Breanne shares enthusiastically about a shared acquaintance, Tim, whom she thinks is a perfect match for Mark. Encourages Mark to initiate a first date.

Mark interrupts Breanne to share that while they are both gay, they actually have very little in common and the differences between them are much more salient than their shared experience as gay men. Mark assures Breanne that he and Tim get along fine, and while there is no tension, there is also no attraction.

Breanne is surprised and confused by Mark's response. Mark provides additional feedback to Breanne about essentializing gay people and encourages her to listen more closely to the things that are important to both of them, like their career goals, interests and hobbies.

Breanne apologizes for assuming too quickly that they would be a good match based on sharing a single identity. Going forward, she commits to thinking about Mark more holistically, rather than centering on his sexual orientation.

### Key Takeaways

- **The Issue:** Breanne's perception of her friend Mark is that his sexual orientation is placed at center, and while his orientation is most salient to her, it is not so salient to Mark. This results in Mark feeling oversimplified or seen as only one thing. Breanne does not understand Mark as well as they would hope.
- **The Deliberation:** Mark shares direct feedback to Breanne, and Breanne works through her shock and confusion to understand the impact of her assumptions and behaviors.
- **The Growth:** Breanne sees how her preoccupation with a single aspect of Mark's identity was limiting to their relationship and has committed to regarding Mark with more complexity.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Intercultural Communication, Reflection
  - *Attitudes:* Curiosity

## Padma – Making Space for Differences

Padma is excited to learn that her new next-door neighbor, Maya, is also a woman of color with lineage from the same region of India. Padma has felt lonely and isolated in her predominately white neighborhood and is relieved to hear that she will share her community with someone who has a similar background.

Upon their first meeting, Padma is eager to connect with Maya about her experiences as a woman of color, particularly as an Indian woman living in a predominately white neighborhood. In the conversation, Padma quickly discerns that Maya's experience as a woman of color is not as salient and she seems disinterested and disengaged in talking about issues of race and gender.

Padma leaves their first conversation frustrated and disappointed about Maya's disengagement with issues that are very important to her. She takes time to reflect, alone and with Maya, about the nuances and circumstances of their experiences. Padma concludes that they express their pride about who they are in different ways and finds new motivation to pursue friendship with Maya.

### Key Takeaways

- **The Issue:** Padma's eagerness to connect with someone like her led to confusion and disappointment shared identities did not lead to shared values.
- **The Deliberation:** Padma took time to reflect and empathize with Maya and consider her perspective and how their unique life experiences have resulted in different ways of moving through the world.
- **The Growth:** Padma recognizes differences in the lived experiences of people who share her identity, and the value placed on that identity. Padma is more open to being in relationship with people different than her, in particular, people who share her salient group memberships.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews
  - *Skills:* Empathy, Intercultural Communication, Reflection
  - *Attitudes:* Curiosity, Openness





### Recognizing Processes and Outcomes of Socialization

A culturally competent community member will recognize and understand self and others as socialized and cultural beings. This includes the examination of attitudes and beliefs that can influence our perceptions, interactions, and conceptualizations of others and challenging our own categorical assumptions, biases and misinformation about individuals and communities. A foundation and parameter of this domain is a shared belief in the inherent worth, dignity and respect of all human beings. Growth in this domain results in empathy, patience, and respect for self and others.

The word socialization refers to the numerous individual, community and societal interactions that shape how we behave, how we see ourselves and how we see the world. As such, *recognizing processes and outcomes of socialization* refers to our awareness of the influences of socialization in our lives and workplace interactions. To understand socialization, you may think of vegetables growing in a garden. When we plant a seed in the ground, there are some characteristics of that plant that will express wherever they are planted, regardless of their surroundings. However, for those of us who garden, we know that a number of factors influence how vegetables grow. Access to water and sunlight, the quality of soil, the nearby plants, and the tending of the gardener have a substantial influence on how vegetables grow. People are much the same. We both grow and are grown.

When we discuss socialization, we are not referring to the contents of the seed. We are referring to the surrounding conditions that have influenced our growth. While elements like water, sunlight and the tending of a gardener influence plants, as people we may consider how the teaching of our parents, the lessons we learned in school and the messages we have received through various forms of media have influenced us.

And while the influence of gardening on plants may impact their lushness, size and fruitfulness, as people, the outcomes of socialization may be present in our values, worldviews and beliefs.

At Oregon State, recognizing the process and outcomes of socialization may look like faculty or staff members recognizing that our prejudices shape our interactions with others and our prejudices can negatively impact the quality of service, teaching or scholarship we provide. This may also look like recognition that each of us has the power to maintain harmful cultural norms through positive or negative reinforcements. Each of us plays a role every day in shaping one another.

Individually, learning in this dimension may look like increasing knowledge about our self and others, and how factors like power and privilege have shaped our worldviews. We may improve our ability to reflect, empathize and integrate new insights into our unique professional roles and also cultivate a sense of responsibility to positively impact our community. When we learn together, we may create an organization that is more patient, understanding and caring for one another.



## Recognizing Processes and Outcomes of Socialization

	KSA	Baseline
Knowledge	<p><b>Cultural Self-Awareness<sup>5,8</sup></b></p> <p>Insight into one's own identities and social group experiences and their affiliated values, rules and biases. Insight includes examination of social group experiences in local, regional and global contexts.</p>	<ul style="list-style-type: none"> <li>Discusses the social, cultural and political contexts that shape your world view, values, rules, biases, etc.</li> </ul>
	<p><b>Knowledge of Diverse Worldviews<sup>8</sup></b></p> <p>Understanding of the complexity of elements important to members of other cultures in relation to multiple dimensions, including history, values, politics, communication styles, economy or beliefs and practices.</p>	<ul style="list-style-type: none"> <li>Discusses disposition in regard to diverse others related to the social, cultural and political contexts that shape our world view, values, rules, biases, etc.</li> </ul>
	<p><b>Foundations of Power, Privilege and Oppression<sup>5</sup></b></p> <p>Understanding multiple worldviews and cultural experiences through dimensions of power, privilege and oppression. Understanding includes recognition of the complexity and interdependence of these systems.</p>	<ul style="list-style-type: none"> <li>Discusses how locations of power, privilege and oppression shape salience of identity, relative influence of identities, in daily life</li> <li>Discusses how locations of power, privilege and oppression shape salience of identity across the lifespan</li> </ul>
Skills	<p><b>Empathy<sup>5,8</sup></b></p> <p>Ability to interpret intercultural experiences from one's own perspective, and the perspectives of others, with the ability to act in a supportive manner that recognizes the meaning, making and feelings of other individuals and cultural groups. Also includes the ability to evaluate and apply diverse perspectives to complex issues in the face of multiple and possibly conflicting points of view.</p>	<ul style="list-style-type: none"> <li>Understands how different social and political contexts shaped the dispositions of others. Connects and reflects with patience and care for others</li> <li>Understands and interrupts how our own biases and misinformation were shaped by our social and political contexts</li> <li>Reflects with patience and care for self and others</li> <li>Listens with care and connection</li> </ul>
	<p><b>Reflection<sup>7,9</sup></b></p> <p>Ability to review prior learning in depth to reveal significantly changed perspectives about educational, work and life experiences, which provides a foundation to further expand knowledge, growth and maturity over time. Also includes the ability to build on prior experiences to respond to new and challenging contexts and envision a more capable future self.</p>	<ul style="list-style-type: none"> <li>Examines the factors and conditions of one's own socialization and the socialization of others</li> <li>Considers roles and responsibilities of interrupting normative cycles of socialization</li> </ul>
	<p><b>Integrative Learning<sup>1,7</sup></b></p> <p>Ability to connect and extend knowledge from one learning experience to multiple personal, professional and academic contexts. This includes the ability to independently adapt and</p>	<ul style="list-style-type: none"> <li>Discerns meaningful connections between knowledge of socialization and institutional role</li> <li>Imagines and enacts policies and practices that interrupt oppressive cycles of socialization within</li> </ul>

	<p>apply, skills, abilities, theories or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</p>	<p>spheres of influence</p>
<p>Attitudes</p>	<p><b>Curiosity<sup>8,9</sup></b>            Motivation to ask complex questions about other cultures and seek out and articulate answers to these questions that reflect multiple cultural perspectives. When relevant, includes the ability to explore a topic or issue in depth to yield rich awareness and/or reveal little-known information.</p>	<ul style="list-style-type: none"> <li>• Willingly asks questions and acquires new information related to one's own socialization and the socialization of others</li> <li>• Responds to new, and potentially dissonant information, with increased desire to learn</li> </ul>
	<p><b>Openness<sup>8</sup></b>            Motivation to initiate and develop interactions with culturally different others. This includes a willingness to suspend judgment when interacting with culturally different others.</p>	<ul style="list-style-type: none"> <li>• Willingness to suspend judgement</li> <li>• Manages emotions to sustain relationships and interactions with people with different values</li> </ul>
	<p><b>Responsibility and Initiative<sup>5,9</sup></b>            Motivation to participate in processes of leadership, taking informed and responsible action to address challenges at local, regional and global levels. This includes a willingness to expand knowledge and skills; envision a path forward; convene and organize others; and evaluate the local and broader consequences of individual and collective interventions.</p>	<ul style="list-style-type: none"> <li>• Maintains sense of responsibility to interrupt oppressive cycles of socialization within own spheres of influence</li> <li>• Willingly engages and interrupts oppressive cycles of socialization in one's own spheres of influence</li> </ul>



## Recognizing Processes and Outcomes of Socialization

### Cases of DEI Learning

#### *Instruction*

- Cecelia – Putting Curriculum in Context
- The Human Development and Family Studies Team – Reconsidering Tradition

#### *Research*

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- David and Lindsay – Facing Implicit Bias

## Cecelia – Putting Curriculum in Context

Cecelia, an instructor in biology, is interested in reimagining her anatomy and physiology curriculum to be more engaging and relevant for students of color. She is aware of instructors in liberal arts who integrate social and political issues into their curriculum to improve engagement and participation – but she is unclear of what a similar practice for biology would be.

Cecelia consults with her colleagues, both in and out of the biology department, to explore places in the curriculum where social and political issues may have explicit and direct connection to the core content and established learning objectives for the course.

Cecilia finds a connection in her unit on the brain and memory. She identifies the Harvard Implicit Bias Test as an opportunity to connect anatomy with an exploration of how race, class and gender socialization gets soft-wired into conscious and unconscious, which results in flash reactions and dispositions towards different social groups. When facilitating the unit, Cecilia asks students to complete the bias test. In addition to clarifying their understanding of core concepts, she facilitates connection between the content and her students' future work in care professions or medical and human services industries.

### Key Takeaways

- **The Issue:** Cecelia is looking to reimagine her curriculum, to integrate her core content with social and political issues to create a more engaging learning experience but is unclear of what such an integration could look like.
- **The Deliberation:** Cecelia looks for support inside and outside of her discipline and finds a social science perspective on bias and stereotypes to connect to her unit on memory.
- **The Growth:** Cecelia confirms that integration of social and political issues in the core curriculum are possible, and that biology learning outcomes can co-occur with learning related to socialization.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Reflection, Integrative Learning
  - *Attitudes:* Curiosity, Openness, Responsibility and Initiative

## The Human Development and Family Studies Team – Reconsidering Tradition

Following more than a month of confrontations from a large contingency of student leaders calling for curriculum changes, faculty members from the department of Human Development and Family Sciences meet to discuss students' demands to decolonize their curriculum, or center indigenous experiences and ways of knowing, and re-establish themselves as an anti-racist organization.

In dialogue about possible changes, many members of the faculty team experience dissonance and express disbelief about upending their curriculum. As their colleagues, students and scholar consultants consider the canon, which undergirds their curriculum – many of the faculty are flummoxed about how to reconstruct a curriculum that does not draw upon the scholarship targeted by student leaders.

The team decides more time is needed for their own learning and exploration. They invest in professional development, in-services and reading groups to consider critical perspectives on human development and family sciences. Through these explorations, the team develops a better understanding of how the canon was established, and they achieve a better understanding of how continuation of their curriculum in its current form reifies the socialization of their students into a professional worldview that is problematic, incomplete and ineffective.

### Key Takeaways

- **The Issue:** Student leaders are calling for curricular change, and faculty are confused as to how they may approach their discipline without relying on the work of scholarship regarded as colonial and racist.
- **The Deliberation:** To account for their knowledge gaps, faculty invest in dialogue, external consultation and ongoing professional development.
- **The Growth:** The faculty come to understand the role of curriculum in shaping future human services practitioners, and how lack of examination may socialize students to reproduce systemic racism.
  - *Knowledge:* Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Reflection
  - *Attitudes:* Openness

## Robin and Pamela – Considering Emerging Methods

Robin, a doctoral graduate student in engineering education, is currently writing her dissertation. After submitting a complete draft to her advisor, Pamela, Robin receives revisions critical of including a positionality statement that details her worldview and discloses her social group memberships related to race, class and gender.

Pamela recommends that Robin omit the section entirely and asserts that positionality statements are unprecedented in engineering education and in quantitative studies more broadly. Pamela asserts the statement is distracting and may delegitimize Robin's scholarship.

Robin asks to meet with Pamela and offers that the inclusion of such a statement is an acknowledgment that no inquiry is independent from culture, and that the socialization of the investigator is a significant component for the reader to consider when reviewing her research questions, design, analyses and conclusions. Pamela is compelled by Robin's conviction and agrees to peruse a few citations at her recommendation to learn more. Pamela and Robin read and discuss emerging perspectives in critical statistics as well as review publications that inspired Robin's design.

Pamela agrees to support Robin's decision and advocates on her behalf to the rest of her committee. Further, inspired by their exploration, Pamela integrates new epistemological perspectives in her graduate course on research methods in an effort to expose more students and to expand her own learning.

### Key Takeaways

- **The Issue:** Robin and Pamela are at an impasse about whether to include a positionality statement in a quantitative study in engineering education. Robin believes the statement strengthens her research design and Pamela believes inclusion will undermine Robin's scholarly credibility.
- **The Deliberation:** Pamela agrees to dialogue with Robin and learns more about emerging perspectives in research design.
- **The Growth:** Pamela recognizes the explicit and implicit influences of an investigator's socialization in virtually all research activities and creates opportunities to further her learning and facilitate learning for others.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Reflection
  - *Attitudes:* Curiosity, Openness, Responsibility and Initiative

## Paul – Investing in Self Reflection

Paul is an assistant professor of Sociology, and his research agenda is focused on the Great Northward Migration, the 20th century movement of African Americans from the rural South to the urban Northeast, Midwest and West. A pattern of critique has begun to emerge as Paul presents papers at scholarly conferences. Fellow panelists and attendees have begun to openly question and critique the legitimacy of his research agenda, citing his perspective as a white man. Paul begins to feel defensive and distressed as colleagues suggest that his inquiry into the experiences of people of color is potentially misguided or even harmful.

Paul wants to remain open to criticism and contemplate the implications of his past research and possible redirections for his future scholarship. But he is distracted by the overwhelming pressure he feels to produce adequate publications in pursuit of tenure. Paul is aware of community -and participatory research methods, and while he is amenable to research practices, engaging in such projects within a short timeline is not feasible.

As a shorter-term solution, Paul reaches out to trusted colleagues to create reflexivity partnerships, where together they raise one another's consciousness and facilitate critical self-examination. Paul maintains these relationships throughout the tenure process in an attempt to unearth, confront, and mitigate socialized biases. Meanwhile, Paul continues his research and planning for community-based research methods and contemplates potential shifts in his research agenda.

### Key Takeaways

- **The Issue:** Paul receives feedback on the limitations of his scholarship connected to his experience as a white man. He is urged to redirect his scholarship, and Paul is ambivalent about the feasibility of shifting his agenda while pursuing tenure.
- **The Deliberation:** Paul pushes through his ambivalence and other overwhelming feelings to consider opportunities for flexibility and compromise.
- **The Growth:** Paul discerns short-term and long-term solutions to reconcile the limits of his research agenda and utilizes consciousness building relationships to recognize the impact of his socialization as a white man on the outcome of his research.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Reflection, Integrative Learning
  - *Attitudes:* Curiosity, Openness, Responsibility and Initiative



## Trevor – Mentoring for a New Generation

Trevor, a supervisor in Alumni Relations, is responsible for leading 10 professional and graduate student employees. Trevor is enrolled in a yearlong supervision and leadership coaching series. The most recent session focused on consciousness and inclusion in professional mentorship. The workshop covered how professionalism is socially constructed and how work norms related to clothing, hair styles and other forms of individual expression are somewhat arbitrary and shaped by larger race, class and gender norms. The workshop facilitator challenged the idea that all employees should assimilate to particular notions of professionalism and asked Trevor and his fellow attendees to consider more deeply what types of clothing and expression were necessary for employees to be productive, happy, healthy and able to achieve their goals.

Trevor is struck by the presentation. He is better able to see how workplace norms regarding professional dress are at times confining and incongruent for many employees, often employees who are women, LGBTQ, people of color, and international employees. He becomes self-conscious because he has a history of enforcing arbitrary race, class and gender norms through his mentorship. Trevor recalls instructing women to dress colorfully and wear makeup, dresses and hosiery. He has also instructed men to keep their hair short, be clean shaven and wear expensive suits. Trevor has also discouraged black employees from natural hair styles and encourage black men to cut their dreads and braids.

Trevor is a distraught and feels uncomfortable when he thinks about his history of advice. Trevor takes time to reflect and forgives himself for the advice he has been given, as he recognizes that he was transmitting the advice he was given. He commits to changing his advice, but feels unsure what to say or do when his staff asks for his guidance on how to dress for work and to advance their career.

Trevor consults with colleagues he met through the professional development series to discuss and brainstorm together. Through their dialogue, Trevor crafts a response that gives less advice and instead explores with his supervisees their goals, hopes and what tradeoffs they are willing to reconcile. He also begins asking his staff how he can support them if their preferred professional dress challenges institutional or disciplinary expectations.

### Key Takeaways

- **The Issue:** Trevor is made aware that his long-standing mentorship practices regarding professionalism and professional dress are problematic and contribute to the reproduction of arbitrary and harmful race, class and gender norms.
- **The Deliberation:** Trevor is self-conscious about his past behavior and unsure of what new behaviors could look like going forward. Trevor reaches out to colleagues to dialogue and brainstorm.
- **The Growth:** Trevor recognizes that biases and negative social reinforcements are transmitted through advice. He augments his guidance to prioritize listening and encouraging employees to weigh their professional dress choices with their professional goals.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Reflection, Integrative Learning
  - *Attitudes:* Curiosity, Openness, Responsibility and Initiative

## Dede and Willam – Tracing Leadership Values and Beliefs

Dede and Willam are associate deans in the College of Liberal Arts. As a side project to their management responsibilities, they decide to co-author an article on culturally responsive academic leadership. They both recognize the need for more information on culturally responsive leadership in their context and take it upon themselves to fill the gap in the literature.

Dede and Willam explore the literature and begin acquiring insights from various academic and professional resources. The research process instigates their own self-reflection, and they begin to gain insights from their leadership histories. Their most salient conclusion is that their leadership values and behaviors are a strong reflection of the leadership ethics and strategies modeled to them – and they are a product of their leadership ecosystems. Dede and Willam examine deeper to consider how their leadership experiences were informed by race, class and gender norms and the various ways these norms may manifest and reproduce.

Together, they consider the decisions they have made, the priorities they have raised, and how certain practices and approaches gave them privilege over others. They speculate as to how these decisions and priorities reflected raced, classed, and gendered ways of knowing – and how these beliefs and practices became institutionalized and enshrined in policy. Dede and Willam discuss a number of places where their leadership values express themselves, including timeliness and deadlines; budget priorities and transparency; decision making; and internal and external communications.

Their dialogue expands to consider the implications of their leadership style and how it may influence who joins their organization, who stays in their organizations and who thrives in their organization, and more broadly, how their approaches do or do not contribute to realizing a diverse organization.

Through their shared writing process, they discover the significance of self-reflection in developing culturally responsive leadership, as well as for uncovering the influences of their own socialization on others. Dede and Willam commit to maintaining their dialogue beyond the completion of their publication.

### Key Takeaways

- **The Issue:** Dede and Willam are unable to find adequate resources that explore culturally responsive leadership in their academic context.
- **The Deliberation:** The pair commit to research and co-author an article that explores culturally responsive academic leadership and serve as reflective partners as they explore the development of their own leadership styles.
- **The Growth:** Dede and Willam recognize the influence of their early leadership examples in the formation of their own leadership style, and how their leadership decisions and behaviors reproduce race, class and gender norms. They commit to further reflection and exploration.
  - *Knowledge:* Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Reflection, Integrative Learning
  - *Attitudes:* Curiosity, Responsibility and Initiative

## Savanah – Reconsidering “Good Service”

Savanah is supervisor for work study employees for the student services office at the College of Science. At the start of the academic year, Savanah holds a mandatory new student employee orientation that focuses on her office’s commitments to exemplary student service. Savanah’s orientation includes explicit instructions on how to communicate verbally and non-verbally with student patrons. Savanah’s directives include being high-energy and she insists that her students be smiling and talkative with a “perky” disposition. Savanah asserts that her staff should demonstrate interest and curiosity in the students who visit their office and engage in enthusiastic conversation.

At the end of the fall term, several grievances come to the College of Science human resources department from student employees who were documented in their performance evaluations as not meeting essential expectations of their roles. Each grievance highlights customer service expectations. The student justifications for their grievances assert that the critique they received in their performance reviews is culturally grounded and that multiple alternatives for providing quality and polite customer service were not articulated in their fall orientation or honored in their evaluation.

The Human Resources team initiates a mediation between Savanah and her staff. As a result of their mediation, and Savanah’s subsequent reflection and professional development, she increases her awareness to the particular cultural values which undergird her notion of good service. She also recognizes that while some of her students’ dispositions may be different from the norms she was raised with, the diversity of approaches brought by her team ultimately improves the quality of service her office provides.

Savanah revises her subsequent trainings to be less authoritative, and instead engages new employees in a conversation about how they communicate respect and provide quality service. Together, Savanah and her staff co- develop the criteria that will be used to evaluate their performance at the end of the term.

### Key Takeaways

- **The Issue:** Savanah’s new employee curriculum imposes a particular paradigm of customer service that aligns with her own upbringing and values. As a result, student employees with different cultural orientations to customer service receive critical feedback in their formal employee evaluation.
- **The Deliberation:** Human resources mediates a conversation between Savanah and her staff. Savanah subsequently engages in additional inquiry and reflection.
- **The Growth:** Savanah recognizes the particular cultural orientation to her guidance on customer service and amends her training to be less instructional and more dialogic so the team can shape their customer service standards together.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Reflection, Integrative Learning
  - *Attitudes:* Openness

## Lucas and the Dining Center Team – Slowing Down to Succeed

Lucas is a sous chef in a campus dining center and the staff member in charge of the cultural food programming. Lucas is reading a year-end report that synthesizes customer feedback from online surveys and on-site feedback cards. Lucas reads a substantial number of comments that are critical of the dining center’s food selection. Comments from students, faculty and staff of color, as well as international patrons, disapprove of food options that connect to their cultures being separated in the dining center in an “ethnic foods” concept. Further, patrons are disappointed that the foods they are most familiar with are offered on a limited basis, and often during specialty events or culturally specific celebrations. Lucas discerns a theme from the feedback that the patrons do not appreciate their food cultures being regarded as “special” where the foods preferred by their white peers is regarded as normal, the standard, and is what is most regularly offered in the dining center.

Lucas summarizes and shares the patron feedback with the larger team and opens discussion. Initially, the team is defensive about the feedback and assert that their menu options are driven by demand and that patrons ultimately vote with their dollars. With more exploration, the team concedes that their menu options are determined largely by their training and capacity. The food the dining center staff provides is indicative of their own food preferences, and the ingredients and methods they use are drawn largely from the regions they were raised and trained in.

The team constructs a short-term plan to provide more food options to be integrated throughout the dining center. The team also declares a longer-term plan to recruit, hire, and retain staff to help imagine and prepare menus that reflect the diverse food traditions of their patrons.

### Key Takeaways

- **The Issue:** Lucas and his team receive feedback that students, faculty, and staff of color who patron the dining center are dissatisfied with the available menu and experience the available options that connect to their own cultures to be nominal and marginalized.
- **The Deliberation:** Lucas initiates dialogue with his team about the critical feedback. The team works through feelings of defensiveness and explores the gap between patrons' expectations and their knowledge, skill and capacity to provide foods that reflect diverse cultures.
- **The Growth:** The team recognizes that their menu is a product of their own socialization. The team deliberates both short- and long-term solutions and prioritizes the recruitment and retention of staff who can help diversify the menu.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Reflection
  - *Attitudes:* Openness, Responsibility and Initiative

## Ellie and Adric – Unpacking Good Intentions

Ellie is known among her friends, co-workers, and acquaintances as having exceptional style and fashion sense. Ellie identifies as a woman, and her clothing choices reflect a range of gender expressions. She enjoys wearing all types of clothing. Some days she wears dresses and high heels, others she wears men’s cut suits, overalls, or shirts and ties. Her style is important to her, and she dresses in ways that makes her feel beautiful, empowered, and confident.

Since moving to town, she has never received negative comments about any of her clothing choices. However, she has noticed that when she chooses to wear clothes that are commonly understood as feminine, she receives heightened and enthusiastic compliments from her friend Adric. When wearing feminine clothes, Adric tends to gush by saying “You look so beautiful.”; “I love you in a dress.”; and, “You should dress like this more often!” The positive reinforcement of her feminine dress communicates to Ellie that Adric doesn’t appreciate her many forms of style.

Ellie initiates a conversation with Adric. She shares her observation of that his pattern of affirmations are gendered and regardless of his intention, serve to reinforce a particular gender expression. Adric commits to listening and asks many open-ended questions to better understand Ellie’s experience and expectations. Ellie asserts that she does not want Adric to make compliments that he does not believe in, rather she asks that he reflect on what purpose his compliments serve and how they make her feel.

Ellie feels like Adric understands her, which is confirmed by a steady change in his behavior. Going forward, Adric challenges himself to consider not only what he thinks about Ellie’s clothing, but also what she thinks about her clothing, and he attempts to honor her choices and celebrate them with her.

### Key Takeaways

- **The Issue:** Adric has a pattern of affirmation that reinforces a particular gender norm upon Ellie. She believes that Adric’s compliments are well intended, but that he does not recognize the negative impact of his positive reinforcement.
- **The Deliberation:** Ellie opens up dialogue with Adric about how his compliments make her feel, and asks him to consider how his affirmations are implicit attempts at shaping Ellie’s gender expression. Adric commits to listening and exploring further.
- **The Growth:** Adric comes to understand that the pattern of his compliments is a reflection of his own socialization, and in turn attempts to reinforce particular gender norms in Ellie. Adric commits to being more thoughtful about the origin of his affirmations and strives to affirm about Ellie what is important to her.
  - *Knowledge:* Cultural Self-Awareness, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Reflection
  - *Attitudes:* Openness, Responsibility and Initiative

## David and Lindsay – Facing Implicit Bias

David and Lindsay are volunteer supervisors for a 4-H livestock show in Eastern Oregon. David and Lindsay are called to the central administration site to respond to concerns raised by event attendees. David and Lindsay meet a family from Gresham. The family shared that they are Latinx and bilingual, and while attending the event and visiting various booths and pens, they experienced an unwelcoming and at times hostile attitude from event volunteers. The family shared that when they communicate, they switch between English and Spanish, and they recognized that when speaking Spanish, the non-verbal responses of the volunteers were cold and disapproving. The family shared that when speaking Spanish, they noticed frowning, avoidance and whispering among the volunteers. The family had decided to leave due to the unwelcoming climate but wanted to make sure a supervisor was aware of their experience.

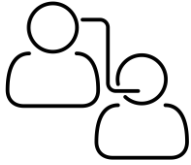
David and Lindsay listen to the family's concerns and share their regrets for their experience. After the family departs, David and Lindsay discuss. Initially, David feels defensive and begins deliberating reasons why the family may have misinterpreted behaviors of their volunteers as a result of hyper-sensitivity. Lindsay challenges David's thinking and acknowledges that she recognizes the non-verbal behaviors in the volunteers, and similar behaviors in David and herself, and contends that such behaviors are engrained and ultimately disrespectful and counter to their organization's values.

David listens and joins Lindsay in her reflection by asserting that hostile attitudes towards Latinx folks and people who speak languages other than English have existed in their community for generations. David acknowledges how those community attitudes may have embedded themselves in his unconscious.

Lindsay offers that the solution to a culture shift at their 4-H events is to make the unconscious conscious, and to acknowledge and interrupt disrespectful verbal and non-verbal behavior when it arises in others and themselves. Together, Lindsay and David debrief with the volunteers and share their commitment to confronting disrespectful behavior toward patrons who speak languages other than English. Additionally, Lindsay and David embed relevant conversations in their volunteer orientations going forward which include their language access responsibilities to comply with civil rights regulations.

### Key Takeaways

- **The Issue:** A family of Spanish speakers feel marginalized at a community Extension event and provides feedback to the volunteer supervisors about their experience with the volunteers' disrespectful non-verbal behavior.
- **The Deliberation:** David works through his feelings of defensiveness, assisted by Lindsay's own vulnerability and self-awareness.
- **The Growth:** Lindsay and David recognize that their behaviors and the behaviors of their volunteers are culturally embedded. They decided to interrupt the pattern of hostility towards Spanish speakers in their community by confronting disrespectful behavior and shifting the conversations in their volunteer orientations.
  - *Knowledge:* Cultural Self-Awareness, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Integrative Learning
  - *Attitudes:* Curiosity, Openness



### **Utilizing Inclusive and Affirming Language**

A culturally competent community member will recognize and understand the impact and influence of language in community interactions. This includes engaging others with responsiveness and sensitivity.

*Utilizing inclusive and affirming language* is an ongoing commitment to communicating in ways that are most respectful and effective for our audiences. Too often, conversations around language use devolves into debates about political correctness and black and white thinking about words we should and should not say. We recommend side-stepping divisive debates about individual rights and free speech and instead focusing on the community impact of our language choices. One way to reflect on our language use is to compare the choices we make with the clothes we wear. We have many choices about the clothes we wear and what's more, the ideal clothing choices for us are at times ill-fitting to others. Some clothes makes us feel confident, beautiful and more like ourselves. Other clothes are uncomfortable, constricting, or make us self-conscious. Much like clothes, we live our lives in language, and like fashion, language is constantly changing. A culturally competent community member stays attuned to shifts in language and works to integrate these shifts into their professional practices.

At Oregon State, utilizing inclusive and affirming language may look like a researcher providing protocols and instruments in multiple languages to enable the input of diverse participants in the production of knowledge. It may also look like a colleague normalizing pronoun sharing at the start of their meetings and inviting all those involved to share gender pronouns if they wish.

Individually, learning in this dimension may look like increasing awareness of others' wants and needs and better understanding of how language use contributes to our sense of community and belonging. We may improve our ability to empathize, communicate across difference and adapt our professional practices once we gather more insight. We may also become more open, curious and committed to exploring the impacts of our language use on others. As a community, when we learn together, we may become an organization that is flexible and responsive to the needs of our students and colleagues.

