University College Diversity Report

Diversity, Equity, and Inclusion Statement
The University College mission for diversity, equity, and inclusion involves embracing all members of the university community and enhancing learning and academic success of undergraduate students at the University of Oklahoma by fostering diversity, equity, and inclusion within our academic support, curriculum development, community engagement, and leadership opportunities. We promote these values among staff through hiring, training, and resources to model this commitment.

Diversity, Equity & Inclusion Framework
The University College Mission for Diversity, Equity and Inclusion framework builds on the foundation of specific goal areas that include Academic Support, Curriculum Development, Community Engagement, Leadership Development, and Staff Hiring, Training, and Resources. University College Departments – Academic Advising, Assessment Center, Center for Major and Career Exploration, Center for Student Advancement, Freshmen Programs, and Student Learning Center – each contribute to the strategies and action plans for achieving these goals.

Current Initiatives:

Academic Support
University College provides equitable advising, coaching, and teaching to help students succeed academically, socially, and professionally.

Strategy A: University College advisors will be available to all undergraduate students year-round via face-to-face meetings, email, and phone regarding their academic needs.

- We provide holistic and developmental advisement in all OU majors and minors, semester course advisement, enrollment assistance, course planning, transfer equivalency evaluation assistance, and reference to all campus resources
- We help all students gain academic clarity about their major and/or initial career options through providing intentional face-to-face major and career coaching, professional major and career assessments, workshops to all student populations, and academic classes for exploration.

Strategy B: University College provides academic support programs for special populations, providing inclusive environments to aide in their success.
- Test Preparation workshop for Black Law Student Association
- Major Exploration Orientation workshops for ROTC programs
- Major Exploration Orientation workshops for OU Athletics
- Strategies for Success class for students who do not meet the minimum GPA to be in good standing at the University of Oklahoma. This class addresses personal, social, and financial barriers to success at OU and provides strategies for navigating the institution.
- High School vs College Learning workshop and Major Exploration workshop for Latinos without Borders High School Preview Day
- Study Skills workshop and Major Exploration workshop for Sooner Jumpstart
- Time Management workshop and Major Exploration workshop for Gateway Transfer Student class
- Major Exploration presentations for all sections of Gateway to College Learning Courses
- Special CHEM 1315 Action Tutoring Center for Veteran’s group (Green Zone)
- Participation in Resource Fair for Veterans’ Welcome
- Participation in George McLaurin Male Leadership & Silvia A. Lewis Women’s Leadership Conferences
- Participation in First to Go OU first-generation student events
- Participation in OU First Sooner Preview Day events

Diversity is a Number        Inclusion is a Process        Equity is an Outcome
• Participation in Native American Student Preview days
• Participation in Multicultural Student Life Orientation events

Strategy C: University College will offer courses that help students succeed academically, socially, and professionally.
• Gateway to College Learning has proven success in increasing student success and developing community on campus for first-year students that often extends beyond their first semester and the course.
• Offer diverse focus themes for Gateway to College Learning courses, including:
  o Sooner Tradition Scholars focus theme for students receiving the Sooner Tradition Scholarship - historically awarded primarily to students from underrepresented high schools
  o AFAM Community Engagement – a first-year learning community linked to one section of AFAM 2003 which allows the same cohort of students to take both AFAM 2003 and Gateway together and engage in class discussions, activities, and events that crossover between the two courses. Instructors for both courses (UCOL and AFAM) work closely together. They share content and assignment information, and there is class time reserved in UCOL for the AFAM instructor to use if so desired. This FYLC also integrated engagement within African American communities. This FYLC was born from collaborative conversations with Dr. Hill about engaging first-year students in opportunities to study and major in AFAM.
  o First Generation – a specific section designed to support the distinctive needs of students whose parents have not attended or have not graduated form a four-year college or university. This course is taught by an instructor who was a first-generation college student, has an incredible passion for first gen students, and coordinates first gen student programming on campus.
  o Going Global – this section was designed for students who are interested in studying, working, and/or living abroad. The course has a focus on engaging global issues, exploring preparation for travel into different cultures, etc.
  o Multicultural – this section was designed for students from underrepresented ethnic and cultural backgrounds who desire a supportive foundation as they transition to the university. In addition to supporting underrepresented students, the class facilitates cross-cultural engagement.
• Offered more seats and favorable times for students to enroll in the UCOL 2021 “Choosing a Major” and UCOL 1030 “Exploring Careers” courses.

