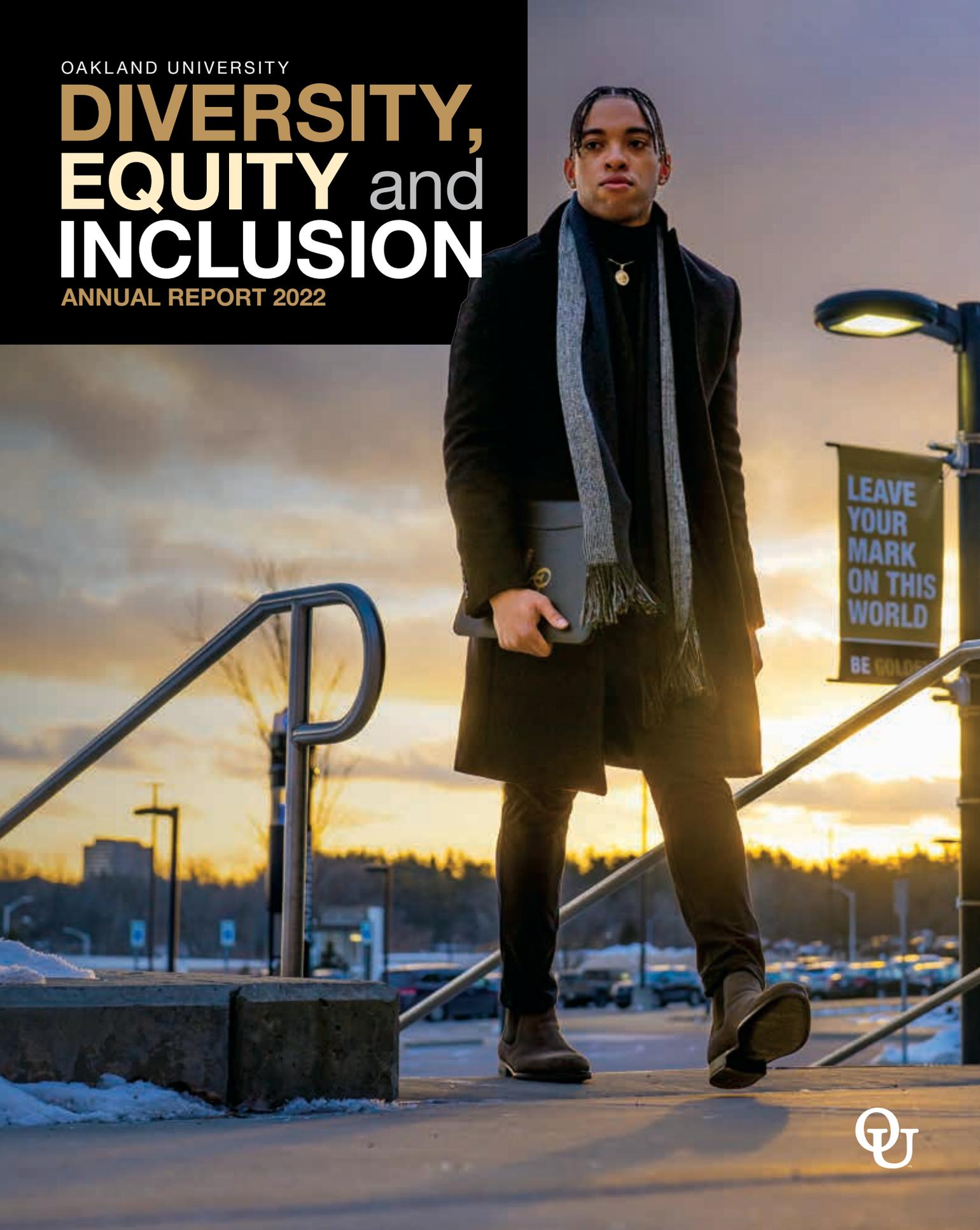


OAKLAND UNIVERSITY

# DIVERSITY, EQUITY and INCLUSION

ANNUAL REPORT 2022



A woman with long brown hair and black-rimmed glasses is sitting on a dark blue leather armchair. She is wearing a red long-sleeved top and black pants. A laptop is open on her lap, and her hands are on the keyboard. The background is a blurred office or library setting with a wooden wall and a white railing.

As a first-generation college graduate, **ALONDRA CALDERON** lives every day with the unstoppable work ethic and optimism that her parents have always embodied. Immigrating to the United States before she was born, Alondra's parents encouraged her to pursue education as a top priority. Transforming that drive, Alondra excelled as an Oakland University HRD student invested in learning from experienced faculty. Now a full-time Human Resources Generalist for American Axle & Manufacturing, she stands proud and ready to take on her career.

## DEI STATEMENT

At Oakland University, we advance diversity, equity and inclusion in an environment of mutual trust and respect at all levels of the institution and facilitate opportunities and success for all community members.

Learn more about OU's commitment to diversity, equity and inclusion — including strategic priorities — at [oakland.edu/president/strategic-planning/](https://oakland.edu/president/strategic-planning/).



**The academic year was defined by the ongoing pandemic, along with political and economic uncertainty.**

This combination of factors disproportionately impacted underrepresented minorities and underrepresented groups, which includes veteran, LGBTQIA+, disabled and women populations. However, as this report will demonstrate, these worldwide challenges did not deter Oakland University's commitment to diversity, equity and inclusion. As an institution of higher education, we know that this Diversity, Equity and Inclusion Annual Report provides an opportunity to assess our progress in working toward a campus community where everyone thrives in their academic and work experiences. This report provides a reflection on where we have made progress and where we have work to do.

Highlighted in this report are programs, services, and policies, with measurable data, from across the university that support two major DEI pillars: growing a diverse student population and workforce; and nurturing our culture of equity and inclusion throughout the university. I am very grateful and applaud each division of the university for their contributions to improving our campus community.

I want to give special thanks to President Ora Hirsch Pescovitz for her unwavering expressive commitment to DEI and for making OU the "university of choice" for students and employees. Additionally, I must thank Oakland University's senior leadership team, as well as the DEI Council members, for championing many of the initiatives highlighted in this report. I value each individual and appreciate their uniqueness, wisdom, knowledge and commitment to advance Oakland's diversity strategic goal.

Overall, I hope this report successfully demonstrates Oakland's pledge to Stand Up, Stand Strong and Stand Together! It should also generate excitement about our capacity to create opportunities for learning and allyship behavior across campus.

**GLENN MCINTOSH**

*Senior Vice President for Student Affairs  
and Chief Diversity Officer*



Inspired by his mother's perseverance as a single parent, **JULIO LEE** (also pictured on cover) approaches every challenge with tenacity and grit. Growing up in Southwest Chicago and witnessing the role of education in a successful future, he made it his mission to jump headfirst into a degree that would be both challenging and fulfilling. Julio dedicated his time as a student to mastering his studies and maintaining a robust presence on campus with a passion for uplifting the voices of others. Now a Digital Analyst at Shift Digital, he leverages the lessons learned at OU offices like Career Services to blaze a new trail as a young professional.

## BY THE NUMBERS

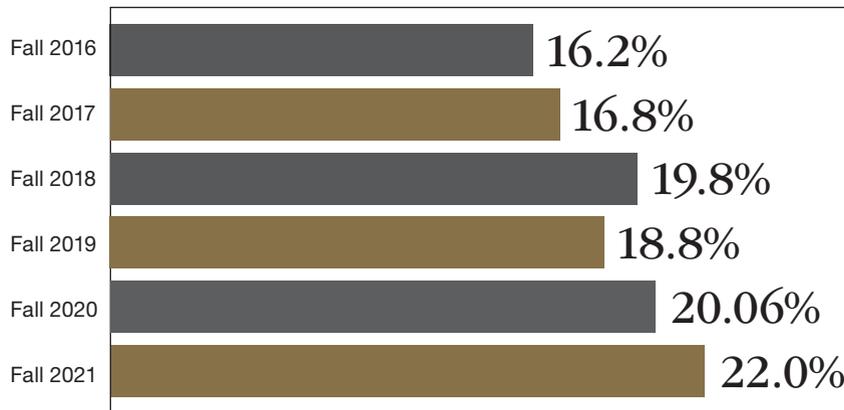


Fall 2015 — **7.9%**  
 Fall 2016 — **8.1%**  
 Fall 2017 — **8.2%**  
 Fall 2018 — **8.9%**  
 Fall 2019 — **9.4%**  
 Fall 2020 — **9.0%**  
 Fall 2021 — **9.1%**

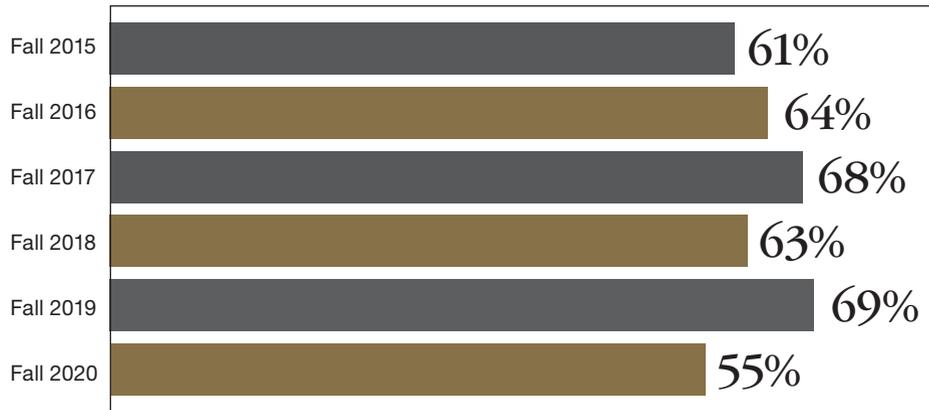


Fall 2015 — **16.6%**  
 Fall 2016 — **16.2%**  
 Fall 2017 — **16.2%**  
 Fall 2018 — **17.0%**  
 Fall 2019 — **17.4%**  
 Fall 2020 — **17.9%**  
 Fall 2021 — **17.7%**

Percent URM Students – FTIAC



Full-time URM FTIAC 1st Year Retention





## CENTER FOR MULTICULTURAL INITIATIVES

- Hispanic Heritage Month
  - Ballet Folklorico de Detroit Performance
  - The Cajamarca Encounter revisited: Pedro Castillo, President of Peru
  - Hispanos en la industria del automóvil
- Veterans Appreciation Week
  - Camaraderie Day
  - Scholarship Luncheon – Keynote Speaker, Dr. Eric B. Fretz
- African American Celebration Month
  - 30th Annual Keeper of the Dream Scholarship Awards Celebration – Keynote Speaker, Anthony Anderson
  - AACM – Food Drive
  - Black Women Rock Awards Ceremony
- Fifth Annual Black Excellence Celebratory
  - 150+ participants
- Oakland University Trustee Academic Success (OUTAS) program
  - 6-year graduation rate: 75%

OAKLAND  
UNIVERSITY

Actor **ANTHONY ANDERSON** delivers the keynote speech at the 30th Annual Keeper of the Dream Scholarship Awards Ceremony.

# GENDER AND SEXUALITY CENTER

- Campus Pride Index – OU Ranked second most LGBTQIA+ friendly Michigan colleges/universities 2021
- Pride Month
  - Third annual Tim Larrabee Memorial Lecture – Keynote Speaker, Brittany Ashley
  - GSA's 17th Drag Show
  - Lavender Graduation Celebration and Awards

Above: Pride Month Celebration decorations; Below: Lavender Graduation Celebration and Awards



## VETERANS SUPPORT SERVICES

- Michigan Veterans Affairs Agency
  - Gold Level Status (five consecutive years) – OU Veteran-Friendly Schools 2021



Medical student **MICHAEL SUN**'s promotion to captain in the United States Army at OUWB Honors Convocation in May 2022 marked a major milestone. A graduate of OUWB, Sun, M.D. will embark on his residency in neurosurgery.