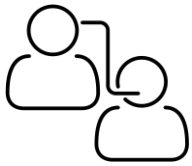


## Utilizing Inclusive and Affirming Language

	KSA	Baseline
Knowledge	<p><b>Knowledge of Diverse Worldviews<sup>8</sup></b> Understanding of the complexity of elements important to members of other cultures in relation to multiple dimensions, including history, values, politics, communication styles, economy, or beliefs and practices.</p>	<ul style="list-style-type: none"> <li>Recognizes and discusses how diverse others interact with language, and their expectations of care, community and respect related to language</li> </ul>
	<p><b>Foundations of Power, Privilege and Oppression<sup>5</sup></b> Understanding multiple worldviews and cultural experiences through dimensions of power, privilege and oppression. Understanding includes recognition of the complexity and interdependence of these systems.</p>	<ul style="list-style-type: none"> <li>Recognizes and discusses how language is laden with power, shapes social relations, and influences individual and group equity and inclusion</li> </ul>
	<p><b>Foundations of Community and Belonging<sup>12</sup></b> Awareness of the physical, organizational and social conditions that lend to community, involvement, inclusion and safety.</p>	<ul style="list-style-type: none"> <li>Recognizes and discusses how language influences sense of belonging, and is influential in interpersonal, structural and symbolic contexts</li> </ul>
Skills	<p><b>Empathy<sup>5,8</sup></b> Ability to interpret intercultural experiences from one's own perspectives and the perspectives of others with the ability to act in a supportive manner that recognizes the meaning, making and feelings of other individuals and cultural groups. Also includes the ability to evaluate and apply diverse perspectives to complex issues in the face of multiple and possibly conflicting points of view.</p>	<ul style="list-style-type: none"> <li>Attempts to understand others' cognitive, emotional and behavioral responses to language use and languages</li> <li>Understands and interrupts own biases and misinformation</li> <li>Listens with care and connection</li> </ul>
	<p><b>Intercultural Communication<sup>8</sup></b> A complex understanding of cultural differences in verbal and nonverbal communication and the ability to skillfully negotiate a shared understanding based on those differences. Also includes the ability to tailor communication strategies to effectively express, listen and adapt to others to establish relationships to further understanding and collaboration.</p>	<ul style="list-style-type: none"> <li>Adapts language, language use and communication style to the needs of diverse others</li> <li>Communicates in multiple ways, shifts communication styles to serve the needs of diverse constituents</li> </ul>
	<p><b>Reflection<sup>7,9</sup></b> Ability to review prior learning in depth to reveal significantly changed perspectives about educational, work and life experiences, which provides a foundation to further expand knowledge, growth and maturity over time. Also includes the ability to build on prior experiences to respond to new and challenging contexts and envision a more capable future self.</p>	<ul style="list-style-type: none"> <li>Examines the factors and conditions that shape language and language use</li> <li>Considers roles and responsibilities of interrupting normative cycles of socialization</li> </ul>



	<p><b>Integrative Learning<sup>1,7</sup></b></p> <p>Ability to connect and extend knowledge from one learning experience to multiple personal, professional and academic contexts. This includes the ability to independently adapt and apply, skills, abilities, theories or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</p>	<ul style="list-style-type: none"> <li>• Discerns meaningful connections between critical knowledge of language and language use with institutional role</li> <li>• Imagines and enacts policies and practices that interrupt oppressive language use</li> </ul>
<b>Attitudes</b>	<p><b>Curiosity<sup>8,9</sup></b></p> <p>Motivation to ask complex questions about other cultures and seek out and articulate answers to these questions that reflect multiple cultural perspectives. When relevant, includes the ability to explore a topic or issue in depth to yield rich awareness and/or reveal little-known information.</p>	<ul style="list-style-type: none"> <li>• Willingly asks questions and acquires new information related to one's own language use and the language use of others</li> <li>• Responds to new, and potentially dissonant information, with increased desire to learn</li> </ul>
	<p><b>Openness<sup>8</sup></b></p> <p>Motivation to initiate and develop interactions with culturally different others. This includes a willingness to suspend judgment when interacting with culturally different others.</p>	<ul style="list-style-type: none"> <li>• Willingly suspends judgement</li> <li>• Manages emotions to sustain relationships and interactions with people with different values, expectations and needs related to language</li> </ul>
	<p><b>Responsibility and Initiative<sup>5,9</sup></b></p> <p>Motivation to participate in processes of leadership, taking informed and responsible action to address challenges at local, regional and global levels. This includes a willingness to expand knowledge and skills; envision a path forward; convene and organize others; and evaluate the local and broader consequences of individual and collective interventions.</p>	<ul style="list-style-type: none"> <li>• Feels compelled to interrupt oppressive language and barriers to uses affirming language within own spheres of influence</li> <li>• Willingly engages and interrupts oppressive language and language use</li> </ul>



## Utilizing Inclusive and Affirming Language

### Cases of DEI Learning

#### *Instruction*

- Ron – Setting Expectations, Together
- Hui and Lane – Leveraging Resources

#### *Research*

- Kenneth – Including Diverse Voices in Knowledge Production
- Claudio and the College of Forestry Lab Directors – Initiating Culture Change

#### *Leadership*

- The Admissions Team – Finding the Right Words
- Lee and the Marketing Team – Investing in Learning

#### *Support*

- Hassan – Committing to Universal Design
- Lola and the Student Health Services Information Technology Team – Anticipating Negative Impacts

#### *Community*

- Amanda and Christine – Broaching Difficult Dialogue
- Terence – Confronting with Vulnerability

## Ron – Setting Expectations, Together

Ron is an associate professor of art history preparing to teach a new course on the imagery and aesthetic of the Arab Spring. As the course approaches, he is mindful about sustaining an affirming an inclusive learning environment while exploring content that may invoke politicized and controversial conversation. Ron consults with a colleague about setting norms and tone for the class, and his peer advises that he have a robust conversation with his class early in the course about appropriate use of language.

Ron makes time on the first day to discuss decorum for talking about politicized issues that intersect with faith, race and colonization. Ron centers the in-class dialogue on what terms and expressions do and do not meet students' expectations for an inclusive and rigorous scholarly environment.

The dialogue is fruitful and spans the first two class sessions. The class deliberates and determines their needs and desires and establishes together shared group norms that may be revisited any time during the class. Ron senses that the dialogue improved students' comfort as well as their engagement. He perceives students to be more talkative and participatory than those in the other course sections he teaches. Ron decides to utilize similar group norm building activities in future sections and to start the dialogue fresh each term with each new group of students.

### Key Takeaways

- **The Issue:** Ron is ambivalent about how to create an engaging and inclusive discussion-based learning environment on a highly politicized topic.
- **The Deliberation:** Ron solicits feedback from a peer, and experiments with a group norming process that invites student input and shared responsibility for class format and decorum.
- **The Growth:** Ron finds a solution that mitigates his anxieties about teaching politically sensitive material and finds that broaching some topics and establishing group norms has positive impact on student engagement and participation.
  - *Knowledge:* Foundations of Community and Belonging
  - *Skills:* Empathy, Intercultural Communication, Integrative Learning
  - *Attitudes:* Curiosity, Responsibility and Initiative

## Hui and Lane – Leveraging Resources

Hui is a full professor in physics currently teaching the first-year introductory course for physics majors. Hui’s course takes place in a moderate-size lecture hall and enrolls 75 students. Hui knows many students by name, but not all. He is familiar enough with his students to recognize their faces and is comfortable asking for their names when he does not recall.

After midterms, one of his students, Lane, attends office hours. After briefly discussing the results of their midterm, Lane shares that Hui has not been using the correct gender pronouns with Lane since the beginning of the term. Lane, who identifies as non-binary, uses gender neutral pronouns (Ze, Hir, Hirs). Lane shares that ze would appreciate if Hui did not use masculine pronouns (he, him, his) when addressing hir.

Hui recognizes that he has mis-stepped with Lane, and while he does not immediately understand Lane’s concerns or what it means to be non-binary, he apologizes and shares that he will do better going forward. When Lane leaves, Hui connects with a colleague and admits that he is not sure what it means to be non-binary nor is he sure what it means to use different pronouns. Hui admits that he has never really thought about his own pronouns. His colleague directs him to an on-campus training on introductory LGBTQ concepts. He also shares with Hui that the university’s learning management system has software called Name Coach where Hui can confirm a student’s gender identity and gender pronouns.

Hui attends the campus training, where he learns much and has the opportunity to practice speaking with gender inclusive pronouns. Hui also practices using Name Coach and finds that integrating students’ preferred gender pronouns is less cumbersome than he initially anticipated. Going forward, Hui includes a statement in his syllabus about his commitment to inclusive pronoun use as well as a link to ‘Name Coach’ where he encourages students to share or update their gender pronouns. Hui also normalizes pronoun sharing (if students wish to do so) at the beginning of the term during general introductions.

### Key Takeaways

- **The Issue:** Hui is made aware that he is misidentifying one of the students in class. Hui wants to be supportive and inclusive but is unsure of the student’s request and what it means to be non-binary.
- **The Deliberation:** Hui seeks the guidance of a peer and confides that he is unfamiliar with the identity of his student, and how to best support hir. Hui is directed to campus resources for further learning.
- **The Growth:** Hui increases his consciousness to the experience and needs of non-binary learners and develops new skills to communicate with and advocate effectively with students across the gender spectrum.
  - *Knowledge:* Foundations of Community and Belonging, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Intercultural Communication, Reflection, Integrative Learning
  - *Attitudes:* Curiosity, Responsibility and Initiative

## Kenneth – Including Diverse Voices in Knowledge Production

Kenneth is a recently hired assistant professor in biology. As a part of his institutional orientation, he attends a workshop hosted by the institutional review board on language accessibility.

Kenneth's research is focused on diabetes, and his inquiry generally requires analyses of blood samples from aging adults. Kenneth initially disengages from the workshop as the focus is on the importance of offering research recruitment materials like informed consent and calls for participants in multiple languages. Kenneth discerns that since his research is focused on human physiology and not cognition, his research does not require sampling from people who speak a language other than English.

As the workshop progresses, Kenneth's interest is piqued as the facilitator discusses the ethics of making knowledge production accessible to diverse research subjects. The facilitator offers several compelling examples of how several significant population characteristics are correlated with language, as language shapes the regions where people live and has direct and indirect connections to people's diet, exercise, and other behaviors that influence physiology.

Kenneth is inspired to make his research protocols more accessible but doesn't know where he will get the additional funds to pay for translation services. Kenneth reaches out to his department chair about availability of institutional resources and also for guidance about including translation costs in grant applications.

Kenneth's ability to secure funds is slow-moving; however, within three years Kenneth is able to commit to providing his research protocols in three languages: English, Spanish and an additional third language that is most relevant to the region he is sampling from.

### Key Takeaways

- **The Issue:** Kenneth is advised by the IRB to provide his research protocols in multiple languages. For Kenneth, this guidance is unprecedented, confusing and seemingly impractical.
- **The Deliberation:** Kenneth is inspired by the guidance of the IRB and is motivated to connect and deliberate with his department chair.
- **The Growth:** Kenneth finds support within his department, and after securing funding, slowly grows his inquiry practices over several years to engage research participants in new ways.
  - *Knowledge:* Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Intercultural Communication, Integrative Learning
  - *Attitudes:* Curiosity, Openness, Responsibility and Initiative

## Claudio and the College of Forestry Lab Directors – Initiating Culture Change

Claudio is new to his role as Dean of the College of Forestry. Early in his service, Claudio was inundated with emails, personal testimonies, and reports about the adverse conditions for women in the college's research labs. Women's participation in the college at all levels – undergraduates, graduates, staff and faculty – is below the institutional average, and the results of their climate surveys corroborate adverse conditions for women in teaching, service and research. The research labs, which are the cornerstone of the college, are uniquely inhospitable. Across all accounts, concerned stakeholders frequently reported use of sexist and marginalizing language about or toward women.

Marginalizing language included inappropriate comments, jokes, and questions. Marginalizing language was described as sexual harassment and intimidation, as well as demeaning, demoralizing, and chauvinistic.

Claudio's response to reports of sexual harassment and intimidation were swift, and he partnered with the institution's equity and compliance office to investigate and adjudicate claims. In addition to addressing civil rights grievances, Claudio was discerning how to lead change regarding the college's larger culture of sexism. Claudio decided to initiate an inclusive language campaign to educate the college on the impacts of marginalizing language, and to encourage bystander intervention, which recognizes and confronts sexist language. Claudio convened the director of the research labs to share his plans and cultivate buy-in with the campaign.

At their first meeting, the lab directors were dismissive, and some were incredulous. Generally, the group regarded Claudio's initiative as superfluous to its research goals and an exaggeration of the working conditions of the labs. Claudio was disappointed but resolute.

Claudio continued to convene the group and subsequently focused on de-identified testimonies, focused survey data and other metrics to illustrate the issues in their labs. With time, individual lab directors empathized and began to understand the inhospitable conditions of their labs for women. Culture change was slow. As time progressed, other lab directors joined Claudio's campaign and initiated their own meetings, trainings, and campaigns to shift language use throughout their labs.

### Key Takeaways

- **The Issue:** Claudio is made aware of the hostile climate for women in his college and a pattern of marginalizing and harassing language that undermines the college's commitment to diversity, equity, and inclusion.
- **The Deliberation:** Claudio attempts to lead culture change through a rollout of an inclusive language campaign. Claudio experiences difficulty and slow movement as the college's lab directors are incredulous and disengaged. Claudio works slowly to grow allyship through dialogue and education.
- **The Growth:** Claudio realizes the imperative of time and endurance in leading culture change and the value of coalition building in realizing inclusive organizational climate.
  - *Knowledge:* Foundations of Community and Belonging, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Intercultural Communication, Reflection, Integrative Learning
  - *Attitudes:* Curiosity, Openness, Responsibility and Initiative

## The Admissions Team – Finding the Right Words

A team of administrators representing university admissions, undergraduate studies, institutional research, and multicultural affairs convene to explore and revise institutional use of the word “minority” to describe the experiences of historically marginalized racial groups.

The meeting was motivated by recent concerns raised by student leaders and academic faculty about the overly simplistic and problematic nature of the use and definition of “minority” as an encompassing framework for students who identify as black, Latinx, Asian and Pacific Islander or indigenous. The term does not comprehensively reflect students’ experiences, nor does it enable effective institutional assessment and communication about students’ needs as the term is often misinterpreted and misrepresented. Additionally, the student leaders and faculty took issue with how “minority” defines a group of students in relation to a majority.

Initially, the conversation is slow-moving as several members of the team dismiss the discussion as trivial and mere semantics. Several leaders within the team reassert that the matter is not trivial if it is of concern to the students and if the current framework ultimately falls short of accurately describing student experiences.

After thorough deliberation, the team of administrators determines describing the collective experience of racially minoritized students as “students of color” and also commits to attending to and expanding upon the individual experiences of specific racial groups including Latinx, black, Asian and Pacific Islander, indigenous or multiracial students with additional inquiry projects and reporting.

### Key Takeaways

- **The Issue:** Current institutional language to identify and make meaning of students’ experiences is limited and marginalizing and student leadership has called for revision.
- **The Deliberation:** Key administrators convene to explore options. The administrators have difficulty reaching consensus on the legitimacy of the issue. Through dialogue, they recognize the need for change and discern a solution.
- **The Growth:** Administrators recognize the impact of language and how it shapes students’ identity, perceptions of social groups, and related policies and practices.
  - *Knowledge:* Foundations of Community and Belonging, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Reflection, Integrative Learning
  - *Attitudes:* Curiosity, Openness, Responsibility and Initiative

## Lee and the Marketing Team – Investing in Learning

A sub-committee of leaders from the University Marketing team convenes to deliberate a pattern of feedback they have received regarding their use of language in event and program promotions, which many clients and community members have experienced as insensitive, mislabeling and offensive.

The leaders review the portfolio of marketing materials labeled as problematic and identify a pattern of design decisions that perpetuate racial stereotypes and racial tokenization. In each case, the team ascertains that no member of the team had the conscientiousness to assess and intervene in the design choices.

Lee, director of the marketing team, decides to invest in an external review and hire outside consultants with specialty in intercultural communication. With outside help, they engage in a more comprehensive review of their work from the last three years and uncover additional oversights and design decisions that are not congruent with their stated commitments to inclusive excellence. All of the marketing materials identified as problematic are included in a department-wide training retreat and serve as the foundation for dialogue and consciousness building.

After the review, Lee commits to investing in ongoing professional development, establishes an advisory group and redirects position descriptions and future recruitment and hiring to address knowledge and skills related to cultural competence. Lee also integrates the review team's feedback on structural changes in departmental policy and practice to help shift organizational culture.

### Key Takeaways

- **The Issue:** A marketing team is made aware that their consultations and designs are producing and reproducing marginalizing language, insensitive representations and stereotypes.
- **The Deliberation:** The director of the department and other key leaders determine that the quality of work is a reflection of staff capacity relative to knowledge, skills and values. The team invests in comprehensive support and longitudinal professional development.
- **The Growth:** The team recognizes that inclusive excellence in marketing is not resolved with good intention alone. Inclusive excellence requires individual reflection and conscientiousness, as well as specialized training and diverse representation in the marketing team.
  - *Knowledge:* Foundations of Community and Belonging, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Intercultural Communication, Reflection, Integrative Learning
  - *Attitudes:* Curiosity, Openness, Responsibility and Initiative



## Hassan – Committing to Universal Design

Hassan is an administrative assistant in the College of Business. One of his assigned duties is to post notices for his office regarding managerial announcements, new policies and other college-wide communications.

During a regular staff meeting, several colleagues' express concerns with Hassan, that while his posters are beautifully designed and thoughtful, his choice of font and color is not accessible to the reading and visual needs of the entire team. The group highlights Hassan's frequent use of "Stencil" and "Script" fonts as an impediment to folks with dyslexia and visual impairment. They also note that his color schemes make the text difficult to discern for folks who are not able to see the full color spectrum.

Hassan is disappointed and discouraged. He is very proud of his postings. In addition to his appreciation for his design, he doesn't know how he can ensure his postings are visually accessible. After taking a few days to reflect, he researches online and finds a distance learning course on accessible visual communications. He approaches his supervisor about getting resources and time release to participate in the course. Hassan's supervisor agrees. Within a week of completing the course, he has developed checklists to assess all of his postings to ensure their readability.

### Key Takeaways

- **The Issue:** Managerial announcements are designed and displayed in ways that are not accessible to all staff and students. The lead administrator for the postings, Hassan, is not sure about how to alter their design and distribution.
- **The Deliberation:** Hassan works through his feelings of disappointment and incompetence and seeks resources online and at his institution to explore solutions.
- **The Growth:** Hassan realizes that he can resolve the issue through his own continued learning and development, and constructs a systematic framework to ensure legibility and comprehension of future postings.
  - *Knowledge:* Foundations of Community and Belonging, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Intercultural Communication, Reflection, Integrative Learning
  - *Attitudes:* Curiosity, Openness, Responsibility and Initiative

## Lola and the Student Health Services Information Technology Team – Anticipating Negative Impacts

Lola, an undergraduate intern working with the information technology unit of Student Health Services, is granted time at a team-wide staff meeting to share her proposal for changes to the group's operating procedures. Lola contends that a long-running auto-population function for their client ticketing system, which automatically imports names and gender pronouns from Banner into the client response emails and team communication, is problematic and potentially marginalizing to users.

Lola shares that while there have been no formal complaints about the system, in her experience with similar organizations, such assumptive practices impacted their clients' experience. Particularly, there was an adverse impact on clients whose gender identity and expression had transitioned since the time their data was initially collected.

The team is intrigued by the proposal and agrees that changes to the system are not quick or easy. Following dialogue at the staff meeting, the team agrees to assemble programmers and other organizational stakeholders to explore options, solutions and necessary resources. The group decides to redact pronouns from their communications entirely and aligns their auto-population function with the "preferred name" field in Banner.

### Key Takeaways

- **The Issue:** Lola identifies as a programming limitation in currently operating software which may potentially misidentify students' gender.
- **The Deliberation:** Lola raises the issue as a precaution, not in response to an active conflict. The team listens and agrees to assemble a team to provide resources and support Lola in resolving the issue.
- **The Growth:** As a result of inviting input and dialogue from all team members, the unit is able to mediate and resolve an issue before it negatively impacted the organization's stakeholders.
  - *Knowledge:* Foundations of Community and Belonging, Foundations of Power, Privilege and Oppression
  - *Skills:* Intercultural Communication, Reflection
  - *Attitudes:* Openness, Responsibility and Initiative

## Amanda and Christine – Broaching Difficult Dialogue

Amanda and Christine are volunteer coordinators for a youth mentorship program focused on community engagement and academic success. Amanda and Christine are responsible for supervising more than 20 mentors and providing on-site support during the weekly “study tables” event. During study tables, Christine becomes visibly irritated as she watches one of her mentors engage in conversation with their mentee. The mentor, who identifies as Saudi Arabian, is speaking in Arabic to their mentee who is from the same region of the world. At first, Christine winces and huffs.

Eventually, Christine turns to Amanda and suggests that they consider establishing an English-only policy for their mentors.

Amanda asks for more clarification, and Christine asserts that speaking in a language other than English inhibits the mentee’s acculturation to the United States. Amanda challenges Christine’s assertion and offers that the mission of the organization is not acculturation, but community engagement and academic success. Amanda perceives the mentor’s use of Arabic as a resource for both engaging and supporting their mentee.

Christine is taken aback by Amanda’s defense of the use of languages other than English. Christine disagrees, and further adds that she thinks speaking in another language is rude. Amanda asks for more time for the two of them to discuss and reflect before making a policy decision about language. For several weeks, they reengage the conversation and commit to listening to each other’s point of view. Ultimately, they do not agree in principle, but do agree to not advance a language use policy. They also agree to remain in dialogue about the topic going forward.

### Key Takeaways

- **The Issue:** Amanda and Christine disagree about whether the mentees they supervise should be able to engage with students in multiple languages.
- **The Deliberation:** Before making a policy decision, Amanda and Christine agree to take their time and engage in dialogue about the issue and their perspectives.
- **The Growth:** Amanda and Christine are able to sustain a program that enables the use of multiple languages, and further sustain their working relationship amidst disagreement.
  - *Knowledge:* Foundations of Community and Belonging, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Reflection
  - *Attitudes:* Curiosity, Openness

## Terence – Confronting with Vulnerability

Terence is having a cup of coffee and reading a book at a local cafe when he overhears two fellow patrons at another table using anti-Semitic remarks in conversation with one another. Terence immediately recognizes their language as offensive and marginalizing. He is uncomfortable and anxious about their conversation and ambivalent about whether he should say or do anything to interrupt it.

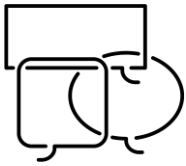
Terence recognizes that his heart is racing and that his breath has quickened. He takes a moment to calm himself. He waits for a pause in the patrons' conversation and approaches their table. Terence introduces himself, and after brief small talk, he is direct and candid in sharing how the language used by the patrons impacted him and made him feel. Terence also shared his expectation for his community, and how such language undermines what he loves and respects about their town.

The patrons appeared uncomfortable. After a period of silence, one patron responded quietly, "OK," with an eye roll. Terence thanked them for listening and returned to his seat. Again, his heart was racing, so he chose to leave and calm down.

Terence was shaken by the confrontation and filled with self-doubt about his decision to confront and the manner he chose. He was also unsure about returning to the cafe. He determined to not change his pattern and returned, where he encountered the same patrons. They made eye contact and exchanged brief greetings. Terence felt relieved and self-assured and more empowered to make a similar confrontation in the future.

### Key Takeaways

- **The Issue:** Terence overhears his peers using anti-Semitic remarks, making him uncomfortable and concerned about community impact.
- **The Deliberation:** Terence has a strong emotional reaction and is ambivalent about whether or how to confront his peers. He decides to introduce himself and focus the conversation on how he experienced their comments.
- **The Growth:** Terence was able to confront in such a way that everyone involved continued to return to the same shared space, and Terence increased his confidence and motivation to maintain similar community expectations in the future.
  - *Knowledge:* Foundations of Community and Belonging, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Reflection
  - *Attitudes:* Responsibility and Initiative



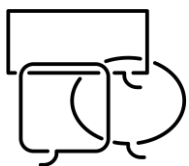
### Embracing Collaboration Across Difference

A culturally competent community member will recognize the diversity and dimensions of power and privilege in work styles and communication. This includes seeking to understand the impact and influence of our own norms and values of communication and collaboration on individuals and communities. Growth in this domain results in increased capacity to communicate and collaborate with people whom we disagree with.

There are many approaches we can take to our work and organizational goals and different strategies may yield comparable outcomes. While this may make sense to us, often we operate in our roles without reflecting on the nature of our work style, where it comes from or the impact it has on others. We may also hold an implicit belief that our own way of working is most correct and insist directly or indirectly that others comply with our work style. When we *embrace collaboration across difference*, we commit to examining the nature and impact of our working style and consider practicing in ways that are unfamiliar or even uncomfortable for us. At the core of this competency is the practice of taking perspective. Many of us have engaged in perspective taking when we have been prompted to consider “walking a mile in someone else’s shoes.” To embrace diverse working styles, we can begin by considering what it’s like to “work in someone else’s shoes.” Such reflections allow us to see our own working style more clearly and consider opportunities to shift our own practices to meet the needs of our team.

At Oregon State, embracing collaboration across difference may look like a project leader recognizing and adapting long held communication patterns which are in fact intimidating and silencing to their colleagues. It may also look like program supervisor remaining flexible to the strategies of their supervisees and maintaining openness to new ways of accomplishing a task.

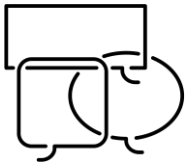
Individually, learning in this dimension may result in greater self-awareness and awareness about how power and privilege shape our work and communication styles. We may improve our ability to collaborate and manage conflict. We may also initiate exploration of the needs of others and do so with openness and flexibility. As a community, when we learn together, we may discover more innovative and effective means of achieving our goals.



## Embracing Collaboration Across Difference

	KSA	Baseline
Knowledge	<p><b>Cultural Self-Awareness<sup>5,8</sup></b></p> <p>Insight into one's own identities and social group experiences and their affiliated values, rules and biases. Insight includes examination of social group experiences in local, regional and global contexts.</p>	<ul style="list-style-type: none"> <li>• Discusses the social, cultural and political contexts that shape communication and work style</li> <li>• Discusses how one's communication and working style has shaped over the lifespan</li> </ul>
	<p><b>Knowledge of Diverse Worldviews<sup>8</sup></b></p> <p>Understanding the complexity of elements important to members of other cultures in relation to multiple dimensions, including history, values, politics, communication styles, economy, or beliefs and practices.</p>	<ul style="list-style-type: none"> <li>• Compares, contrasts and explains the distinctions of the communication and working style of others</li> <li>• Recognizes connections between other identities and the influence of social and political contexts on their communication and working styles</li> </ul>
	<p><b>Foundations of Power, Privilege and Oppression<sup>5</sup></b></p> <p>Understanding multiple worldviews and cultural experiences through dimensions of power, privilege and oppression. Understanding includes recognition of the complexity and interdependence of these systems.</p>	<ul style="list-style-type: none"> <li>• Articulates the dominance and subordination of distinct communication and work styles in the context of power, privilege and oppression</li> </ul>
Skills	<p><b>Constructive Collaboration<sup>1,11</sup></b></p> <p>Ability to facilitate productive and affirming intergroup collaborations to work across and within diverse community contexts and structures to achieve mutual aims. This includes attending to language, tone, expressions and behaviors that cultivate group connection and momentum.</p>	<ul style="list-style-type: none"> <li>• Recognizes and affirms diverse contributions, and contributions distinct from one's own working style</li> <li>• Recognizes and strategically decenters own communication and working style.</li> <li>• Recognizes and adapts to the communication and working styles of others</li> </ul>
	<p><b>Conflict Management<sup>11</sup></b></p> <p>Ability to address unproductive conflict directly and constructively, in a manner that helps to manage or resolve in ways that strengthen the cohesiveness and future effectiveness of the relationship or team.</p>	<ul style="list-style-type: none"> <li>• Demonstrates capacity to tolerate conflict and wield conflict to productive ends</li> <li>• Manages and deescalates unproductive emotional responses in self and others</li> </ul>
	<p><b>Empathy<sup>5,8</sup></b></p> <p>Ability to interpret intercultural experiences from one's own perspectives and the perspectives of others with the ability to act in a supportive manner that recognizes the meaning, making and feelings of other individuals and cultural groups. Also includes the ability to evaluate and apply diverse perspectives to complex issues in the face of multiple and possibly conflicting points of view.</p>	<ul style="list-style-type: none"> <li>• Wrestles with the complexities of others' points of view</li> <li>• Manages cognitive and emotional dissonance of holding multiple worldviews</li> <li>• Grows and refines empathic understanding with increased access to quality information and feedback</li> <li>• Listens with care and connection</li> <li>• Demonstrates active listening, utilizes verbal and non-verbal attending skills</li> </ul>
A	<p><b>Responsibility and Initiative<sup>5,9</sup></b></p> <p>Motivation to participate in processes of leadership, taking informed and responsible action to address challenges at local, regional and global levels. This includes a willingness to</p>	<ul style="list-style-type: none"> <li>• Willingly opens dialogue to explore new or conflicting communication and working styles</li> <li>• Willingly initiates learning for self and others regarding diverse communication and working styles</li> </ul>

<p>expand knowledge and skills envision a path forward; convene and organize others; and evaluate the local and broader consequences of individual and collective interventions.</p>	
<p><b>Flexibility<sup>1</sup></b> Willingness to adjust own attitudes and beliefs because of working with and learning from people from diverse communities and cultures.</p>	<ul style="list-style-type: none"> <li>• Willingly anticipates and adapts one’s working style to enable intergroup collaboration</li> </ul>
<p><b>Openness<sup>8</sup></b> Motivation to initiate and develop interactions with culturally different others. This includes a willingness to suspend judgment when interacting with culturally different others.</p>	<ul style="list-style-type: none"> <li>• Acknowledges and respects multiple productive approaches</li> <li>• Willingly explores and experiments with the communication and working styles of others</li> </ul>



## Embracing Collaboration Across Difference

### Cases of DEI Learning

#### *Instruction*

- Brandi – Setting Foundations for Collaboration
- Dine and Brett – Initiating Difficult Dialogues for Parity

#### *Research*

- Travis and Regina – Negotiating Research Ethics with Design
- Dan – Making Time to Think in New Ways

#### *Leadership*

- Carl, Sean and Miguel – Opening Up to Emotions
- Priscilla – Finding New Paths to Resolution

#### *Support*

- Terry and Chris – Allowing Multiple Paths
- Bethany and Lin – Unpacking the Assumptions in Advice

#### *Community*

- Craig – Leaning into Discomfort
- Luke and Kiah – Growing Self-Awareness



## Brandi – Setting Foundations for Collaboration

Brandi is an engineering instructor who is passionate about her teaching. Brandi is committed to active learning strategies, specifically group work, as she regards the practice as having robust and empirically sound academic and professional outcomes.

Brandi has started to notice a pattern of negative feedback in her eSET scores, in which students lament the volume of group work in her course. At first, Brandi is defensive and dismissive. She regards the students' concerns as an aversion to hard work related to the struggles of collaboration. Brandi thinks further and decides to consult with a colleague, and together they discern that the pattern of feedback seems to be emerging principally from students who identify as women. Looking more closely at student feedback and inviting more input during office hours and advising sessions, Brandi understands that women who are critical of her group work expectations are experiencing hostility in the form of exclusion and sexism.

Brandi reflects and recognizes that while she is adamant that students work in groups and she implores that students collaborate respectfully across difference, she does not explain to students what that looks like or ways they can learn and grow in this capacity. Brandi returns to her colleague for support, and together they design a lesson plan about group work in which they talk about common patterns and roles and help the groups author expectations and a communication plan. They also open up dialogue with students about race, class and gender dynamics in previous group work and how forthcoming group work could best match their needs and expectations.

### Key Takeaways

- **The Issue:** Brandi's preferred teaching method is unpopular with a group of her students. With inquiry, Brandi deduces that women are disproportionately displeased with the volume of group work in her classes – citing sexist and exclusive conditions.
- **The Deliberation:** Brandi is initially defensive. Through individual reflection and consultation with a colleague she realizes a solution that attends to students' concerns and is congruent with her teaching style.
- **The Growth:** Brandi sees the discrepancy between her high expectations for group work and her minimal investment in preparing students for group work. She finds a solution that maintains her expectations and also positions her students for success.
  - *Knowledge:* Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Constructive Collaboration, Empathy
  - *Attitudes:* Responsibility and Initiative, Flexibility, Openness

## Dine and Brett – Initiating Difficult Dialogues for Parity

Dine and Brett are tenured associate professors in the College of Pharmacy. Together, they are co-instructing a large lecture for first-year graduate students. They have been colleagues for many years, appreciate each other as colleagues and have collaborated as co-instructors many times. Dine identifies as a trans-woman and Brett identifies as a cis man.

Halfway through the term, a group of women students approach Dine and share their concerns about an apparent gender dynamic between the two faculty. The students cite Brett's propensity to dominate conversation by smothering Dine's contributions with his own thoughts and examples. They also reflect to Dine that Brett often interrupts her, tends to speak first and last about the issue at hand and uses non-verbal behavior while Dine speaks that is undermining her authority.