Curriculum Development
University College provides curriculum that promotes an understanding of diversity, equity, and inclusion and offers students opportunities for broadening their perspectives.

Strategy A: Create and deliver curriculum that promotes the understanding of diversity, inclusion, and equity and enables students to broaden their perspective through critical dialogue.
• Created textbook with specific content aimed at understanding what it means to be part of a welcoming community where diversity and inclusion are celebrated; developing cultural competence; and providing opportunities for broadening perspectives.
• Create opportunities for sharing and broadening perspectives through the common read program. Current book provides insight into the values of a diverse population through 80 essays.
Strategy B: Develop more interactive curriculum for UCOL 2021 “Choosing a Major” and UCOL 1030 “Exploring Careers” courses to help students from all backgrounds with major selection and career planning.

Community Engagement
University College provides an environment that fosters engagement for diverse communities and offers safe learning and mentorship for all students.

Strategy A: Create campus collaborations that foster diversity and enhance our programs, services, and staff.
  - University College Advising Services collaborates with OU Office of Admissions and Recruitment year-round to host potential new students and provide all entering undergraduates the opportunity to participate in our campus enrollment program - New Sooner Orientation (NSO).
  - University College Advising Services collaborates with all OU advising offices to ensure open communication and a seamless matriculation for all undergraduates to their degree-granting colleges.
  - Major & Career Exploration collaborates with academic departments on preventative intervention strategies for students in need of major exploration (e.g., partnering with Price College of Business to include major exploration on academic contracts for students who do not meet degree candidacy).

Strategy B: Ensure there are opportunities available for students to increase cultural understanding and gain exposure to diverse perspectives.
  - University College created Camp IMPACT which allowed 30 first-year students to explore the role of character in their lives. It includes three main components: volunteer/service opportunities; personal, cultural and social experiences; and civic engagement. Two of the outcomes that are sought through learning sessions and interactive activities are that participants will have an increased sense of awe and appreciation for alternative perspectives after exposure to cultural, artistic and human services sites and that they will gain a deeper understanding of the complexities of the human experience.
  - A This I Believe recitation night is also held in the spring to offer an opportunity for a diverse group of students and community members to share their personal experiences around important values they hold. Among the OU community members who have shared was Dr. George Henderson, Human Relations Founder and Professor Emeritus.

Leadership Development
University College provides leadership opportunities for a diverse group of students.

Strategy A: Ensure there is diverse representation on University College’s Student Leadership Board. This board serves as student ambassadors for the college and engages in leadership development throughout the year.

Strategy B: Ensure leadership opportunities within University College are communicated to diverse populations and support is offered for navigating processes.

Staff Hiring, Training, and Resources
University College promotes diversity among staff through hiring, training, and resources.

Strategy A: Continue focus on training of “creating inclusive environments” for Gateway to College Learning instructors and Peer Teaching Assistants.
  - Collaborated with the Office of University Community to provide diversity training for staff.
• Work with the Office of Diversity and Inclusion to develop and implement further training for creating inclusive environments.

Strategy B: University College professional academic advisors participate in on-going training regarding OU major and minor requirements, various student populations, academic coaching, and best practices to assist in the retention and graduation efforts for all undergraduates.

Strategy C: University College Academic Advising incorporates all voices into our academic advisor hiring process to ensure everyone is provided the opportunity to interact with a potential hire and the space to freely provide feedback regarding hiring decisions aimed at diversifying our advising staff so as to model a greater representation for all our OU students and their families, faculty, and staff.

Relevant Data:

University College Staff
- White – 24
- Asian – 1
- Black or African American – 4
- American Indian or Alaska Native – 1

UCOL 1002, 1022, and 1013 Fall 2018 Instructor reported race(s)/ethnicity
- Not Recorded – 15
- White – 58
- Asian – 2
- Black or African American – 12
- American Indian or Alaska Native – 7
- Multiple Races – 7
- Hispanic of any race – 9

UCOL 1002, 1022, and 1013 Fall 2018 PTA reported race(s)/ethnicity
- White – 55
- Asian – 3
- Black or African American – 16
- American Indian or Alaska Native – 10
- Multiple Races – 6
- Hispanic of any race – 10
Student Learning Center Employee Gender and Ethnicity Data

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2018-2019 Student Leadership Board Ethnicity Data

- White – 9
- Asian – 0
- Black or African American – 4
- American Indian or Alaska Native – 0
- Multiple Races – 1
- Hispanic of any race – 1
- Other - 1

Diversity is a Number

Inclusion is a Process

Equity is an Outcome