## DISABILITY SUPPORT SERVICES

- The office continues to work on outreach efforts to ensure students and the community are aware of the services that are provided for students and to promote the office.
- The office hosted events during Disability Awareness Month to increase awareness of disabilities/abilities around campus.
- The office is preparing for a move to Wilson Hall which will allow for more space to support students registered with the office.
- The DSS enrollment for fall 2021 was 751 students, plus 38 OUWB students, for a total of 789.

In early elementary school, **BAILEY KEHRIG**, SBA '19, began experiencing hearing loss. By immediately embracing available accessibility accommodations, Kehrig set the course for her future. This mindset empowered Kehrig's educational journey through K-12 and her undergraduate program. Her determination continues to drive her success as an OU MBA student and marketing professional.



## ACADEMIC AFFAIRS

As the core of the education mission of the university, the Office of the Provost, deans, department chairs and faculty work to develop a transformative learning environment that prepares an increasingly diverse student body for success in both professional endeavors and scholarship. Our goal is to provide students with the opportunity to emerge as leaders in their fields in a diverse, interdisciplinary and global context. Our academic and extracurricular programs are designed to inspire and to cultivate the lifelong exploration of a diverse world of knowledge and experience. We also challenge students to realize the unlimited potential they possess to contribute to our culture and quality of life.

### OFFICE OF ACADEMIC AFFAIRS

Diversity, Equity and Inclusion Goals for the Office of Academic Affairs:

#### **Engage in the Diversity Fellow selection and training process**

There are three Provost's Diversity Fellows in 2021-23. The three faculty meet with Joi Cunningham and the associate provost for faculty affairs every two weeks. Program for staff training was developed last year and a few training sessions were held.

#### **Engage in the Diversity Advocate Program for faculty and staff**

The Provost's Diversity Fellows continued to offer training for both faculty and staff. All faculty searches have a diversity advocate and they receive training from these fellows. Both in-person and online training were offered this year. A survey is being prepared to obtain feedback from the faculty who went through the training and then served on a search committee.

#### **Ensure that all faculty and staff search committee members have engaged in unconscious bias training**

We are planning to upload resources related to this and other training materials on the faculty resources section of the Provost's website. This will provide easy access to all faculty. Faculty will be strongly encouraged to review these training materials.

#### **Administer the University Faculty Senate Committee DEI**

The Senate DEI Committee and its subcommittees met during the 2021-22 academic year. The committee includes the following sub-committees:

- Retention and Recruitment
- Policy Audit and Recommendations
- DEI/SAFE Training for Faculty
- Strategic Planning, Goals and Measurement for Faculty Related DEI
- Faculty Review Promotion and Tenure

A few of the major accomplishments include the development of a new DEI Strategic Plan for Faculty, use of a tenure-promotion audit tool by academic departments, training of tenure-promotion review committees including FRPC by the Provost's Fellows, and the inclusion of an equity advocate on some review committees.

#### **Engage School and College leadership with the Mexican Consulate; Mexican universities; the Mexican Fulbright Program; other Mexican organizations in planning for the recruitment and retention of Mexican, Mexican American, and DACA students to study at OU**

We have developed a strong relationship with the Mexican Consulate in Detroit and hosted the Mexican Independence Day celebration at Meadow Brook Hall. The event was attended by several dignitaries and partners including the consulates of Japan, Israel, France, Switzerland, Sweden, Italy, Austria and others. Although we could not travel to partner sites due to COVID-19, this year we are planning a multi-site trip to Mexico to recruit partners and students, build study abroad options and foster collaboration.

We held a luncheon to host students from Latin America and students with DACA status who are engaging in faculty-mentored research to determine their needs and are in the process of creating a DACA scholarship.

#### **Collaborate with the Division of Student Affairs & Diversity to develop additional graduation celebrations for diverse student groups (Latino, Native American, Asian Pacific Islander and differently-abled)**

Due to COVID-19, we were not able to accomplish all those goals but will be establishing graduation celebrations for 2022-23 for diverse groups of students to increase student success and belonging on the OU campus.

#### **Work with Senior Vice President McIntosh to initiate a Diversity Speakers Series to highlight key months wherein underrepresented groups are commemorated and provide URM students exposure to inspirational role models**

This goal was delayed due to COVID-19. Although we were not

able to accomplish our fully planned goal, we did facilitate the Sigma Xi presenter David Good in his trip to Oakland wherein he conducted a well-attended and fascinating presentation of his efforts with the Good Project and his research on the microbiome. We also facilitated the training of 26 SECS faculty on DEI issues. Dr. Gabriela Chavira, a Co-PI of the NIH-funded PODER Project, for which Provost Rios-Ellis serves on the Advisory Council, conducted a hybrid training and visited OU in April.

### **Apply for grant funding for study abroad programs, such as initiatives with the Department of State and 100,000 Strong**

We applied for a 100,000 Strong grant between Anahuac and SECS in Puebla, Mexico. Although it was not funded, we received excellent feedback and will be applying again when the opportunity arises.

## **ACADEMIC OPERATIONS**

- Facilitated the establishment of the OU Native American Advisory Committee (NAAC)
  - Worked with faculty and staff to plan and host the Land Acknowledgement Ceremony
  - Hosted movie screening of “Malni – Towards the Ocean, Towards the Shore” (2020) by Native American Filmmaker Sky Hopinka with a student-led Q & A session
  - Worked with Advancement to set up a gift fund for the NAAC
  - Worked with Facilities and Legal Affairs to designate a Native American Cultural Heritage site on the OU campus
- Worked with the Math Department, CAS Dean’s Office and Facilities to identify a garden site and location for outdoor applied math activities for Math Corps. We have designed afternoon activities with URM students from Pontiac with applied math activities including garden design, interior design, physics demonstrations and data collection and analysis for biological experiments. We have also arranged art and music activities.

## **FACULTY AFFAIRS**

- Continue to support the Provost’s Diversity Fellows program; explore ways to create a permanent structure for this initiative by pooling the resources and efforts across campus; consider a Center for the Advancement of JEDI Initiatives.
- Support the initiative to diversify our faculty by working with the faculty search committees to ensure all applicants are given equal opportunities to pursue a career at OU
- Make DEI training materials for search committees and faculty more easily accessible on the Provost’s website
- Support the efforts of the Senate DEI Committee and work with the subcommittee on the DEI Strategic Plan
- Support the work of the Native American Advisory Board

## **PROVOST OFFICE ADMINISTRATION**

Hosted and co-sponsored Black Excellence Celebratory for graduating African American students.

## **OFFICE OF INSTITUTIONAL RESEARCH AND ASSESSMENT**

- Launched Student Profile/Diversity Dashboard to provide campus-wide access to student diversity information
- Engaged in university DEI efforts by providing robust data for decision-making; for example, provided data on faculty/staff demographics and retention for the DEI Council and the Board of Trustees, compiled historical trend data for CORE and OUTAS Retention and Graduation rates and Veteran Student Success Updates.
- Conducted targeted studies to support URM student success and reduce the achievement gap between URM and non-URM students

## **SCHOOL OF HEALTH SCIENCES**

We strive to transform students into leaders, connect theory to best practices and impact the needs of all people and communities. Fostering diversity, equity and inclusion (DEI) is essential in this mission. Our commitment to these important principles strengthens our voice as a community and elevates our ability to help eliminate health disparities locally, nationally and globally. Ultimately, our goal is to empower others to make better health choices through thoughtful nutrition, physical activity, wellness and health promotion, safe environments and mindfulness.

The School of Health Sciences celebrates its commitment to DEI through excellence in teaching, research and service. We recognize this is a process of continual improvement and that the collective initiatives listed below are examples of our journey to a more diverse, equitable and inclusive institution, community and society.

### **SHS Justice, Equity, Diversity and Inclusion (JEDI) Task Force**

The SHS JEDI (Justice, Equity, Diversity and Inclusion) Task Force was created in summer of 2020 in response to national events and the need to ensure equity and inclusion for all students, faculty and staff in the School of Health Sciences. The task force had nine members representing each of the four departments and our advising and student services areas in the school. The task force spent the majority of the year identifying possible directions for the group and needs from the school.

The need we identified is to understand the initiatives/activities on campus as it relates to DEI. Monthly, the SHS JEDI Task Force gathered information on various trainings, webinars and activities related to DEI in an effort to encourage faculty and staff to take advantage of the learning opportunities around campus in this area.

Future directions include creating a process for establishing roles for the committee, connecting with other JEDI Task Force members around campus in the various schools to learn more about what they are doing, creating a more formalized process for getting SHS JEDI Task Force information out to the rest of the school, bringing student representatives onto the committee and developing small, sustainable action steps that can be implemented in SHS.

### **Prescription for a Healthy Oakland**

The Prescription for a Healthy Oakland program addresses access to fresh produce and physical activity opportunities for individuals who are low income and uninsured/underinsured in the greater-Pontiac area and the southeast corridor of Oakland County around Oak Park and Southfield. Led by Drs. Laurel Stevenson and Jennifer Lucarelli, the program relies on a collaborative effort between a diverse group of clinical and community partners including the Healthy Pontiac, We Can! coalition, Oakland County Health Division, Honor Community Health, St. Joseph Mercy Oakland, Gary Bernstein Community Health Clinic, Oakland County Sheriff's Police Athletic League, Centro Multicultural La Familia, Jewish Family Services, Women Infants Children and Humana. The program operates using a model of social prescribing, where and when people experience complex needs around food, housing, transportation, health care, etc., a health care provider or other social service organization "prescribes" resources to meet these complex needs. The Prescription for a Healthy Oakland program uses social prescribing to alleviate needs by reducing barriers to healthy food; providing health education opportunities and referrals to other wrap-around services; and empowering individuals to engage in healthy living by fostering and engaging community connections.

The program is currently funded by Michigan Health Endowment Fund, Blue Cross Blue Shield of Michigan and W.K. Kellogg Foundation, and it is now in its third program cycle since 2018.

### **Third Annual Interprofessional Poverty Experience**

Designed to help teach future health professionals about the institutional barriers related to living in poverty and how these complex issues can affect one's health, a virtual poverty simulation was led by Doctor of Physical Therapy (DPT) and Master of Public Health (MPH) students, and facilitated and guided by Heather El-Khoury, coordinator of field and student support for OU's Social Work program in Mount Clemens, Dr. Caress Dean, associate professor of public health and Dr. Lori Boright, assistant professor of physical therapy.

Assuming the role of a person in poverty, students attempted to navigate the difficulties and opportunities encountered over a period of three weeks, also feeling the stress and uncertainty that a person living in poverty might encounter, including the challenges of maintaining employment, feeding their family and educating children on a very limited budget.

### **Board of Advocacy and Resource Development**

The School of Health Sciences Board of Advocacy and Resource Development (BOARD) brings together a diverse group of health leaders from across Southeast Michigan in support of academic programming, research endeavors and community engagement. Each member is committed in his or her own career to help bring about positive change in community health and well-being. Collaboratively, the BOARD is instrumental in supporting the school's transformative learning and innovative outcomes in health. Currently with 14 members, our membership includes diversity in health disciplines, industries, health/medical practices and more. Our BOARD Vice-Chair Telva McGruder serves as chief diversity, equity and inclusion officer at General Motors, and

Wendy Holmes, DEI manager at Comerica Bank, has also recently joined our group. We are committed to achieving positive outcomes for both student participation and the communities in which we learn.

