

Faculty Senate Diversity, Equity, Inclusion, and Belonging Resolution
(Approved by the Senate at the March 11, 2019 meeting)

Whereas, the Faculty Senate is dismayed by the recent evidences of racist behavior by our students and on our campus;

whereas, we recognize that, while these incidents are despicable on their own, the sober fact is that they are merely symptoms of more systemic issues of embedded racism in our broader society and in our campus institutions;

and whereas, the Faculty Senate is committed to working with students, staff, faculty, and administrators to build and strengthen the infrastructure required to move the university forward in its efforts to disrupt and dismantle racism on campus,

the Faculty Senate of the OU-Norman campus calls upon the University of Oklahoma to demonstrate its commitment to enacting meaningful, long-term, positive change in support of the university's non-discrimination statement:

“Diversity is one of the strengths of our society as well as one of the hallmarks of a great university. The University supports diversity and is committed to maintaining employment, educational, and health care settings that are multicultural, multiracial, multiethnic, and all-inclusive. Respecting differences is one of the University’s missions. The University does not discriminate or permit discrimination by any member of its community against any individual based on the individual’s race, color, religion, political beliefs, national origin, age (40 or older), sex, sexual orientation, genetic information, gender identity, gender expression, disability, or veteran status in matters of admissions, employment, financial aid, housing, services in educational programs or activities, or health care services that the University operates or provides.”

by empowering and supporting faculty, students, staff, and administrators as we work together to:

A. Hire a Chief Diversity Officer (CDO) to coordinate and implement a comprehensive diversity, equity, and inclusion program throughout the University of Oklahoma system and empower the CDO with the budget, staff, and accountability structures required to plan and implement meaningful change across all three campuses. Towards this goal, we recommend that the University consider implementing the following:

1. Designate the CDO a Vice-President level position that reports directly to the President.
2. Ensure that the Board of Regents and President use the expertise of the search committee previously established for the Associate Vice President for Community position to help them search for, identify, attract, and hire a CDO who has the professional experience and educational background necessary to do this work.
3. Maintain an Office of Diversity, Equity, & Inclusion (previously the Office of Community) with dedicated leaders responsible for implementing the necessary work on each of the three OU campuses. Provide each office with the resources and staff necessary to implement meaningful change, and empower each office to hold other campus leaders accountable as we move towards our diversity, equity, and inclusion goals.
4. Designate administrative responsibilities within each college to support and assess diversity, equity, and inclusion goals. It is important that this position has the protection of tenure and does not have conflicting mandates.

5. Provide funding for affiliated administrators, faculty, and staff to attend conferences such as those held by the American Association of Colleges and Universities (AAC&U) and the National Conference on Race and Ethnicity in American Higher Education (NCORE).
6. Align Colleges' and academic units' strategic plans with the university's diversity, equity, and inclusion goals.
7. Provide clear access to information for faculty, staff, and administration regarding resources available to support students and others in the hour of need.

B. Develop clear, actionable plans that describe how we will recruit and retain more diverse students, staff, faculty, and administrators. These plans should be communicated broadly and publicly. The University must hold units and their leaders accountable for working swiftly to implement these plans and must regularly assess and report progress towards clearly stated goals. Towards this goal, we recommend that the University consider implementing the following actions:

1. Recruit and retain more diverse faculty, staff, and administrators.

- a. Develop and employ rubrics for faculty, staff, and administrative searches that explicitly value diversity, equity, and inclusion through all legal measures, including evaluating job candidates on cultural competency, record of mentoring students and colleagues from under-represented groups, broadening participation, inclusive practices, etc. Departments are encouraged to share rubrics developed under this policy with the Provost's office, and a repository of those rubrics will be made available for guidance on best practices hiring procedures.
- b. Explicitly value work that strengthens campus diversity, equity, inclusion, and belonging when assessing faculty, staff, and administrators for annual evaluations, promotion criteria, awards, internal grants, merit indexes, etc.
- c. Reward faculty and staff involvement in diversity-focused trainings and workshops via the annual evaluation.
- d. Formalize mentorship programs and reward mentors in annual evaluation and merit indexes.
- e. Include numerical registering of community outreach in annual evaluation and merit indexes.
- f. Fill all vacant administrative positions with open searches, either filled internally and (as appropriate) externally. Each search must ensure a qualified and diverse applicant pool by advertising open positions through University-wide internal communications and enumerating criteria and qualifications sought.
- g. Hold search committees accountable for following best practices for supporting diversity, equity, and inclusion in the recruitment, hiring, and retention process.
- h. Assess and address salary inequalities for faculty, staff, and administrators.
- i. Invest in a robust pool of resources and funds to support competitive recruitment and retention of faculty from underrepresented groups. Ensure clear communication of the availability of this pool of resources and funds.

2. Recruit, retain, and graduate more diverse undergraduate and graduate students.

- a. Increase resources and funding support for Multicultural Programs & Services in Student Life, including adequate staffing of advisors/directors who work with diverse student populations who are paid equitable salaries.
- b. Provide bridge funding for graduate students of color, first-generation graduate students, and graduate students from low-socioeconomic status backgrounds at the beginning of their studies during which they can (a) receive funding without having to immediately go into an intensive TA

position, (b) pursue any leveling coursework they need and/or audit graduate courses they will take for credit the following year, (c) receive effective mentorship that is sensitive to their needs, and (d) get access to tutoring if needed.