In hearing the students' feedback, Dine feels self-conscious and anxious. While she appreciates her students' feedback, she feels obligated to tell Brett, and is uncertain how to do so. Dine consults with a trusted colleague about the issue and seeks advice on how to broach the topic with Brett. They agree Brett would respond best to direct and honest feedback. Dine shares what the students told her, and also affirms that she feels that way too. She shares that she appreciates Brett as an educator, but that she feels pushed to the background in the classroom by his eagerness to contribute.

Brett sits with Dine's feedback, having his own feelings of self-consciousness and anxiousness. Brett offers to engage in some self-reflection and skill-building and participates in the Center for Teaching and Learning's coaching and classroom observation programs. Going forward, Brett employs new facilitation and participation strategies which help monitor his contributions and also affirm and amplify Dine's contributions.

### Key Takeaways

- **The Issue:** A group of women students reveal a gender dynamic with Dine and Brett related to their co-teaching relationship, in which Brett is dominating airtime and undermining Dine's contributions and credibility. Dine is anxious about broaching the conversation with Brett and unsure what to do or say.
- **The Deliberation:** Dine consults with a colleague about difficult conversations. After speaking to Brett, he internalizes the feedback and resolves to learn and develop by taking advantage of institutional resources.
- **The Growth:** Dine finds a way to initiate difficult conversations with Brett, and Brett grows in his self-awareness and invests in activities to transform his relationship with Dine and his educational practice.
  - *Knowledge:* Cultural Self-Awareness, Foundations of Power, Privilege and Oppression.
  - *Skills:* Constructive Collaboration, Conflict Management, Empathy
  - *Attitudes:* Responsibility and Initiative, Flexibility, Openness

## Travis and Regina – Negotiating Research Ethics with Design

Travis is a graduate student in ecology and interested in doing his thesis research on water levels and the salmon run in Southern Oregon. In consultation with his advisor, Regina, she asserts the importance of exploring his research questions through community-engaged research. Regina informs Travis of the historical tensions in the region related to his topic and advises that he learn from the missteps and oversights of previous field researchers in the area. Regina recommends a research design in which Travis dialogues and consults with local cattle ranchers, environmentalists and indigenous stakeholders.

Travis appreciates Regina’s guidance, but is apprehensive that the added time associated with collaboration and consultation will prolong his time to graduation. Ultimately, Travis would prefer to bypass collaboration in the interest of efficiency.

When Travis asserts that he will forgo community-engaged research, Regina contends that such a bypass would be ethically dubious. Travis and Regina become heated in their disagreement and decide to take a week to reflect and reconvene. In that time, Regina shares literature with Travis and also consults with fellow faculty and graduate students who have successfully initiated community-engaged research.

Together they decide that the current research questions require consultation and collaboration with numerous stakeholders to maintain the integrity and rigor of Travis’s scholarly standards. As a result, they decide to amend Travis’s research focus and research questions to narrow the scope of his study, to allow for a more autonomous research project that matches Travis’s graduation timeline.

### Key Takeaways

- **The Issue:** Travis and Regina disagree on whether Travis’s research questions require a community-engaged research approach, necessitating consultation and collaboration with diverse stakeholders.
- **The Deliberation:** Recognizing their disagreement, the pair takes time to reflect and further research the matter. They reconvene and agree on the ethics of the research questions at hand, and the necessity for community-engaged research. Subsequently, they choose to rewrite the research protocol.
- **The Growth:** The pair are able to discuss their difference of opinion and ultimately maintain their high ethical and scholarly standards by electing out of a project that would require consultation and collaboration with diverse stakeholders as Travis concluded that he could not complete the study ethically and congruently.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Constructive Collaboration, Conflict Management
  - *Attitudes:* Responsibility and Initiative, Flexibility, Openness

## Dan – Making Time to Think in New Ways

Dan is an Associate Dean in the College of Science. Inspired by institutional calls for interdisciplinary collaboration, he campaigns heavily to inspire partnerships between the College of Science and the College of Liberal Arts. After an initial bout of enthusiasm, collaborations seem to have stalled and fizzled. Dan begins to explore with faculty and department chairs about the stopgap in their inquiry projects.

The faculty asserts that the epistemological tensions were too great to determine meaningful shared research projects. Faculty members explained their discord about sharing their research agendas and developing research questions. A theme across the testimony was difficulty encountered by faculty from the College of Liberal Arts to find inquiry opportunities that engaged social and political dimensions. They regarded their colleagues in the College of Science as disinterested in socio-political context and human subject research. When talking with faculty from the College of Science, they asserted that their colleagues in liberal arts were preoccupied with culture, and they believed engaging cultural dimensions clouded the objectivity of their research.

From his conversations with faculty, Dan recognizes that interdisciplinary collaboration will require more meaningful dialogue, group formation and professional development above and beyond the time and resources currently allocated to inspire inquiry projects between the colleges. Dan adjusts his expectations and his investment in the project. In a new iteration of his initiative to spur collaboration, Dan offers course releases to support inter-college inquiry projects. Dan also invests in an undergraduate interdisciplinary research program and assigns diverse faculty as co-mentors for the teams to facilitate relationships and shared learning.

### Key Takeaways

- **The Issue:** Dan, an academic administrator, is struggling to inspire interdisciplinary collaboration between science and liberal arts.
- **The Deliberation:** Dan inquires with individual faculty about their experiences and discovers they are struggling to reconcile epistemological and methodological tensions.
- **The Growth:** Dan reconciles that meaningful collaboration across difference requires focused dialogue, continuing education and adequate resources.
  - *Knowledge:* Knowledge of Diverse Worldviews
  - *Skills:* Constructive Collaboration, Empathy
  - *Attitudes:* Responsibility and Initiative, Flexibility

## Carl, Sean and Miguel – Opening Up to Emotions

Carl and Sean are both coordinators in the central budget and planning office. As a pair, they approach their supervisor, Miguel, to share concerns about patterns of emotion they find distracting and unprofessional in the department staff meetings. Carl and Sean, who identify as men, assert that their colleagues, mostly women, have expressions of emotion that they perceive to derail conversations. They believe emotions should be mediated so the team meetings can be focused on work.

Miguel, who also identifies as a man, challenges Carl's and Sean's concerns and asserts that many patterns of emotion are present in the staff meetings. Miguel highlights an emotional pattern among men that he experiences as aggressive, commanding and intimidating, and further asserts that men's expressions of emotion in the meeting are in fact the most pressing challenge for the team.

Miguel asserts that emotional engagement at work is not only reasonable and humane, it also enables their work and lends to the cultivation of passion, creativity and group formation. Miguel challenges Carl and Sean to reflect on their gendered attitudes about emotion and how they discern what emotions are acceptable and not acceptable. Miguel continues to check-in with Sean and Carl as he prepares to open up the dialogue to the entire staff.

### Key Takeaways

- **The Issue:** A pair of colleagues is concerned about a pattern of emotion they regard as disruptive in staff meetings and turn to their supervisor for support and intervention.
- **The Deliberation:** In discussion, the supervisor reframes the colleagues' concerns to explore how their expectations are gendered and lacking critical self-awareness.
- **The Growth:** A group of men within the team is able to have a frank and productive conversation about their gender norms and expectations and considers the value of diverse emotional expression in collaborative endeavors.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Constructive Collaboration, Conflict Management, Empathy
  - *Attitudes:* Responsibility and Initiative, Openness

## Priscilla – Finding New Paths to Resolution

Priscilla is the manager of the College of Engineering Human Resources office. In response to a 360 evaluation that revealed numerous significant interpersonal conflicts, Priscilla has initiated and is leading a conflict resolution process for her team. Priscilla hopes to transform her office culture in which current employees are frustrated and unhappy.

Priscilla hopes to mediate potentially high rates of attrition in the near future.

In a series of meetings, Priscilla continually asserts that direct communication and open sharing of concerns and conflict is the best way to resolve the team's issues. Priscilla underscores that if staff members have a problem with someone, they should go directly to that person and share their concerns to quickly resolve their issues and return to their work.

Priscilla's conflict resolution series does not appear to resonate with her team, and she sees little evidence that the concepts she implores are being integrated into her team's regular interactions. Priscilla inquires with some of her staff individually to gather their feedback. A few of the employees share that the conflict resolution guidance Priscilla is giving is culturally specific and is mostly resonant with the white people on her team – specifically white men. They share that members of the team who identify as people of color with Eastern heritages are socialized to communicate indirectly and that direct confrontation does not reconcile with their tendency to respect hierarchy.

From these conversations, Priscilla begins to recognize the limits of her knowledge regarding conflict resolution. She seeks additional advice from her colleagues in central human resources and chooses to invite outside expertise in intercultural communication to facilitate conversations on conflict resolution.

### Key Takeaways

- **The Issue:** A manager seeks to transform her office culture, specifically her team's approach to conflict and conflict resolution.
- **The Deliberation:** The manager's conflict resolution series fails to gain traction, so she seeks feedback from her team. She learns that her guidance for conflict resolution is indicative of a white western paradigm and does not resonate with all members of the team.
- **The Growth:** The manager recognizes the limits of her knowledge and the resulting imposition of a particular worldview upon her team. She seeks additional support and invites intercultural expertise to help her team grow and learn together.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Constructive Collaboration, Conflict Management, Empathy
  - *Attitudes:* Responsibility and Initiative, Flexibility, Openness

## Terry and Chris – Allowing Multiple Paths

Terry and Chris are senior custodial supervisors in the athletic department. They recently completed a bulk hire of new custodial staff and are amidst orienting the new staff to their roles and expectations. Within the first few months, Terry and Chris begin to experience tension with the new staff member as they are frustrated with the inflexibility of the informal policies and protocols that guide their work. They share concerns about work norms regarding timeliness, decision-making as majority rule, and how decisions are made in general regarding daily work functions and project management. The new staff members assert that there is more than one way to be successful and ask senior staff to maintain openness to trying new things.

Terry and Chris meet separately to vent their frustrations. Their initial reaction is defensiveness and they lament that the new staff has not given adequate time to experience the culture and traditions of their team. With more dialogue, they consider the perspectives of the new staff and challenge one another to be a bit more open-minded about the possibility of working in new ways. They implement a few of the new suggestions as a good-faith effort to integrate the team. They decide to begin with adding a standing agenda item to their monthly staff meeting where staff can propose ideas and take the time they need to deliberate their ideas and include input from the whole team.

Through their openness to trying new ideas, Terry and Chris are pleased to find new and more productive ways to accomplish their goals. Similarly, after feeling heard and validated, the new staff comes to appreciate several of the established work norms within the unit and reciprocate trust.

### Key Takeaways

- **The Issue:** Two supervisors are frustrated when their new hires are not eager to comply with their team's work norms. They are ambivalent about adopting new ways of working proposed by the new staff.
- **The Deliberation:** The supervisors process their frustrations with one another and commit to integrating some of their new suggestions as a good-faith effort in team building.
- **The Growth:** The supervisors realize that opening themselves up to suggestions leads to team growth, invites creative and effective solutions and also cultivates trust with employees.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews
  - *Skills:* Constructive Collaboration
  - *Attitudes:* Responsibility and Initiative, Flexibility, Openness

## Bethany and Lin – Unpacking the Assumptions in Advice

Bethany, an academic advisor in Earth, Ocean, and Atmospheric Sciences, completes a consultation with a student while under the observation of her associate dean, Lin. The observation is a part of a regularly scheduled function of her supervision. After the observation, Lin commends Bethany for her warmth, rapport-building, humor and knowledge of the university.

Lin offers constructive feedback on the several practices he saw as too assumptive or imposing. Lin offered that while in conversation about career exploration with the student, Bethany dismissed the student's concerns about family input and the needs of their hometown when making major and career choices. Instead, Bethany encouraged the student to discover and pursue their personal passions.

Lin offered that such a paradigm was typical of white and western learners and their families, but that such advice may not be resonant with many communities of color. Lin added that such advice was not essential for the purpose of academic advising. Bethany remained open to Lin's feedback, and together they discussed alternatives and strategies for future advising sessions.

In future advising sessions, Bethany reframes her guidance by first asking students what factors were important to them in making major and career decisions. Then she uses those factors to help her advisees reflect and navigate difficult choices.

### Key Takeaways

- **The Issue:** An academic advisor receives a formal observation and feedback of her advising skills and is made aware that her helping strategies are imposing a particular worldview.
- **The Deliberation:** The advisor remains open, and together the advisor and their supervisor deliberate possible strategies and techniques to mitigate the imposition of a worldview.
- **The Growth:** The advisor finds a helping strategy that centers the student's worldview and learns to adjust her guidance and resources in response to the student's beliefs and values.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Constructive Collaboration, Empathy
  - *Attitudes:* Responsibility and Initiative, Flexibility, Openness



## Craig – Leaning into Discomfort

Craig has committed to examining his unconscious biases, and over the past couple months, he has tried to maintain mindfulness about his interactions with others. Through his meditations, he begins to recognize a pattern of avoiding people who have diverse gender expressions. Craig is able to identify his feelings of anxiousness and unease that result in frenetic behavior on his part when walking through campus, shopping or engaging in various daily activities. Craig's anxiousness is so great that in some instances, he has changed directions when walking, abandoned tasks or had trouble focusing and relaxing.

With his new consciousness, Craig reflects on where these anxieties come from. He is able to identify messages he received from his parents and other trusted adults in his childhood and young adulthood. Left unchecked, these messages have manifested into the anxiety he experiences today, which makes interacting and collaborating with different people very difficult.

Craig challenges himself to interrupt his anxious behaviors and question his initial reactions to people different than him. Craig also pursues opportunities to engage in conversation and form relationships with people who have diverse gender expressions. With time, Craig finds his anxieties are replaced with meaningful and rewarding relationships.

### Key Takeaways

- **The Issue:** Craig experiences anxiety when he encounters people with diverse gender expressions. His reactions are frenetic and make it difficult for him to interact with people who do not match his expectations regarding gender norms.
- **The Deliberation:** Craig commits to mindfulness and confronting his implicit bias. After recognizing and interrupting his anxious thoughts, Craig immerses himself in experiences that force him to learn and grow.
- **The Growth:** Craig's fears and ignorance are reduced, and he is able to form meaningful and rewarding relationships with people who are different than him.
  - *Knowledge:* Cultural Self-Awareness
  - *Skills:* Conflict Management, Empathy
  - *Attitudes:* Responsibility and Initiative, Flexibility, Openness

## Luke and Kiah – Growing Self-Awareness

Luke and Kiah are close friends and have known each other for more than five years. Kiah has deliberated for a few months about how to give Luke some difficult feedback and decides to invite him to lunch to have a frank conversation. Kiah shares with Luke that she has seen a pattern in his behavior that is aggressive and intimidating. Kiah describes how Luke acts among their other friends, servers at restaurants, customer service professionals or folks they encounter on campus or around town. Kiah offers that the way Luke expresses his opinions and communicates his needs and expectations is combative. Kiah asserts that while Luke often gets what he wants or is affirmed for his point of view, Kiah sees those that Luke interacts with as falling silent or acquiescing as a result of Luke's intimidation. Kiah feels that way too.

Kiah challenges Luke to spend more time listening and considering other people's opinions, options, outcomes or ideas, especially those that Luke disagrees with. Kiah also challenges Luke to consider what it would mean for him to not always get his way.

Luke is shocked and overwhelmed by Kiah's feedback. Luke falls silent and takes a long time to contemplate what Kiah has said. The week after their conversation Luke processes and recognizes the pattern of behavior that Kiah reflected to him. Luke returns to Kiah and commits to being more mindful and paying attention to future interactions and considering ways he could move through his day that are kinder and gentler.

### Key Takeaways

- **The Issue:** Luke has a pattern of behavior that is marginalizing to his friends and acquaintances.
- **The Deliberation:** Luke's friend Kiah offers critical feedback, and Luke takes time to process and reflect.
- **The Growth:** Luke is able to recognize his marginalizing and unproductive behavior and challenges himself to be more mindful about how he interacts with others and to more willingly concede his opinions and desires.
  - *Knowledge:* Cultural Self-Awareness, Foundations of Power, Privilege and Oppression
  - *Skills:* Conflict Management, Empathy
  - *Attitudes:* Flexibility, Openness



### Practicing Cultural Humility

A culturally competent community member will adapt their practices to meet the needs of diverse constituents. This includes ongoing evaluation of one's practices to attend to the dynamic needs of individuals and communities. Growth in this domain results in increased motivation and capacity to engage with perspectives of those we do not understand or with which we disagree, as well as thoroughly consider opportunities to reevaluate our practices and experiment with new ways of being in the world.

Practicing cultural humility is a skill set that helps us develop in each of the previously discussed competencies. When we attempt to appreciate the complexities of the community we live in and how that community shapes us — or prepare to adapt our language and work style to meet the needs of diverse collaborators — it is necessary that we examine and mitigate any arrogance that may undermine these goals. When we *practice cultural humility*, we remind ourselves of the limits of the knowledge and experiences that inform our values and behaviors, and we resist the urge to prematurely close ourselves off to the knowledge and insights of others. No matter how longstanding our traditions, renowned our practices or revered we are for our approaches, every new encounter presents an opportunity to reflect on and improve our work.

At Oregon State, practicing cultural humility may look like an event coordinator reimagining standard operating procedures and policies after realizing that their long-held practices are impeding access for low- resource students. It may also look like an instructor recognizing the limits of their teaching strategies and investing in their own professional development to adapt to the shifting needs of new students.

Individually, learning in this dimension may look like increased self-awareness and awareness of others. We may improve our tolerance of uncertainty, grow our capacity for ideation and innovation, and become more adept at integrating new knowledge into our practices. It may also look like moving through our work with openness, curiosity and flexibility. As a community, when we practice cultural humility together, we may position ourselves to maximize our learning and push the limits of our practice.



## Practicing Cultural Humility

	KSA	Baseline
Knowledge	<p><b>Cultural Self-Awareness<sup>5,8</sup></b> Insight into one’s own identities and social group experiences and their affiliated values, rules and biases. Insight includes examination of social group experiences in local, regional and global contexts.</p>	<ul style="list-style-type: none"> <li>Discusses the social, cultural and political contexts that shape notions of standard practice and excellence</li> <li>Discusses how one’s dispositions and style are shaped over the lifespan</li> </ul>
	<p><b>Knowledge of Diverse Worldviews<sup>8</sup></b> Understanding the complexity of elements important to members of other cultures in relation to multiple dimensions, including history, values, politics, communication styles, economy, or beliefs and practices.</p>	<ul style="list-style-type: none"> <li>Compares, contrasts and explains the distinctions of other notions of standard practice and excellence</li> <li>Recognizes connections between other identities and the influence of social and political contexts on their notions of standard practice and excellence</li> </ul>
	<p><b>Foundations of Power, Privilege and Oppression<sup>5</sup></b> Understanding multiple worldviews and cultural experiences through dimensions of power, privilege and oppression. Understanding includes recognition of the complexity and interdependence of these systems.</p>	<ul style="list-style-type: none"> <li>Articulates the dominance and subordination of distinct notions of standard practice and excellence in the context of power, privilege and oppression.</li> </ul>
Skills	<p><b>Tolerance for Uncertainty<sup>2</sup></b> Motivation to seek out and follow through on untested and potentially risky directions or approaches to reach a goal or resolve an issue. This includes the ability to fully integrate alternate, divergent or contradictory perspectives or ideas.</p>	<ul style="list-style-type: none"> <li>Manages cognitive dissonance and emotional distress when facing the limits of one’s competence</li> <li>Takes risks in pursuit of innovative solutions</li> <li>Willingly engages in novel or emergent practices</li> </ul>
	<p><b>Ideation and Innovation<sup>2</sup></b> Ability to extend a novel or unique idea, question, format or intervention to create new knowledge and practices, or knowledge and practices that cross boundaries. This includes the ability to transform ideas or solutions into entirely new forms.</p>	<ul style="list-style-type: none"> <li>Individually or collectively authors new approaches and practices</li> <li>Draws inspiration from unique sources and translates into current work contexts</li> </ul>
	<p><b>Empathy<sup>5,8</sup></b> Ability to interpret intercultural experiences from one’s own perspectives and the perspectives of others with the ability to act in a supportive manner that recognizes the meaning, making and feelings of other individuals and cultural groups. Also includes the ability to evaluate and apply diverse perspectives to complex issues in the face of multiple and possibly conflicting points of view.</p>	<ul style="list-style-type: none"> <li>Explores with care and humility the needs of diverse constituents</li> <li>Grows and refines empathic understanding with increased access to quality information and feedback</li> <li>Suspends judgement in pursuit of understanding and collaboration</li> </ul>

	<p><b>Integrative Learning<sup>1,7</sup></b></p> <p>Ability to connect and extend knowledge from one learning experience to multiple personal, professional and academic contexts. This includes the ability to independently adapt and apply skills, abilities, theories or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</p>	<ul style="list-style-type: none"> <li>• Discerns meaningful connections between multiple disciplinary knowledges and institutional roles</li> <li>• Imagines and enacts policies and practices that improve outcomes for diverse constituents</li> </ul>
<b>Attitudes</b>	<p><b>Curiosity<sup>8,9</sup></b></p> <p>Motivation to ask complex questions about other cultures and seek out and articulate answers to these questions that reflect multiple cultural perspectives. When relevant, includes the ability to explore a topic or issue in depth to yield rich awareness and/or reveal little-known information.</p>	<ul style="list-style-type: none"> <li>• Willingly asks questions to acquire new information related to one's own practices and to learn about the practices of others</li> <li>• Demonstrates responsiveness to new and potentially dissonant information about one's practices with increased desire to learn</li> </ul>
	<p><b>Openness<sup>8</sup></b></p> <p>Motivation to initiate and develop interactions with culturally different others. This includes a willingness to suspend judgment when interacting with culturally different others.</p>	<ul style="list-style-type: none"> <li>• Acknowledges and respects multiple productive approaches</li> <li>• Willingly explores and experiments to meet the unique needs of diverse constituents</li> </ul>
	<p><b>Flexibility<sup>1</sup></b></p> <p>Willingness to adjust one's own attitudes and beliefs when working with and learning from people from diverse communities and cultures.</p>	<ul style="list-style-type: none"> <li>• Willingly anticipates and adapts one's working style to meet the needs of diverse constituents</li> </ul>



## Practicing Cultural Humility

### Cases of DEI Learning

#### *Instruction*

- Jamie – Leading Change for Multiple Languages
- Stina – Adapting to Responsive Teaching Practices

#### *Research*

- Rachel – Creating Space for Community Feedback
- Lilly – Recentering Participants' Experiences

#### *Leadership*

- Ryan – Constructing Effective Metaphors
- Keith – Learning to Listen First

#### *Support*

- The Campus Events Team – Listening to Critical Feedback
- The STEM Student Success Team – Meeting Students Where They're At

#### *Community*

- The Community Volunteers – Expanding the Notion of Community
- The Community Athletic Leaders – Finding New Ways to Celebrate

## Jamie – Leading Change for Multiple Languages

Jamie is a composition and poetry instructor. She recently attended a conference within her discipline at which she met and learned from colleagues who invite their students to submit assignments in multiple languages. The spirit of enabling diverse languages in written submissions is the understanding that writing in one's first language allows for unique learning opportunities and enables culturally significant expressions not possible through English.

Jamie is initially excited by this idea, but the more she considered the practice the more concerned she became with the feasibility of reading and evaluating student work. Jamie mulled over the idea for some time before exploring possibilities with her department chair. In consultation, they considered opportunities through peer evaluation, collaborations with multilingual colleagues and expanding assignments to include a self-evaluation written in English.

Jaime emerged from the conversation committed to piloting a course where she would permit submissions in both English and Spanish. Additionally, her chair was inspired to explore composition classes conducted in diverse languages through partnerships with the world languages department.

### Key Takeaways

- **The Issue:** Jamie is inspired by a writing composition practice that invites students' submissions in multiple languages. However, she is concerned about the logistics and feasibility of such a practice.
- **The Deliberation:** Jamie consults with her supervisor about possibilities, and they deliberate resources and opportunities inside and outside their department.
- **The Growth:** Jamie finds the support and confidence to initiate a bilingual submission initiative. Similarly inspired by their reflections, her department chair begins exploring composition course offerings in multiple languages.
  - *Knowledge:* Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Ideation and Innovation, Integrative Learning
  - *Attitudes:* Curiosity, Flexibility

## Stina – Adapting to Responsive Teaching Practices

Stina is an associate professor in mathematics who primarily teaches first-year college algebra. Stina attends a workshop hosted by the Center for Teaching and Learning on promising practices in student evaluation. Stina finds the workshop interesting and challenging. While she is inspired by the novel formative and summative assessment strategies proposed by her colleagues, she is ambivalent about changing her curriculum and pedagogical approach, which she has slowly and thoughtfully crafted for more than 10 years.

Stina's current approach is indicative of the way she was taught, as she did not receive formal pedagogical training in mathematics education. However, she is happy with her results and feels proud of her student evaluations of teaching. The content of the workshop challenges many of her practices and underscores that some of the long-held evaluation traditions in mathematics education disproportionately privilege white, male and high-socioeconomic learners.

Stina decides to reach out to the Center for Teaching and Learning staff for additional support. She is assigned a peer mentor and course design coach and engages in a yearlong reflection on her curriculum and pedagogy. She engages in classroom observations as well as bi-weekly reflection sessions with her coach. Her process includes open experimentation with her practices, self-study on evidenced-based practices, and ongoing feedback with her students.

### Key Takeaways

- **The Issue:** Stina is intrigued by teaching innovations presented by her colleagues, but ambivalent about changing curriculum and instructional practices she has refined over the course of a decade.
- **The Deliberation:** Motivated by evidence that her current practices may exacerbate education inequity, Stina seeks guidance and resources from colleagues and spends a year reflecting on and refining her practice.
- **The Growth:** Stina is able to transform her approach through self-guided learning and collaboration and realize some of the practices introduced at the beginning of her exploration.
  - *Knowledge:* Foundations of Power, Privilege and Oppression
  - *Skills:* Tolerance for Uncertainty, Ideation and Innovation, Empathy, Integrative Learning
  - *Attitudes:* Curiosity, Openness, Flexibility



## Rachel – Creating Space for Community Feedback

Rachel is an assistant professor in Early Childhood Education, studying parenting and home life practices of Latinx families related to child literacy. Rachel's research design for her current project includes home visits, interviews and surveys with parents and other live-in adults.

In the early stages of her study, several parents begin commenting that the focus of the inquiry and the information being prioritized is misguided and does not address core issues with child literacy. Rachel's graduate research assistants compile these concerns and bring them to Rachel's attention. As a team, Rachel and her assistants deliberate about what to do with the information presented, and whether and how to honor the parents' concerns.

Rachel's initial reaction is disappointment and stress. She vocalizes her concerns about timeline, costs and the connection of this study with other lines of inquiry. Rachel's graduate assistants continue to challenge that the efficacy of the study in its current design is not strong and that a course correction is needed. Rachel agrees, and the team decides to create a gathering for participants to come together and share greater detail about their concerns. The research team commits to listening openly with vulnerability and a willingness to potentially shift their research questions and protocol.

### Key Takeaways

- **The Issue:** Rachel receives feedback from her research participants that her questions and protocol are misaligned and suggest revision to the study design.
- **The Deliberation:** Rachel is initially resistant to the critique but decides to convene her team for deliberation about potential redesign, and subsequently the research participants, too.
- **The Growth:** Rachel is able to move past her feelings of disappointment and urgency to design a feedback process that is vulnerable and open to change.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Ideation and Innovation, Empathy, Integrative Learning
  - *Attitudes:* Openness, Flexibility

## Lilly – Recentering Participants’ Experiences

Lilly is a clinical faculty member in social psychology. She is currently exploring social phenomena at the intersection of faith identity, race, and gender. Her current study explores the experiences of African American women who identify as Muslim, which is also an experience she shares. Her primary data collection, which included interviews, is now over. As a part of her phenomenological design, Lilly incorporated a member check process in which she will share initial results with her participants to garner their feedback and negotiate her conclusions.

As Lilly presents her findings, several of her participants share their disconnection and dissatisfaction with Lilly’s conclusions and subsequent theoretical framework. The same participants articulate that they do not feel heard and comment to Lilly that during the interview process, she inaccurately rephrased or reworded or misattributed their contributions.

As her participants challenge her findings, Lilly becomes defensive. Lilly contends that as a person who shares the participant’s identities, she understands how to make meaning of their contributions, and further adds as a social scientist, she is uniquely trained to make meaning of social phenomena. One participant challenges Lilly’s confidence in their shared experience and offers that Lilly’s socio-economic status (having grown up with more than enough resources) is complicating her understanding of their experience.

Feeling confounded, Lilly reaches out to a colleague in her department to process and seek additional feedback. Lilly works with her colleague to explore patterns of confirmation bias in her study and considers how she may re-analyze her data in a way that centers and honors the contributions of her participants. Lilly engages in reviewing the data again and prepares a new member check process with her participants.

### Key Takeaways

- **The Issue:** Lilly discovers in the member check process of her phenomenological study that her research conclusions are not congruent with her participants’ experiences. Further, there are concerns that she may have projected her own experiences in the administration of her interviews and through her interpretation of the data.
- **The Deliberation:** Lilly challenges herself to sit with critique from her research participants, and subsequently seeks guidance from a colleague. With her colleague, she considers how she may be experiencing confirmation bias.
- **The Growth:** Lilly recognizes her power and influence in her study outcomes and agrees to re-engage her data with a new analytical framework and to revisit her participants with another member check to improve the efficacy of her results.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Tolerance for Uncertainty, Empathy, Integrative Learning
  - *Attitudes:* Curiosity, Openness, Flexibility

## Ryan – Constructing Effective Metaphors

Ryan is a project team manager in the institutional risk and compliance office. Ryan has been working with his team for more than a year, and in recent weeks he has received indirect feedback on his leadership style. In particular, Ryan is made aware that his heavy reliance on sports analogies and metaphors during staff meetings and during individual supervision is often disengaging, ineffective or even confusing.

Ryan initiates direct conversation about his use of sports metaphors during individual supervision meetings and his reports assert that his heavy reliance on such metaphors is culturally misaligned with their frames of reference and values, as they do not share a similar passion for athletics.

Ryan is disappointed, as sports were a very significant aspect of his youth and young adult experiences, and he sees his use of sports metaphors as a sign of his care, connection and rapport with the team. Ryan continues to reflect on his team's feedback and recognizes that the meaning and significance of such metaphors is lost if they do not effectively communicate the organization's mission or inspire insight and motivation among his employees.

Ryan works to accrue additional frames of reference when elaborating on the team's missions and vision. Ryan also sees an opportunity to share the responsibility of translating ideas and concepts into more digestible frames of reference with his fellow team members. Ryan sees a marked improvement in the team's engagement as he backgrounds his own interests and foregrounds his team members, culturally situated frames of reference.

### Key Takeaways

- **The Issue:** Ryan finds that his reliance on sports metaphors as a leadership strategy is not resonating with his team, and comes to understand that athletics is not culturally relevant or useful to communicate the organization's mission and vision.
- **The Deliberation:** Ryan works through his disappointment and considers how he can inspire a shared vision without relying on his standard repertoire of sports references.
- **The Growth:** Ryan finds that he is able to lead effectively without relying on reference points directly connected to his lived experience. Further, he finds that sharing the responsibility of translating the team's mission and vision improves engagement in team meetings. With his new practice, all the members of the team are able to discover personal connections to the organization's mission and vision.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews
  - *Skills:* Tolerance for Uncertainty, Ideation and Innovation, Empathy, Integrative Learning
  - *Attitudes:* Openness, Flexibility

## Keith – Learning to Listen First

Keith is an assistant dean in the Graduate School and serves as the lead hiring authority for more than a dozen professional faculty. Keith is passionate about recruitment and retention of staff of color and aspires to lead an organization where practitioners with diverse racial identities feel like they belong and thrive.

Keith has invested heavily in understanding the needs and concerns of staff of color at a predominately white institution through professional development and he is eager to engage and demonstrate his knowledge to staff. As a result of his zealotry, during individual supervision meetings, Keith frequently missteps by assuming the experiences of the staff of color or asking questions about their needs and experiences that are not relevant to the conversation.