### **Healthology Symposium**

Where science, practice and social interests meet, the Healthology Symposium celebrates impactful collaborative approaches for addressing upstream social determinants of health in achieving better downstream care.

Healthology Symposium 2022 "Advancing, Restoring and Maintaining Physical Function" brought focus to the work and goals of the people of our department of Human Movement Science. Presentations and discussions were organized around three themes: prescription of movement to impact health; movement as medicine to manage pain; and, energizing community through movement science. Our Thursday keynote speaker Angela Moore provided an intimate yet powerful address, inspiring us to respond to social and personal challenges by ensuring that movement and exercise are a key part of our lives while also reserving both the time and place, within our minds, for quiet contemplation and goal setting to reach "Intentional Wellness." Our Friday keynote speaker Dr. Tom Simmer opened the day with encouraging words on "Transforming Health Care with Connected Teams" to serve all people better. This symposium is an annual call for public awareness and professional action. Addressing social determinants and removing barriers to health outcomes was a feature throughout. The next symposium will be moved to May 2023 to better ensure opportunity for face-to-face programming.

### **Sixth Interprofessional Education Workshop**

Last February, Oakland University's sixth annual Interprofessional Education Workshop on opioid abuse disorder took place virtually with 340 students and faculty participating from a variety of health care professional programs. This year's event was focused on mental health and substance use disorder. The keynote address was delivered by Dr. Jeffrey Guina, associate professor, OUWB. Students gathered in small interprofessional groups to discuss a case study of a patient dealing with mental health and substance use disorders. The Interprofessional Education Task Force at OU is chaired by Dr. Deborah Doherty, associate professor and chair of the Department of Human Movement Science.

### **ECLIPSE (Explorations in Collaborative Leadership and Interprofessional Education)**

Launched in 2017, ECLIPSE offers undergraduate students a unique leadership development experience which aims to cultivate health professionals who positively impact individuals, communities and populations. The program, which has a diverse student population and encourages any student interested in leadership and health to join, currently has more than 100 students with 16 peer mentoring groups. Workshops, service learning opportunities and self-reflection activities are all designed with a DEI lens.

- Equitable and inclusive practices regarding participation, leadership positions on the ECLIPSE Activities Board (EAB) and the opportunity to move up levels in the program

- Discussions that focus on values and ethics, breaking down unconscious bias and the importance of having diverse voices on the healthcare team to make well-informed decisions
- Purposeful partnerships with organizations who provide critical services to marginalized and underserved populations in Pontiac and greater Oakland County
- Equitable participation opportunities with no minimum GPA or application process, as well as the opportunity for both upper-level and transfer students to move up in ECLIPSE based on experience at their past institution
- Inclusive peer mentoring groups based on a student's interests and major/concentration to create a sense of community and gain support from other students within the program
- Education about breaking down unconscious bias
- Curriculum infused with diverse examples

This year in ECLIPSE:

- Students completed a total of 1,290 reported hours of community service with local nonprofits, in clinical settings and through initiatives at OU.
- Students participated with Fleece and Thank You to make blankets for children in the hospital, participated in a Thanksgiving food drive collecting over 300 cans, and donated gifts to three families living in Pontiac for the holidays working with Lighthouse of Oakland County.
- Third-year students created case studies about working with an interprofessional team to solve a health issue for a patient. As part of the case study, students were required to have identity as one of the factors under consideration in treatment so they would take time to think about more individualistic, holistic care and the different needs that may be required based on their religion, ethnicity, skin color, gender, weight, disability, etc. Five groups created different case studies and then taught them and took turns working through the cases with the rest of the class.
- Fourth-year students completed Community Health Impact Projects, hosting a Girl Scout health and wellness day on campus, retooling mental health first aid training for campus, and doing a needs assessment with Sheriff PAL to identify the need for accessibility in community activities.

- The ECLIPSE Activities Board hosted a Women's History month event to make reusable menstrual products.
- Students volunteered throughout the year at vaccine clinics hosted in Pontiac with the Gary Burnstein Clinic.

### Faculty and Staff Development

Across the school's four departments, our faculty recognize that the ways that people communicate and learn are diverse, and they understand that creating an environment where these differences are celebrated results in greater contributions to our profession and our communities.

- Applying inclusive teaching practices in the classroom and clinical settings
- Furthering own knowledge by attending workshops and seminars on best practices
- Incorporating service learning opportunities in diverse populations
- Diverse representation in the authors and creators of assigned course content, including recognition of minorities who contribute to various health science fields
- Highlighting high-risk and vulnerable populations in course case studies
- Conduct participatory research with vulnerable populations and work with community and local organizations that seek to improve the health outcomes of vulnerable populations. One example is research conducted by Dr. Flora Dallo, who focuses on better understanding and improving the health of the Middle Eastern population in Michigan.
- Incorporating DEI components into community-based participatory research courses
- Evaluating practices related to admissions, hiring and curriculum assessment
- Striving for equitable allocation of service assignments in training on levels of racism, structural racism in metro-Detroit, cultural humility, privilege and LGBTQIA+ allyship
- The director of Academic Advising and Student Services and the professional advising and student services staff participated in training sessions on various topics, including: first-generation college students, unconscious bias, understanding pronoun usage and intergenerational workspaces. In addition, they worked with the Center for Multicultural Initiatives to provide staff training on privilege and inclusive conversation, and the Office of the Dean of Students Office on Title IX training.

### Courses

These are some examples of courses that incorporate DEI principles:

- **PH 3000 (Intro to Public Health)** — discusses issues of race, racism and class/classism
- **WHP 4350 / PH 5350 (Environmental Justice)** — focuses on the structural and system determinants of disease and exposures, the imbalance of power and the role of implicit bias



- **PH 5600 (Intro to Environmental Health Sciences)** — examines environmental justice and the role of race and racism in causing disparate pollution burdens
- **IPE 1000/1010 (ECLIPSE I)** — focuses on personal and social identity development
- **IPE 2000/2020 (ECLIPSE II)** — focuses on how to work effectively on diverse teams
- **IPE 3000/3010 (ECLIPSE III)** — develops case studies in groups focused on how to address identity and social determinants of health
- **IPE 4000/4010 (ECLIPSE IV)** — complete a Community Health Impact Project in student groups that works directly with minority-serving organizations and community-based health initiatives
- **Master of Public Health** — faculty to develop Graduate Certificate programs in Social Determinants of Health (SDOH), Population Health, Global Health

## SCHOOL OF NURSING

Recognizing that increasing Diversity, Equity and Inclusion (DEI) is one of the four major goals of the SON Strategic Plan, as well as a major goal of the American Association of Colleges of Nursing, we have worked diligently to align ourselves to meet these initiatives and increase diversity as well as promote equity and inclusion. Our efforts to increase DEI have been multifocal and included external funding to increase resources for DEI initiatives, piloting and implementing BSN admission reviews that support diverse individuals seeking a nursing education, monitoring hiring practices and creating pipeline programs and faculty development activities to increase cultural development.

## Student Diversity

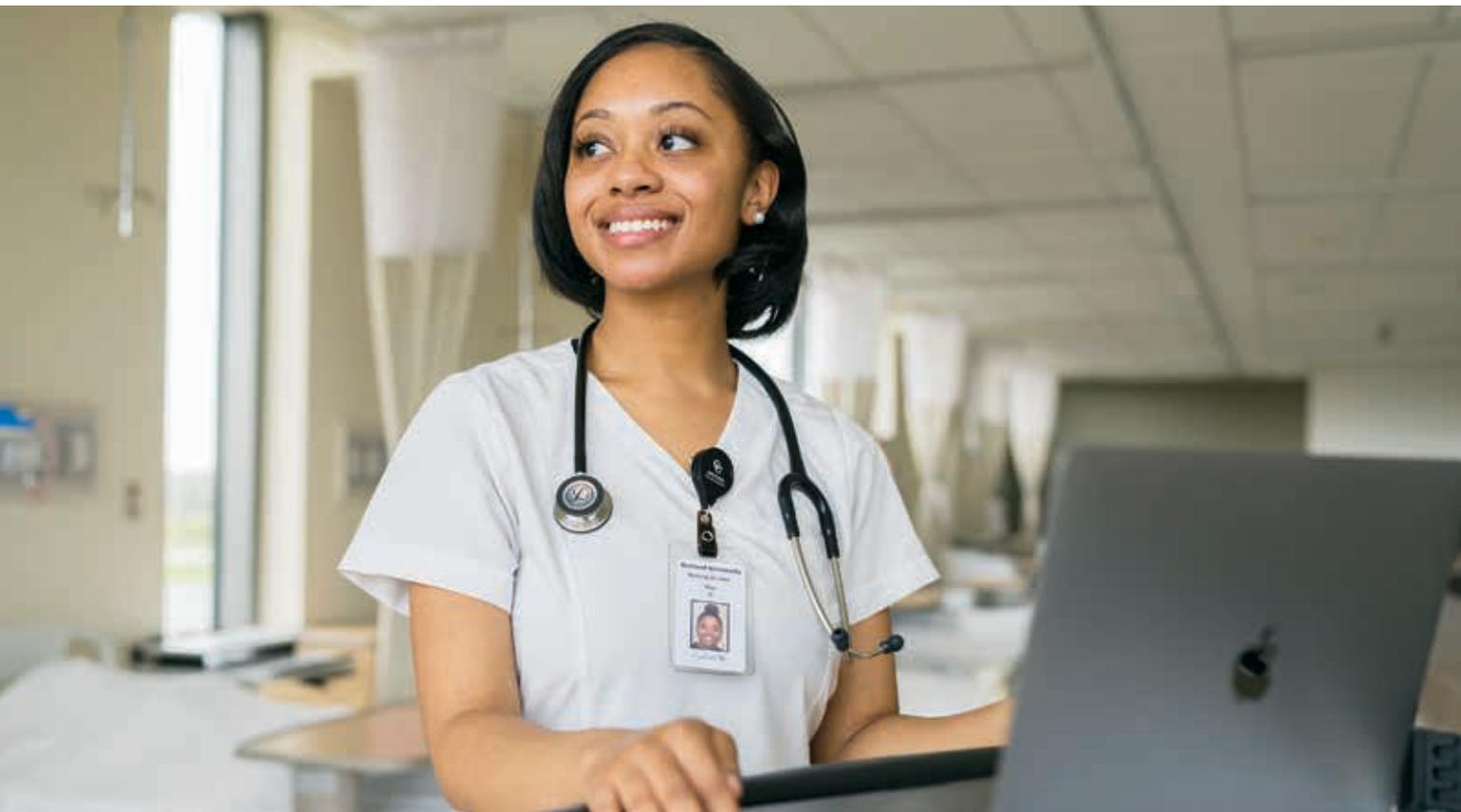
Diverse student enrollment in the SON has increased from 21% last year to 23% when subtracting the unknowns. This year the traditional Basic BSN attracted a more diverse student population at 30%. All three BSN tracks continue to have opportunities to increase their diverse population this year to 17%-25% when subtracting unknowns. Some graduate programs attracted more diverse students after subtracting the unknown: MSN AGNP, the DNP and the PhD program at 28%, 38% and 22% respectively.

## Holistic Admissions Process

The SON Advising and Faculty Team launched the pilot for the Holistic Admission process with the Direct Admit BSN cohort in 2021-22. After analyzing the data and the process, the SON is embarking on a full holistic admission process for the entire BSN program beginning with the fall 2022 admits. As noted by the American Association of Colleges of Nursing, Holistic Review assesses an applicant's unique experiences alongside traditional measures of academic achievement, such as grades and test scores, considers a broad range of factors reflecting the applicant's academic readiness, contribution to the incoming class, potential for success both in school and later as a professional, promotes diversity of thought in the classroom and values attributes aside grades that will contribute to student success and to the nursing profession. This is our hope as we strive to implement this new process.