- c. Provide bridge funding from appropriate accounts for TRIO/Project Threshold and identify support network for next grant cycle.
- d. Invest in diversity, equity, and inclusion efforts in living-learning spaces.
- e. Identify opportunities to improve student diversity through strategic scholarship awards (e.g., need based, sovereign nation agreements).
- f. Identify meaningful ways to facilitate student connections with their home community.
- g. Assess and address salary inequities for graduate assistants and undergraduate student workers.

3. Build and strengthen organizational leadership, planning, and communication.

- a. Establish and publicly communicate goals for further diversifying student, staff, faculty, and administrators.
- b. Seek out and meet with diverse student groups to better understand student needs and priorities, particularly those from marginalized groups and those involved in multicultural and intersectional communities.
- c. Consult and support our current faculty, students, staff, and administrators who have expertise in diversity, equity, and inclusion work. Value their ideas and efforts as critically important scholarship, not side-projects.
- d. Solicit and invest in faculty-, staff-, and student-led projects aimed at supporting or amplifying OU's recruitment, retention, and reputation relevant to diversity, equity, inclusion, and belonging goals.
- e. Include diversity, equity, and inclusion as part of the university's development strategy.
- f. Establish awards to recognize student groups, faculty, staff, administrators, and units, as well as outstanding efforts in teaching, research, and service.
- g. Clearly articulate the university's commitment to diversity, equity, and inclusion in student recruiting, admissions, retention efforts, materials, and policies.
- h. Facilitate data collection and data access, including robust and recurring campus climate surveys, to support diversity, equity, and inclusion efforts.

C. Review the impact of existing policies and procedures on diversity, equity, and inclusion goals. Carefully consider and evaluate how new policies and procedures might impact diversity, equity, and inclusion goals. Examples include:

1. University-wide policies and procedures

- a. Review and revise the university's code of conduct for students, faculty, and staff.
- b. Review and revise the mechanisms for appointing Regents, populating alumni advisory boards, and identifying/working with other stakeholders to reflect the University's diversity, equity, and inclusion goals.
- c. Provide opportunities for faculty, students, staff, and administrators to meet consistently to develop a common vision for diversity, equity, inclusion, and belonging, with a strategic agenda to include goals, objectives, initiatives, accountability measures, and rewards.
- d. Review and revise Title IX resources and practices. Expand the role of Title IX and other related offices to serve as available and immediate resources to support faculty, staff, and administrators as they work towards the university's diversity, equity, and inclusion goals.
- e. Monitor underrepresented minority demographics in layoffs.

- f. Facilitate community teach-ins or workshops where we come together to listen, learn, consider, and discuss, for example, “justice,” “institutional racism,” and “community.”

2. Policies and procedures impacting faculty, staff, and administrators

- a. Require that all administrators with significant personnel management authority, from Department Chair on up, receive both standardized ‘onboarding’ training in how to create and sustain work environments supportive of ‘inclusive excellence,’ as well as continuing, periodic training in best practices related to diversity, equity, and inclusion. These trainings are to be identified and/or developed by the administration. In addition, the University should require that all members of unit Committees A, who necessarily are involved in annual evaluations and often are the groups that recommend faculty and staff for awards and honors, receive training related to implicit bias and diversity, equity, and inclusion best practices.
- b. Revise and amend the Regular Faculty Recruiting Application (RFRA) to require detailing of specific strategies and effective practices for actively recruiting historically under-represented faculty.
- c. Review and revise how we evaluate faculty and staff, including teaching, research, service, and community outreach efforts. This includes reviewing and revising student evaluations of teaching, that have been previously shown to be biased.
- d. Provide appropriate resources to reinstate and continue critical training programs for faculty, staff, and administrators, such as Diversity Ally trainings (“Unlearning” racism, sexism, ableism, and classism, in addition to the ongoing LGBTQ Ally training).
- e. Reinstate the Diversity Fellowship through Center for Teaching Excellence (CTE).

3. Policies and procedures impacting students

- a. Reevaluate and assess the effectiveness and impact of the required diversity training for first-year and transfer students.
- b. Identify and facilitate retention of underrepresented minority students affected by bursar holds; facilitate and expedite need-based scholarships.
- c. Replace monthly bursar fees (currently 18% APR) with per-semester fees (approximately \$50/semester at peer institutions).

D. Apprise the Faculty Senate of actions taken toward President Gallogly’s stated goals to “increase efforts to recruit more students, faculty, and staff of color on campus; second, to review our code of conduct to make it as rigorous as possible in addressing inequality and racism; and third, ensure that our campus inclusion programs and training are robust and impactful.”

We call on the administration to present an initial report at our May 6, 2019 Faculty Senate meeting, followed by an inaugural annual diversity, equity, and inclusion report presented in the September 2019 Faculty Senate meeting.