One staff member who has worked with Keith for many years asks for time to provide feedback. His colleague tells Keith that his lines of inquiry and assumptions are alienating and misguided. Keith's eagerness to demonstrate his commitment to racial justice is having unintended and adverse consequences.

Keith is dismayed and self-conscious about the feedback. Keith turns to another assistant dean in the Graduate School to discuss the feedback he received and explore his motivations and the impact of his supervision. Through dialogue and self-reflection, Keith decides that the value and excitement he finds in his professional development is best kept to himself and used as a tool to listen and empathize. As a result, Keith commits to following his employees' lead on discussions of race and ethnicity.

### Key Takeaways

- **The Issue:** Keith is enthusiastic about professional development related to diversity, equity and inclusion, but finds that his decision to demonstrate his learning to his peers of color is off-putting and alienating.
- **The Deliberation:** Keith works through his self-consciousness and consults with a peer about how he can act different in supervisory relationships.
- **The Growth:** Keith internalizes his learning and recognizes that his growth is best performed through listening and empathic understanding, rather than verbalizing his knowledge with staff. He also learns to facilitate and deepen his own learning by practicing inquisitiveness and listening.
  - *Knowledge:* Cultural Self-Awareness
  - *Skills:* Empathy, Integrative Learning
  - *Attitudes:* Curiosity, Openness, Flexibility

## The Campus Events Team – Listening to Critical Feedback

Staff and graduate students from the campus events team convene to discuss the results of their annual satisfaction survey. Their preliminary analysis revealed that in large proportion, students of color, in particular international students of color, felt marginalized by the team's series of cultural celebrations. In the comment portions of the survey, many students shared their concerns about events centered on holidays and other cultural significant traditions and asserted that the design and execution of the events was essentializing, misinformed and offensive.

The team engaged one another in dialogue about the impact of their events and examined how they were selected, what research was performed in the design, who the intended audience was and who was consulted in the event planning and execution.

After auditing their practices, the team agrees that the planning process for hosting a cultural event should be longer than some other events, and should include more consultation and rigorous inquiry with community stakeholders. The team members agree that they should proceed with cultural events, but overall, they need to slow down and engage in more meaningful collaboration with students and community members to facilitate their events. Otherwise, if they are not able to commit adequate time, they should forgo undertaking cultural celebrations.

### Key Takeaways

- **The Issue:** The campus events team receives critical feedback on their programming series and realizes the program design and execution is having a marginalizing impact on international students of color.
- **The Deliberation:** The team engages more deeply with the survey data and facilitates an audit of the design and facilitation practices.
- **The Growth:** The team affirms the importance of engaging cultural traditions and celebrations in its programming series and commits to slow down the process to improve consultation and collaboration with diverse constituents.
  - *Knowledge:* Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Ideation and Innovation, Empathy, Integrative Learning
  - *Attitudes:* Curiosity, Openness, Flexibility

## The STEM Student Success Team – Meeting Students Where They’re At

A team of staff and graduate students in the College of Science student services coordinates a STEM tutoring program. At the end of the year, they convene to review the reach and impact of their academic coaching and supplemental instruction programs. During the review, they become aware of a racial disparity in student access to the programs and reporting positive outcomes.

In response to these findings, the team invites consultation with campus stakeholders to explore mitigating factors. After thorough review, institutional partners recommend exploring whether the centralization of their programs prohibits student participation and whether the team should offer outreach to spaces and programs where students of color frequent and congregate, such as cultural centers or particular residence halls.

Outreach work is unprecedented for the STEM tutoring program, and many team members share concerns about cost, efficiency and organizational stress. Feeling overwhelmed by the prospect change, the team decides to take time to reflect and imagine changes over summer. After thorough dialogue and additional learning and exploration, many team members grow their confidence to expand their work and advocate for changes to realize their mission and commitment to inclusive excellence. Subsequently the team decides to pilot an outreach program in the fall term.

### Key Takeaways

- **The Issue:** The STEM student success team engages in an evaluation of its programs and discovers a disparity in access and outcomes for students of color.
- **The Deliberation:** The team consults with institutional stakeholders and receives recommendations about expanding services to decentralized locations.
- **The Growth:** The team works through its ambivalence about outreach education and invests in dialogue and professional development. Team members are able to grow their confidence and skills to imagine their work in new ways and agree to pilot an outreach program in the upcoming semester.
  - *Knowledge:* Foundations of Power, Privilege and Oppression
  - *Skills:* Tolerance for Uncertainty, Ideation and Innovation, Empathy, Integrative Learning
  - *Attitudes:* Curiosity, Openness, Flexibility

## The Community Volunteers – Expanding the Notion of Community

A team of community volunteers has assembled to coordinate their local community's annual women's film festival. The women's film festival recruits and selects short films from women in the community and screens their productions each week throughout the summer. The film festival is a local tradition, spanning three decades, with an explicit mission of highlighting filmmakers from the organizers' town and surrounding rural region.

Following the announcement of the film selection and the release of the summer schedule, the film festival leaders receive feedback from patrons and other community stakeholders that the selection of films for the festival lacks representation from women of color directors. The leaders contest that they would have included women of color perspectives, but they did not receive ample submissions from women of color in the surrounding area. Several volunteers suggest expanding the mission of the film festival to include submissions from across the state with targeted recruitment in communities where more people of color reside.

The proposed change in mission is met with consternation. After two meetings devoted to the deliberation of the proposal, the coordinators are not able to reach consensus. All coordinators agree that change is needed, but they feel more time is needed to explore the perspectives of all their stakeholders. The team agrees to sustain dialogue for the duration of the summer and invite community feedback at each film screening. Community feedback is largely in support of the proposed change, and with further dialogue, the coordinators form a shared commitment to diversity, equity and inclusion. The coordinating team ultimately agrees that change is needed, and that the current model is not sufficiently meeting the needs of the local community. They agree to pilot the expansion of filmmaker recruitment to include contributions of women from across the state.

### Key Takeaways

- **The Issue:** A local film festival is confronted with a lack of racial diversity among the festival filmmakers. The coordinating team is ambivalent about change, citing its mission to promote the creativities of women in their local community.
- **The Deliberation:** The coordinators are not able to achieve consensus easily and agree to a protracted dialogue process that includes input from community stakeholders through the duration of the summer film festival.
- **The Growth:** The coordinating team recognizes that commitment to diversity, equity and inclusion may require change to its organizational mission.
  - *Knowledge:* Cultural Self-Awareness, Foundations of Power, Privilege and Oppression
  - *Skills:* Tolerance for Uncertainty, Ideation and Innovation, Empathy
  - *Attitudes:* Curiosity, Openness, Flexibility

## The Community Athletic Leaders – Finding New Ways to Celebrate

The local college town has a community tradition at nearly all of its outdoor sporting events (including secondary, post-secondary and minor league) of firing rifles during to signal when the home team scores a point or wins a game.

Informal discussion has occurred for many years about the impact of artillery noise on members of the community who are military veterans, particularly those who are managing post-traumatic stress disorder (PTSD). The artillery noises may at times induce anxiety and panic, and for that reason, many community members who are activated by such sounds avoid sporting events and their vicinity.

A local group of concerned citizens has organized in response to these informal discussions to create a more inclusive sporting culture for people of differing emotional and mental abilities. The organizing group includes veterans, athletes and athletic leaders. The group organizes a social media campaign and invites community members to participate in formal dialogue in multiple modalities, online and in person. The campaign is successful in engaging diverse community voices, in particular amplifying the perspectives and experiences of veterans in the community. The campaign inspires athletic leaders in the community to convene, and after some discussion, local high school and college administrators elect to forgo artillery celebrations at institutional sporting events.

### Key Takeaways

- **The Issue:** A community tradition of firing artillery to celebrate at local high school and college athletic events has resulted in the marginalization of veterans with PTSD.
- **The Deliberation:** Community leaders initiate a social media campaign to raise awareness and facilitate dialogue online and in person.
- **The Growth:** Support for changes to the community tradition grows, and local athletic leaders convene and agree to forgo the artillery tradition, and formalize a change that enables fuller participation in sporting events for all members of the community.
  - *Knowledge:* Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Ideation and Innovation, Empathy
  - *Attitudes:* Curiosity, Openness, Flexibility





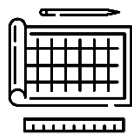
### Attending to Environmental Factors

A culturally competent community member will increase their awareness of the role of the social and physical environment in the lives of other community members. This includes the impact of campus climate and the built environment on others' access and sense of belonging.

Creating a community where all students, faculty and staff belong is one of our university's highest priorities. That's why our mission and vision assert that we strive to "be welcoming and foster belonging and success for all." When each of us *attends to the environmental factors* that contribute to belonging, we are better positioned to advance our mission and vision. A lot of factors play into our sense of belonging. In the broadest sense, there are both internal and external factors that foster our sense of belonging. Internally, each of us needs desire and motivation to belong. Externally, we need to feel welcomed and affirmed for who we are and meaningfully engaged in the direction of our community. By attending to these external factors, we can have the greatest influence on others' sense of belonging.

At Oregon State, attending to environmental factors may look like campus leaders organizing to change the namesakes of campus buildings to positively influence students' and colleagues' sense of belonging. It may also look like one of our community members recognizing and an act of bias and intervening.

As individuals, when we learn in this domain, we may increase our ability to examine the conditions of our campus climate with greater complexity and do so in a manner that attends to dimensions of power and privilege. We may also improve our ability to empathize, manage conflict and collaboratively solve problems. As a community, when we learn together we take steps toward realizing our institution's mission and vision that we are welcoming and foster belonging and success for all.



## Attending to Environmental Factors

	KSA	Baseline
Knowledge	<p><b>Context and Complexity<sup>3</sup></b> Critical and comprehensive knowledge of diversity, equity and inclusion issues informed by diverse sources and potentially conflicting perspectives.</p>	<ul style="list-style-type: none"> <li>Discusses various physical and social contexts that shape the relative sense of belonging for diverse community members</li> <li>Discusses the dynamic and unequal power relations in the built and social environment</li> </ul>
	<p><b>Foundations of Community and Belonging<sup>12</sup></b> Awareness of the physical, organizational and social conditions that lend to community, involvement, inclusion and safety.</p>	<ul style="list-style-type: none"> <li>Recognizes and discusses the interpersonal, structural and symbolic dimensions of built and social environments and their implications for sense of belonging</li> </ul>
	<p><b>Foundations of Power, Privilege and Oppression<sup>5</sup></b> Understanding multiple worldviews and cultural experiences through dimensions of power, privilege and oppression. Understanding includes recognition of the complexity and interdependence of these systems.</p>	<ul style="list-style-type: none"> <li>Recognizes own and others' positionality in the built and social environment</li> <li>Recognizes and discusses the relative privilege and marginalization associated with the conditions of the built and social environment</li> </ul>
Skills	<p><b>Empathy<sup>5,8</sup></b> Ability to interpret intercultural experiences from one's own perspectives, and the perspectives of others, with the ability to act in a supportive manner that recognizes the meaning, making and feelings of other individuals and cultural groups. Also includes the ability to evaluate and apply diverse perspectives to complex issues in the face of multiple and possibly conflicting points of view.</p>	<ul style="list-style-type: none"> <li>Wrestles with the complexities of other points of view as they encounter the conditions of the built and social environment</li> <li>Listens with care and connection</li> <li>Suspends judgement in pursuit of understanding and collaborating in the negotiation of the built and social environment</li> </ul>
	<p><b>Problem Solving<sup>10</sup></b> Ability to clearly and insightfully discern a problem with evidence of all relevant contextual factors and identify multiple approaches for solving the problem that attend to the specificity of the context.</p>	<ul style="list-style-type: none"> <li>Discerns inequity through thorough information and context gathering</li> <li>Collaborates with diverse stakeholders to recognize and negotiate the complexities of community and belonging</li> <li>Collectively pursues equitable change through dialogue and deliberation</li> </ul>
	<p><b>Conflict Management<sup>11</sup></b> Ability to address unproductive conflict directly and constructively, in a manner that helps to manage or resolve in ways that strengthen the cohesiveness and future effectiveness of the relationship or team.</p>	<ul style="list-style-type: none"> <li>Demonstrates capacity to tolerate conflict and wield conflict to productive ends</li> <li>Manages and deescalates unproductive emotional responses in self and others</li> </ul>
	<p><b>Ideation and Innovation<sup>2</sup></b> Ability to extend a novel or unique idea, question, format or intervention to create new knowledge and practices, or</p>	<ul style="list-style-type: none"> <li>Individually or collectively authors new visions and designs for the built and social environment</li> <li>Draws inspiration from unique sources, translates into</li> </ul>

	<p>knowledge and practices that cross boundaries. This includes the ability to transform ideas or solutions into entirely new forms.</p>	<p>relevant contexts</p>
	<p><b>Constructive Collaboration<sup>1,11</sup></b>                  Ability to facilitate productive and affirming intergroup collaborations to work across and within diverse community contexts and structures to achieve mutual aims. This includes attending to language, tone, expressions and behaviors that cultivate group connection and momentum.</p>	<ul style="list-style-type: none"> <li>• Recognizes and affirms diverse contributions when negotiating community and sense of belonging</li> <li>• Recognizes and decenters one’s own needs and expectations for community and sense of belonging</li> <li>• Recognizes and adapts the built and social environment to cultivate a sense of belonging among diverse constituents</li> </ul>
<p><b>Attitudes</b></p>	<p><b>Responsibility and Initiative<sup>5,9</sup></b>                  Motivation to participate in processes of leadership, taking informed and responsible action to address challenges at local, regional and global levels. This includes a willingness to expand knowledge and skills; envision a path forward; convene and organize others; and evaluate the local and broader consequences of individual and collective interventions.</p>	<ul style="list-style-type: none"> <li>• Willingly opens dialogue on the conditions of the built and social environment and the experiences of diverse constituents</li> <li>• Upon recognizing inequity, willingly organizes and pursues equitable changes to the built and social environment</li> </ul>
	<p><b>Flexibility<sup>1</sup></b>                  Willingness to adjust one’s own attitudes and beliefs because working with and learning from people from diverse communities and cultures.</p>	<ul style="list-style-type: none"> <li>• Willingly leads transformation of the built and social environment before expecting assimilation of diverse constituencies</li> </ul>



## Attending to Environmental Factors

### Cases of DEI Learning

#### *Instruction*

- Maria – Working with the Space Available
- Santiago – Deliberating Shared Language

#### *Research*

- Christina and Shaz – Implementing Short-Term and Long-Term Solutions
- The Geology Team – Prioritizing Security and Sense of Belonging

#### *Leadership*

- The Office of the President – Exploring What’s in a Name
- Eli and the Design Committee – Bringing Extra Seats to the Table

#### *Support*

- Erica and the Public Safety Team – Understanding Our Impact
- The Financial Aid Team – Reaching Out in New Ways

#### *Community*

- Community Stakeholders – Opening Dialogue on Space Allocation
- Jesse – Making Judicious Choices about Attendance

## Maria – Working with the Space Available

Maria is a first-year instructor in the history department. She has been assigned to a large-scale lecture taking place in a campus auditorium. This is Maria's first experience teaching in a large lecture hall. A majority of her teaching experiences required her to lecture for 30-40 students, while her current course seats 250.

The auditorium seating is constructed like a stadium with rows raising from the lectern at the front of the room. Before the first class session, Maria reflected on how to establish rapport and make connections in a class with so many students. On the first day, Maria encourages students to sit in the front rows of the lecture hall and fill in seats to create a greater feeling of intimacy during lecture. She also encourages her students to come down the stairs and meet her at the lectern before or after class to introduce themselves. She also encourages her students to mix up their seating throughout the term in an effort to meet new peers and potentially make new friends.

As the term progresses, Maria is pleased to see that many of her students are following her guidance. They are varying their seating, sitting closer to the front of the room, introducing themselves and checking in with her before and after class. However, after administering a mid-term feedback survey, Maria is made aware by several students that the tailored seating for people of size and people who use wheelchairs is located in the mid-level walkway of the auditorium. Additionally, they bring to her attention that the area near the lectern is not wheelchair accessible and no accessible seating options are available toward the front of class. Maria feels disappointment in herself upon receiving the feedback, as she is becoming aware that her focus on creating community in her class centered the needs of able-bodied students rather than students with disabilities. Maria follows up with her department chair about moving her course to a more accessible learning space, and she is informed that no alternative spaces are available.

Maria is a bit flummoxed about what to do. She wants to connect with her students, but the acoustics of the lecture hall require her to stay at the lectern. Maria again consults with her department chair and asks for specialized audio equipment to help her move freely from the lectern. Maria's chair obliges and equips her with a mobile microphone and a presentation clicker with laser pointer. With her new equipment, she commits to walking the auditorium several times during lecture to be near each section of students, and also makes a point to visit and check in with students before and after class and during in-class discussion.

### Key Takeaways

- **The Issue:** Maria struggles to build community in her large lecture classroom and is particularly challenged about how to reach and engage students who are marginalized by the design of the classroom for their mobility and spatial needs.
- **The Deliberation:** Maria explores whether moving her course is possible, and further pursues technology solutions to enable her mobility during lecture.
- **The Growth:** Maria recognizes that she was centering the needs of able-bodied students in deliberating community building solutions for her classroom. She also realizes that she is able to advance her own community learning goals by adapting her instructional style to account for the structural limitations of her learning space.
  - *Knowledge:* Foundations of Community and Belonging, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Problem Solving, Ideation and Innovation
  - *Attitudes:* Responsibility and Initiative, Flexibility

## Santiago – Deliberating Shared Language

Santiago is an associate professor of ethnic studies teaching a first-year seminar that integrates popular literature from writers of the Antebellum South as a method for comparing, analyzing and problematizing historical and contemporary anti-black narratives.

Many of the assigned readings include characters who use pejorative terms to describe black people and other people of color. At the same time that Santiago is finalizing his course plan, he is made aware of a student activist movement on campus to confront and eliminate such pejorative terms from the classroom and curriculum in an effort to create a campus environment that is more affirming and inclusive of people of color.

Santiago is sympathetic to the students' cause but is also conflicted. Santiago resonates with the students' feelings, and at the same time feels that such words should be engaged to learn from history and develop rigorous critical thinking skills to prepare future leaders.

Santiago is apprehensive about broaching the topic, but he decides the best course of action is to engage the students in dialogue about the use of such terms at the beginning of class. In addition to acknowledging that these terms are in the literature, Santiago explores with his students how they want to wield such terms, when and how to utter them and explore other group norms to maintain a productive learning environment. Santiago finds the dialogue quickly engages his students in the course content. In addition to reaching a shared agreement and understanding, Santiago observes that starting class with such a conversation improves student participation overall and built a foundation for thoughtful, vulnerable and challenging dialogue.

### Key Takeaways

- **The Issue:** Santiago is made aware of a student movement to eliminate pejorative racial slurs from the curriculum and classroom discussions as he finalizes a course plan to engage such terms as a function of critical historical analysis of anti-black narratives. Santiago is ambivalent about what to do as he holds mutual respect for his students' feelings and the value of engaging difficult content in pursuit of deep learning and cognitive development.
- **The Deliberation:** Santiago pushes through his anxiousness and broaches the conversation with his students on the first day of class. He opens a dialogue about how they want to engage with pejorative terms as they relate to the course goals.
- **The Growth:** Santiago finds that he is capable of facilitating difficult dialogues and is affirmed to find that beginning his class with an exploration of group norms improves student engagement overall.
  - *Knowledge:* Context and Complexity, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Problem Solving, Conflict Management, Constructive Collaboration
  - *Attitudes:* Responsibility and Initiative, Flexibility

## Christina and Shaz – Implementing Short-Term and Long-Term Solutions

Christina serves as director of a biology lab that facilitates research on human cadavers. Her lab also serves as a teaching site for undergraduate courses in anatomy and physiology. She has served as lab director for more than 10 years. In that time, there has been minimal change to her facilities and her standard operational procedures.

Recently, Christina’s lab recruited a new doctoral research assistant, Shaz. In her first week in the lab, Shaz has encountered several points of inaccessibility, most significant is the fixed height of the tables the research cadavers rest on. Shaz, who uses a wheelchair, is currently unable to meaningfully participate with her peers in activities involving the cadavers.

When the limitations of the lab’s physical design are brought to Christina’s attention, she asks Shaz if she has any suggestions. Shaz shares that all of her previous research spaces included exam tables with adjustable heights, either electronic or with hand cranks. Other than replacing the tables, Shaz did not have suggestions for what could be done. Christina immediately recognized the need for new exam tables and acknowledged that securing funds and facilitating a remodel of the space would not be feasible in the current academic year. Christina reaches out to several of her peers and colleagues at disability access services to brainstorm short-term and long-term solutions

As a short-term solution, Christina assigns an undergraduate assistant to Shaz. A part of the undergraduate assistant’s role is to position an iPad with video messaging software so Shaz can engage with projects by directing the undergraduate assistant with the camera and viewing research activities on her own tablet. As a long-term solution, Christina works with her dean and other administrators to make changes to plans for new lab construction to ensure that adjustable height tables are installed to enable full participation of every member of the lab.

### Key Takeaways

- **The Issue:** Christina is made aware that the design of the cadaver lab is not fully accessible to all research team members, specifically Shaz who utilizes a wheelchair.
- **The Deliberation:** Christina consults with Shaz, peers, disability access services, her dean and other administrators to determine short- and long-term solutions.
- **The Growth:** Christina is able to leverage institutional resources to provide immediate access for Shaz, as well as engage in long term planning to prevent similar inaccessible conditions in the future.
  - *Knowledge:* Foundations of Community and Belonging, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Problem Solving, Ideation and Innovation, Constructive Collaboration
  - *Attitudes:* Responsibility and Initiative, Flexibility

## The Geology Team – Prioritizing Security and Sense of Belonging

A team of faculty and graduate students in Geology is regularly engaged in field trips as research activities often require off-site data collection. These field trips are often overnight camping trips, typically in remote or semi-remote locations.

Field research is a common and popular aspect of geology research, which often attracts undergraduate and graduate students outside of geology majors. As the geology program's field activities expand and more students participate in the trips, new members of the research team share concerns about their sense of safety in relation to cohabitating with their peers, as well as the lack of information about the local communities near the research site, available resources and general safety protocols. Specifically, women share concerns about safety related to sexual assault and students of color share concerns about potentially hostile attitudes from the residents near the research site.

Senior research team members are surprised by the new team members' concerns. The senior members assert that field research is an adventure and being out in remote locations is part of the fun of science. The students' initial concerns are not attended to, and research activities proceed accordingly. The number of students who express concern for the design and norms, geology field trips increases. A senior research team member recognizes that while the majority of concerns are vocalized by researchers who are women and people of color, the team members who are minimizing their concerns are mostly white men. The researcher advocates on behalf of the students and implores colleagues to more meaningfully engage with the students' concerns.

The research team leaders connect and discuss the inclusivity of the field research culture and explore how they can more clearly communicate details, orient research collaborators, and build shared expectations and response protocols to maintain safety and community norms.

### Key Takeaways

- **The Issue:** As the popularity of a geology research program grows, new participants, including women and people of color, express concerns about a lack of information regarding the transparency of details of their research sites and information regarding safety.
- **The Deliberation:** The senior research team members are initially dismissive of the students' concerns. With more frequent student concerns and the advocacy of a senior team member, the group more meaningfully examines the culture of the field research activities.
- **The Growth:** The team acknowledges that existing norms and expectations worked for the founding group but do not meet the needs of a larger, more diverse constituency of researchers. They work to make protocols more transparent and create discussion spaces to establish group norms and expectations.
  - *Knowledge:* Foundations of Community and Belonging, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Problem Solving, Conflict Management, Constructive Collaboration
  - *Attitudes:* Flexibility



## The Office of the President – Exploring What’s in a Name

A group of student activists has organized on campus to address the adverse conditions for students of color, specifically their experience with a hostile campus climate. The group has spent several months researching the institution’s history of white supremacy and lineages to chattel slavery and the abhorrent policies of the Jim Crow era in Oregon. The students request time with the university president to share concerns about the namesakes of several campus facilities and their connection to white supremacists and histories of racism.

The buildings identified are central campus facilities, with long histories at the institution. The division on campus about the students’ call for the renaming of academic, administrative and athletic buildings is immediate and tense. The President convenes his direct reports, other key administrators and campus leaders to organize and deliberate a path forward. The assembled team determines dialogue to be an essential practice toward resolution.

A subgroup of faculty, administrators and student activists organize a systematic and scholarly review of the building histories and namesakes, and then arrange for an open-facilitated dialogue for all stakeholders of the campus and surrounding community.

The dialogue process spans several months and included dozens of hours of community dialogue. The president and his assembled team review the diverse contributions of community stakeholders elicited through dialogue and assert their decision to rename campus buildings. The President cites alignment with institutional values and commitment to inclusive excellence as the fundamental influence in declaring a formal renaming of campus facilities.

### Key Takeaways

- **The Issue:** Students of color are experiencing a hostile campus climate. Students organize and determine that the white supremacist lineages of the namesakes of campus buildings are unacceptable. They approach the university president to explore a process for change.
- **The Deliberation:** The President assembles a team of campus leaders to design an inquiry and dialogue process to formally facilitate exploration of the issue on a foundation of quality information.
- **The Growth:** Student activists and the administration are able to collaborate in identifying, investigating and resolving a politically contentious structural issue.
  - *Knowledge:* Context and Complexity, Foundations of Community and Belonging, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Problem Solving, Conflict Management, Constructive Collaboration
  - *Attitudes:* Flexibility

## Eli and the Design Committee – Bringing Extra Seats to the Table

Eli is a mid-level manager in the division of Student Affairs. He is appointed to serve as the project manager to oversee the design and construction of a new student union. Now that funding approval is complete, Eli convenes facilities and program leaders to collaborate with architects and designers to review, revise and finalize blueprints for the future student union.

Six months into the year-long process, a program coordinator identifies that student voices are absent from the design team. Initially, the group is embarrassed that they advanced the project without student input and agree that student voice is essential. However, as the team deliberates logistics, a majority of the team agrees that the inclusion of students will require an adjustment to the meeting schedule and hosting meetings and forums in the early evening, or perhaps on weekends. The current committee members are discouraged by the prospect of changing the schedule and ask to proceed with the current plan. They ask that Eli meet with students separately to update them on the progress of the committee and solicit feedback.

Eli challenges this notion, asserting that full inclusion of student voices will require compromise and flexibility from his peers. After some debate, the team agrees to reschedule their meetings to early evening to ensure full student participation. Shortly after the inclusion of student constituencies, critical design changes emerge. Students advocate for several revisions they deem essential to their sense of belonging, including the design of gender-neutral restrooms, foot wash stations and bidets. Students also propose an increase to natural and artificial light to improve conditions for students with unique accessibility and mental health needs.

### Key Takeaways

- **The Issue:** Eli assembles a design committee for the development of a new student union. Eli assembles the team and advances committee work without the inclusion of student voices. Six months into the process, the group acknowledges the absence and considers whether inclusion is possible given scheduling challenges.
- **The Deliberation:** The current team is discouraged by the demands on students' schedules, and the limits of their availability to meet during business hours. Eli challenges the group's exclusivity and asks for compromise.
- **The Growth:** The team better appreciates the value and necessity of stakeholder representation. The team finds a manageable solution to include student voices and benefits from student input, which improves the design of the future student union, specifically design changes that improve inclusivity for transgender and gender non-conforming students and differently abled students.
  - *Knowledge:* Foundations of Community and Belonging, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Problem Solving, Ideation and Innovation, Constructive Collaboration
  - *Attitudes:* Responsibility and Initiative, Flexibility

## Erica and the Public Safety Team – Understanding Our Impact

Erica, the chief of the campus public safety department, arranges a bi-annual forum on public safety to receive feedback and recommendations from community members. During the forum, student leaders share their perception of disproportionate public safety presence at events that are attended predominately by students of color. The campus leaders give examples including National Pan-Hellenic Council, Inc./Greek Life step shows, outdoor events with the Black Cultural Center and the annual MLK peace march.

Erica assures that public safety is in regular rotation for all community members and that many large-scale campus events include public safety attendance. The student leaders contend that the presence of public safety feels disconcerting, and they are unsure of any safety needs that would require the presence of public safety. Student leaders ask that public safety consult and inquire before sending officers to events.

During the forum, the students share their personal experiences with police violence, and the negative impacts of police presence in their home communities. Erica does not immediately understand the students' concerns. She thanks the students for their input and assures that she will take time to reflect and deliberate with her team. Erica also asks if students would be willing to meet with her individually to discuss in more detail, and the student leaders agree.

Erica convenes her direct reports and the student leaders the following week. Erica learns more about the students' experiences with law enforcement. Erica also comes to better understand how the presence of public safety can have a marginalizing impact on students of color and negatively impact the outcomes of their campus programming. Erica proposes a communication plan to the student leaders that maintains her department's commitment to safety and enables the student leaders to maintain the decorum and atmosphere so their events can thrive. The student leaders agree to pilot the communication plan and reconvene to discuss its effectiveness.

### Key Takeaways

- **The Issue:** The presence of public safety officers at events marketed for students of color is having an adverse impact on the sense of belonging for students of color. Erica struggles to understand the nature and significance of the students' concerns.
- **The Deliberation:** Erica invites further discussion with student leaders and her direct reports. The student leaders are able to discuss their concerns with more nuance, and Erica is able to imagine possible changes to her team's policies and practices.
- **The Growth:** Erica better understands the histories of police violence in communities of color which underpin the students' apprehension of public safety presence at campus events. The group is able to propose and pilot a communication plan that may mutually match both constituencies' goals.
  - *Knowledge:* Context and Complexity, Foundations of Community and Belonging, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Ideation and Innovation, Constructive Collaboration
  - *Attitudes:* Responsibility and Initiative, Flexibility

## The Financial Aid Team – Reaching Out in New Ways

Campus financial aid staff conduct an annual review of the impact of their services and run analyses on what students and communities access services. From the analysis, the team identifies a disparity in the number of Latinx students and families who access services and considers options for how they may do a better job of reaching out.

The team agrees to facilitate interviews and focus groups with Latinx students to better understand why and why not they are accessing financial aid resources. After analyzing the results of a qualitative inquiry, the team realizes that a majority of students and their families are not aware that their team employs Spanish-speaking staff members and all of the materials are printed in multiple languages.

The staff convenes to consider how they may better market multi-lingual resources and determines that the front office is a quick and simple first step to amplifying services designed for Spanish speaking constituents. The team decides to hang signage on the front-facing windows and place sandwich boards in the walkways that market their bilingual services, as well as post signs in Spanish and English. In the weeks following, the team works with colleagues in information technology to mirror these efforts on the website and through social media outreach.

### Key Takeaways

- **The Issue:** An evaluation of financial aid services reveals that the team’s programs and resources are not reaching Latinx students and families.
- **The Deliberation:** The team agrees to engage in further qualitative inquiry and finds that Latinx constituents are not familiar with multi-lingual services.
- **The Growth:** The team is able to identify short-term solutions to improve outreach to Latinx students and families, including posting about resources in multiple languages and updating the website and social media content.
  - *Knowledge:* Foundations of Community and Belonging, Foundations of Power, Privilege and Oppression
  - *Skills:* Problem Solving, Ideation and Innovation
  - *Attitudes:* Responsibility and Initiative, Flexibility

## Community Stakeholders – Opening Dialogue on Space Allocation

For decades, faculty and staff on campus and across Oregon have discussed informally how institutional space is allocated, lamenting that premium spaces are reserved for personnel in the highest echelons of the university. It is generally understood that classified staff, entry level positions and programs that are not regarded as “high profile” are located in less-desirable buildings.

Tensions about space allocation reach a pinnacle, and a group of concerned community members organizes to conduct a systematic review of space allocations to determine the efficacy of these informal assumptions. Using simple statistical analyses, the team finds that employees who are classified or make less than \$50,000 a year are more likely to reside in buildings determined to be higher-risk. This includes buildings with a history of growing black mold, those that do not currently meet structural requirements to sustain a level-three earthquake, and those that require long walks from parking lots through unlit areas of campus. The team also identifies that this same class of employees is less likely to be located in buildings with air-conditioning and tend to not be centrally located on campus, placing them farther from attractive campus amenities like food services and popular gathering spaces.