## External Funding

This past July, 2021 we were fortunate to learn that Dr. Julie Kruse was awarded a \$2 million, 4-year grant from the US Department of Health and Human Services, Health Resources Services



Administration (HRSA) Nursing Workforce Diversity Grant. The “Aspire: Achieving Success through Professionalism, Integrity, Resilience and Engagement” grant’s purpose is to increase BSN nursing student progression and graduation rates and retention in practice for students who are from diverse and/or disadvantaged backgrounds — specifically those from racial and ethnic minorities underrepresented among RNs. The program is developing and implementing social, academic and financial success strategies that include student support, community engagement and staff and faculty cultural development. The program recruited 25 students across the nursing major this past year and will continue to recruit annually. Although the grant funding targets specific cohorts of students, the resources from this grant will support overall SON policy changes, admission practices, faculty development and curriculum review to promote DEI. A second cohort will enter the program this upcoming fall 2022.

In addition to the Nursing Workforce Diversity award, the SON continues to pursue and has been awarded the HRSA Nurse Faculty Loan Program (NFLP) and Nurse Anesthesia Training Grant (NAT) to support students who commit to work with disadvantaged populations and students after graduation. This past year, we received \$234,901 Nurse Faculty Loan Program funds to support the Ph.D. and DNP students’ tuition and \$32,721 Nurse Anesthesia Tuition funds to support the DNP nurse anesthesia students.

### **Faculty and Staff Hiring Practices**

We have attempted to make an impact on our faculty hiring practices. Our SON faculty composition continues to have a low rate of full-time faculty who are underrepresented minorities (URM) (12%) whereas we attract a more diverse group of part time faculty in the SON (28%). Since many of the part-time faculty work in small clinical groups with our students (one faculty: eight student ratio), their diversity is especially beneficial for our URM students and could be part of the reason for our 97% retention rate (semester-semester) for students accepted in the nursing major.

To impact faculty search recruitment and hiring, we value that four out of five of our faculty on our SON Search Committee have completed the Diversity Advocacy program. We are pleased to have recruited and hired a full-time visiting instructor for the next academic year (2022-23), who is a URM and has a history of mentoring URM nursing students in the community.

We are also nurturing our own pipeline of new faculty by the initiation of our Ph.D. program in fall 2019 and a DNP Nurse Anesthesia program in 2018. To support these students to complete their doctoral programs and to become nurse educators after graduation, they are eligible for the HRSA Nurse Faculty Loan program we were awarded in 2019, 2020 and 2021. Students who receive these funds to support their tuition costs may earn up to 85% loan forgiveness teaching in a nursing education program after graduation. We are hoping upon graduation, they will choose Oakland for a faculty position. In addition, we are conducting information sessions for our part-time faculty to consider attending our graduate programs so they are better prepared for a full-time position in the future.

Since nursing is a historically female profession, we consider gender diversification a priority also. One of our two male faculty retired this academic year. However, we were able to recruit another male faculty member who will start in fall 2022. We are still low (5%) in comparison to our student body which is 18% male. Male part-time faculty is also low at 3%.

### **Faculty Development**

The SON continues to offer professional development opportunities for faculty as a means to increase their skills while working with diverse populations. This past year we hosted Dr. Jane Barnsteiner, a national expert on quality and safety from the University of Pennsylvania, who presented a seminar on the topic of “Just Culture” in academics and practice. As we work with students from various backgrounds, the presentation was valuable for faculty as they assess learning and better understand the difference between human error and negligence. Good discussions came from this presentation. In the fall, there are plans for a consultant to present a framework for student success, and she will also analyze our curriculum and policies regarding inclusivity and cultural sensitivity.

### **Community Engagement and Student Pipeline Program**

Finally, as COVID-19 subsided we were able to start to engage with the community again. We restarted the Patient Care Tech program at Pontiac High School this past January and enrolled nine students. This program is a potential pipeline for prospective students from an underserved community to think about the profession of nursing and develop the comfort to enroll into our program at OU. We have not initiated the summer Camp RN program which targets Junior High School age students because the hospitals are still restricting us for the shadowing aspect of the program. We hope this will restart in summer 2023.

Another community strategy we are employing is to provide our current undergraduate and graduate students with more diverse health care practicum experiences that serve underserved populations as a requirement in their program of study. Negotiated three clinical placements for graduate Nurse Practitioner students at the Honors Clinic. We are currently negotiating Nurse Practitioner placements at Advantage Health as well as access for clinical experiences in our community/public health course for undergraduate students. These should be in place for fall 2022. We are in the process of gaining contracts at the Honors Clinic in Pontiac and Advantage Health which serves the Detroit Metro areas.

Students were engaged in COVID-19 vaccine administration in a variety of community sites with the Oakland County Health Department and other health systems.

### **University, Statewide and National policy participation**

To stay abreast of national trends and strategies and to influence the policies of our professional organizations and curricula, the SON faculty continue to have statewide and national representation on nursing workforce diversity development committees. Drs. Julie Kruse and Carolyn Tieppo are involved in a State of Michigan Nursing Workforce Diversity Committee.

Also, Dr. Kruse is a member of the American Association of Colleges of Nursing National Nursing Workforce Diversity Committee. Dr. Meghan Harris is a member of the OU DEI Committee.

## COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences has 18 departments devoted to teaching and researching liberal arts, including the humanities, social sciences, visual and performing arts and mathematical and laboratory sciences. The College of Arts and Sciences is committed to diversity, equity and inclusion through its course offerings, faculty and student scholarship and community engagement. Below, the college has compiled a modest snapshot of DEI work of faculty and students.

- New curricula that emphasize DEI and the needs and interest of students in the Detroit metro area include:
  - Traditional Certificate in Dance Education
  - Alternate Certification in Dance Education
  - Certificate in Dance Education
  - Communication, Advocacy and Social Justice Minor
  - Music Technology, Liberal Arts Minor
  - Music Technology Minor
  - Archaeology Minor
- New teaching materials were developed to limit student costs and allow wider participation in elective courses (BIO 3500, anatomy and anatomy lab courses).
- Pontiac Oral History project, a student driven project led by Dr. Graham Cassano (Sociology)
- With the leadership of Jeremy Barnett, the CAS Chairs initiated Ban the Box (remove from OU job application question asking if a person has been convicted of a felony). The College of Arts and Sciences submitted their request to ban the box to the DEI Council.
- Led the hiring of eight new tenure-track faculty with startup packages in all areas
  - This is significant since many incoming faculty are first-generation-educated and underrepresented minority (URM) faculty. This year five of the 12 faculty hires were URM, representing 40 percent of total hires.
- Collaborating with Student Affairs & Diversity in the co-planning of a conference on teaching race for local middle and high school teachers

### Department of Theatre

Chair Jeremy Barnett drafted community expectations for inclusion and accessibility for the department which were followed by multiple department conversations.

### Department of Psychology

Established the Diversity, Equity and Inclusion subcommittee to the Graduate Student Executive Committee which is advised by Dr. Martha Escobar

### Department of Sociology, Anthropology, Social Work and Criminal Justice

The faculty continued to address unconscious bias in the search, hiring and retention processes, and to increase diversity in the department, multiple department members have undergone anti-implicit bias training to serve on search committees. To support new faculty, the department has an intense mentoring program that continues throughout their time in the department. At this point in time, the department is one of the most diverse on campus in terms of racial, ethnic and sexual identity, as well as having multiple first-generation faculty.

In their efforts to collaborate with university and community partners to develop and disseminate knowledge about the causes and consequences of inequality, they have engaged in a wide variety of services.

University DEI service includes:

- Flexible Work Committee, Dr. Heidi Lyons (member)
- Pathways to Leadership Taskforce, University DEI Council – Drs. Heidi Lyons (data analysis) and Jo Reger (member)
- Islamic Studies Salon, Dr. Henri Gooren (organizer)
- Facilitator and Fundraiser, Grizzly Food Pantry, Dr. Maria Beam (founder)
- Women and Gender Studies Film Festival committee, Dr. Theresa Anasti (organizer)
- Women and Gender Studies Executive Committee, Dr. Angela Kaiser (member)
- Ad hoc Committee on Disability Studies, Dr. Jo Reger (member and organizer)
- Faculty Development Institute through CETL: Fostering Inclusivity and Belonging in STEM courses, Dr. Jo Reger (panelist)

### Music, Theatre and Dance

Numerous performances took place with OU students and faculty.

- **Akwaaba, Ngoma and Pan-Jumbies with Regina Carter** — OU African Ensemble (Akwaaba) presented Dagara gyil xylophone music of Ghana; World Percussion Ensemble (Ngoma) performed Dagomba praise drumming of Ghana, along with original arrangements; and Steel Band (Pan-Jumbies) featured Caribbean music arranged for the steel pan. Mark Stone and Patrick Fitzgibbon, directors.
- **Oakland Jazz Singers, Golden Grizzly Jazz Singers and Jazz Band with Regina Carter** — The Oakland Jazz Singers and Golden Grizzly Jazz Singers, led and accompanied by Scott Gwinell, are close-mic vocal jazz ensembles dedicated to performing contemporary and traditional jazz vocal arrangements. The OU Jazz Band, led by Tim Blackmon, continued to uphold the American Big Band Tradition with a collection of fine soloist and ensemble players performing jazz music from the past, present, and the future.
- **Latin Jazz Ensemble, Jazz Combo and Creative Jazz Ensemble with Regina Carter** — The Latin Jazz Ensemble, directed by Enrique Rios-Ellis, performed dynamic selections featuring a variety of Latin rhythms, celebrating the breadth of the Americas, spanning from the United States to Mexico,



Cuba and Brazil. The Creative Jazz Ensemble, directed by Mark Stone, explored improvisation within the American experimental jazz tradition, taking an organic approach to music that transcends but includes jazz. The Jazz Combo is directed by Marion Hayden and performed jazz styles from traditional to contemporary in a small ensemble setting.

- **Community Jazz Workshop with Regina Carter and the Oakland University Jazz Collective with Regina Carter.** The OU jazz faculty included Mark Stone, Tim Blackmon, Scott Gwinnell, Mark Kieme, Marion Hayden, Gayelynn McKinney, Terry Kimura and Enrique Rios-Ellis

#### **Oakland University Linguistic Diversity Initiative (OULDI)**

- International Mother Language Day Celebration with Jason Overfelt and Carly Overfelt
- Oakland University Linguistic Diversity Interest Group
- Organized and hosted a lecture by April Baker-Bell on Linguistic Justice, a collaboration with the School of Education and Human Services (SEHS) Initiative for Eradicating Racism
- Dr. Villa-Diaz founded the OU Hispanic Faculty Association
- CAS faculty collaborated with colleagues in the schools and hosted the AAPI Event on Intersectionality of Race and Gender (Ambika Bhargava, Felicia Chong, Ji-Eun Lee, Kuniko Nielsen, Jo Reger, Mi Hye Song and Tomoko Wakabayashi)
- Klein Center for Culture and Globalization: The steering committee selected two faculty fellows to lead DEI activities of the center in 2022-2023
  - Dr. Graham Cassano: document local cultures and issues through oral histories of Pontiac
  - Dr. Rebecca Jones: explore ways in which the early rhetoric of Margaret Sanger and the Federation of Planned Parenthood can reflect, select and deflect the public discourse unfolding in our current climate
- Dr. Randall Wyatt completed the training Inside-Out Prison Exchange Instruction (program to be developed)

- Dr. Linda Bzhetaj conducted a research study “Underrepresented Minorities at OU: Academic Struggles and Opportunities.”
- School of Music, Theatre and Dance hosted a professional development event “Diversifying your stand and building an inclusive program”

#### **Math Corps**

The Department of Mathematics and Statistics has supported the first implementation of Math Corps, a community program for underserved middle and high school students from Pontiac and surrounding areas. Established at Wayne State University as part of a National Science Foundation grant, the mission of the program is to empower children to succeed in life and to strive for a more just society through the teaching of mathematics. Dr. Anna Spagnuolo served as the director of the OU Math Corps program in summer 2021, which was a virtual event. This event included 20 students who entered the program with ~18% scores and, after four weeks, completed the program with scores up to 84%. This program allows OU faculty and students to get directly involved with the Pontiac community and build long-lasting relationships. In summer 2022, Dr. Spagnuolo will, once again, oversee the implementation of Math Corps as an in-person event on the OU campus with the support of more than \$10,000 in funding raised from the local community.

#### **Civil discourse and community resilience events**

- The Film and Production program, the College of Arts and Sciences, Student Affairs, and Diversity, Women and Gender Studies, and the Department of English hosted the Afghan Women’s Film Festival
- Center for Civic Engagement: “Resilience: the biology of stress and the science of hope”
- The Cis Maisel Center for Judaic Studies and Community Engagement presented Maestro Murry Sidlin and “Defiant Requiem,” a moving feature-length documentary that honors the prisoners of the Terezin concentration camp

- Islamic Studies Program and JHajja Razia Sharif Sheikh Endowment for Islamic Understanding hosted Iman Oman Suleman who present “American Muslims: Challenges and Opportunities”
- School of Music, Theatre and Dance hosted a workshop on “Releasing the music teacher ‘pressure valve:’ reflecting, renewing, envisioning what’s next”

**Judd Family Endowed Fund sponsored events**

- Steven Banks Saxophone Recital and Masterclass
- Kevin Locke (Tokaheya Inajin in Lakota translation “First to Rise”) is a world-famous visionary Hoop Dancer, preeminent player of the Indigenous Northern Plains flute, traditional storyteller, cultural ambassador, recording artist and educator. Spirits Rising is led by the dynamic musical duo of singer/songwriters Alice Sun and Joe Reilly. Drawing on their Native American heritage (Powhatan and Cherokee respectively), their songs include traditional indigenous musical elements as well as notes of jazz, folk, blues, hip-hop and rock. Kevin Locke and Spirits Rising performed for the International Peace Day Conference.
- Voice Heard: Dr. Johnetta Brazzell and the Pontiac Oral Histories Project with the Center for Public Humanities

**Klein Center for Culture and Globalization**

Selected theme for winter 2023 “Race, Ethnicities and Identities in Transition.” The steering committee selected Detroit native and film director Dream Hampton as the inaugural visiting chair for academic year 2022-23.

**The Center for Civic Engagement (CCE)**

The Center for Civic Engagement held a number of events that included a wide range of participants and viewpoints (including, but not limited to both Democrats and Republicans) as well as varying perspectives on a range of issues. The center also continued its relationship with students and faculty in the Film Studies and Production program, this time partnering on a civic literacy video that focuses on how Pontiac’s City Council works. It also collaborated with the office of State Representative Brenda Carter and the Ascend Foundation on a Youth Political Empowerment Roundtable. The CCE director participated on a panel with OU Senior Vice President Glenn McIntosh, Kaino Phillips and students Courtney Lackey and Quentin Lewis, which was moderated by Rep. Carter.

**SELECT DEI FOCUSED FUNDED RESEARCH**

**Martha Escobar**

NSF ITEST (2018 - 2022). Peer-learning communities to develop rural, African American girls’ computer science knowledge and career awareness. Amount awarded: \$1,180,644 (Oakland University portion: \$192,231).

NSF AGEP-T (2018-2023). AGEP Historically Black Universities Alliance: A Model to Advance Early Career Minority Faculty in the STEM Professoriate. Amount awarded: \$2,579,460 (Oakland University portion: \$458,797).

NSF HBCU-UP (2017-2022). HBCU-UP Implementation Project: Preparing Interdisciplinary Minority Material Scientists and Engineers of the Future. Amount awarded: \$904,082 (Oakland University portion: \$220,294).



## Mark Manning

NIH-NIMHD (R21) (2021-2023). Colorectal screening fear-reduction and racially-targeted norm messaging entreaties to increase colorectal cancer screening rates among African Americans. Total Direct Costs: \$275,000.

## Jennifer Vonk

Russell Sage Foundation (2022 -2023). When Police Officers Use Force Against Citizens: Not just a Black-and-White Issue. Amount awarded \$34, 274.

## SCHOOL OF BUSINESS ADMINISTRATION

- The SBA has established the permanent DEI Committee comprised of faculty from the four departments, the advising, career services and ACHIEVE members.
- The Women in Business Mentorship Program paired 12 students with 12 alumni mentors and concluded the program with a dinner for all. Students and mentors indicated the program was very beneficial and that the connections helped students with valuable advice for their entry into the business world.
- The SBA delivered cohort-specific career workshops at the master's level in addition to student organization-specific, ACHIEVE and undergrad level workshops fortifying student and graduate success.
- Launched pilot DEI speaker event series with Marvin Figaro, DEI Manager, Kelly Services archiving on Handshake and YouTube for asynchronous viewing.
- The Department of Economics hired a highly qualified assistant professor of economics from a diverse background.
- The Marketing and Management department has 25% of its advisory board from URM. Further, five of the 19 part-time instructors the department has hired in the last few years are URMs.
- The Marketing and Management department offers a course in Sustainable Management & Marketing (cross listed grad and undergrad) and a course in DEI (MBA and EMBA).
- The Marketing and Management department has many faculty members who have participated with various DEI training programs through OU and universities like Cornell's program.
- A female faculty member was hired to join the DIS department in fall 2022.
- Added dedicated DEI space in the business career community on Handshake.
- Introduced Diversity, Equity and Inclusion capstone event and speaker to a 3000-level course.

## GRADUATE SCHOOL

### The King-Chávez-Parks Visiting Professors (VP) Program

- The Martin Luther King, Jr.-César Chávez-Rosa Parks Visiting Professors Program was created by the Michigan State Legislature in 1986 as part of the larger King-Chávez-Parks (KCP) Initiative, designed to stem the downward spiral of college graduation rates for students underrepresented in postsecondary education. The purpose of the KCP-VP Program is to increase the number of instructors in the

classroom to provide role models for academically or economically disadvantaged students. The Oakland University Graduate School is currently accepting applications for the KCP-VP Program.

- This year, Oakland University was allocated \$9,994 from the State of Michigan.

### The King-Chávez-Parks Future Faculty Fellowship (FFF) Program

- The Martin Luther King, Jr.-César Chávez-Rosa Parks Future Faculty Fellowship Program was created by the Michigan State Legislature in 1986 as part of the larger King-Chávez-Parks (KCP) Initiative, designed to stem the downward spiral of college graduation rates for students underrepresented in postsecondary education. The purpose of the KCP-FFF Program is to increase the pool of academically or economically disadvantaged candidates pursuing faculty teaching careers in postsecondary education.
- This year, Oakland University was allocated \$105,034 from the State of Michigan.
- Fellowships are awarded through a competitive application process. The Oakland University KCP-FFF Selection Committee chose four OU doctoral students for the fellowship starting in the Winter 2022 semester.
- In addition, the Oakland University Graduate School provides tuition assistance to the KCP Future Faculty Fellows to support their successful completion of their programs.

### Master's Exit Survey to Understand Career Pathways

- The Oakland University Graduate School was awarded a \$25,000 grant over two years from the Council of Graduate Schools (CGS). The grant is a subaward of a National Science Foundation grant awarded to CGS for Understanding Roles of Master's Education in Entry Into, and Upskilling and Reskilling for, the STEM Workforce (NSF# 2100343). The grant allows the Graduate School to conduct an Exit Survey for all graduating master's students beginning with the Winter 2022 semester. As one of the ten universities selected for funding (with 12 universities conducting the survey), Oakland University will contribute to the development of a data infrastructure for future research on master's education and provide more nuanced insights into labor market outcomes of master's degrees by various fields of study, gender, race/ethnicity and career stages.

### Policies to Remove Barriers to Graduate Education

The Oakland University Graduate Council approved several policies that increase access to graduate education at Oakland University.

- A revised transfer policy that allows for the transfer, with program approval, of up to 49% of the credits required for a graduate degree.
- A revised graduate admissions policy to allow admission for applicants whose international undergraduate degree comes from a school offering a 3-year baccalaureate (previously the policy required the undergraduate degree to be equivalent to a 4-year U.S. baccalaureate).

- A revised graduate admissions policy to allow conditional “pathway” admission for F1 visa applicants whose English language proficiency scores are below our cut-off for full admission to allow the students to take English Language Learner courses in conjunction with academic courses as a precursor to full admission.
- A revised graduate admissions policy to allow the Dean of the Graduate School to make exceptions for application materials that are missing because of circumstances such as wars, political unrest or natural disasters.

### **Staff Training**

The Graduate School has been emphasizing staff engagement in professional development opportunities. In the last year, over 50% of staff members participated in at least one training that had a Diversity, Equity and Inclusion focus.

## **OAKLAND UNIVERSITY WILLIAM BEAUMONT SCHOOL OF MEDICINE**

### **Diversity awards recognize leaders who foster excellence**

Each year at the OUWB Honors Convocation, the award for Excellence in Diversity is presented to a faculty member, staff member and student who demonstrate sustained commitment to fostering the health of a diverse, equitable and inclusive community through their achievements in leadership, professionalism, service and scholarship, above and beyond what is expected of them.

OUWB presented the award to Deirdre Pitts, Ph.D., associate dean, Academic & Faculty Affairs and Diversity & Inclusion; Rebecca Pratt, Ph.D., professor, Department of Foundational Medical Studies; and Eric James, medical student from the Class of 2023.

Each of the three awardees have served in local and national leadership positions, served as mentors, facilitators, volunteered extensively and developed scholarship and research that helps to build a healthy, diverse community.

### **Staff Liaison Program upholds fair and equal interview process**

The Staff Liaison Program ensures consistent and equitable treatment for candidates seeking employment within the OUWB community. Eight administrative professionals from OUWB have been trained to assist search committee members with self-scrutiny throughout the evaluation and selection process. These individuals serve as voting members of the search committee and must be respectful interventionists when bias occurs in the process.

### **OUWB Diversity Champions advocate inclusiveness in the learning environment**

The Diversity Champion Program, launched in February 2020, aligns with the recommendations identified in the holistic Student Affairs framework and was informed by medical and higher education research that analyzed the prevalence and impact of gender discrimination, racial discrimination and sexual harassment. The intent behind this program is to go beyond awareness, and to effectively engage the institutional

transformation process by building champions that include residents, current medical students from all four years, staff and faculty members. Champions help enhance the learning environment with respect to inclusiveness, advise administration on current issues pertaining to DEI, serve as a resource for stakeholders on relevant issues and facilitate opportunities for successes of underrepresented populations. Following the recruitment and screening of applications, cohorts of 25 participants are selected and trained. The first cohort and the steering committee were certified in April 2021. The second cohort completed the program in February 2022 with 20 participants.