The group of concerned community members is disappointed by the findings, but not surprised. They determine the best first step is to communicate the findings more broadly. In addition to sending a formal report to the President and Provost, they distribute the findings through a social media marketing campaign targeting students, faculty and staff at the institution. As more folks join the conversation to share their concerns and experiences, the collective consciousness about facility disparities is raised on campus, and formal conversations begin to materialize in academic and administrative units.

### Key Takeaways

- **The Issue:** A long-held colloquial understanding of disparities in classified reaches a pinnacle of tension on campus. It seems lower-paid and “less prestigious” staff are relegated to less desirable buildings and spaces on campus.
- **The Deliberation:** A contingent of concerned community members engages in a more formal analysis and confirms the concerns of their peers, and further identifies that the class disparities include the placement of low-paid staff in buildings with increased risks to health and safety.
- **The Growth:** Community members achieve a level of organization and inquiry that validates their assumptions and use this information to raise collective consciousness and initiate processes with potential for positive change.
  - *Knowledge:* Foundations of Community and Belonging, Foundations of Power, Privilege and Oppression
  - *Skills:* Problem Solving, Conflict Management, Constructive Collaboration
  - *Attitudes:* Responsibility and Initiative

## Jesse – Making Judicious Choices about Attendance

Jesse is passionate about issues of diversity, equity and inclusion, and prides himself on his engagement with people and communities different than him. Jesse identifies as a white man and is personally committed to immersing himself in spaces where he can connect with women and people of color, in particular, spaces where women and people of color are discussing and organizing for social change.

In addition to engaging diversity, equity and inclusion issues through community, Jesse is an avid reader and committed to his own self-study. Increasingly, Jesse is noticing blogs and articles discussing the phenomena of white men “taking up space” in places intended for women and people of color to connect and find community with one another.

Jesse begins asking himself if his own propensity to enter into groups of women and people of color has an adverse impact. Jesse recognizes that he has never been forbidden from participating. He is always welcomed. However, with added mindfulness, Jesse is able to recognize how his presence at times influences the comfort, authenticity and sense of security of his peers.

Jesse personally commits to being more judicious about where and how he shows up in community spaces that were not specifically designed for him. While he remains engaged in diversity, equity and inclusion work, he resolves that some of the best ways he can serve as an ally include not showing up, and instead organizing spaces for other men and white people.

### Key Take-Aways

- **The Issue:** Jesse becomes aware that his enthusiasm for diversity, equity and inclusion work has resulted in him attending gatherings and participating in spaces that were not designed for him and adversely impacting his peers who identify as women and people of color.
- **The Deliberation:** Jesse raises his consciousness through self-study and mindful reflection and is able to explore and reach these conclusions on his own.
- **The Growth:** Jesse finds ways to continue his engagement with diversity, equity and inclusion work that reduces his interruption of spaces for women and people of color spaces, and further gains the motivation and confidence to organize diversity, equity and inclusion spaces for men and white people.
  - *Knowledge:* Context and Complexity, Foundations of Community and Belonging, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy
  - *Attitudes:* Responsibility and Initiative, Flexibility



## Engaging the Here and Now

A culturally competent community member will understand and be intrinsically motivated to translate diversity, equity and inclusion concepts into their daily behaviors and decision-making. This includes bridging the theoretical to the practical and interacting with the immediate happening of our community and all its members in a manner that is congruent with our highest ideals. Individuals have responsibility to hold themselves responsible for this congruence and also explore how they can shape organizations to enable the congruence of others with institutional values.

An essential aspect of diversity, equity and inclusion work is closing the gap between our ideals and our daily practices. It is common that our ideal self — who we think we are and who we will be in any given moment — is not consistent with what actually happens in real life. *Engaging the here and now* is a commitment to bridging that gap, both by attempting to rise to our highest expectations and also by being realistic about our capacity. If we wait for perfection to take our first steps, we can inadvertently stall important work. It is essential that we maintain motivation and move forward. This work often requires difficult mental and emotional struggle to convert complex and abstract ideas into concrete actions.

At Oregon State, engaging the here and now may look like a faculty member translating the insights of their scholarship into tangible policies and practices that benefit our community. It may also look like any member of our community being more honest with themselves and acknowledging incongruence in their values, attitudes and behaviors and acknowledging similar inconsistencies in others.

Individually, learning in this dimension may look like increasing our ethical self-awareness and expanding our knowledge of diverse worldviews. We may improve our ability to reason and reflect on the ethics of our policies and practices and in turn, collaboratively problem solve to resolve inequity. We may also feel greater responsibility to confront and reconcile inconsistency in ourselves and others. As a community, when we learn together, we take steps toward realizing our highest ideals.



## Engaging the Here and Now

	KSA	Baseline
Knowledge	<p><b>Ethical Self-Awareness<sup>4</sup></b> Insight into one's core beliefs and deep examination of the origins of those core beliefs.</p>	<ul style="list-style-type: none"> <li>Discusses the social, cultural and political contexts that shape values and ethics</li> <li>Discusses how one's values and ethics were shaped over the lifespan</li> </ul>
	<p><b>Knowledge of Diverse Worldviews<sup>8</sup></b> Understanding the complexity of elements important to members of other cultures in relation to multiple dimensions, including history, values, politics, communication styles, economy, or beliefs and practices.</p>	<ul style="list-style-type: none"> <li>Compares, contrasts, and explains the distinctions of other ethics and values</li> <li>Recognizes connections between other identities and the influence of social and political contexts on their ethics and values</li> </ul>
Skills	<p><b>Problem Solving<sup>10</sup></b> Ability to clearly and insightfully discern a problem with evidence of all relevant contextual factors and identify multiple approaches for solving the problem that attend to the specificity of the context.</p>	<ul style="list-style-type: none"> <li>Collaborates with diverse stakeholders to recognize and negotiate ethical complexities</li> <li>Collectively pursues equitable change through dialogue and deliberation</li> </ul>
	<p><b>Integrative Learning<sup>1,7</sup></b> Ability to connect and extend knowledge from one learning experience to multiple personal, professional and academic contexts. This includes the ability to independently adapt and apply skills, abilities, theories or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</p>	<ul style="list-style-type: none"> <li>Discerns meaningful connections between multiple value systems and institutional role</li> <li>Imagines and enacts policies and practices that ethically resonate with diverse constituents</li> </ul>
	<p><b>Constructive Collaboration<sup>1,11</sup></b> Ability to facilitate productive and affirming intergroup collaborations to work across and within diverse community contexts and structures to achieve mutual aims. This includes attending to language, tone, expressions and behaviors that cultivate group connection and momentum.</p>	<ul style="list-style-type: none"> <li>Recognizes and affirms diverse ethics and value systems</li> <li>Recognizes and strategically decenters one's own ethics and value systems</li> <li>Recognizes and adapts to the ethics and value systems of others</li> </ul>
	<p><b>Ethical Reasoning<sup>4</sup></b> Ability to recognize ethical issues when presented in a complex, multilayered context. Includes the ability to take a position and state the objections to, assumptions and implications of, and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives with adequacy and effectiveness.</p>	<ul style="list-style-type: none"> <li>Recognizes and processes ethical incongruences in self and others</li> <li>Factors nuances and complexities of multiple contexts into evaluation of ethics and values</li> </ul>



	<p><b>Reflection<sup>7,9</sup></b></p> <p>Ability to review prior learning in-depth to reveal significantly changed perspectives about educational, work and life experiences, which provides a foundation to further expand knowledge, growth and maturity over time. Also includes the ability to build on prior experiences to respond to new and challenging contexts and envision a more capable future self.</p>	<ul style="list-style-type: none"> <li>• Examines the congruence between one’s values, actions and the needs of diverse constituents</li> <li>• Examines role and responsibility to interrupt incongruent practices in self and others</li> </ul>
<p><b>Attitudes</b></p>	<p><b>Responsibility and Initiative<sup>5,9</sup></b></p> <p>Motivation to participate in processes of leadership, taking informed and responsible action to address challenges at local, regional and global levels. This includes a willingness to expand knowledge and skills; envision a path forward; convene and organize others; and evaluate the local and broader consequences of individual and collective interventions.</p>	<ul style="list-style-type: none"> <li>• Willingly opens dialogue on ethical tensions between diverse constituents</li> <li>• Upon recognizing ethical incongruences, willingly organizes and pursues organizational or cultural change</li> </ul>



## Engaging the Here and Now

### Cases of DEI Learning

#### *Instruction*

- The Communication Studies Team – Initiating Self-Directed Learning
- Charlene – Declaring Values and Goals

#### *Research*

- Angela – Making Connections
- Todd – Sharing Good Work

#### *Leadership*

- The Deans Team – Aligning with Organizational Values
- Wiliana and the Student Life Team – Leading Change Proactively

#### *Support*

- The Career Services Team – Making Time to Reflect and Celebrate
- The Student Health Services Team – Committing to Congruence

#### *Community*

- Rajit – Asking for Support
- Anthony, Lane and Rashawn – Holding One Another Accountable

## The Communication Studies Team – Initiating Self-Directed Learning

A team of communications studies faculty has been inspired by conversations in the past year initiated by both campus trainers and through professional development sessions facilitated by their dean and department chair. Team members want to learn more, but feel that they have exhausted the campus resources available to them.

The team makes time in faculty meetings to explore the resources among them. They decide to take lead of their own learning and organize a reading group. In addition to inviting faculty from their program, they open the invitation to colleagues throughout liberal arts and form a community of practice made up of teaching faculty committed to critical pedagogy and diversity, equity, and inclusion practices in instruction.

### Key Takeaways

- **The Issue:** Communications Studies faculty members are inspired by critical and inclusive pedagogy trainings – but find that they have exhausted the resources readily available from their administration and campus trainers.
- **The Deliberation:** The faculty take time in their regularly scheduled meeting and determine the best and most sustainable course of action is to facilitate their own self-directed learning through the formation of a community of practice.
- **The Growth:** The faculty team finds the intrinsic motivation and capacity to facilitate their own learning and professional development.
  - *Knowledge:* Knowledge of Diverse Worldviews
  - *Skills:* Problem Solving, Constructive Collaboration, Reflection
  - *Attitudes:* Responsibility and Initiative

## Charlene – Declaring Values and Goals

Charlene is an assistant professor in Geography about to start her second year as teaching faculty. During her first year, Charlene was inspired by the work of the colleagues she encountered through professional development opportunities at the Center for Teaching and Learning. In particular, she was impressed and inspired by colleagues who declared their social justice teaching philosophy through syllabi.

Charlene decides to declare her own social justice teaching philosophy to her students in her syllabi, which she describes as her “equity stance.” Charlene authors the statement, and on the first day of classes, she takes time to elaborate on her commitment, to open dialogue with her students and offers concrete suggestions and resources for how students can communicate with her and hold her accountable.

### Key Takeaways

- **The Issue:** Charlene is impressed by her teaching colleagues who openly express their commitment to socially just education through a formal statement in a syllabus.
- **The Deliberation:** Following a year of observation, Charlene resolves to formulate a similar approach she describes as an equity stance.
- **The Growth:** Charlene is able to articulate a similar commitment in her own voice in a manner that invites students to partner with her in realizing and sustaining an equitable learning environment.
  - *Knowledge:* Ethical Self-Awareness
  - *Skills:* Integrative Learning, Ethical Reasoning, Reflection
  - *Attitudes:* Responsibility and Initiative

## Angela – Making Connections

Angela is an associate professor in industrial engineering. Her research agenda focuses on human interactions with the built environment. In the past year, Angela has been reading articles that discuss the incorporation of critical and multicultural inquiry frameworks in engineering research. Motivated by these concepts, she begins attending presentations at regional and national conferences that discuss similar ideas in an effort to make connections and find community.

Angela is disappointed that peers at her current institution do not share similar motivations, and she feels isolated in her pursuit of more critical and liberatory frameworks in engineering research. Angela feels she has exhausted her resources through self-study and professional development and she is ready to practice integrating concepts into her own research. Angela collects contact information for the authors of her favorite articles and the presenters from recent conferences and sends emails soliciting further conversation in hopes of forming a collaborative research project.

### Key Takeaways

- **The Issue:** Angela is motivated to explore critical and multicultural frameworks in industrial engineering research and is looking for additional opportunities to learn.
- **The Deliberation:** After exhausting her resources through self-study and professional development, Angela resolves to engage her own research agenda and pursue collaborations beyond her institution.
- **The Growth:** Angela moves past her disappointment that her enthusiasm is not matched by her institutional peers and solicits partnerships by contacting authors and presenters she admires.
  - *Knowledge:* Knowledge of Diverse Worldviews
  - *Skills:* Problem Solving, Integrative Learning, Constructive Collaboration
  - *Attitudes:* Responsibility and Initiative

## Todd – Sharing Good Work

Todd is research faculty in the school of public policy. Todd is actively engaged in equity research with a particular focus on the fair, just and equitable management of public serving institutions and the fair and equitable distribution of public services.

Todd publishes and presents his findings widely and is aware that his research holds directly transferable insights and applications for public administrators. Todd is also aware that administrators within his own institution are not aware of his resource, nor does he see the insights of his research represented in the policies and practices of his institutional administrators. Todd resolves to advance the outcomes of his work in his own institution and reaches out to the Office of Institutional Diversity to share his goals and gather insight about how he may distribute his work to institutional stakeholders and connect with other faculty engaged in equity work.

### Key Takeaways

- **The Issue:** Todd researches equity practices in public policy and has published on practices that numerous public institutions find useful in their own policy design and administration. Todd recognizes that the success of his research is not reflected at his own institution.
- **The Deliberation:** Todd connects with resources in the Office of Institutional Diversity to advise on sharing his work with the university administration and to form connections with other equity-minded faculty.
- **The Growth:** Todd finds a path to actualizing the success of his important research in his local context, as well as national and international contexts where his research is currently successful.
  - *Knowledge:* Ethical Self-Awareness
  - *Skills:* Integrative Learning, Constructive Collaboration, Ethical Reasoning, Reflection
  - *Attitudes:* Responsibility and Initiative

## The Deans Team – Aligning with Organizational Values

A committee of assessment administrators and institutional diversity leaders presents the findings of the annual faculty, staff and student climate surveys to the Provost and dean of each college. In addition to presenting on trends revealed in the quantitative measures of the instrument, the committee presents the synthesized findings of the qualitative portion of the survey. Evident in the qualitative data is a growing lack of confidence that the campus climate survey will be actualized into any tangible institutional change. The committee adds that each year the response rate for the survey has been dropping, and speculates that institutional constituents' perception of the value and efficacy of the survey may be waning due to its expanding reputation as “lip service” or a non-performative institutional act in the name of diversity, equity and inclusion.

Following the presentation, the deans organize themselves to discuss the results and determine what actionable solutions can be made in the short term to honor the time spent with the campus climate survey and realize concrete steps towards the organization’s visions for diversity, equity and inclusion. The deans determine that the inclusion of diversity, equity and inclusions statements and goals can be integrated relatively quickly into every position description throughout the university, including teaching, research and administrative roles. Additionally, the deans coordinate with the provost to form an exploratory action team to vet and propose a framework to effectively and meaningfully incorporate diversity, equity and inclusion work into the college-level guidance for promotion and tenure.

### Key Takeaways

- **The Issue:** The results of the most recent campus climate survey indicate that students, faculty and staff are losing confidence in institutional leaders' commitment to realizing positive and sustainable change for diversity, equity and inclusion.
- **The Deliberation:** The academic deans organize to explore concrete short-term interventions to jumpstart institution-level policy change and begin with their influence in the creation of faculty and staff position descriptions and guidance for promotion and tenure.
- **The Growth:** The deans and provost recognize that inquiry practices alone, like a campus climate survey, do not suffice for institutional commitment to diversity, equity and inclusion, and further erode confidence from stakeholders when the outcomes of the survey are not addressed with meaningful changes to policy and practice.
  - *Knowledge:* Ethical Self-Awareness, Knowledge of Diverse Worldviews
  - *Skills:* Problem Solving, Integrative Learning, Constructive Collaboration, Ethical Reasoning
  - *Attitudes:* Responsibility and Initiative

## Wiliama and the Student Life Team – Leading Change Proactively

Wiliama was recently hired as the Dean of Students and oversees all operations in the office of Student Life, which includes multiple functions related to student care, crisis response, leadership development, as well as campus programming and events. One of Wiliama's first projects is to convene departmental leaders to proactively manage the unit's climate related to issues of diversity, equity and inclusion.

At the first meeting, the department leaders assert that there is no history or documentation of climate issues within their unit and suggest that their energies are best spent addressing active conflicts related to other aspects of the organization. Wiliama contends that as an organization, they are not waiting for issues to arise to engage in training, dialogue and development related to issues of diversity, equity and inclusion. The group reaches an impasse as the department leaders are not willing to engage in work they do not see as urgent, and Wiliama is unable to compel them that his proposal is in alignment with the group's espoused mission, vision and values.

Wiliama decides to take more time to meet with the leaders individually, hear their concerns and focus on how he can establish personal and meaningful connections between diversity, equity and inclusion education and leaders' own sense of purpose in the organization.

The team responds affirmatively to Wiliama's individual campaigning. With time, Wiliama is able to broach the discussion of how to sustain ongoing and effective communication, education and progress with the large group of team leaders. Over the course of Wiliama's first year, the team ultimately agrees to reorganize its budget to invest in practices that will realize and sustain the organization's espoused commitment to inclusive excellence.

### Key Takeaways

- **The Issue:** Wiliama advocates for a proactive approach to managing unit climate related to diversity, equity and inclusion. His initiation is challenged by departmental leaders as they assert that other matters are more pressing.
- **The Deliberation:** Wiliama challenges the thinking of his department leaders and offers a leadership frame that does not organize around crises, rather around organization mission and values. The team coalesces with Wiliama's leadership and reorganizes resources to mobilize investments in communication and education.
- **The Growth:** Wiliama successfully leads a paradigm shift that transforms his team's understanding of their leadership responsibility to issues of diversity, equity and inclusion.
  - *Knowledge:* Ethical Self-Awareness, Knowledge of Diverse Worldviews
  - *Skills:* Problem Solving, Constructive Collaboration, Ethical Reasoning, Reflection
  - *Attitudes:* Responsibility and Initiative



## The Career Services Team – Making Time to Reflect and Celebrate

A group of career services staff members asks for time on the next staff meeting agenda to discuss the team's commitment to diversity, equity and inclusion. During the discussion, several team members share that they are not familiar with what diversity, equity and inclusion work looks like in career services and would benefit from more concrete examples of how their peers have translated the concepts into practice. The team generally agrees that more can be done to raise the collective consciousness to good work and sustain team efforts. They agree that they should make space to recognize and honor people doing excellent diversity, equity and inclusion work, and that such work should be amplified, celebrated and rewarded.

A subcommittee forms and agrees to brainstorm and present suggestions at the next staff meeting. Subsequently, the committee proposes and the team agrees to take time each month in the staff meeting agenda to inquire and share their collective efforts; to establish new awards related to equity to be highlighted at their end of year celebration; to center diversity, equity and inclusion practices in term and annual reporting; and to highlight successes through the center's social media and print publications.

### Key Takeaways

- **The Issue:** The career center team agrees that more could be done to orient its work toward diversity, equity, and inclusion practices, but many team members are unclear about what such practices look like and desire concrete examples.
- **The Deliberation:** A subcommittee forms and proposes several practices to sustain dialogue throughout the year and highlight successes to internal and external constituents.
- **The Growth:** The team finds a way to integrate reflection, documentation and communication of diversity, equity and inclusions practices throughout the year in an effort to encourage and expand similar work.
  - *Knowledge:* Ethical Self-Awareness
  - *Skills:* Problem Solving, Constructive Collaboration, Reflection
  - *Attitudes:* Responsibility and Initiative

## The Student Health Services Team – Committing to Congruence

In preparation for end-of-year reporting to the Division of Student Affairs, the coordinators of Student Health Services bystander intervention programs to confront sexual harassment, sexual assault, and other forms of gender-based discrimination, are asked to run a report on the proportion of faculty and staff at the institution who have completed trainings and report on the ratios of trained faculty and staff for each unit. The coordinators realize that their own unit, Student Health Services, has among the lowest number of faculty and staff who have completed trainings.

The coordinators share the results of their analysis at the unit team meeting and discuss what led to the result, as well as the implications of the team's low training numbers relative to the unit's explicit commitment to eliminating gender-based discrimination. The team is surprised, concerned and embarrassed that their participation does not reflect their espoused values.

The group readily agrees that their unit must be a leader and exemplar for the work. An action team is assembled to orchestrate and facilitate trainings for practitioners as quickly as possible. The team sets a deadline to accomplish a 100% completion rate by the end of the academic year.

### Key Takeaways

- **The Issue:** Student Health Services realizes that its own team is among the lowest performing units in the university for completing the gender-based discrimination training that it owns and facilitates.
- **The Deliberation:** The team works through feelings of embarrassment and acknowledges a responsibility to model and lead on the issue and commits to training 100% percent of their staff on an accelerated timeline.
- **The Growth:** The team is able to leverage difficult feedback to motivate its own growth to emerge as a leader in the institution.
  - *Knowledge:* Ethical Self-Awareness
  - *Skills:* Problem Solving, Ethical Reasoning, Reflection
  - *Attitudes:* Responsibility and Initiative

## Rajit – Asking for Support

Rajit has been contemplating for some time how he wants to become more congruent in his commitment to diversity, equity and inclusion. Rajit believes deeply in his commitments and wants to ensure that his behaviors align with his values. Rajit decides his next step is to communicate his commitments more openly to the people around him so he can receive more feedback on the congruence of his behaviors.

Rajit connects with friends, colleagues and others with whom he frequently interacts to share his expectations of inclusive and equitable language and behavior as well as his commitment to lifelong learning. Effectively, Rajit shares who he is trying to be, and let's those close to him know how they can support him in the process.

### Key Takeaways

- **The Issue:** Rajit is ready to raise the expectations for himself related to his practices of diversity, equity and inclusion, and wants to ensure that his behaviors match his values.
- **The Deliberation:** Rajit decides to share his commitments more openly in hopes that others can help reflect his behaviors back to him in support of his lifelong learning.
- **The Growth:** Rajit takes the risk of being vulnerable by making his goals for personal growth and asks for help from his community to achieve them.
  - *Knowledge:* Ethical Self-Awareness
  - *Skills:* Constructive Collaboration, Reflection
  - *Attitudes:* Responsibility and Initiative

## Anthony, Lane and Rashawn – Holding One Another Accountable

Anthony, Lane and Rashawn are close friends and roommates who all identify as men. Increasingly, discussions amongst themselves engage issues of sex and gender in the context of sexism, and they are sharing more vulnerably with one another about their thoughts and questions related to the epidemic of sexual harassment and sexual assault in the community.

Most recently, they begin to open up with one another about their experiences as both bystanders and instigators of inappropriate and threatening behavior. The honesty of their conversation enables them to identify behaviors they recognize in themselves and each other that need intervention and to share their commitment to intervening in response to such behaviors when they observe them in the future.

### Key Takeaways

- **The Issue:** Anthony, Lane and Rashawn discuss their community's epidemic of sexual harassment and sexual assault and recognize inappropriate and threatening behaviors amongst themselves.
- **The Deliberation:** The group continues to share more vulnerably with one another, and through their honesty, establishes a commitment to holding themselves and one another to a higher standard of conduct.
- **The Growth:** Anthony, Lane and Rashawn realize that honesty and vulnerability enables dialogue and reflection, and results in a greater sense of community, connection and support.
  - *Knowledge:* Ethical Self-Awareness
  - *Skills:* Problem Solving, Integrative Learning, Constructive Collaboration, Ethical Reasoning
  - *Attitudes:* Responsibility and Initiative



### **Redressing past and present inequities**

A culturally competent community member will recognize and understand individuals' and groups' historical and contemporary experiences with power, privilege and oppression. This includes actively confronting institutional barriers, inequities and disparities in education and other systems in pursuit of justice, and doing so with thoughtfulness, savvy and an intersectional lens.

Diversity, equity and inclusion work requires that we attend to multiple dimensions of time. We must work together to form a compelling vision for the future, strive to be congruent in our present and attend to the impact and influence of our history. If we imagine this work as a housing renovation, we need designs for what our house can become, to make sure we are caring for the house we have, and also to inspect for flaws and defects in our house's construction and foundation. *Redressing past and present inequities* requires that we address the problematic histories our community is built on. Coats of paint and new additions will not fix cracks in our foundation. Without addressing these core issues, old and new problems will continue to emerge.

At Oregon State, redressing inequity may look like an instructor examining curriculum to discern if the stories and contributions of women, people of color and queer folk are represented, and further revising courses to meaningfully engage students in lessons that are often absent in K-20 education. It may also look like a health and wellness provider learning how histories of discrimination related to the services they provide, have inhibited access to essential resources for communities of color, and then working with those communities to deliberate and restore relationships.

Individually, learning in this dimension may look like increasing your understanding of issues related to difference, power and discrimination. It may result in an increased capacity to remain in difficult conversations and wrestle with complex ethical quandaries. It may also result in a greater sense of responsibility and motivation to organize for positive and sustainable change. As a community, when we learn together, we may become a more equitable university where more members of our community achieve access, belonging and success.



**Redressing past and present inequities.**

	<b>KSA</b>	<b>Baseline</b>
<b>Knowledge</b>	<p><b>Foundations of Community and Belonging<sup>12</sup></b> Awareness of the physical, organizational, and social conditions that lend to community, involvement, inclusion and safety.</p>	<ul style="list-style-type: none"> <li>Recognizes and discusses the interpersonal, structural and symbolic dimensions of the built and social environment and their implications for sense of belonging</li> </ul>
	<p><b>Context and Complexity<sup>3</sup></b> Critical and comprehensive knowledge of diversity, equity and inclusion issues informed by diverse sources and potentially conflicting perspectives.</p>	<ul style="list-style-type: none"> <li>Discusses the diverse and divergent contexts that shape unequal power relations</li> </ul>
	<p><b>Ethical Self-Awareness<sup>4</sup></b> Insight into one’s core beliefs and deep examination of the origins of those core beliefs.</p>	<ul style="list-style-type: none"> <li>Discusses the social, cultural and political contexts that shape sense of fairness and justice</li> <li>Discusses how one’s sense of fairness and justice were shaped over the lifespan</li> <li>Attempts to reconcile complexities and live congruently in pursuit of a more just society</li> </ul>
	<p><b>Foundations of Power, Privilege and Oppression<sup>5</sup></b> Understanding multiple worldviews and cultural experiences through dimensions of power, privilege and oppression. Understanding includes recognition of the complexity and interdependence of these systems.</p>	<ul style="list-style-type: none"> <li>Recognizes the historical antecedents and contemporary implications of one’s own and others’ power and privilege locations</li> </ul>
<b>S</b>	<p><b>Critical Literacy<sup>3,6</sup></b> Ability to choose information sources that are appropriate to the scope and discipline of a problem or question. Information is selected with consideration to the importance of the multiple criteria, such as authority, audience, bias or point of view. Viewpoints of experts are questioned thoroughly.</p>	<ul style="list-style-type: none"> <li>Investigates inequities in ways that attend to multiple contexts with nuance, rigor, and complexity</li> <li>Examines notions of power and privilege in the construction of knowledge and notions of authority and expertise</li> </ul>
	<p><b>Constructive Collaboration<sup>1,11</sup></b> Ability to facilitate productive and affirming intergroup collaborations to work across and within diverse community contexts and structures to achieve mutual aims. This includes attending to language, tone, expressions and behaviors that cultivate group connection and momentum.</p>	<ul style="list-style-type: none"> <li>Recognizes and affirms diverse perspectives on restoration</li> <li>Recognizes and strategically decenters own organizing strategies</li> <li>Recognizes and adapts to the organizing strategies of others</li> </ul>

	<p><b>Ethical Reasoning<sup>4</sup></b></p> <p>Ability to recognize ethical issues when presented in a complex, multilayered context. Includes the ability to take a position and state the objections to, as well as assumptions and implications of, and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives with adequacy and effectiveness.</p>	<ul style="list-style-type: none"> <li>• Recognizes and processes ethical incongruences in self and others</li> <li>• Factors nuances and complexities of multiple contexts into evaluations of norms, policies and practices</li> </ul>
	<p><b>Problem Solving<sup>10</sup></b></p> <p>Ability to clearly and insightfully discern a problem with evidence of all relevant contextual factors and identify multiple approaches for solving the problem that attend to the specific context.</p>	<ul style="list-style-type: none"> <li>• Collaborates with diverse stakeholders to recognize, negotiate and mitigate inequities</li> <li>• Collectively pursues equitable change through dialogue and deliberation</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Attitudes</b></p>	<p><b>Responsibility and Initiative<sup>5,9</sup></b></p> <p>Motivation to participate in processes of leadership, taking informed and responsible action to address challenges at local, regional and global levels. This includes a willingness to expand knowledge and skills; envision a path forward; convene and organize others; and evaluate the local and broader consequences of individual and collective interventions.</p>	<ul style="list-style-type: none"> <li>• Willingly opens dialogue on inequities and their complexities among diverse constituents</li> <li>• Upon recognizing inequity, willingly organizes and pursues organizational or cultural change</li> </ul>



## Redressing past and present inequities.

### Cases of DEI Learning

#### *Instruction*

- Marjorie – Flipping the Curriculum
- Edward – Offsetting Costs, Improving Access

#### *Research*

- The Biology Department – Confronting Troubling Histories
- Reuben – Examining Exclusive Cultures

#### *Leadership*

- The Academic Affairs Team – Enabling Critical Inquiry
- The Ecampus Team – Redesigning Recruitment and Selection

#### *Support*

- The Counseling Center Team – Shaping Practices with Historical Context
- The Campus Housing Team – Providing Multiple Points of Access

#### *Community*

- Delilah – Pursuing Skill Development
- Frank – Stepping Up to Educate Others



## Marjorie – Flipping the Curriculum

Marjorie is a senior instructor in Musicology. After attending a national disciplinary conference and attending a number of sessions on issues of diversity and representation in musicology, Marjorie is overwhelmed and inspired by the ideas shared by colleagues. She reflects on her newly forming knowledge about the underrepresentation of women and people of color in the scholarship of musicology and the erasure of their contributions in the canon of music theory and contemporary musicology.

Marjorie resolves to address these disparities in her own curriculum. After additional self-study and consultation with colleagues, Marjorie revises the learning outcomes and lesson plans of her next course to center on the contributions of women and people of color. Additionally, Marjorie includes a unit on the historical and structural conditions that created and continue to sustain the erasure of women and people of color in musicology.

### Key Takeaways

- **The Issue:** Marjorie raises her consciousness to the erasure of women and people of color in musicology and recognizes such erasure in her own curriculum.
- **The Deliberation:** Marjorie facilitates her own self-study and consults with colleagues. Marjorie redesigns her course to resist the erasure of women and people of color and also adds a lesson plan to help students understand the structural conditions that contribute to the phenomena of erasure.
- **The Growth:** Marjorie finds opportunities within her own sphere of influence to resist the structural inequities that underpin the discourse of her discipline.
  - *Knowledge:* Foundations of Community and Belonging, Foundations of Power, Privilege and Oppression
  - *Skills:* Critical Literacy, Problem Solving
  - *Attitudes:* Responsibility and Initiative

## Edward – Offsetting Costs, Improving Access

Edward is an associate professor in Chemistry, and an active member of Faculty Senate. At a recent Faculty Senate assembly, student leaders who organize the campus food pantry presented a report on how students are navigating the skyrocketing costs of college attendance. The student leaders shared troubling statistics of growing rates of student food insecurity, hunger and houselessness and how all of these conditions are exacerbated by inflating tuition rates, student fees and textbook costs.

Edward immediately reflects on the cost of the textbook for his own course in introductory chemistry. Typically, students are able to secure a used copy for just under \$300. Edward is grateful for the student leadership with the campus food pantry, and also recognizes that this short-term service is not a long-term solution. Edward leaves the presentation resolved to intervene in the inflating textbook costs in his own department.

Edward begins the process of exploring how to provide open access textbooks in his courses. He begins formulating estimates on the time required to curate and facilitate those resources across his department with the goal of providing free and open textbook access to all undergraduate students in chemistry by the beginning of the next academic year.