### **Diversity, Equity and Inclusion Council: A resource and sounding board**

The Diversity, Equity and Inclusion Council (DEIC) is a working group that serves as a mechanism to address concerns regarding diversity, equity and inclusion for the entire OUWB community. The council was established to ensure a cross section of representatives and consists of more than 25 members from the student, faculty and staff populations. The group looks for ways to facilitate opportunities for successes of underrepresented populations, to identify strategies to enhance the OUWB environment with respect to inclusiveness with medical students, faculty and staff, advises administration on current issues and actions pertaining to DEI, and provides a collective, coherent voice and serves as a resource for all stakeholders on issues related to diversity.

### **Diversity training for medical students during OUWB Orientation Week**

After the social unrest that occurred in the summer of 2020, students initiated a “Call to Action” that included a request that medical students receive unconscious bias and cultural competency training prior to the commencement of the school year. To address these concerns in the fall of 2020, OUWB implemented a full day of diversity training for its incoming first year medical students. The workshops included topics related to personal and social identities, unconscious bias, addressing microaggressions and inappropriate behaviors in the learning environment, cultural humility, exploring the history of racism and healthcare and becoming effective bystanders.

The orientation was a resounding success and has now been given a permanent space during new student orientation week. As a result, 126 incoming medical students received this training in the fall 2021.

### **Kaleidoscope Project: Supporting the LGBTQIA+ community**

The Kaleidoscope Project celebrates and supports the LGBTQIA+ community at OUWB and aims to promote inclusivity among all realms of medical education from the classroom to patient care. The project began as a student-led initiative and has been warmly embraced by OUWB leadership. Since the initiative launched in 2019, more than 133 students, faculty and staff have joined the Kaleidoscope Project.



#### **Pre-Interview chats with members of the Diversity and Inclusion team**

The Diversity, Equity and Inclusion Council along with OUWB's Office of Diversity & Inclusion, developed the concept of virtual pre-interview chats to provide another opportunity for interviewees to get to know OUWB students, and in particular, to provide a safe space for a discussion about the diversity and inclusion initiatives within OUWB. The team presents a total of 17 optional pre-interview video chats for potential medical students to engage with current Medical students regarding their personal experiences with diversity initiatives at OUWB. The goal of this chat is to help make interviewees become aware of the various student organizations, service opportunities and academic support offered at OUWB, and answer any of their questions.

#### **Online Enrichment Pathway Programs: Connecting with high school students**

OUWB's Office of Diversity & Inclusion along with the faculty members from the Department of Foundational Medical Studies, hosted 80 high school students who are interested in medicine and health sciences as part of the Online Enrichment Pathway Programs. The curriculum content focused on how the brain forms and works. These programs are a way to continue to support and engage with local high school students.

#### **Dr. Martin Luther King Jr. Health Fair: An OUWB tradition**

In January 2022, OUWB celebrated 10 years of hosting the annual Dr. Martin Luther King Jr. Health Fair. OUWB's Office of Diversity & Inclusion and the Student National Medical Association (SNMA) partners with Chandler Park Academy to create awareness and increase preventative health education for the Harper Woods community. This year approximately 650 high school students participated in a virtual health fair.

#### **Diversity Lecture Series facilitates conversations about diversity in healthcare**

The Diversity Lecture Series is designed to address concerns with social unrest and highlight health equity in medicine and health care, as well as to identify critical challenges of diversity and inclusion. The lecture series is intended to facilitate difficult conversations surrounding race, racism, LGBTQIA+ experiences, and increase the knowledge of faculty, staff and students regarding various components of diversity, equity and inclusion. During the 2021-22 academic year 15 virtual sessions were held.

#### **Inclusive Curriculum Series cultivates important teaching strategies**

The Inclusive Curriculum Series was designed and implemented by the Center for Excellence in Medical Education (CEME) within OUWB as a five-part series. It was developed specifically for course and clerkship directors and focuses on inclusive teaching



strategies that cultivate inclusivity and diversity in the curriculum and learning environment. Topics include:

- Addressing Bias in the Curriculum: Ensuring an Inclusive Curriculum Design
- Building the Capacity to Address Incidents of Inappropriate Behavior
- Race and Racism in Medical Education
- Shaping a Positive Representation of LGBTQIA+ Communities in Medical Education

Additionally, the CEME team has been instrumental in assisting OUWB's hospital affiliate, Beaumont Health, in meeting the state of Michigan's new implicit bias training requirement for licensed healthcare providers. To date, more than 1,000 health care providers have been trained.

## SCHOOL OF ENGINEERING AND COMPUTER SCIENCE

### Outreach

- 2000+ students from the Metro Detroit area participate in camps that are related to the areas of Science, Technology, Engineering and Mathematics (STEM).
- Partnering with Ford Corporation on numerous summer camp initiatives. They will present STEM projects and activities to K-12 students and with our Engineering Society of Detroit for "Ford Fridays."
- We provide a STEM Residency camp for Detroit and Pontiac Areas to offer opportunities for students to engage in STEM activities. This is a four-week residential program at OU.
- 2000+ K-12 students participate in SECS field trips during the fall and winter semesters and are educated in the areas related to STEM.

- Saturday workshops (103 girls from Detroit and 25 students from Pontiac), educated biweekly on math readiness, computer science, and engineering. Serving DAPCEP — the Detroit-Area Pre-College Engineering Program and ESD — Engineering Society of Detroit
- STEM Teacher Training — We host around 50 teachers annually for a one-day workshop with instruction on best practices in teaching STEM.
- Collaborations with NSBE, SHPE, and SWE to ensure students see themselves in STEM and make a difference in minoritized communities.
- HTech Jobs of the Future Program — Through the King-Chavez-Parks (KCP) Initiative to increase transfer enrollment and retention for two groups of students:
  - Underrepresented (minority, academically challenged)
  - Underserved (economically challenged, Pell grant eligible)
- EC Tutoring Center — Started in 2012 to tutor all Engineering students in EGR Core class which data shows are challenging for first and second-year students. In 2021, we also included core Computer Science courses and Mathematics. We currently have virtual and in-person tutoring. This has received strong appreciation from our working and non-traditional students.

### SECS DEI Committee

- Fall 2021 — SECS started a DEI committee composed of faculty, staff and students to help bring about an inclusive environment where students, faculty and staff are respected, supported and provided opportunities to succeed.
- DEI Committee worked with California State University Northridge. We provided monthly DEI training for faculty and staff to have tangible tools that they can implement in their classrooms or office to ensure our students are respected and know they have an advocate in SECS regarding diversity and inclusion. Twenty-six faculty and staff participated (The goal was 20).
- Additional workshops and student collaborations with (SWE, SHPE and NSBE) are planned for fall 2022.

## SCHOOL OF EDUCATION AND HUMAN SERVICES

### Initiative to Eradicate Racism

- The Initiative for Eradicating Racism (IER) Task Force conducted an informational survey of Black OU juniors, seniors and graduate students with the intention of determining their sense of 'belonging' within the OU community. One of IER's pillar principles is to improve recruitment and retention of our current Black students.
- IER Task Force sponsored their first annual symposium on "Eradicating Racism in Higher Education" with Dr. Bettina Love as the keynote speaker. Breakout sessions were also a part of this virtual event, with many SEHS faculty members leading these groups. This symposium was in line with IER's goal of thematic programming of "Eradicating Systemic Racism" and "Eradicating Racism in PreK-12 Education."

- IER Task Force presented a virtual overview introducing the IER to the wider academic community at the 2022 Lilly Conference. Discussion around the need and purpose for the IER and accomplishments to date were included in the presentation (i.e., Panel partnered with the OU Center for Civic Engagement, Videos partnered with the SEHS Galileo Institute).

### **Literature review across disciplines to identify justice-oriented teaching practices**

Amber Bismack, a faculty member in TDES, is conducting a literature review of education journals to identify teaching practices that foreground equity, justice and inclusion in K-12 classrooms. The literature review includes articles published from 2010-21 in 73 education-related journals that span disciplines such as science, literacy, mathematics, social studies, art, among others.

### **Redesign of the SED 3000/3001: Introduction to Secondary Education course to focus more on DEI issues**

In the redesign of the course, there was a greater emphasis on the role of cultures in education and the diversity of students. The course also emphasized the importance of attending to students' funds of knowledge and checking our deficit thinking/language when communicating about students, their families and communities. Lastly, the course incorporated critical analyses of disciplinary content and how the current curriculum positions historically marginalized students at a disadvantage.

A new assignment was incorporated in the course to help students recognize their own deficit thinking/language focused on how they discuss students, families, and communities after eliciting students' ideas about a disciplinary topic. Through written analyses, OU students were able to recognize their own deficit language and the unintentional harm that can be caused by using such terms. The discussions and the assignment were both revisited throughout the course to highlight the importance of using asset-based language.

### **Collaboration with the Content and Pedagogy Committee to add equity into the assessments of the core teaching practices**

The Content and Pedagogy Committee developed rubrics to be used as assessments of candidates' teaching of the core teaching practices (CTP) during student teaching. These rubrics will be used across all teacher education programs. With each CTP rubric, we incorporated language that highlighted the need for candidates to be attending to issues of equity and justice when engaging in the CTPs. The equity and justice language was modified from the HLP decompositions developed by Teaching Works at the University of Michigan.

### **Future Teacher Conference**

Our 2022 virtual Future Teacher Conference included participation by 34 total districts. 30% of the districts participating had over 50% of their population as economically disadvantaged as noted by the [MIschooldata.org](https://nces.ed.gov/ipeds/data/mischooldata/) website. Our goal with the Future Teacher Conference is to reach traditionally underserved populations of students who are interested in careers in teaching.

### **Nineteenth Annual Diverse Voices Conference**

The 19th Annual Diverse Voices conference featuring keynote speaker Dr. Marilyn Byrd was put on by Dr. Chaunda Scott and her team.

### **SEHS DEI Committee**

- The DEI Committee hosted the Conversation entitled: "Dismantling Racism in Higher Education." This conversation followed the IER's First Annual symposium as a way to help faculty and staff members who attended the symposium to process what they learned, share any criticism they had, and work in collaboration to discuss the progress we have made so far and the work that still remains.
- The DEI Committee hosted the Conversation entitled: Collaborative Community Building During Complicated Times. Following our sharing of resources, and at the start of a new year, we realized as a committee that so many faculty and staff members were in need of a feeling of community after so much time spent in virtual spaces. That need led to our Conversation which focused on not only how to build community with each other, but also how to embrace a feeling of community with faculty, staff and students from historically marginalized communities who had experienced immense trauma throughout history as well as over the last few years.
- Given previous work highlighting the school-to-prison pipeline, we felt it was important to move beyond discussing the problem and instead focus on solutions. With that in mind, the DEI Committee invited Gina Harris to share her expertise in the area of Restorative Practices. This educational session first defined both restorative practices and restorative justice and then offered strategies to implement these practices in classrooms and educational settings.
- DEI co-sponsored bringing April Baker-Bell to campus to discuss Linguistic Justice. Dr. April Baker-Bell is an expert in the area of linguistic justice. This concept focuses on how traditional approaches to language education do not account for the emotional harm, internalized linguistic racism, or consequences these approaches have on Black students' sense of self and identity. Using counter stories from Black students, Dr. Baker-Bell shared the harm that traditional language instruction can cause and then shared her Anti-Racist Black Language Pedagogy and how it can be implemented in the classroom.
- DEI Committee hosted the Conversation entitled: "Music as Cultural and Critical Praxis." For our last SEHS DEI Conversation of the academic year, we focused on music as cultural and critical praxis. Presenters shared how music has always been used as a site of resistance, highlighting different genres of music and sharing the ways in which music can be used as a source of critical praxis.

## **UNIVERSITY LIBRARIES**

### **University Libraries Diversity Statement**

Oakland University Libraries are committed to the work of inclusion, diversity, equity and accessibility for our staff, the campus and the local community. We acknowledge the historical role that libraries have played in the systematic suppression of

underrepresented groups and recognize the need to actively address these inequalities. The Libraries aim to create environments where all people feel welcome, respected and safe and have equitable opportunities to learn and grow. We will advocate and strive for collections, services, technologies, spaces and events that are diverse, inclusive and accessible.

### Perspective-Broadening Programming

The University Libraries seek to help broaden our community's perspective through an array of educational and culturally relevant events each year.

- The OU Libraries Board of Advocacy sponsored a staged reading of the play "Alabama Story," by OU alum Kenneth Jones. This play dramatizes real-life events surrounding the purchase by a southern library of the children's book "The Rabbits' Wedding," which tells the tale of a black rabbit marrying a white rabbit.
- OU Libraries celebrated Open Access Week in October with an OA website developed by Julia Rodriguez, associate professor and scholarly communications librarian, and Jim Van Loon, assistant professor and research data librarian, with links to articles, eBooks, and presentations covering such elements of open access as inclusive knowledge, decentering whiteness in academic knowledge production, and publishing equity. Open Access Week raises awareness of the significance of global access to research as an equalizer and as an ethical mandate embraced by many funding agencies, such as the National Institutes of Health. The theme for 2021 was "It Matters How We Open Knowledge: Building Structural Equity."
- In celebration of African American History Month, Outreach Librarian Anne Zacharias organized a panel presentation entitled "Race Relations in Metro Detroit: Past Decades to Present Day." Moderated by Omar Brown-El, senior director of Multicultural Initiatives at Oakland University, this event featured OU Sociology Professor Graham Cassano and Wayne State University Professor of African American Studies David Goldberg.

- Archives and Special Collections partnered with OU's Center for Public Humanities to host the event "Voices Heard: Dr. Johnetta Cross Brazzell and her 1970s Oral History Project with Black residents in Pontiac, MI." This event featured Dr. Johnetta Cross Brazzell and Omar Brown-El, senior director of Multicultural Initiatives at Oakland University. Dr. Cross Brazzell's recordings are a part of OU's Pontiac Oral History Project, housed in Kresge Library. A recording of the event can be found [here](#).
- The University Libraries co-sponsored the SEHS screening of the award-winning documentary "Resilience: The Biology of Stress & The Science of Hope."
- Every year, OU Libraries participate in Oakland University's annual celebration of Pride Month. Outreach Librarian Anne Zacharias organized and moderated an online panel discussion highlighting the Library's Robert Gaylor LGBTQIA+ Collection. The panel featured retired OU librarian Robert Gaylor, Professor Jo Reger, Professor George Sanders and alumnus Elijah Sanders. The panelists discussed the value of the collection not just for research and teaching, but also as a vital source of everyday insight into the gay community.
- Archives and Special Collections helped prepare an exhibit of materials on Black students at OU from the University Archives in conjunction with the Black Alumni Association Reunion.

### Inclusive Services and Spaces

The faculty and staff of OU Libraries continually explore ways to improve the cultural awareness and engagement of our personnel and seek ways to facilitate the same in the use of our services and spaces.

- Our Technology and Access Services teams collaborated to ensure that patrons' preferred first names as noted in Banner appear in their patron records and on any mailings sent by the library. We hope that this change will help to promote a welcoming atmosphere to our users.
- Instruction and Research Help services within Kresge Library are built on inclusive, accessible and equitable principles that reflect the core values of the University Libraries.
  - The course-integrated WRT 1060 library instruction material is offered in a fully online and asynchronous format, allowing for maximum flexibility in the ways in which our students access and complete the content. In this instruction model, librarians are paired with WRT 1060 instructors along with the asynchronous online instruction to support student success.
  - Our faculty librarians offer research help in a variety of formats, thereby allowing users to receive assistance in whatever way is most appropriate for their accessibility needs. Evening research consultations are now available as well, as an affordance of the current virtual-only service model.
- The OUWB Medical Library has created and updated a resources handout "Resources for Diversifying Your Teaching Content" to support training sessions on Inclusive Curriculum at OUWB.



## OER and Low-Cost Course Materials

“One in five college students has skipped or deferred a class due to the price of the required learning resources.”

Open Educational Resources (OER) reduce accessibility and affordability barriers for college students, and studies have shown that courses utilizing OER see higher grades and lower failure and withdrawal rates than courses that do not use OER. The University Libraries consistently have been campus leaders on promoting the benefits of OER for our students.

- Associate Professor Julia Rodriguez chairs the university-wide group that oversees the Affordable Course Materials Initiative (ACMI) stipends to support the conversion of courses currently using textbooks and course materials costing more than \$50 to OER and low-cost materials. This conversion allows faculty to utilize materials “in ways that impact the greatest number of students and to reflect more diverse cultural experiences, enabling students to see representations of themselves in the instructional materials.” This year the group wrapped up their second round of stipends which amount to a potential one-semester savings to students of \$36,154.79-\$56,962.50. They also launched their third round of stipends, selecting five applications.
- Julia Rodriguez led the push for a low-no cost marking on courses in Banner. In the winter 2022 semester, 22 courses included that marking.

## Diversity in Collections

The libraries’ collections are developed collaboratively with Oakland University’s academic community. Our Collection Development Policy includes a diversity statement that helps focus efforts to build “a balanced collection reflective of global awareness as well as fostering inclusion in all matters of diversity.”

- In winter 2022, two students undertook research in the Pontiac Oral Histories collection under the direction of OU professors Kimmie Parker and Crystal VanKooten. They looked for and contacted the Pontiac interviewees’ next of kin and started transcribing and indexing the interviews, with a view to setting up an online digital archive of the recordings. The project will continue with support from the Judd Family Endowment.
- Through grant money provided to the OU Libraries, made available from the passage of the U.S. American Rescue Plan Act, and administered by the Institute of Museum and Library Services, the Midwest Collaborative for Library Services, and the Library of Michigan, the OU Libraries will be adding a sizable ebook collection consisting of titles in support of various DEI resources, such as Asian American studies, Black/African American studies, Disability studies, Hispanic/Latino/Latina studies, LGBTQIA+ studies, Migration/Border studies, Multicultural studies and Native American studies.
- New images were submitted to the Black Alumni Association digital collection in the University Archives.
- OU Libraries maintain a number of special collections of unique materials, with two of them being especially noteworthy for their relevance to diversity awareness. The Robert Gaylor Collection, gifted to the Libraries by Professor Emeritus Robert Gaylor, contains many fiction and non-fiction titles of historical significance related to

LGBTQIA+ lives, covering a wide range of disciplines such as religion, philosophy, history, psychology, sociology, politics, literature and the arts. The Marguerite Hicks Collection of Women’s Literature is an exceptional collection of approximately 900 titles that contains British and American women writings from the 17th to 19th centuries, including unique books and pamphlets.

- Kresge Library participates in the collective collection management community. Through this initiative, some libraries commit to preserving print copies of certain books while other libraries commit to preserving different titles. This method of collection building makes the overall collective collection more diverse while ensuring the preservation of diverse materials. This also allows for libraries to repurpose physical spaces to better support student success.
- OUWB Medical Library continues to maintain several collections of electronic materials that focus on promoting awareness of public health issues and disparities, as well as exploring the experiences of minorities within the medical field. LGBTQIA+ Health highlights resources for caring for LGBTQIA+ patients and health care research in LGBTQIA+ communities. Public Health highlights resources for public health issues unique to various communities, such as immigrant and minority populations. Women in Medicine Collection focuses on resources in celebration of women in medicine.
- The library is undertaking a diversity audit of the Jane M. Bingham Historical Children’s Literature Collection. Professor Jane M. Bingham, a retired education professor at Oakland University, is an expert on children’s literature. She amassed this collection of historic children’s books, periodicals and artifacts over a number of years. The collection is non-circulating. The books are arranged in chronological order so that researchers can see how children’s books developed over the decades. The collection also includes a section of reference books related to children’s literature. Among other things, the diversity audit will allow the Library to identify and add markings in the catalog on titles that may be controversial due to their dated perspectives on DEI topics.

## Library IDEA Efforts

As described in our Diversity Statement, “Oakland University Libraries are committed to the work of inclusion, diversity, equity and accessibility (IDEA) for our staff, the campus and the local community.” These are some of the efforts that we have undertaken this year to model that mission:

- The IDEA Task Force hosted two very successful book clubs for library faculty, staff and student employees. The goal of these book clubs is to explore one theme each semester in order to help us expand our service capacity to better assist people who are different from us.
  - In fall semester we tackled the theme of race. The book selection was “White Fragility: Why It’s So Hard to Talk to White People about Racism” by Robin Diangelo. We held two well attended book club meetings that were moderated by OU Professor Kellie Hay.
  - In winter semester we read “Gender: Your Guide” by Lee Airton to explore the theme of gender. Two book club meetings were moderated internally.



- To accompany the exploration of race as our fall theme, the IDEA Task Force hosted Diversity Training for library faculty, staff and student employees through the Center for Multicultural Initiatives.
- Kresge Library faculty reviewed their tenure and promotion guidelines with an eye toward inclusion and equity and the minimization of bias. Members of the unit met with Diversity Fellows in a brown bag session for guidance and suggestions.

#### **IDEA-Related Research and Activities by Library Faculty**

- Professor Dominique Daniel was one of four members of a task force who drafted a DEI Statement and Action Plan for the main library history journal in the US, *Libraries: Culture, History and Society*.
- Professor Daniel's scholarship on IDEA topics such as theoretical and practical works about archives of marginalized communities and also the representations of diversity in archival and library collections and digital humanities projects have received a number of citations by diverse authors in the field.
- Assistant Professor Shawn McCann co-authored an article on website accessibility.
- Associate Professor Julia Rodriguez advanced her research on open education resources as vehicles for equality.

### **CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL)**

The Diversity Plan highlights how the Center for Excellence in Teaching and Learning (CETL) has embedded diversity and inclusion into our strategic plan and programming which focuses on how we enhance student success, support faculty success and cultivate university success. While diversity efforts work toward bringing together people of different cultural experiences, inclusion seeks to ensure all members of diverse backgrounds and experiences are engaged in the community, meaning there is a

space created for their voice, they are listened to, and the environment consistently confirms that they belong. Inclusion counters an assimilation narrative by celebrating and valuing difference rather than eliminating it. Inclusion adds knowledge, promotes dialogue, exchanges ideas and benefits all.

#### **Workshops**

- Provost's Vision on Diversity (Rios-Ellis)
- Toward Post-Pandemic Pedagogy: Inclusion, Flexibility and Accessibility
  - Resilient and Flexible Pedagogy (C. Moore)
  - Pedagogy of Care (C. Moore & Kennedy)
  - Sustainable Pedagogy (C. Moore & Kennedy)
- Inclusive Practices Series
  - Flexible Learning with Hybrid and HyFlex (C. Moore & Bongers)
  - Inclusive Practices to Enhance Student Success (Ableser, Leigh & Kies)
  - Revisiting Digital Accessibility (C. Moore & Bongers)
- Social Justice, Equity and Power in Service Learning Partnership (Baldwin)

#### **Teaching Grants**

Excellence in Teaching and Learning Grants focused on Inclusive Practices for Student Success. New this year, programs and larger teams were encouraged to submit grant proposals. Two faculty were awarded \$3,000 to research, implement and analyze the impact of inclusive practices in their classrooms. The 2021 recipients engaged in grant work and turned in reports, which will be included in CETL's Annual Report.