### Key Takeaways

- **The Issue:** The growing costs of college attendance is exacerbating rates of food insecurity, hunger, and houselessness among students.
- **The Deliberation:** Edward recognizes that growing textbook costs are contributing to the marginalization of low-income students and resolves to intervene in these economic inequities in his own department.
- **The Growth:** Edward identifies an opportunity to support students by offsetting the costs of textbooks in the Chemistry department.
  - *Knowledge:* Ethical Self-Awareness, Foundations of Power, Privilege and Oppression
  - *Skills:* Constructive Collaboration, Ethical Reasoning, Problem Solving
  - *Attitudes:* Responsibility and Initiative

## The Biology Department – Confronting Troubling Histories

Following a series of direct actions by student activists and their faculty and staff allies, a team of faculty and researchers in Biology engage in a learning series about the department's history with the 20th century eugenics movement. The team's dialogue and self-study reveal troubling and violent research agendas in the department's past that directly contributed to scientific racism and ultimately produced harmful and inaccurate knowledge that drives contemporary white supremacist discourses.

In consultation with students and other institutional stakeholders, the team of faculty and researchers agrees to pursue a formal a restorative truth and reconciliation process to examine the organization's history of research related to the eugenics movement. The process includes educational initiatives to help raise the community's consciousness and problematize the institution's history. The program also invests in research to fight scientific racism. Lastly, the team leads the design and declaration of unit-level values and specified commitment to anti-racism.

### Key Takeaways

- **The Issue:** The biology department has a direct connection to the violent 20th century history of the eugenics movement. Students, faculty and staff have called for an acknowledgement and confrontation of this history.
- **The Deliberation:** Teaching and research faculty determine that a formal truth and reconciliation process is necessary to confront the department's history of eugenics and scientific racism.
- **The Growth:** The department's direct engagement with the issues brought forth by students, faculty and staff results in community engagement with the problematic history and also produces shared learning, new streams of inquiry and renewed commitment to diversity, equity and inclusion.
  - *Knowledge:* Foundations of Community and Belonging, Ethical Self-Awareness, Foundations of Power, Privilege and Oppression
  - *Skills:* Critical Literacy, Constructive Collaboration, Ethical Reasoning, Problem Solving
  - *Attitudes:* Responsibility and Initiative

## Reuben – Examining Exclusive Cultures

Reuben is the director and principal investigator of a lab in wildlife and fisheries. He attends a meeting as a function of Academic and Student Affairs' joint student success initiative. At the meeting, Reuben learns about a phenomenon on his campus in which several labs on campus have been successful in attracting women, queer and trans folk and students of color as undergraduate and graduate research assistants.

Reuben is surprised to learn that these unofficial research teams are regarded as an “oasis” in an otherwise inhospitable research environment for historically marginalized students. Reuben is also surprised to hear that many of the students attracted to the “oasis” labs are engaging in research not directly aligned with their majors and career ambitions. Some have even changed their majors to participate in these lab spaces. Some of the students cited as examples began their academic careers in wildlife and fisheries.

As Reuben reflects on his own lab and the demographics of his team, he recognizes that his research assistants are disproportionately white, cisgender men, and heterosexual. Reuben convenes his direct reports to discuss how they may have contributed to the flight of historically marginalized students from wildlife and fisheries. Reuben takes personal responsibility in exploring what changes his team needs to create a more inclusive lab environment and to recruit students back into his research community.

### Key Takeaways

- **The Issue:** An inhospitable research lab culture has resulted in women, queer and trans students, and students of color clustering in “oasis” labs that often fall outside of their academic majors and personal research goals.
- **The Deliberation:** Reuben recognizes that his lab is contributing to the flight pattern among historically marginalized students and convenes his team to explore the conditions of the lab and consider opportunities to recruit students back.
- **The Growth:** Reuben is able to reflect vulnerably on his contributions to problematic conditions that undermine student success and is further able to take personal responsibility in leading change among his team.
  - *Knowledge:* Foundations of Community and Belonging, Ethical Self-Awareness, Foundations of Power, Privilege and Oppression
  - *Skills:* Constructive Collaboration, Ethical Reasoning, Problem Solving
  - *Attitudes:* Responsibility and Initiative

## The Academic Affairs Team – Enabling Critical Inquiry

Across the country, multiple public colleges and universities are engaging in dialogue and self-examination of problematic histories related to the inclusion and full participation of African American students, faculty and staff. Media coverage on these institutions is reaching a fever pitch. In addition to conversations being ever-present in television programs and periodicals, the academic discourse in journals and conferences is increasingly engaging the conversations initiated by student, faculty and staff activists.

Inspired by the consciousness-raising work taking place, a group of unit leaders, including academic deans and administrative heads, recognizes the need for historical reconciliation on their own campus. The group assembles to discuss how they may engage their own problematic institutional history related to the inclusion and full participation of African American students, faculty, and staff. The team further expands the conversation to examine opportunities for inquiry, learning, and deliberation related to the experiences of multiple marginalized communities with respect to race, indigeneity and national origin.

The conversations are fruitful and quickly expand to include a much larger contingent of Academic and Student Affairs administrators. As a first step, the team invites the larger institution into the conversations through co-curricular programming. From the energy developed through their outreach education, the group arranges funding for inquiry projects that reveal the explicit histories of their institution and translate the findings of their inquiry projects into an online orientation module for all incoming students, faculty and staff.

### Key Takeaways

- **The Issue:** A team of administrators is aware that their institution’s problematic history of inclusion and full participation of black students, faculty and staff has gone unexamined.
- **The Deliberation:** Academic and Student Affairs leaders coalesce to educate themselves and determine next steps for learning and dialogue. The team decides to fund institutional inquiry projects that materialize into online orientation modules to educate all incoming students, faculty and staff on their institutional histories related to diversity, equity and inclusion.
- **The Growth:** Academic and Student Affairs leaders leverage the energy of the national discourse to examine their own institution and establish a process that cultivates larger institutional buy-in and results in an educational initiative that confronts a culture of ignorance that has impeded progress towards the institution's diversity, equity and inclusion goals.
  - *Knowledge:* Foundations of Community and Belonging, Context and Complexity, Ethical Self-Awareness, Foundations of Power, Privilege and Oppression
  - *Skills:* Critical Literacy, Constructive Collaboration, Ethical Reasoning, Problem Solving
  - *Attitudes:* Responsibility and Initiative

## The Ecampus Team – Redesigning Recruitment and Selection

The Ecampus team invites collaborators from Institutional Research and Institutional Diversity to review its recruitment and retention data for staff of color, and dialogue about the efficacy of diversity hiring initiatives in the past five years.

Through facilitated exploration, the team is able to recognize the limitations of marketing and outreach efforts. It seems attempts to recruit diverse faculty and staff in applicant pools has not met goals and expectations. Additionally, it is clear that the staff of color who submitted applications to available positions and met minimum qualifications were largely unsuccessful in advancing to the on-campus stage of selection processes. Less than 10% of applicants of color were extended an on-campus interview, compared with 40% of white applicants who were extended an on-campus interview.

Team members are shocked by the results of the dialogue and become defensive. Several leaders in the team contend that the statistics speak clearly to an equity issue within the department's hiring procedures. The team agrees to invest in selection training and insist that 100% of search committee members complete the institution's search advocate training. Team leaders also review budgets and reallocate resources to invest external firms to help recruit applicants of color and aid in facilitating first-round interviews.

### Key Takeaways

- **The Issue:** The Ecampus team is confronted with empirical information that their recruitment and retention efforts for staff of color are fall short of espoused goals.
- **The Deliberation:** The team becomes defensive when engaging data from Institution Research that shows a trend of equity disparities adversely impacting applicants of color who applied to Ecampus. Team leaders assert that the analysis should be honored and encourage investment in team development.
- **The Growth:** The team is able to push past defensiveness and reckon with the equity disparities illustrated in the recruitment and retention data. The team makes progressive investments in learning and seeking outside support to transform the recruitment and selection process.
  - *Knowledge:* Context and Complexity, Ethical Self-Awareness
  - *Skills:* Critical Literacy, Constructive Collaboration, Ethical Reasoning, Problem Solving
  - *Attitudes:* Responsibility and Initiative

## The Counseling Center Team – Shaping Practices with Historical Context

The team at Counseling and Psychological Services (CAPS) is well aware that the number of students of color who access services is well below proportion in relation to white peers, and the rate of access does not reflect the level of need assessed through institution-wide surveys and corroborated with the college counseling scholarship. It has been three years since the CAPS team became fully conscious of the racialized disparity of student access, and the team has not realized meaningful change.

The team organizes a work group to accelerate change, and the work group begins by raising consciousness to the underpinning socio-historical factors that inform ambivalence about accessing CAPS services by students of color. In particular, the team reviews literature concerning the 20th century violence of mental health research and practices that targeted communities of color, and how generational knowledge of the violence contributes to young people's avoidance of mental health services.

The work designs a multi-part intervention, including community education to inform incoming students and their families about CAPS services and standards, targeted recruitment of students of color, increased hiring of practitioners of color and investment in the multicultural competence of all current CAPS staff with particular attention to the generational apprehensions of people of color related to accessing mental health services.

### Key Takeaways

- **The Issue:** Intergenerational trauma of people of color through modern mental health services is one of many factors adversely impacting students of color accessing services through CAPS.
- **The Deliberation:** The CAPS team forms a work group to facilitate their collective consciousness and determine other necessary interventions to improve access and participation by students of color.
- **The Growth:** The CAPS team learns to conceptualize diversity, equity and inclusion work through multiple dimensions including the sociohistorical.
  - *Knowledge:* Foundations of Community and Belonging, Context and Complexity, Ethical Self-Awareness, Foundations of Power, Privilege and Oppression
  - *Skills:* Critical Literacy, Constructive Collaboration, Ethical Reasoning, Problem Solving
  - *Attitudes:* Responsibility and Initiative

## The Campus Housing Team – Providing Multiple Points of Access

At a recent Board of Trustees meeting, a group of student leaders organized a demonstration during a presentation to the board by University Housing & Dining Services to request a 3% increase to room rates.

The student organizers assert that current rates for housing contracts and meal plans are cost-prohibitive and inflated well beyond the cost of living on campus. At the center of students' concerns is a requirement that precludes first-year students from competitive housing and dining options in town. The organizers assert that the requirement and the rising costs of housing and dining are not congruent with the institution's espoused commitment to serving first generation and low socio-economic students.

The vote is postponed until the next Board of Trustees meeting to allow for deliberation and to consider the students' concerns with more time and sincerity. The Housing Team is defensive of the rate increase proposal. Housing leaders assert that the requirement relates to their commitment to student success, as assessment affirms that students who choose to live on campus their first year are 20% more likely to retain until their second year. Further, the rate increases reflect Housing & Dining's commitment to providing quality living, learning and nutritional spaces. With further dialogue, several housing practitioners recognize and agree that the organization's intentions for retention and a quality living experience are moot if students are ultimately not able to access services.

In preparation for the next board meeting, the housing team begins to design a new housing rate plan that provides more affordable living options throughout campus, as well as more affordable meal plans. They also commit to re-evaluate the appeals process for the on-campus housing requirement. The housing team also invites student activists who participated in the direct action to advise and consult in the development of a new proposal.

### Key Takeaways

- **The Issue:** Housing & dining's decision to increase rates unearths percolating accessibility issues for first generation and low-socioeconomic status students. Where Housing & Dining believes the on-campus housing requirement is in the best interest of student success, students contend that it is further marginalizing students with low resources.
- **The Deliberation:** After students organize a direct action at a Board of Trustees meeting, housing leaders agree to post-pone a vote to better understand student concerns. In addition to opening dialogue, Housing & Dining forms a team to draft a new proposal and invites student organizers to serve as consultants in the process.
- **The Growth:** Housing leaders and student activists are able to expand their understanding of socio-economic factors of student success and form a coalition to explore more nuanced and equitable housing and dining solutions.
  - *Knowledge:* Foundations of Community and Belonging, Context and Complexity, Ethical Self-Awareness, Foundations of Power, Privilege and Oppression
  - *Skills:* Critical Literacy, Ethical Reasoning, Problem Solving
  - *Attitudes:* Responsibility and Initiative



## Delilah – Pursuing Skill Development

Delilah has lived in her community for more than 15 years. While she has been aware of immigration as a heated political issue at a national level, rarely have conversations about immigration been broached among her friends and colleagues in town. In recent months, the discourse has changed dramatically. Delilah finds herself in multiple conversations a week where her colleagues, friends and acquaintances are openly discussing the impacts of national immigration policy on their lives and in the happenings of their town.

Delilah is at a loss of words in these conversations. She has not felt a personal stake in issues of immigration in the past, nor does she have quality information about the issues and the policies at the center of the conversations. She decides she needs to become more informed. She recognizes that people she cares about are feeling deeply, and she wants to participate in their dialogues in a more meaningful way. In addition to growing her knowledge, Delilah resolves to grow her abilities to broach difficult conversations, manage difficult conversations and care for others in the process.

Delilah begins by organizing her own self-study and attending workshops in her hometown about the design and facilitation of difficult dialogue. Delilah is surprised that she feels more confident and skilled in the conversation relatively quickly and finds herself in numerous rich and challenging conversations. It is in these conversations that Delilah begins to realize her personal stake in issues of immigration and subsequently the urgency for her to engage in similarly challenging conversations on a number of other topics.

### Key Takeaways

- **The Issue:** Delilah feels unprepared to engage in difficult conversations about immigration policy. She does not feel she has adequate knowledge or skill and wants to show up in conversations that are having sincere impact on people she cares about.
- **The Deliberation:** Delilah pushes through her feelings of inadequacy and initiates her own self-study on political issues and seeks resources to broach, manage and sustain difficult dialogues.
- **The Growth:** Delilah finds she has capacity to initiate and facilitate difficult dialogues, and through these conversations, she finds more meaningful connections to immigration issues. Her growth inspires her to further engage in difficult dialogues on other topics.
  - *Knowledge:* Context and Complexity, Ethical Self-Awareness, Foundations of Power, Privilege and Oppression
  - *Skills:* Critical Literacy, Ethical Reasoning, Problem Solving
  - *Attitudes:* Responsibility and Initiative

## Frank – Stepping Up to Educate Others

Frank has enjoyed learning about issues of diversity, equity, and inclusion for many years. He is an avid reader, attends workshops and talks at the local university, and readily engages in dialogue and discussion when opportunities are presented.

At his latest workshop, the facilitator presented a framework described as the “Active Citizenship Continuum.” The framework presents a spectrum of behaviors that range from those that undermine and counter the movement for social justice to those behaviors that actively organize for positive sustainable change. Participants of the workshop were asked to reflect on where their attitudes and behaviors fall within the active citizenship continuum.

Frank easily recognized himself under the domain of “conscientious citizen” because his behaviors were principally concerned with discovering the root causes to systemic issues and asking critical questions about the status quo. Where Frank did not recognize his attitudes and behaviors was under the domain of “Active Citizen” because he has virtually no experience with community engagement in processes for change. Frank has not organized or educated others towards his vision for diversity and social justice. Frank determines that he is ready to stretch and grow and resolves to undertake responsibilities to begin educating others on issues of diversity, equity and inclusion.

### Key Takeaways

- **The Issue:** Frank recognizes that his commitment to diversity and social justice has room to grow. Where he is passionate about learning and dialoging on issues of diversity, equity and inclusion – he has virtually no experience educating or organizing others for change.
- **The Deliberation:** Frank reflects on his experiences through an exploration of the active citizenship continuum, and assess where he can push his capacity.
- **The Growth:** Frank is able to recognize that his learning has plateaued and he is ready to pursue more in realizing his vision for diversity and social justice. He discerns that a reasonable next step is to educate others.
  - *Knowledge:* Ethical Self-Awareness, Foundations of Power, Privilege and Oppression
  - *Skills:* Ethical Reasoning, Problem Solving
  - *Attitudes:* Responsibility and Initiative



### **Maintaining Global Consciousness**

A culturally competent community member will examine one's work and professional standards, assumptions and practices within an international context. This includes considering how economic, cultural and political globalization has an impact on one's self-definition, purpose, role, and function.

*Maintaining global consciousness* is an encompassing practice that helps us develop in each of the previously discussed competencies. The global location we grow up and live in has a substantial role in shaping our worldview. As a university with international reach in a community of students, faculty and staff from around the world, we have a vested interest in examining the global dimensions of our practices. One way to imagine global consciousness is to imagine locating our university as an ecosystem in the larger biosphere. Ecologists conceptualize life at multiple levels. Individuals live in populations, which rest in communities, which constitute ecosystems. Further, ecosystems populate biomes, which make up the larger biosphere. Each ecological level shapes and supports life. However, what works for one ecosystem does not necessarily sustain life in another biome. Similarly, what supports learning and success in one institution or culture does not always equitably translate to another.

At Oregon State, maintaining global consciousness may look like an instructor reflecting on how their global location has shaped their perspective as an educator and their teaching and curriculum choices. It may also look like a member of our community welcoming and engaging the many opportunities for innovation that exist within a globally engaged university.

Individually, learning in this dimension may look like increased cultural self-awareness and knowledge of diverse worldviews. We may improve our ability to critically examine the nature of our thoughts and actions and integrate new insights into our professional practice. We may also become more open and responsive to the needs of students and colleagues from around the world. As a community, when we learn together we may improve our ability to collaborate on more complex and pressing problems facing our globe.



## Maintaining Global Consciousness

	KSA	Baseline
Knowledge	<p><b>Cultural Self-Awareness<sup>5,8</sup></b></p> <p>Insight into one's own identities and social group experiences and their affiliated values, rules and biases. Insight includes examination of social group experiences in local, regional and global contexts.</p>	<ul style="list-style-type: none"> <li>Discusses how own global location, including social, cultural and political dimensions, shapes worldview</li> </ul>
	<p><b>Knowledge of Diverse Worldviews<sup>8</sup></b></p> <p>Understanding of the complexity of elements important to members of other cultures in relation to multiple dimensions, including history, values, politics, communication styles, economy, or beliefs and practices.</p>	<ul style="list-style-type: none"> <li>Compares, contrasts and explains the distinctions of others' worldviews and their connections to global location</li> </ul>
	<p><b>Foundations of Power, Privilege and Oppression<sup>5</sup></b></p> <p>Understanding multiple worldviews and cultural experiences through dimensions of power, privilege and oppression. Understanding includes recognition of the complexity and interdependence of these systems.</p>	<ul style="list-style-type: none"> <li>Discusses one's own and others' power locations in the global context</li> <li>Discusses relative privilege and marginalization associated with global location for self and others</li> </ul>
Skills	<p><b>Critical Literacy<sup>3,6</sup></b></p> <p>Ability to choose information sources that are appropriate to the scope and discipline of a problem or question. Information is selected with consideration to the importance of multiple criteria, such as authority, audience, bias or point of view. Viewpoints of experts are questioned thoroughly.</p>	<ul style="list-style-type: none"> <li>Investigates information and assertions with nuance, rigor and attention to global context</li> <li>Examines notions of power and privilege in situations of authority and expertise, with attention to global context</li> </ul>
	<p><b>Empathy<sup>5,8</sup></b></p> <p>Ability to interpret intercultural experiences from one's own perspectives and the perspectives of others with the ability to act in a supportive manner that recognizes the meaning, making and feelings of other individuals and cultural groups. Also includes the ability to evaluate and apply diverse perspectives to complex issues in the face of multiple and possibly conflicting points of view.</p>	<ul style="list-style-type: none"> <li>Wrestles with the complexities of others' global points of view</li> <li>Suspends judgement when understanding and collaborating with diverse worldviews</li> </ul>
	<p><b>Integrative Learning<sup>1,7</sup></b></p> <p>Ability to connect and extend knowledge from one learning experience to multiple personal, professional and academic contexts. This includes the ability to independently adapt and apply skills, abilities, theories or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</p>	<ul style="list-style-type: none"> <li>Discerns meaningful connections between multiple world views and institutional role</li> <li>Imagines and enacts policies and practices that resonate with globally diverse constituents</li> </ul>

<b>Attitudes</b>	<p><b>Responsibility and Initiative<sup>5,9</sup></b></p> <p>Motivation to participate in processes of leadership, taking informed and responsible action to address challenges at local, regional and global levels. This includes a willingness to expand knowledge and skills; envision a path forward; convene and organize others; and evaluate the local and broader consequences of individual and collective interventions.</p>	<ul style="list-style-type: none"> <li>• Willingly opens dialogue on tensions between diverse worldviews</li> </ul>
	<p><b>Openness<sup>8</sup></b></p> <p>Motivation to initiate and develop interactions with culturally different others. This includes a willingness to suspend judgment when interacting with culturally different others.</p>	<ul style="list-style-type: none"> <li>• Acknowledges and respects diverse worldviews</li> <li>• Willingly explores and experiments with worldviews that may be new or dissonant</li> </ul>



## Maintaining Global Consciousness

### Cases of DEI Learning

#### *Instruction*

- Phoebe and Aya – Inviting World Perspectives into the Curriculum
- Linus – Centering International Students in Lesson Planning

#### *Research*

- The Philosophy Team – Expanding the Team to Expand Perspectives
- Janet and Lu – Raising Consciousness to the Influence of Individual World View

#### *Leadership*

- Bill and Carina – Connecting the Global with the Local
- Stephanie and Adam – Discerning Organizational Implications of Public Policy

#### *Support*

- Magali and the Student Life Team – Reorienting Services for Global Orientations
- The LGBTQ Resource Center Team – Attending to World Perspectives on Gender Identity

#### *Community*

- Steven – Diversifying Media Exposure
- Alvina and Natalie – Shifting Mindset for World Travel

## Phoebe and Aya – Inviting World Perspectives into the Curriculum

Phoebe is a kinesiology professor responsible for a class with several units on dietetics. She has taught the course for more than 10 years. Phoebe is currently supervising Aya, a doctoral student in kinesiology, and has invited Aya to review her syllabus and course curriculum. Phoebe is aware that Aya has taught similar courses during her master's program and welcomes her feedback on the content and assigned readings.

Aya reviews the course and offers that the curriculum would be strengthened by questioning and problematizing cultural constructions of “health” and “wellness.” Phoebe is intrigued, but not immediately sure what Aya means by cultural construction. Aya offers that a number of social and political locations, including language and regionalism, shape social, institutional and cultural notions of health. These shape everyday interactions with nutrition and exercise, as well as scientific knowledge production related to nutrition and exercise, which are then reproduced and inscribed in policies and practices.

Phoebe asks Aya for her literature recommendations and her suggestion for where such conversations may fit in the curriculum. Aya provides citations that are written from different global perspectives, as well as literature that summarizes the phenomena of social construction in medical science. Phoebe agrees to integrate Aya's curriculum suggestions. Inspired by Aya's critique, Phoebe suggests that they attach in-class activities to the curriculum, which invites storytelling from all students to illustrate how social norms are or are not reflected in the scholarship and contemporary practices in kinesiology.

### Key Takeaways

- **The Issue:** Phoebe's kinesiology curriculum does not account for the cultural construction of kinesiology knowledge, and as a result does not discuss or problematize Western notions of health and wellness.
- **The Deliberation:** Phoebe's colleague and graduate supervisee Aya broaches the conversation about the curriculum gap. Phoebe invites additional reflection and engages in reading Aya's recommendations.
- **The Growth:** Phoebe grows her consciousness to a new dimension of kinesiology, expands the complexity and nuance of her curriculum and imagines ways to integrate the new content in her course through active learning.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Critical Literacy, Integrative Learning
  - *Attitudes:* Responsibility and Initiative, Openness

## Linus – Centering International Students in Lesson Planning

Linus is an instructor in environmental science who teaches a general elective course on sustainability. As a standard practice, Linus implements a simple bi-weekly formative assessment in which he passes out note-cards to his class and asks them to respond to two prompts on either side of the card: (1) “What’s working for me.”; and, (2) “What’s not working for me.” Linus finds that his notecard feedback helps elicit valuable insights on his teaching strategies, as well as uncover underlying confusion or tensions in the class.

When reviewing his most recent stack of notecards, Linus notices a repeated confusion emerge in the students’ feedback related to his last lesson on climate myths and climate change denial. It seemed that students were flummoxed by the concept and were not able to comprehend his lecture. Linus inquired about the theme at the next class and offered to resolve any confusion or answer any additional questions. As students were raising their hands and joining in the discussion, he noticed that all of the students who vocalized confusion were international students. It became apparent that students from other parts of the world did not have a frame of reference for phenomena like scientific myths and climate change denial.

Linus was taken aback at his oversight but resolved to address the issue in this class and his other classes. After clarifying for his current group of students, he amended his lesson plan to leverage possible global perspectives from the students in his courses. Going forward, Linus invited students to share their experiences (with or without) the climate change debate and whether the climate change debate was an active discourse in their hometown, region and country of origin.

### Key Takeaways

- **The Issue:** Linus has assumed incorrectly that all of the students in his class understand and have a frame of reference for scientific myths and climate change denial.
- **The Deliberation:** Through his standard bi-weekly assessment and subsequent in-class discussion, Linus is able to identify that the international students in his course are confused by the concept.
- **The Growth:** Linus raises his own consciousness to the cultural specificity of his own understanding of the course content and is able to alter his instruction to invite student perspectives and peer-to-peer discussion on experiences with science myth and denial.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews
  - *Skills:* Empathy, Integrative Learning
  - *Attitudes:* Responsibility and Initiative, Openness



## The Philosophy Team – Expanding the Team to Expand Perspectives

The faculty of the philosophy department set time on the agenda to discuss an open letter received from graduate students earlier that month. The open letter, which was co-authored by several of their graduate students and received signatures from dozens of current students and alumni, details student concerns with the lack of representation in the department, making reference to both issues of identity and epistemological diversity.

The letter details students' concerns about the graduate curriculum, which entails a nearly exclusive focus on continental and analytic philosophy, with virtually no scholarship drawn from Asian, Latin American or African perspectives. Students argue that the lack of epistemological perspectives in the curriculum is informed and exacerbated by the lack of diversity in the graduate faculty, which is more than 80% white and male, with no faculty who identify as women of color.

The faculty's initial response to the letter is alarmed and defensive. Several faculty contend that ideas transcend lived experience, and that the students' concerns are fashionable identity politics. With further dialogue, other members share resonance and empathy with the graduate students and also begin to reveal their concerns with the integrity and efficacy of their recruitment and selection process for new faculty. The sustained lack of diversity has undermined the program's ability to offer global perspectives in the curriculum. Many faculty are not only concerned about the needs of their current students, but they are also concerned for the future of the program, its relevance and longevity.

These conversations result in short- and long-term solutions. In the short term, the faculty and their dean initiate a speaker series and visiting scholar program to bring in diverse perspectives. In the longer-term, the dean of the college invests in an external review and partners with a recruitment and selection firm. The department arranges for graduate student representation on subsequent faculty searches and designs positions descriptions to target scholars with expertise in global perspectives who are able to teach new courses and advise graduate student work from those perspectives.

### Key Takeaways

- **The Issue:** The philosophy department lacks representation of global perspectives among faculty in both identity and scholarship. Due to this homogeneity, current graduate students, alumni and faculty are concerned about the relevance and sustainability of the program.
- **The Deliberation:** The faculty convene to review an open letter drafted by graduate students and alumni. They converse and reveal that many faculty members resonate with the concerns.
- **The Growth:** The process results in investment in outside consultation and greater intentionality, collaboration and transparency in faculty recruitment and selection.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Critical Literacy, Empathy, Integrative Learning
  - *Attitudes:* Responsibility and Initiative, Openness

## Janet and Lu – Raising Consciousness to the Influence of Individual World View

Janet is a doctoral student in Humanistic Engineering. She is a United States citizen who has extensive international travel experience. Since she was a young child, she has travelled abroad with her family on Christian mission trips, a practice she continued to facilitate for herself through adulthood. Her lifelong travel experiences have informed her research agenda. She has begun finalizing her research questions for her doctoral dissertation and hopes to propose an inquiry project that seeks to design a rainwater collection system for rural communities suffering from drought in Northern Africa.

Janet's advisor, Lu, has asked for a prospectus of her dissertation with a draft of her research purpose, problem, questions and methodology. Lu is concerned about Janet's prospectus, as her early writings indicate that Janet has not thoroughly reflected on or examined the Western paradigm through which she is viewing her study.

Lu meets with Janet and challenges her to explore scholarship that attends to the imposition of Western paradigms in humanitarian engineering projects. Lu also encourages Janet to explore community-based and participatory frameworks so that design solutions could be deliberated and co-implemented with the communities that Janet intends to support with her research.

Janet's initial response is frustration, disappointment and dismissal. Janet asserts that as a world traveler, she understands the research context and that Lu's assigned tasks are an impediment to her timely progress to graduation. Lu holds firm on her expectation, and further asserts the context in which Janet travelled the world also requires examination. With some time to reflect and process, Janet agrees to engage Lu's readings. Janet sets a timeline to resubmit her prospectus and to provide an annotated bibliography for Lu's assigned readings.

### Key Takeaways

- **The Issue:** Janet is approaching her doctoral dissertation with an unexamined research paradigm and may pursue a line of inquiry abroad that may be potentially ineffective or problematic.
- **The Deliberation:** Janet is challenged by her advisor, Lu, to reflect on her research paradigm with more rigor. Lu assigns new readings and asks Janet for a revision to her prospectus and an annotated bibliography.
- **The Growth:** Janet works through her arrogance and defensiveness and is able to join Lu in a learning partnership with potential to expand her critical thought and improve the efficacy of her research design.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Critical Literacy, Integrative Learning
  - *Attitudes:* Responsibility and Initiative, Openness

## Bill and Carina – Connecting the Global with the Local

Bill is a dean in the College of Education and he is preparing to set the agenda for the upcoming all-hands faculty and staff meeting. Over email, one of the faculty suggests an agenda item to discuss recent incidents of terror in Nigeria, which are targeting schoolgirls. In reviewing the request, Bill is confused and does not regard the events as a faculty and staff matter. Bill “replies all” to the team and asserts that the request was not germane to departmental business and asked that agenda items focus on issues directly affecting faculty, students and their administrative operations.

The same day the email was sent, one of Bill’s colleagues, Carina, stops in his office to share concerns about Bill’s email response. Carina shared her disappointment about the dismissive tone. Carina further asserted that the events in Nigeria were important to her and many others in the department. Carina contended that the terrorist acts were an assault on women’s rights to education. Carina also inquired whether Bill was aware that their college enrolled undergraduate and graduate students from Nigeria. He was not. Carina added that enrolling students from Nigeria was not a prerequisite for the incidents be a matter of departmental importance. Recognizing Carina’s anger, Bill apologizes and asks Carina what he can do to resolve the issue. Carina asserts that she expects Bill to do his own research and leaves his office.

Bill is stunned. He recognizes that he has upset his team, but he is still confused as to why and how he elicited such strong emotions. Bill consults with colleagues outside his department and seeks the guidance of his fellow deans. Through these conversations, he better understands the impact of his actions. Bill drafts a restoration plan and sends an email to his faculty.

Bill’s email to faculty begins with an apology that recognizes his dismissal and asserts that his behaviors were informed by his own ethnocentrism. In addition, Bill articulates his understanding of the issue and the impact of his decisions. Bill then details his recommendations for how the department may acknowledge the significance of the incidents for the college’s faculty, staff and students and provides resources and support. Bill links a draft of the email in a Google Doc and invites edits and comments to expedite his submission to the larger college. Bill shares that he intends to place the matter at the top of the next agenda. Lastly, Bill thanks Carina for her valuable and vulnerable confrontation and commits to not requiring similar confrontation to spur his consciousness in the future.

### Key Takeaways

- **The Issue:** Bill does not recognize the impact of global events on his faculty and students, nor the relevance of the events to his college’s mission.
- **The Deliberation:** Bill is confronted by his colleague Carina and is tasked with facilitating his own consciousness and resolution for the impact he has had on his colleagues. Bill seeks guidance and support from colleagues outside of his college.
- **The Growth:** Bill recognizes the impact of his actions and better understands his colleagues’ responses. Bill is able to author his own process for resolution and develops a short-term plan to provide care for his colleagues and students.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Empathy, Integrative Learning
  - *Attitudes:* Responsibility and Initiative, Openness

## Stephanie and Adam – Discerning Organizational Implications of Public Policy

Stephanie is the department chair for Mechanical Engineering. Her duties include faculty and graduate student payroll and budget administration. Stephanie's administrative assistant, Adam, calls her to inquire whether she is aware of the rollout of travel restrictions issued by the federal government and its potential impacts on graduate employees. She was not. Adam explained that the federal administration would shortly announce a formal travel ban that would prohibit immigration of Iranians to the United States.

Stephanie was not aware of the implications of such a ban. Adam suggested that a ban could create a precarious situation for the department's Iranian graduate students and was unsure whether the ban would prohibit their travel to and from Iran. Stephanie began to explore the matter with Human Resources and also began discussing it with staff.

While she was collecting information, she confirmed that the Iranian graduate students were uneasy about the status of their Visas. The students also confided that they had overheard the lab's principal investigators strategizing about federally funded projects and expressing concern whether they would be renewed for funding the next academic year. The students had also heard that faculty were ruminating whether they should avoid selecting Iranian students during the current graduate recruitment cycle.

In addition to the student's concerns for their professional and economic stability, Stephanie became more aware of the students' personal distress and concern for family and friends around the world.

Stephanie recognizes she has much more information to collect. She decides that as a short-term solution, it was in her power to convene her faculty and graduate students, open dialogue and use the space to affirm her support for the Iranian students and also elevate the concern so that the institution is aware of the impact and can have a more unified and campus wide response and action plan.

### Key Takeaways

- **The Issue:** A federal travel ban is threatening the academic, professional and personal security of Iranian graduate students. The ensuing fears related to impacts on federal funding is resulting in ambivalence about the recruitment and selection of future graduate students from Iran.
- **The Deliberation:** Adam brings the community and policy conflicts resulting from the travel ban to Stephanie's attention. She subsequently checks in with students, faculty and administrators to better understand the policy shift and consider the impacts on her students and academic program.
- **The Growth:** Stephanie raises her consciousness to the policy matter at hand and the adverse impacts on her graduate students and program operations. She is able to devise a short-term response to communicate support for her students and also begins organizing similar support from institutional leaders.
  - *Knowledge:* Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Critical Literacy, Empathy, Integrative Learning
  - *Attitudes:* Responsibility and Initiative

## Magali and the Student Life Team – Reorienting Services for Global Orientations

Magali is the associate dean of students responsible for student transitions. She supervises the directors of orientation, conduct, first-year programs and transfer programs. Among strategic priorities for her direct reports is relationship- building with international programs and expansion of services to better serve international students.

Magali invites the director of International Programs to a half-day professional staff retreat to build relationships and consult on ways the Dean of Student Life Office can improve international student care. Magali and her team are eager to learn, but unprepared to receive the volume of feedback from international programs. Magali was aware that her team had room to grow. She was not aware that international students support had as many dimensions and that her team was underperforming.

During their consult, Magali’s team was made aware of the innumerable and arguably unreasonable expectations placed upon international students as they acculturate to higher education in the United States. The list from the consultation included, but was not limited to, the expectation that upon arrival, international students will: (1) Comprehend and adhere to U.S. notions of academic integrity; (2) Recognize and navigate the formalities and informalities of U.S. academic culture; and (3) Understand, expect and appreciate “student services” as they are organized in the U.S.

The consultants offered that regarding international students as similar to first-generation college students may be a helpful comparison as they conceptualize the needs of international students and how transition programs should communicate resources and expectations. Magali and her team are surprised and overwhelmed, but relieved to have received accurate and quality information to improve the programs. The team reorganizes the remainder of the retreat to begin to process this feedback and organize short-term solutions to integrate as many insights as possible for the current academic term.

### Key Takeaways

- **The Issue:** The transitions team within the Dean of Student Life Office is under-informed about the needs and undue expectations placed upon international students as they acculturate to higher education in the United States.
- **The Deliberation:** Magali invites consultants from international programs to share their knowledge. The student life team is made aware of a number of gaps in their services connected to misinterpretation of international students’ needs.
- **The Growth:** Magali and her team rapidly raise their consciousness to the dearth in their services and are motivated to explore and vet short-term solutions to address service gaps in the current academic term.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews, Foundations of Power, Privilege and Oppression
  - *Skills:* Critical Literacy, Empathy, Integrative Learning
  - *Attitudes:* Responsibility and Initiative, Openness

## The LGBTQ Resource Center Team – Attending to World Perspectives on Gender Identity

Staff and student leaders of the campus LGBTQ Center have successfully launched an inclusivity campaign centered on the needs of transgender and non-binary students. The campaign titled “My pronouns are ...” seeks to normalize pronoun sharing in institutional spaces like classrooms, meetings and other public events to raise consciousness to community members who live outside the gender binary and to intervene the harmful effects of mis-gendering.

Staff and students of the LGBTQ Center hope that more faculty, staff and students adopt a practice of introducing themselves with their gender pronouns (i.e., he, him, his; she, her, hers; ze, hir, hirs) in hopes of raising campus consciousness and sustaining dialogue on issues of gender and gender expression. The team has invested heavily in designs for social media outreach, buttons, flyers and a kickoff event.

Staff is pleased at the reach of the campaign. Social media posts have been shared widely and are among the most- heavily trafficked in the center’s history. It seems faculty and staff are quickly adopting the practice in their classrooms and meetings. The Provost and President of the institution have opened speeches by sharing their own pronouns.

Amidst the resounding positive feedback, the LGBTQ Center staff start receiving feedback over social media and through word-of-mouth that the pronoun campaign is very confusing to students, faculty and staff who do not speak English as a first language and international students, faculty and staff in particular. The center staff come to understand that some community members struggle to switch quickly between singular and plural pronouns. Because of the fervor and popularity of the campaign, community members who do not fully understand the context, intent or practice are falling silent during pronoun sharing activities. Among the community members who feel disconnected from the campaign are international students who also identify as transgender.

The LGBTQ Center staff quickly identifies that the development of their campaign did not consider global dimensions, nor did it include the voices or consultation of queer and trans international perspectives. The LGBTQ center team assembles to discuss the oversight and consider what short-term actions can be done to redress the situation and how the campaign can be revised going forward to better attend to the full participation of all community members.

### Key Takeaways

- **The Issue:** A pronoun-sharing campaign intended to further the inclusion of transgender and non-binary students, faculty and staff did not account for the perspectives and needs of international students and English language learners.
- **The Deliberation:** The LGBTQ Center team is made aware of the oversight. The group convenes to process the feedback and deliberate short- and long-term solutions.
- **The Growth:** The team is able to find a path forward that better includes international and English language learning perspectives, while maintaining the momentum.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews
  - *Skills:* Critical Literacy, Empathy, Integrative Learning
  - *Attitudes:* Responsibility and Initiative, Openness

## Steven – Diversifying Media Exposure

Steven attended a community event hosted by the university to listen to a talk by a popular writer whose scholarship considers the interactions between technology and society. The speaker focused the discussion on how the algorithms that underpin social media platforms create and sustain political and ideological echo chambers, where social media users are often unconsciously sorted into invisible online communities where they more often interact with ideas and people that confirm their current thinking and worldview. The speaker cautioned about the individual, community and societal consequences of this phenomena of online segregation and offered suggestions as to how individuals might resist their own sorting into ideological echo chambers.

Steven is shocked by this information. While he is disturbed, he recognizes almost immediately in his social media feeds the one-sided disposition of his news content and the rhetoric of his social connections. Steven resolves to heed the speaker’s guidance and makes a commitment to diversify his news outlets and other sources of information. Steven begins “following” news sources across the political spectrum as well as following news media from around the world. In addition to following diverse news sources online, Steven commits to reading his news from printed papers and digital magazines that do not curate content for him.

Steven recognizes an impact on his information exposure almost immediately. As his information feeds change, Steven begins to achieve a greater awareness of the specificity of his experience as a resident of his region and as a citizen of the United States, and the breadth and depth of dialogue occurring around the world that he has not been accessing up until this point.

### Key Takeaways

- **The Issue:** Steven is unaware that his exposure to diverse and global perspectives is being undermined and truncated by his reliance on social media-based news outlets and the algorithms that underpin them.
- **The Deliberation:** Steven is moved by the scholarship of a campus speaker who warns of the unknowing digital segregation of social media users into ideological echo chambers. As a result, Steven pursues new information sources on and off social media.
- **The Growth:** Steven recognizes an immediate shift in the breadth of information present in his social media feeds. Soon after, his consciousness grows to the uniqueness of his world view in relation to discourses from around the globe.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews
  - *Skills:* Critical Literacy, Empathy
  - *Attitudes:* Responsibility and Initiative, Openness

## Alvina and Natalie – Shifting Mindset for World Travel

Alvina is a U.S. citizen who is preparing for her first trip abroad. She will be traveling to Indonesia and the Philippines for work and has decided to extend her time away by a week to continue to travel in the region.

Alvina has been busy reading about the region, drafting travel plans and making lists of places she wants to visit and sights she wants to see. Alvina has been talking to her friends with more travel experience for advice and guidance for her time abroad.

A close friend, Natalie, challenges Alvina to consider how she may engage the experience not simply as a tourist focused on accruing experiences, but as a learner focused on better understanding the cultural values, behaviors and norms of the region. Alvina is intrigued when Natalie suggests that her experience has potential to help her better understand herself as a U.S. citizen and her location in the world.

Alvina is impressed and thinks about Natalie's advice and how she might travel in a way that is not focused on her own consumption of other cultures, but instead on her own learning and development. Alvina is particularly struck by a story Natalie told about learning to explore other places and cultures without immediately comparing it to her experiences in the U.S. and determining whether the new ways of life she encountered were better or worse than her own.

Alvina commits to journaling while she travels, asking herself critical and reflective questions. As Alvina meets new people and immerses in new experiences, she enjoys mindfully documenting her thoughts and feelings and exploring where they come from.

### Key Takeaways

- **The Issue:** Alvina is preparing for her first experience abroad and is seeking guidance from her friends about how to make the most of the experience.
- **The Deliberation:** Alvina's friend Natalie cautions her about traveling in a way that centers Alvina's consumption, rather than her learning and development.
- **The Growth:** Alvina internalizes Natalie's advice and includes reflective writing as an aspect of her travel to facilitate a dialogue with herself about the origin and nature of her thoughts and feelings as she encounters new cultures.
  - *Knowledge:* Cultural Self-Awareness, Knowledge of Diverse Worldviews
  - *Skills:* Empathy
  - *Attitudes:* Responsibility and Initiative, Openness



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Efforts by the Office of Faculty Affairs and Undergraduate Education

Program	ADVANCE Seminar and Related Workshops	DPD Academy	Academic Leadership Academy & PVF	CTL Teaching & Tech Talks
<b>Description</b>	<p>The ADVANCE Seminar is the centerpiece of the Oregon State ADVANCE project. The seminar is a 60-hour interactive experience centered on analyzing the operations of difference, power, and privilege in higher education, with particular attention to STEM disciplines.</p> <p>Due to COVID-19, the 2020 summer seminar was postponed. An alternate seminar titled “Confronting Systemic Whiteness” (CSW) was offered via zoom.</p>	<p>Different, Power, and Discrimination (DPD) courses engage students in the intellectual examination of the structures, systems and ideologies that sustain discrimination and inequity in society. The DPD Academy prepares teaching faculty to design and facilitate DPD designated courses.</p>	<p>The Academic Leadership Academy (ALA) is a comprehensive leadership development and training program and serves as a hub for academic unit leaders to access learning and mentoring opportunities offered at OSU.</p> <p>Public Voices Fellowship (PVF) is focused on improving public discourse by amplifying the voices and ideas</p>	<p>The Center for Teaching and Learning (CTL) provides a forum for discussions and hands-on, interactive activities on teaching and learning within a land-grant university and beyond. Learning opportunities are based on current research and best practices for effective professional development and include topics on diversity, equity, and inclusion.</p>
<b>Structure</b>	<p>In person, cohort learning, 60 hours</p> <p>CSW: 15-20 hours</p>	<p>In person, cohort learning, 70 hours</p>	<p>ALA: Sequenced workshops and trainings provided by Faculty Affairs and several partner organizations throughout OSU</p> <p>PVF: 3 months</p>	<p>Hybrid, community learning, 90 Minutes</p>
<b>Audience</b>	<p>STEM Academic Leaders</p> <p>CSW: All Academic Faculty</p>	<p>Teaching Faculty</p>	<p>ALA: Research, Teaching, and Professional Faculty</p> <p>PVF: Senior Leadership and Academic Faculty</p>	<p>Teaching Faculty, Graduate Teaching Assistants</p>
<b>Focus</b>	<p>Access, retention, and success of HURM teaching and research faculty</p>	<p>Critical pedagogy and the integration of US issues of difference, power, and discrimination through the undergraduate bacc core</p>	<p>Professional development</p>	<p>Faculty development, excellence in teaching, student success</p>

<p><b>Additional Information</b></p>	<p><a href="https://advance.oregonstate.edu/advance-seminar">https://advance.oregonstate.edu/advance-seminar</a></p>	<p><a href="https://dpd.oregonstate.edu">https://dpd.oregonstate.edu</a></p>	<p><a href="https://facultyaffairs.oregonstate.edu/academic-leadership-academy">https://facultyaffairs.oregonstate.edu/academic-leadership-academy</a></p> <p><a href="https://facultyaffairs.oregonstate.edu/public-voices-fellowship-program">https://facultyaffairs.oregonstate.edu/public-voices-fellowship-program</a></p>	<p><a href="https://ctl.oregonstate.edu/tuesday-teaching-tech-talks">https://ctl.oregonstate.edu/tuesday-teaching-tech-talks</a></p>
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Efforts by the Office of Human Resources

Program	Beyond Diversity / Courageous Conversations	SJEI Tier I	Search Advocate	Critical Trainings	Professional Development
<b>Description</b>	A two-day seminar designed to help leaders, educators, students, parents, administrators and community participants understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities.	The Social Justice Education Initiative (SJEI) consists of an interactive, workshop- based curriculum that invites all OSU faculty and staff members (including GTAs and GRAs) to begin, or continue, their learning regarding diversity, equity, inclusion and social justice.	OSU's Search Advocate program enhances equity, validity, and diversity in university hiring. Search Advocates are OSU faculty, staff, and students who are trained as search and selection process advisors. Advocates' knowledge and skills are also valuable beyond hiring processes.	Human Resources has recently launched a series of online training modules for faculty and staff which address the University's commitment to ensure a healthy, supportive and safe environment for all faculty, staff and students, including commitments to diversity, equity, and inclusion.	Human Resources provides a diverse array of professional development experiences for faculty and staff which address the University's commitment to ensure a healthy, supportive and safe environment for all faculty, staff and students, including commitments to diversity, equity, and inclusion.
<b>Structure</b>	In person, cohort learning, 16 hours over two days	In person, community learning, 9 hours	In person, cohort learning, 16 hours over two days	Online, individual learning, times vary	In person, models vary, times vary
<b>Audience</b>	Faculty, Staff	Faculty, Staff, Graduate Employees	Faculty, Staff	Faculty, Staff, Graduate Employees	
<b>Focus</b>	Knowledge, confidence, and skills to explore critical and challenging conversations on race and racism	Foundational concepts of diversity, equity, and inclusion in educational contexts	Equity in recruitment and selection of OSU faculty and staff	Compliance with institutional, state, and federal policy	Faculty and staff development. Management and teamwork skills
<b>Additional Information</b>	<a href="https://courageousconversations.com/seminars/">https://courageousconversations.com/seminars/</a>	<a href="https://facultyaffairs.oregonstate.edu/sjei">https://facultyaffairs.oregonstate.edu/sjei</a>	<a href="https://searchadvocate.oregonstate.edu">https://searchadvocate.oregonstate.edu</a>	<a href="https://hr.oregonstate.edu/osu-critical-training-program">https://hr.oregonstate.edu/osu-critical-training-program</a>	

## Efforts by the Office of Student Affairs

Program	Disability Access Services Faculty Training	Community Dialogues
<b>Description</b>	This training provides faculty and staff with information to understand classroom accommodations. The online training connects the campus community to extensive resources to improve communication throughout the accommodations process	Community Dialogues is a once-per-term series, which seeks to cultivate connection and deep learning through exploration of critical and contentious issues. Community Dialogues are open to all OSU community members and led by trained student facilitators.
<b>Structure</b>	Online, individual learning, 60 Minutes	In person, community learning, 120 Minutes, Once per term
<b>Audience</b>	Faculty, Staff, Graduate Employees	Faculty, Staff, Graduate Students, Undergraduate Students, Community Members
<b>Focus</b>	Institutional compliance, student success	Knowledge, confidence, and skills to deliberate polarizing social and political issues
<b>Additional Information</b>	<a href="https://workspace.oregonstate.edu/course/disability-access-services-faculty-training?hsLang=en">https://workspace.oregonstate.edu/course/disability-access-services-faculty-training?hsLang=en</a>	<a href="https://cel.oregonstate.edu/students/community-dialogues">https://cel.oregonstate.edu/students/community-dialogues</a>

Efforts by the Office of Institutional Diversity

Program	Creating an Inclusive Community	DEI Workshops	Dialogue Facilitation Lab	Leading Change for Diversity, Equity and Inclusion
<b>Description</b>	Coming soon, all incoming faculty and staff will be invited to complete Creating an Inclusive Community (CIC), a one-time online training which provides an orientation to Oregon State University's vision, expectations, and resources for thriving in a diverse community.	OID offers pre-designed workshops which align with OID's DEI curriculum and which reflect the needs of our institution and our history of requests from students, faculty, and staff. All of OID's workshops are interactive, multimodal, and multimedia. These workshops intend to grow participants' knowledge, skills, and confidence as well as generate motivation and enthusiasm for continued learning.	The Dialogue Facilitation Lab is an intensive professional learning opportunity for teaching and professional faculty, staff, and graduate assistants looking to integrate critical dialogue facilitation skills into their daily practice.	Leading change is a professional learning seminar that prepares academic unit leaders—including deans, school directors and department heads—to effectively: Lead organizational change toward achievement of diversity, equity and inclusion goals; Build coalitions to develop and advance strategic priorities; Facilitate organizational learning at individual, team and systems levels; and Respond with care to communities in conflict and crisis
<b>Structure</b>	Online, individual learning, 90-minutes	In person, hybrid, team learning, workshops by request	In person, Cohort learning, 22 hours, includes a 2-day orientation, 10 weeks of practice sessions, and consult meetings	Hybrid, cohort learning, 24 hours, 8 weeks, problem-based learning
<b>Audience</b>	Faculty, Staff, Graduate Employees	Faculty, Staff, Graduate Employees	Faculty, Staff, Graduate Employees	Administrators and Academic Unit Leaders
<b>Focus</b>	Affirming institutional values of diversity, equity, and inclusion - amplifying learning and advocacy resources	Knowledge, skills, and attitudes articulated in OID's institutional guidance for DEI learning and multicultural competence	Knowledge, confidence, and skills to facilitate polarizing social and political issues	Confidence and capacity to lead sustainable change for inclusive excellence, equity
<b>Additional Information</b>	<a href="https://diversity.oregonstate.edu/diversity-education">https://diversity.oregonstate.edu/diversity-education</a>	<a href="https://diversity.oregonstate.edu/diversity-education">https://diversity.oregonstate.edu/diversity-education</a>	<a href="https://diversity.oregonstate.edu/main/dialogue-facilitation-lab">https://diversity.oregonstate.edu/main/dialogue-facilitation-lab</a>	<a href="https://diversity.oregonstate.edu/main/leading-change">https://diversity.oregonstate.edu/main/leading-change</a>

## Efforts by the Office of Equal Opportunity & Access

Program	Compliance Trainings
<b>Description</b>	EOA's trainings are for all OSU community members on topics related to Accommodations and Accessibility, Affirmative Action and Equity in Hiring Practices, Sexual Harassment and Prevention, Discrimination, and Mandatory Reporting of Child Abuse. These educational programs are designed to enable OSU employees to identify sexual harassment behaviors and bias and respond appropriately if they occur, and prevent such behaviors in the future.
<b>Structure</b>	In person, team learning, 30-50 Minute Workshops, by request
<b>Audience</b>	Faculty, Staff, Graduate Employees
<b>Focus</b>	Compliance with institutional, state, and federal policy
<b>Additional Information</b>	<a href="https://eoa.oregonstate.edu/training">https://eoa.oregonstate.edu/training</a>



OFFICE OF INSTITUTIONAL DIVERSITY

# Guidance for Diversity, Equity, and Inclusion Learning

Overview of Curriculum,  
Workshops, and Programs



## Introduction

The Office of Institutional Diversity is responsible for leading and coordinating efforts across the university to advance diversity, equity and inclusion. This includes providing comprehensive DEI education to university community members, consulting on organizational learning plans and strategic planning, and coordinating the university's Bias Response Team.

As a function of OID's mission, the following guidance is intended to initiate, orient and sustain diversity, equity, and inclusion (DEI) learning of all students, faculty, and staff at Oregon State University.

Our **curriculum** is designed to help stakeholders conceptualize the breadth and nuance of DEI learning. It provides a framework to conceptualize the needs of individuals and organizations in the planning, design, and assessment of DEI knowledge, skills, and values.

Our **workshops and programs** offer numerous opportunities to grow knowledge, skill and capacity at individual and organizational levels.

The guidance can be flexibly applied at a variety of organizational levels to enhance Oregon State's goal to advance inclusive excellence within every aspect of the university.

After reviewing this document, we suggest scheduling a consultation with the Office of Institutional Diversity by visiting [diversity.oregonstate.edu/diversity-education](https://diversity.oregonstate.edu/diversity-education).

## Table of Contents

This document includes resources to introduce OID's guidance for diversity, equity, and inclusion learning and includes summaries of:

- Applications
- Curriculum Overview
- Curriculum Foundations
- OID Workshops and programs
- OID Curriculum, Workshops & Programs Cross Reference
- Example Curriculum Integration
- Consultation Flow Chart
- Example DEI Learning Consultation Proposal
- Comparison of Institutional Services
- References

## Applications

There are many ways to integrate OID's guidance at individual and organizational levels. In the Office of Institutional Diversity, this guidance frames our curriculum and assessment cycle, structures our outreach education, and establishes shared language to discuss our organizational mission and vision. Possible applications include:

### Individual Learning

Individual learners may find this guidance useful as:

- A departure for reflection
- A resource for the evaluation of individual competence
- A framework to develop learning goals and set a personal learning agenda

### Organizational Learning

Teams and leaders may find this guidance useful as:

- A framework to cultivate shared language to enable discussion and dialogue
- A reference tool when developing position descriptions, performance evaluations, or other standards
- A baseline for assessment
- A framing and companion document for strategic planning
- A resource for team members to articulate feedback to co-workers, supervisees, and supervisors

## Curriculum

OID's curriculum is illustrated through nine strategic priorities for student, faculty, and staff DEI learning and development. While not exhaustive, the curriculum is comprehensive and attends to competencies at interpersonal, institutional, structural, and global levels and is overlaid on the APA's (2017) Layered Ecological Model of the Multicultural Guidelines.

OID's curriculum serves as a "place to begin" and a platform from which OSU community members can make sense of cultural competence and chart a path for their learning and transformation of their organizations. The curriculum serves as general guidance, rather than the outline of a particular workshop or lesson plan. As such, this guidance intends to help shape the development of learning interventions generally, and strategic, curricular, and assessment planning across the institution.

### Level 1: Intrapersonal & Interpersonal Contexts



**Appreciating the Complexity of Identity:** A culturally competent community member will recognize and understand that identity is fluid and complex, and that interactions between individuals are dynamic. This includes appreciating that identity development is a long process, full of negotiations, and shaped by a multiplicity of social contexts.

- **Ex:** Recognizing that the cultural relevance of curriculum will vary among social group members, and will be complicated by their multiple identity experiences



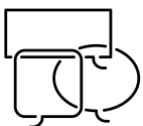
**Recognizing Processes and Outcomes of Socialization:** A culturally competent community member will recognize and understand self and others as socialized and cultural beings. This includes the examination of attitudes and beliefs that can influence our perceptions, interactions, and conceptualizations of others - and challenging our own categorical assumptions, biases, and misinformation about individuals and communities.

- **Ex:** Recognizing the power we have to maintain harmful cultural norms through positive or negative reinforcements



**Utilizing Inclusive and Affirming Language:** A culturally competent community member will recognize and understand the impact and influence of language in community interactions. This includes engaging others with responsiveness and sensitivity.

- **Ex:** Providing research protocols in multiple languages to enable the input of diverse participants in the production of knowledge



**Embracing Collaboration Across Difference:** A culturally competent community member will recognize the diversity and dimensions of power and privilege in work styles and communication. This includes seeking to understand the impact and influence of our own norms and values of communication and collaboration on individuals and communities.

- **Ex:** Remaining flexible in our communication style and maintaining openness to new ways of communication

**Level 2: Community, Institutional, and Disciplinary Contexts**

**Practicing Cultural Humility:** A culturally competent community member will adapt their practices to meet the needs of diverse constituents. This includes ongoing evaluation of one's practices to attend to the dynamic needs of individuals and communities.

- **Ex:** Forgoing long held or standard practices or pedagogies to adapt to the changing needs of new students.



**Attending to Environmental Factors:** A culturally competent community member will increase their awareness of the role of the social and physical environment in the lives of other community members. This includes the impact of campus climate and the built environment on others' access and sense of belonging.

- **Ex:** Acknowledging and changing the symbols and design of the physical environment to positively influence students' and colleagues' sense of belonging



**Engaging the Here and Now:** A culturally competent community member will understand and translate diversity, equity, and inclusion concepts into their daily lives. This includes bridging the theoretical to the practical and interacting with the immediate happening of our community and all its members in a manner that is congruent with our highest ideals.

- **Ex:** Committing to congruence in values, attitudes, and behaviors. Also, confronting incongruences in others.

**Level 3: Structural Contexts**

**Redressing Past and Present Inequities:** A culturally competent community member will recognize and understand individuals' and groups' historical and contemporary experiences with power, privilege, and oppression. This includes actively confronting institutional barriers, inequities, and disparities in education and other systems in pursuit of justice, and doing so with an intersectional lens.

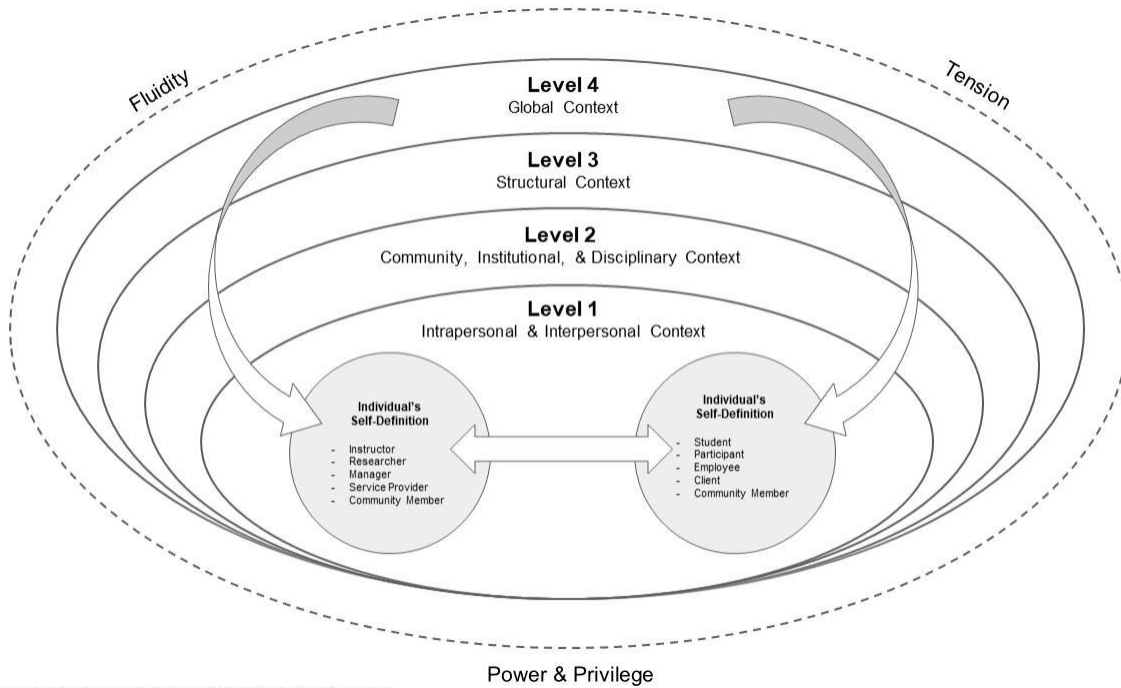
- **Ex:** Learning how histories of discrimination influence how different communities interact with our services - engaging community members to deliberate changes to policy and practice

**Level 4: Global Contexts**

**Maintaining Global Consciousness:** A culturally competent community member will examine one's work and professional standards, assumptions, and practices within an international context. This includes considering how economic, cultural, and political globalization has an impact on one's self-definition, purpose, role, and function.

- **Ex:** Exploring and attending to the impact of our positionality on our worldview, curricular choices, and pedagogical choices

Curriculum



\*Adapted from APA (2017) Layered Ecological Model of the Multicultural Guidelines





## Educational Contexts

OID's curriculum, workshops, and programs were designed with five institutional contexts in mind: (1) Instruction, (2) Research, (3) Leadership, (4) Support, and (5) Community.

The intent of this framework is to make explicit what each competency looks like in work functions throughout the institution. We expect learners exist in multiple contexts and will find value in multiple learning opportunities.

For the purpose of curriculum, workshop, and program planning, the following contexts were defined by the following roles, environments, and responsibilities:

- **Instruction:**
  - Roles: Adjuncts, instructors, clinical faculty, tenure track faculty, etc.
  - Environments: Classrooms, online learning environments, co-curricular learning experiences, etc.
  - Responsibilities: Curriculum, pedagogy and assessment, etc.
- **Research:**
  - Roles: Principal investigators, faculty researchers, research assistants, graduate student researchers, etc.
  - Environments: Laboratories, field research, research teams, graduate research committees, etc.
  - Responsibilities: Research design, collection, analysis, writing and reporting, etc.
- **Leadership:**
  - Roles: Directors, supervisors, budget authorities, hiring authorities, cultural organizers, etc.
  - Environments: Offices, meetings, marketing and communications, etc.
  - Responsibilities: Supervision, organizational design, policy design, budget design, communicating vision and mission, etc.
- **Support:**
  - Roles: Program coordinators, administrative support, technical support, student services, etc.
  - Environments: Facility operations, food services, administrative settings, co-curricular settings, etc.
  - Responsibilities: Frontline services, student facing services, faculty and staff facing services, etc.
- **Community:**
  - Roles: Friends, neighbors, etc.
  - Environments: Campus community, Corvallis Community, Oregon community, social spaces, community events, etc.

## Workshops

OSU students, faculty, and staff interested in attending or hosting a workshop for their organizations are encouraged to begin by submitting a consultation form through OID's Diversity Education website at [diversity.oregonstate.edu/diversity-education](http://diversity.oregonstate.edu/diversity-education). An OID staff member will arrange for a consultation to discuss your individual or organizational goals.

Most often, we encourage organizations to begin with an introductory workshop to orient the team to our strategic learning priorities and assesses team members' self-efficacy, motivation, and adequacy of previous training. We then use a profile created from this introductory workshop to make a tailored recommendation for further learning.

OID offers pre-designed workshops that align with the OID curriculum and reflect the needs of the institution and our history of requests from students, faculty, and staff. All of OID's workshops are interactive, multimodal, and multimedia.

In addition to providing our pre-designed workshops, OID frequently develops additional workshops to meet the unique needs of individual organizations.

### Introductory Workshop

#### **Finding Your Next Step: Learning for Diversity, Equity & Inclusion** [120 Minutes]

- Participants will be introduced to the Office of Institutional Diversity's guidance for diversity, equity and inclusion learning. Utilizing individual and small group reflection exercises, participants will explore their strengths and opportunities for growth related to the knowledge, skills, and attitudes which are foundational to advancing organizational access, belonging, and success. Participants will also begin organizing and strategizing their own learning plans (APA, 2017; Williams, Berger, & McClendon, 2005).

### Organizational Skill Building

#### **Collaborating Across Difference: Creating a Culture of Indispensability** [150 Minutes]

- Through individual and group reflection activities participants will explore the nature and organizational implications of worldview psychology. In addition to exploring theory of worldviews and commonly associated negotiations in diverse teams, participants will practice interpersonal communication skills which attend to and mitigate intercultural complexities (Ji, Peng, & Nisbett, 2000; Koltko- Rivera, 2004; McDonald & Foster, 2013).

#### **Cultivating Community and Sense of Belonging** [120 Minutes]

- Participants will explore what it means to belong and how we can lead organizational change to facilitate a greater sense of belonging among diverse constituents. Participants will explore conceptual frameworks to better understand the dimensions and nuances of belonging and do so in a manner which attends to systems of power and privilege. Participants will also examine the tensions between individual assimilation and organizational transformation and consider their own sphere of influence in leading change (Strange & Banning, 2015; Museus, 2014).

#### **Equity Literacy: Strategies for Organizational Change** [120 Minutes]

- Utilizing group work and case-based learning participants will explore the theory and practice of equity literacy as a strategy for organizational change. To understand the foundations of equity literacy,



participants will apply equity literacy skills through collaborative case analysis. Together, participants will grow their dynamic and adaptive skill sets to respond to organizational inequity (Gorski & Pothini, 2018; Sensoy & DiAngelo, 2012).

#### **Growing a Culture of Dialogue: Skills for Listening, Learning, and Collaborating [120 Minutes]**

- Participants will expand their listening skills through didactic and small group exercises. Participants will work together to establish shared knowledge, skills, and values for intergroup communication and collaboration. In so doing, participants will build relationships, practice dialogue, and prepare for pressing institutional and disciplinary diversity, equity, and inclusion challenges. Participants will also explore foundational concepts for critical dialogic practices, explore multiple listening skills frameworks and practices listening and share with care, vulnerability, humility, and generosity (Miller & Rollnick, 2013; Nagda, Gurin, Rodriguez & Maxwell, 2008).

#### **Identity, Power, & Privilege: Introduction to Diversity, Equity and Inclusion Concepts [120 Minutes]**

- To demystify the theory and practice of social justice leadership we will curate vivid and tangible examples of core concepts relative to the participants' institutional roles. In addition to exploring conceptual frameworks for identity, power, and privilege, participants will draw upon their own experiences to illustrate the concepts of the workshop and develop a depth of understanding that prepares them to educate others (Harro, 2000; Sensoy & DiAngelo, 2012).

#### **Intercultural Design Competence: Survey of Knowledge, Skills & Attitudes [120 Minutes]**

- Utilizing group work and structured critique participants will explore the theory and practice of intercultural design and consider how the designer's worldview, their context, and their relationship with their audience influence their design choices. Participants will develop strategies as well as individual and organizational learning plans to advance practices which result in culturally appropriate, effective, and satisfying designs. (McMullen, 2016; Hardiman & Griffin, 2013; Bell, 2013).

#### **Navigating Bias in Learning and Working Environments [120 Minutes]**

- Through group work and role plays participants will learn about bias incidents, what they look like, and their impact on different learning and work environments. Participants will develop a more comprehensive understanding of OSU's bias intervention framework and protocol as well familiarize themselves with institutional resources (Boysen, 2012; Kawakami, Dunn, Karmali & Dovidio, 2009).

#### **Queer and Trans Issues in Higher Education: Knowledge and Skills for Advocacy [240 Minutes]**

- Utilizing small and large group activities participants will raise their consciousness to contemporary Queer and Trans issues in higher education. Participants will be challenged to broaden and complicate their understandings of gender and sexuality. Participants will also investigate the interdependent systems of oppression which sustain inequities for Queer and Trans people and be equipped with skills and resources to develop their capacity to engage in solidarity with Queer and Trans people (Jones & Abes, 2013; Nicolazzo, 2016).

#### **Supporting Diverse Learners through Culturally Responsive Teaching [120 Minutes]**

- Through group work and multimedia activities participants will be introduced to core concepts of culturally responsive teaching. Participants will expand their notions of excellence in teaching and cultivate enthusiasm about beginning or continuing culturally responsive practice. Participants will generate ideas about where and how they may begin to transform their teaching practices to redress educational inequities (Gay, 2010; Ladson-Billings, 1995).

**Trauma Informed College Teaching: Facilitating Learning, Care & Community [120 Minutes]**

- Utilizing group work and case-based learning participants will explore the theory and practice of trauma informed care in the context of college teaching. Participants will connect practices of culturally responsive teaching to trauma and trauma informed practices. While exploring dimensions of trauma informed college teaching, participants will consider pedagogical tensions and deliberate approaches and solutions relevant to their unique teaching context (SAMHSA, 2014; Oregon Health Authority, 2020).

## Programs

OSU students, faculty, and staff interested more focused or deeper learning experiences may be interested in our diversity education programs.

Our diversity education programs intend to build participants' capacity to facilitate ongoing learning for themselves and others by equipping participants with quality and detailed knowledge, immersing participants in practical learning experiences, and connecting participants to one another in an effort to cultivate sustained learning communities. Our diversity education programs are distinct, time commitments range from 60 minutes to 11 weeks, and are scheduled throughout the academic year.

### Creating an Inclusive Community - Students [60 Minutes]

- As a way to continue to promote positive engagement and experiences among all students, Oregon State University requires all new first year and transfer students to complete an online course, Creating an Inclusive Community (CIC), that focuses on OSU's history and commitments to diversity and inclusion. The goal of the course is to introduce new students to key concepts for diversity, equity and inclusion as well as orient participants to institutional expectations, resources, and learning opportunities (Oregon Historical Society, 2019; McAloney & Nishihara, 2015; Sue, 2010).

### Creating an Inclusive Community - Faculty & Staff [120 Minutes]

- As a way to continue to promote positive engagement and experiences among all faculty and staff, Oregon State University invites all new faculty and staff to complete an online course, Creating an Inclusive Community (CIC), that focuses on OSU's history and commitments to diversity and inclusion. The goal of the course is to introduce new OSU faculty and staff to key concepts for diversity, equity and inclusion as well as orient participants to institutional expectations, resources, and learning opportunities (Oregon Historical Society, 2019; McAloney & Nishihara, 2015; Sue, 2010; APA, 2017; Williams, Berger & McClendon, 2005).

### Community Dialogues [120 Minutes]

- Community Dialogues is a once-per-term series, which seeks to cultivate connection and deep learning through exploration of critical and contentious issues. Utilizing the *National Issues Forum* model, the Community Dialogues program aims to engage students, faculty, staff, and community members in dialogue which deepens understanding of critical issues and the tensions within them, encourages insight into different perspectives, and inspires both individual and collective socio-political action. Community Dialogues are open to all OSU community members and led by trained student facilitators. Serving as a facilitator is also a rich learning experience. Students, faculty, and staff are all welcome to apply to our facilitator training program (Nagda, Gurin, Rodriguez & Maxwell, 2008; National Issues Forum, 2019).

### Dialogue Facilitation Lab [30 Hours over 11 Weeks]

- The Dialogue Facilitation Lab (DFL) is a professional learning seminar for teaching and professional faculty, staff, and graduate assistants looking to integrate critical dialogue facilitation skills into their daily practice. DFL welcomes practitioners of all skill and experience levels to explore the philosophy and techniques of critical dialogue facilitation and the potential for implementing such practices in teaching, leadership, research, and service work (Adams & Bell, 2016; Landerman, 2013; Gurin, Nagda & Zuniga, 2013).

### Leading Change for Diversity Equity & Inclusion [24 Hours over 8 Weeks]

- Leading change is a professional learning seminar that prepares academic unit leaders—including deans, school directors and department heads—to effectively: Lead organizational change toward achievement of diversity, equity and inclusion goals; Build coalitions to develop and advance strategic priorities; Facilitate organizational learning at individual, team and systems levels; and Respond with care to communities in conflict and crisis (Williams, Berger & McClendon, 2005; Williams & Brown, 2014; APA, 2017; Landerman, 2013).

Curriculum, Workshops & Programs Cross Reference

		Competencies									Contexts				
		Appreciating the Complexity of Identity	Recognizing Process & Outcomes of Socialization	Utilizing Inclusive and Affirming Language	Embracing Collaboration Across Difference	Practicing Cultural Humility	Attending to Environmental Factors	Engaging the Here and Now	Redressing Past & Present Inequities	Maintaining Global Consciousness	Instruction	Research	Leadership	Support	Community
Workshops	Collaborating Across Difference	X	X	X	X	X		X		X	X	X	X	X	
	Cultivating Community		X	X			X	X	X	X	X	X	X	X	
	Equity Literacy					X	X	X	X	X	X	X	X	X	
	Growing a Culture of Dialogue		X	X	X	X	X	X		X	X	X	X	X	
	Identity, Power & Privilege	X	X						X	X	X	X	X	X	
	Intercultural Design Competence	X	X	X	X	X	X			X		X	X		
	Navigating Bias	X	X	X		X	X	X	X	X	X	X	X	X	
	Queer & Trans Issues	X	X	X		X	X		X		X	X	X	X	
	Supporting Diverse Learners	X	X	X		X	X	X	X	X	X				
	Trauma Informed College Teaching	X	X	X		X	X	X	X		X				
Program	CIC - Students	X		X	X		X	X	X					X	
	CIC - Faculty & Staff	X	X	X	X	X	X	X	X	X	X	X	X		
	Community Dialogues	X	X	X	X				X		X	X	X	X	
	Dialogue Facilitation Lab	X	X	X	X	X	X	X	X	X	X	X	X		
	Leading Change	X	X	X	X	X	X	X	X	X		X			

Example Curriculum Integration

**Ecampus:** Inclusive Teaching Online Workshop  
*Mapping to OID Institutional Guidance for Cultural Competence*

**Workshop Learning Outcomes:** Upon successful completion of this workshop, faculty participants will be able to...

- Describe some of the complex ways in which individual identity is revealed and hidden in the online classroom.
  - (OID *Appreciating the Complexity of Identity; Attending to Environmental Factors*)
- Identify processes and outcomes of socialization that impact their views about themselves as online instructional faculty as well as about their (online) students.
  - (OID *Recognizing Processes and Outcomes of Socialization*)
- Identify systems in society, institutions, and teaching practices (particularly in online courses and programs) that inhibit student success.
  - (OID *Practicing Cultural Humility; Redressing Historical and Contemporary Inequities*)
- Utilize inclusive and affirming language and structures to create an online classroom climate that acknowledges the value of diverse backgrounds, identities, and perspectives.
  - (OID *Utilizing Inclusive and Affirming Language; Engaging in the Here and Now*)
- Demonstrate strategies for facilitating dialogue with diverse students in online course discussion forums.
  - (OID *Embracing Collaboration Across Difference; Engaging the Here and Now*)
- Design a plan to implement inclusive practices in their online course(s) and to identify continuing professional development in the areas of diversity, equity, and inclusion.
  - (OID *Engaging in the Here and Now; Redressing Historical and Contemporary Inequities; Maintaining Global Consciousness*)

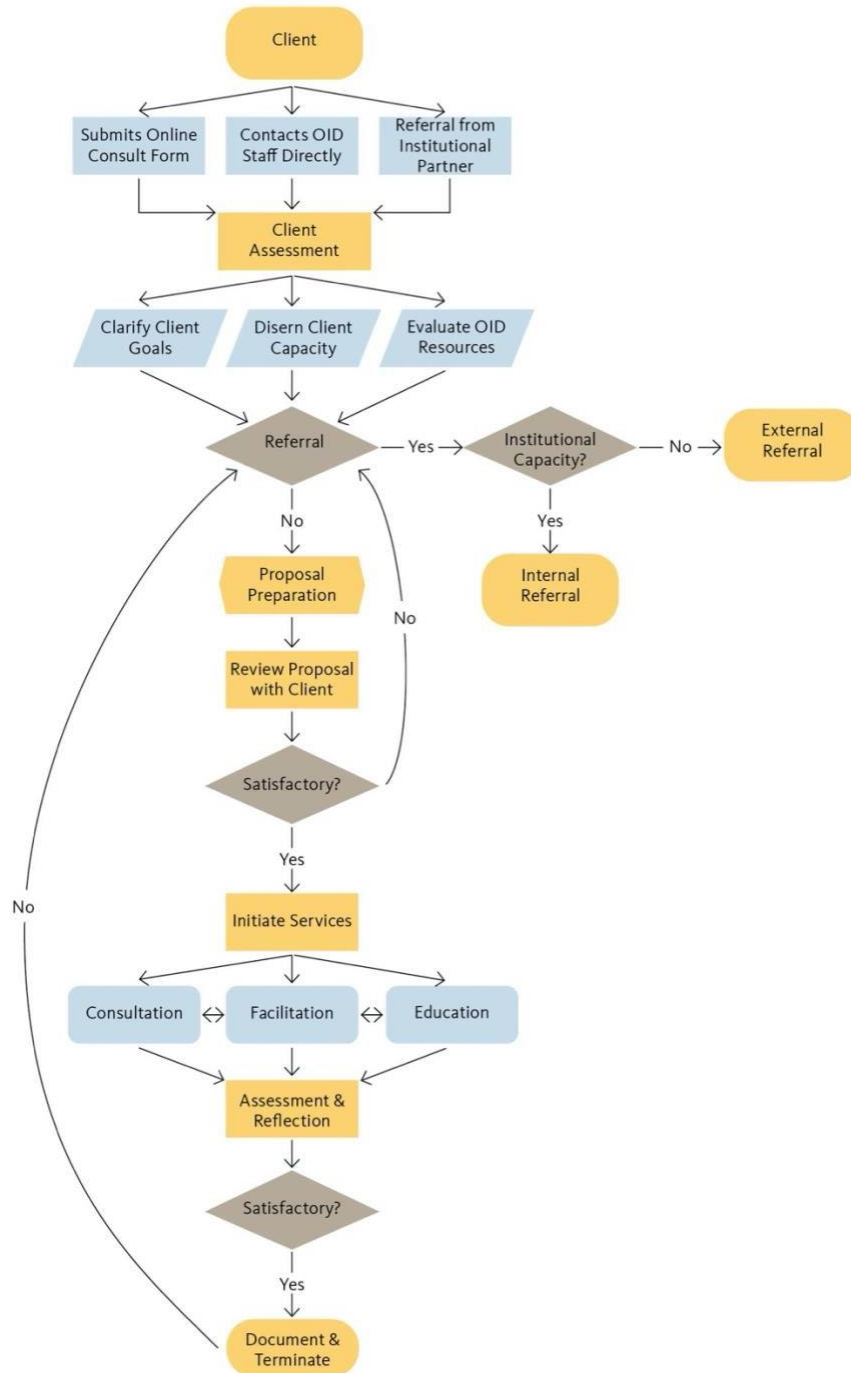
Inclusive Teaching Online  
*Fall 2019 Workshop “Preview” Schedule*

Week	Topics	Learning Activities	Assignments Due
<b>1</b> <b>(Mon-Mon)</b>	<i>Power and Positionality in the Online Classroom</i> <ul style="list-style-type: none"> <li>• Faculty Identities</li> <li>• Social Identity Awareness</li> <li>• Cultural Awareness</li> <li>• Social Justice Issues</li> </ul>	Faculty Identities [content + readings; optional videos] Social Identity Awareness [content + Social Identity Wheel + optional videos] Cultural Awareness [content] Social Justice Issues Awareness [reading + optional listening]	[discussion] Introductions <b>Initial post due Friday of Week 1 at 11:59 PM</b> [discussion] Self-Presentation to Online Students [discussion] Beliefs about Online Learning & Online Students <b>Initial posts due Saturday of Week 1 at 11:59 PM</b> <b>All response posts due Monday @ end of Week 1 at 11:59 PM</b>
<b>2</b> <b>(Tues-Mon)</b>	<i>Barriers to Student Success in the Online Classroom &amp; Inclusive Responses</i> <ul style="list-style-type: none"> <li>• Social Structures</li> <li>• Institutional Structures</li> <li>• Teaching Approaches</li> </ul>	Social Structures [content + activity] Institutional Structure [content] Teaching approaches [content] “Inclusive Excellence” as a	[discussion] “Map” OSU Institutional Barriers [discussion] Inclusive Excellence, Applied <b>Initial posts due Saturday of Week 2 at 11:59 PM All response posts due Monday @ end of Week 2 at</b>

	<ul style="list-style-type: none"> <li>• “Inclusive Excellence” as a Pedagogical Approach</li> </ul>	<p>Pedagogical Approach [content + readings]</p>	<p><b>11:59PM</b> [assignment] Opportunity Notes <b>Due Monday @ end of Week 2 at 11:59 PM</b></p>
<p><b>3</b> <b>(Tues-Mon)</b></p>	<p><i>Putting Inclusivity into Practice Online, Part 1</i></p> <ul style="list-style-type: none"> <li>• Setting the Tone (and Following Through)</li> <li>• Outreach to Disengaged and Struggling Students</li> <li>• Making Directions More Transparent</li> <li>• Providing Helpful, Actionable Feedback</li> </ul>	<p>Setting the Tone (and Following Through) [content + resources] Outreach to Disengaged and Struggling Students [content + readings] Making Directions More Transparent [content + readings] Providing Helpful, Actionable Feedback [content + activity]</p>	<p>[discussion] Write a Syllabus Statement [discussion] Share Out: Relevant Approaches <b>Initial posts due Saturday of Week 3 at 11:59 PM</b> <b>All response posts due Monday @ end of Week 3 at 11:59 PM</b></p>
<p><b>4</b> <b>(Tues-Mon)</b></p>	<p><i>Putting Inclusivity into Practice Online, Part II</i></p> <ul style="list-style-type: none"> <li>• Facilitating Discussions with Diverse Students</li> <li>• The Boundaries of Inclusive Discussion</li> </ul>	<p>Facilitating Discussions with Diverse Students [content + handouts] The Boundaries of Inclusive Discussion [content]</p>	<p>[discussion] How Would You Respond? [discussion] Reflecting on the Discussion Protocol <b>Initial posts due Saturday of Week 4 at 11:59 PM</b> <b>All response posts due Monday @ end of Week 3 at 11:59 PM</b> [assignment] vision and Action Statement <b>Due Monday @ end of Week 4 at 11:59 PM</b></p>

### Consultation Flow Chart

The OID curriculum consultation process with possible outcomes following consultation is portrayed below.





## Example Consultation Proposal

*University Unit, Department or Organization*

### Initial Meeting

- Date: January 1, 2020
- Attendees: *Leader McDean* (College of Academics), Jeff Kenney (OID)

### Goals:

- To advance departmental, college, and institutional level goals for diversity, equity, and inclusion within the unit, with particular attention to:
  - Growing organizational capacity for intergroup communication and collaboration
  - Cultivating necessary trust to sustain relationships through sociopolitical tensions
  - Confronting gender inequity and bolstering Queer and Trans inclusion

### Proposal:

- (1) Establish a **DEI facilitation team** to guide department efforts.
  - Recruit representatives from each program in the unit to form a facilitation team charged with setting a learning agenda for the unit and co-facilitating learning experiences with the Office of Institutional Diversity.
- (2) Curate and arrange **shared learning experiences** to grow the department's collective knowledge, skills, and values for diversity, equity, and inclusion.
  - Set an educational agenda that provides quality information and meaningful learning experiences to the unit faculty and staff through multiple modalities (elective workshops, meeting integrations, online learning, etc.)
- (3) Organize an **intragroup learning community** for cisgender faculty and staff
  - Invite faculty and staff who identify as cisgender to join in dialogue and shared learning on issues of cisgender privilege, gender identity, and Trans advocacy.

### Timeline:

- Winter 2020
  - Identify DEI facilitation team
- Spring 2020
  - Convene DEI facilitation team
  - Set agenda for shared learning
  - Invite faculty and staff interest for intragroup learning community on cisgender issues

### Additional Resources:

- OID Guidance for DEI Committees
  - OID offers guidance on how to design DEI committees and how to organize the work of a DEI committee in its first year. For more information contact: [scott.vignos@oregonstate.edu](mailto:scott.vignos@oregonstate.edu)
- OID DEI Education Opportunities: Curriculum, Workshops and Programs
  - OID offers a variety of educational opportunities to advance DEI learning for students, faculty and staff. For more information contact: [jeff.kenney@oregonstate.edu](mailto:jeff.kenney@oregonstate.edu)
- Ombuds Conflict Climate Instrument
  - The University Ombuds is certified to administer a conflict climate assessment to departments upon request. To learn more about this tool and its utility contact: [ombuds@oregonstate.edu](mailto:ombuds@oregonstate.edu)

Comparison of Institutional Services	University Ombuds Office (UOO)	Office of Human Resources (OHR)	Equal Opportunity & Access (EOA)	Office of Institutional Diversity (OID)
Contact	<a href="http://ombuds.oregonstate.edu">ombuds.oregonstate.edu</a>	<a href="http://hr.oregonstate.edu">hr.oregonstate.edu</a>	<a href="http://eoa.oregonstate.edu">eoa.oregonstate.edu</a>	<a href="http://diversity.oregonstate.edu">diversity.oregonstate.edu</a>
Serves in a compliance function	No	Yes	Yes	No
Creates and enforces policy	No	Yes	Yes	No
Office of Notice	No	Yes	Yes	Yes
Conducts formal investigations	No <i>informal fact gathering only</i>	Yes	Yes	No <i>informal fact gathering only</i>
Participates in OSU formal procedures	No	Yes	Yes	Yes
Confidential	Yes	Private <i>Not Confidential</i>	Private <i>Not Confidential</i>	Private <i>Not Confidential</i>
Responsible for identifying systemic trends and/or patterns	Yes	Yes	Yes	Yes
Provides employee relations training	Yes <ul style="list-style-type: none"> <li>• Interpersonal and organizational conflict</li> <li>• Management</li> <li>• Workplace bullying</li> </ul>	Yes <ul style="list-style-type: none"> <li>• All aspects of employee training &amp; development</li> <li>• Classification, compensation, and benefits</li> <li>• Strategic conversations &amp; communication</li> <li>• Labor agreements and employee performance</li> </ul>	Yes <ul style="list-style-type: none"> <li>• Sexual harassment response and prevention</li> <li>• Discrimination and discriminatory harassment</li> <li>• Accessibility</li> </ul>	Yes <ul style="list-style-type: none"> <li>• Interpersonal Skill Building</li> <li>• Organizational Skill Building</li> <li>• Leadership Learning</li> <li>• Coaching</li> </ul>

Provides guidance and consultation	Yes <ul style="list-style-type: none"> <li>•Conflict Resolution, individual and organizational</li> </ul>	Yes <ul style="list-style-type: none"> <li>•Policy &amp; Compliance</li> <li>•Individual and Organizational Development</li> </ul>	Yes <ul style="list-style-type: none"> <li>•Policy &amp; Compliance</li> </ul>	Yes <ul style="list-style-type: none"> <li>•Individual and Organizational Development</li> <li>•Organizational and Campus Climate</li> <li>•Cultural and Organizational Change</li> <li>•Strategic Planning</li> </ul>
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*\*Confidentiality cannot be promised in matters relating to threats to public safety, child abuse, if there is imminent risk of serious harm, or if compelled by a court of law.*

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**Oregon Higher Education Coordinating Commission**  
**HB2864 Digital Summit**  
**Event Summary**

Thursday, October 15, 2020

The Digital Summit on House Bill 2864 intends to convene a broad range of institutional leaders and stakeholders to share our progress on [House Bill 2864](#), align our expectations, and strategize next steps for implementation.

The format will be online and synchronous and blend a full day of keynote speakers, panel discussions, and small group collaborations to explore multiple issues relevant to the advancement of HB 2864, including:

- Integration with strategic planning
- Leading organizational and institutional change
- Developing curriculum, assessment, and instructional strategies
- Coordinating learning for multisite institutions
- Cultivating institutional resources
- Leveraging campus partnerships among administration, faculty, staff and students

We welcome a wide audience for the digital summit and encourage participation from administrative, faculty, staff, and student leaders across the consortium. There are no registration fees for this event, attendance is free of charge.

**Oregon Higher Education Coordinating Commission**  
**HB2864 Digital Summit**  
**Event Schedule**

Thursday, October 15, 2020

- **Session 1: Opening Plenary (9:00am – 10:30am)**
  - Welcoming remarks from Oregon House Representative Teresa Alonso Leon and the Higher Education Coordinating Commission
  - Keynote Address, [Dr. Sam Museus](#)
- **Session 2: Digital Collaborations I (11:00am – 12:30pm)**
  - Topics:
    - Administration and strategic planning
    - Organizational leadership and institutional change
    - Curriculum, assessment, and facilitation of learning
- **Session 3: Digital Collaborations II (1:00pm – 2:30pm)**
  - Topics:
    - Multisite institutions and distance learning
    - Budget and finance, institutional resources
    - Cultivating and leveraging campus partners: Administration, faculty, staff and students
- **Session 4: Closing Plenary (3:00pm – 4:30pm)**
  - Dr. Yvette Alex-Assensoh and Dr. Tim Cook
    - Next steps for our institutions
    - Toward and beyond compliance
    - Engaging with and leading the state of Oregon

**Oregon Higher Education Coordinating Commission**  
**HB2864 Digital Summit**  
**Participant Orientation**

## Context

Institutional leaders across the state of Oregon have been implementing House Bill 2864 since it went into effect in 2018. Below is a brief timeline of events preceding the HB 2864 Digital Summit.

- *Passing of Oregon House Bill 2864*
  - [House Bill 2864](#) was passed in the 2017 legislative session and became effective on January 1, 2018.
- *2018 HB 2864 Summit*
  - In the summer of 2018, The Oregon Higher Education Coordinating Commission in partnership with the Oregon Campus Compact and Central Oregon Community College convened the first statewide gathering of institutional leaders to explore the new legislation, form relationships, and determine next steps.
- *HECC HB 2864 Action Team*
  - In the fall of 2019, members of the HECC Equity and Advisory group coalesced to propose and execute a follow-up to the 2018 HB 2864 Summit.
  - Action team members include:
    - Charlene Alexander, Oregon State University
    - Jeff Kenney, Oregon State University
    - Lacy Karpilo, Eastern Oregon University
    - Rudyane Rivera-Lindstrom, Oregon Higher Education Coordinating Commission
    - Tim Cook, Clackamas Community College
    - Tricia Brand, Portland Community College
    - Vivi Prichard, Chemeketa Community College
    - Yvette Alex-Assensoh, University of Oregon
- *Interest Survey to the HECC Equity and Advisory Group List Serve*
  - In the winter of 2020, the HECC HB 2864 Action Team administered an interest survey to consortium constituents and solicited feedback on the content and design of the 2020 digital summit

## Goals and Expectations

The Digital Summit is designed to convene a broad range of institutional leaders and stakeholders to share our progress on HB 2864, align our expectations, and strategize next steps for implementation. Specifically, we aim to:

- Forge relationships within and between institutions
- Share knowledge and resources
- Cultivate statewide engagement and leadership

The digital summit is foremost a space for institutional leaders to strategize. We will make the most of our time together if we:

- Share vulnerably about our challenges and successes
- Honor and leverage the unique knowledge, skills, and experiences of all attendees and their institutions
- Mutually reveal problems and partner in solutions



**Oregon Higher Education Coordinating Commission**  
**HB2864 Digital Summit**  
**Participant Orientation**

### Preparation

- *Educate yourself on relevant legislation and current events*
  - In addition to reviewing our state-wide progress on Oregon House Bill 2864, our summit will examine the tensions between this legislation and recent directives from the federal government. We recommend reviewing these source documents and further researching editorial perspectives.
    - Review the [House Bill 2864](#)
    - Review the [White House Memorandum on Training in the Federal Government](#)
    - Review the [White House Executive Order on Combating Race and Sex Stereotyping](#)
  - Review the progress and innovation of partner institutions.
    - A place to begin is the work of the [Oregon Rural Community College Consortium](#)
- *Equip yourself with foundational knowledge and theory*
  - The focus of the summit will be the progress of House Bill 2864 and the sharing of knowledge and resources to advance our institutions' visions for diversity, equity, inclusion and social justice. To participate more fully in these discussions, you may find it useful to accustom yourself to core concepts of difference, power and discrimination.
  - The appendix document "Resources for Participant Preparation" includes citations that will orient you of common language, theory, and contemporary practices for diversity, equity, inclusion and social justice work in higher education.
- *Consider forming a delegation*
  - Change requires collaboration and cooperation among diverse constituents. For that reason, we encourage all attendees to consider attending the digital summit with an organizational or institutional delegation. We welcome a wide audience including administrative, faculty, staff, and student leaders across the consortium.
  - Consider reaching out to your colleagues and inviting their participation.

### Schedule and Logistics

- For up to date information regarding the summit agenda, technical support, and other logistical information please consult our website: <https://blogs.oregonstate.edu/2020hecchb2864summit/>
- You may also contact Jeff Kenney at [jeff.kenney@oregonstate.edu](mailto:jeff.kenney@oregonstate.edu) with any additional questions

### Summit Format

The Digital Summit is organized into four session. Two plenary sessions and two collaboration sessions. The collaboration sessions are organized by topic, which were prioritized by stakeholders through the Action Team's interest survey. Each topical session will have a volunteer facilitator and note taker. Facilitators will guide and deepen the discussion among participants. Note-takers will document discussion and will collaborate in post-summit communication.

### After the Summit

The opening and closing plenaries will be recorded and made available to the consortium. Facilitators and notetakers will submit summary reports of their topical sessions to the Action Team. The Action Team will compile the contributions of the summit into a single report to share with the consortium. Upon reviewing feedback and the results of the collaboration sessions, the Action Team will also make recommendations to the HECC regarding next steps.

**Oregon Higher Education Coordinating Commission**  
**HB2864 Digital Summit**  
**Resources for Participation Preparation**

To prepare for full participation, registrants may need to engage in self-study regarding foundations of difference, power, discrimination and inequity in higher education. Texts that can help cultivate foundational knowledge include:

- Bell, L. A. (2013). Theoretical foundations. In M. Adams, W. J. Blumenfeld, C. Castañeda, H. W. Hackman, M. L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (3rd ed.). (pp. 21-26). New York, NY: Routledge.
- Hardiman, R., Jackson, B., Griffin, P. (2013). Conceptual foundations. In M. Adams, W. J. Blumenfeld, C. Castañeda, H. W. Hackman, M. L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (3rd ed.). (pp. 26-31). New York, NY: Routledge.
- Sensoy, Ö., & DiAngelo, R. (2012). *Is everyone really equal? An introduction to key concepts in social justice education*. New York, NY: Teachers College Press.

In addition to foundational knowledge, participants will get the most out of the HECC digital summit by cultivating a vulnerable, humble, curious, and optimistic disposition toward leadership for diversity and social justice. Texts that can help cultivate productive attitudes include:

- DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Beacon Press.
- Kendi, I. X. (2019). *How to be an antiracist*. First Edition. New York: One World.
- Oluo, I. (2019). *So you want to talk about race?*. New York: Seal Press.

To make explicit connections between foundations of power, privilege and oppression with higher education administration, the following texts may help translate and locate key concepts:

- Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Duke University Press.
- Kezar, A. (2018). *How colleges change: Understanding, leading, and enacting change*. Routledge.
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- Martínez-Alemán, A. M., Pusser, B., & Bensimon, E. M. (Eds.). (2015). *Critical approaches to the study of higher education: A practical introduction*. JHU Press.
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- Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). *Toward a model of inclusive excellence and change in postsecondary institutions*. Washington, DC: Association of American Colleges and Universities.

And lastly, for insights regarding the design, facilitation, and evaluation of diversity, equity and inclusion learning experiences, the following texts may be a useful guide:

- Adams, M. E., Bell, L. A. E., & Griffin, P. E. (2007). *Teaching for diversity and social justice*. New York, NY: Routledge.
- Gurin, P., Nagda, B. R. A., & Zuniga, X. (2013). *Dialogue across difference: Practice, theory, and research on intergroup dialogue*. Russell Sage Foundation.
- Landerman, L. M. (Ed.). (2013). *The art of effective facilitation: Reflections from social justice educators*. Sterling, VA: Stylus Publishing.
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