- Ellen Gajewski, School of Nursing, assistant professor. Integrating case studies to meet competencies
- Katie Greer, Library, associate professor. Teaching critical information literacy through critical, feminist, indigenous and trauma-aware pedagogies

- Cheryl Jusela, School of Nursing, assistant professor. Creating a more equitable, inclusive course by reducing high stakes assessments, increasing case studies, and increasing engaging activities that promote inclusion and inclusive content
- Lori Ostergaard, professor. Design online course space and activities to be more multimodal and inclusive
- Marshall Kitchens, associate professor. Design online course space and activities to be more multimodal and inclusive
- Holly Shreve Gilbert, adjunct professor. Engaging students in solutions journalism, drawing from their own life experiences and skills to engage with the community and report on social, environmental, economic, justice, health and equity issues, with compassion and empathy
- Katherine Roff, special Instructor. Engaging students in solutions journalism, drawing from their own life experiences and skills to engage with the community and report on social, environmental, economic, justice, health and equity issues, with compassion and empathy

### Faculty Development Institutes

Fostering Inclusivity and Belonging in STEM Courses was a Faculty Development Institute (FDI) led by CETL Faculty Fellow Fabia Battistuzzi. This faculty group explored, analyzed and applied teaching strategies centered around concepts of inclusivity and belonging with a focus on STEM courses.

### OU Learning Communities

Learning Communities are faculty-led small groups (6-12) who explore a teaching and learning topic, consider applications to the classroom and disseminate results.

- Intersectional and Abolitionist Teaching in Higher Education Classrooms (Kristin McIlhagga)

### Chair Professional Development-Chair Leadership Institute on Diversity

- WISER Allies: How to Address Gender Bias in Your Department
- Responding to Bias and Promoting Equity in Review, Promotion, and Tenure: Hands-on Strategies for Departments
- Reading, Evaluating and Writing Candidate Diversity Statements
- What Chairs Need to Know about Title IX: Policies, Reporting and Resources
- DEI and the Special Lecturer

### Diversity Challenge

This year (2022) marked the CETL's second year of leading the campus-wide Diversity Challenge with the Office of Diversity, Equity and Inclusion. This 10-week learning opportunity was available to all faculty and staff in a flexible, engaging online format. Every week a different office or OU expert on DEI led a specific learning challenge to expose the campus community to many issues, experiences, stories and opportunities. The Diversity Challenge eSpaces from this year and last year are available for continued reference and participation. Related links and more information are available on CETL's Workshops and Events page.

Examples of topics and presenters include:

- Listen for inclusion and belonging (Dr. Adina Schneeweis)
- Expand our perspective of global and linguistic diversity
  - Walk a Mile in the Shoes of an International Student (Dr. Rosemary Max)
  - Linguistic Diversity (Dr. Adolfo Campoy-Cubillo and Dr. Jason Overfelt)
- Go beyond the bare minimum when showing support for marginalized communities. (Dr. Tiffany Williams and Mx. Angie Freeman)
- Better understand ableism, and explore the intersection of race and disability
  - Ableism and Its Effects on Education, Work and Careers of People with Disabilities (Dr. Chang Kyu-Kwon and Matthew Archer)
  - Intersection of Race and Disability (OU Anti-Racism Discussion Group)
- Listen to the experiences of Black faculty, staff and students in higher education (Kelli Dowd)
- Challenge assumptions about gender, and consider the experience of transgender and nonbinary students
  - They/Them: Challenging Assumptions about Gender (Kelli Dowd, Mx. Angie Freeman, Zach Zuchowicz)
  - The Challenges Transgender and Nonbinary Students (Blake Bonkowski)

### Resources and Guides

- Indigenous Perspectives in Teaching and Learning

### CETL Teaching Tips

Available at [oakland.edu/teachingtips](http://oakland.edu/teachingtips)

- Faculty Influence on Student Sense of Belonging: Tips from OU Scholarships
- Indigenous Approaches to Teaching and Learning
- Internationalizing Your Course without the Travel
- Building Empathy Ahead of Community Engagement
- Managing Difficult Moments
- Where Are We At with Accessibility?
- Converting to a Low-Cost or No-Cost Course

## HONORS COLLEGE

The Honors College continues to develop and implement DEI strategies across The HC and well beyond the HC. Members of The Honors College on local, regional and national roles on DEI work – particularly with roles at the Council on Undergraduate Research (CUR) and at the National Society for Minorities in Honors (NSFMIH).

- Recruitment retention and graduation efforts have focused on inclusivity meets excellence (with excellence defined here as containing and supporting empathy – taking ancient Greek philosopher Plato's guiding principle as core to our work, that "the highest form of knowledge is empathy").

- Diversity within the student population in the Honors College peaked at 19% of 2019-20 Honors College FTIACs identifying as non-white (107 students). During COVID numbers flattened out, along with general OU Admissions. However, The Honors College continued to grow URM profiles in 2021-2022, in HC student and staff populations.
- Senior Academic Adviser, Meagan Richard, continued her SEHS doctoral work on Diversity, Equity and Inclusion and URM, with the aim of completing this doctoral work – contributing to her Sr Academic Adviser role in The Honors College - in Summer 2022.
- Focusing on fairness and equity (fairness and inclusion) and on global understanding (international students and identity), the following books were edited by and featured The Honors College staff this past year: Honors Education and the Foundation of Fairness, published internationally in May 2021 and Honors Education Around the World, published internationally in January 2022.
- The Honors College leadership has also taken roles as founding members of the DEI Committee at the Council on Undergraduate Research (which now enters its second year this year), and in DEI initiatives as Chair and Secretary of the At-large Division of CUR. In the latter role, Honors College staff led an initiative to fund and support students from HBCUs and under-resourced institutions to attend a national workshop.
- The Honors College staff presented on DEI intersectionality at conferences which included students as audience and participants, and hosted a range of DEI events, with local and national audiences, around Equity, Linguistic Diversity and focusing on DEI models in education.
- The Honors College staff served as keynote/plenary presenters at the 2021 National Society for Minorities in Honors Conference at Ball State University.
- Locally, the Honors College has reached out directly to a diverse range of students, increasing URM and URG participation in Honors College Information Sessions by direct contact with students – working with excellent OU Admissions professionals such as Kay Jones, and others, to develop and build on these initiatives. The Honors College Dean has spoken/written for the OU First Gen initiative – being a First Gen himself.
- The Honors College staff have led HC workshops focusing on DEI topics, and the range of student wellness and health activities has also focused on identity and identity recognition. The HC1000 Making Discoveries class featured hundreds of hours of community work across a diverse range of community groups (and individuals) and topics covered in that class included work on DEI. Additional classes in The Honors College have focused on identity (gender, race and sexuality and disability) topics – more so this year perhaps than in any previous years. Course selection has included student representatives.
- Finally, and in light of their success (above), the impact of one-to-one recruiting strategies strikes us as incredibly significant, and we plan to build on this success in relation to DEI – noting it as a model we believe can impact DEI generally – and speaking about it university-wide and in the HC community at large.



# STUDENT AFFAIRS AND DIVERSITY

The Division of Student Affairs & Diversity (SA&D) provides transformational experiences and co-curricular learning to foster student success. The offices of SA&D continue to provide opportunities to live, learn, innovate, participate and explore a unique and diverse community that will enrich students and prepare them for success.

Through engagement with a broad cross section of the campus and community, students share in new experiences together. They seek out events that are diverse, equitable and inclusive. Creating opportunities for students of all backgrounds, genders and abilities is essential. These activities are impactful. Students remember the lessons of these moments throughout the rest of their lives. These instances of learning from one another form a basis of understanding and compassion that helps students be successful at OU and beyond.

## OFFICE OF STUDENT INVOLVEMENT

The Office for Student Involvement (OSI) not only prides itself on showcasing the diversity within Oakland University but also empowers student leaders to lead the charge. The activities and accomplishments below are a collaborative effort between Oakland University Student Congress (OUSC), International Students and Scholars Office (ISSO, Greek Council, Student Program Board (SPB), the Center for Multicultural Initiatives (CMI), Student Video Productions (SVP) and others. The OSI also added to the diversity of the office by hiring two URM employees.

### OSI DEI Programming

- Coffee and Conversations with Diverse Student Panels (in collaboration with Center for Excellence in Teaching and Learning)
- Hispanic Heritage Month and OU Homecoming Movie: In the Heights
- OU/National First-Generation College Celebration Day
- SPB Music of the World
- SPB Movie: Sound of Metal
- National Women & Girls Day in Sports (at OU Women's Basketball Game in collaboration with WERG)
- International Women's Day (in collaboration with WERG)
- SPHE, HALO and Spanish Club Movie: Encanto
- SPB Drag Queen Bingo featuring Monique Heart
- GSA Drag Show
- SPB Spring Concert featuring Tai Verdes
- SAFAC Comedy Show featuring Preacher Lawson
- Student Life Lecture Board featuring Laurie Hernandez
- SPB ZuZu African Acrobats
- Oakland University Diverse Unit Blood Drive impacted 120 lives led by Daryl Blackburn

### Completed 124 Service Projects from June 2021 until April 2022

- Total service hours: 2,631.51 / Total items donated: 24,728
- Number of Non-profit connections: 58
- Number of OU-Pontiac Initiative connections: 12
- Number of OU-Pontiac Initiative Completed Service Projects: 12 / Number of OU-Pontiac Initiative items donated: 14,474

## Registered Student Organizations 2021-22: Cultural/Diversity

- African Student Union
- Albanian American Student Organization
- American Sign Language Club
- Arab-American Student Association
- Chaldean American Student Association
- China Club
- Filipino-American Students of OU
- German Club
- Hellenic Students Association
- Hispanic American Leadership Organization
- Indian Student Association
- International Allies Organization
- Italian Club
- Jewish Student Organization/Hillel
- Lebanese Student Association
- Minorities in Medicine
- Muslim Student Association
- Pakistani Student Association
- Saudi Student Association
- Spanish Club

## Registered Student Organizations 2021-2022: Other

- Diversity and Inclusion in Psychology Research
- Women in Business
- National Society of Black Engineers
- Society of Women Engineers
- The Society of Hispanic Professional Engineers
- Women in Computing @ OU
- American Medical Women's Association
- National Arab American Medical Association
- Undergraduate Women in Healthcare
- Black Student Nurses Association of OU
- Mental Health and Wellness for Women in STEM
- Organization To End Violence Against Women
- The National Collegiate Chinese Honor Society
- Network of Enlightened Women

- Intrigue - Hip Hop Dance Team
- American Association of University Women
- Association of Black Students
- Gay Straight Alliance

#### **Fraternity and Sorority Life: National Pan-Hellenic Council, Inc. (NPHC)**

- Alpha Kappa Alpha Sorority, Inc.
- Alpha Phi Alpha Fraternity, Inc.
- Delta Sigma Theta Sorority, Inc.
- Iota Phi Theta Fraternity, Inc.
- Kappa Alpha Psi Fraternity, Inc.
- Phi Beta Sigma Fraternity, Inc.
- Sigma Gamma Rho Sorority, Inc.
- Zeta Phi Beta Sorority, Inc.

### **ENROLLMENT MANAGEMENT**

The goal of the Enrollment Management (EM) team is to provide a comprehensive, holistic student experience from the very beginning of an OU journey to the time our students become alumni. The EM brings together the services and expertise of three campus units to create a streamlined student enrollment experience. We support students along the way, offering guidance on everything from admissions to services related to registration, financial aid and student records to student support programs and, finally, post-graduation. We also partner with faculty and staff to develop data-driven initiatives to strengthen the university.

Enrollment management professionals foster an environment that ensures respect, support and safety for all members of our campus and professional communities and actively promote the expansion of ideas, perspectives and understanding that comes from a diverse and inclusive community.

The EM team serves our staff by promoting awareness and conversation around diversity, equity and inclusion. We encourage all of our team members to participate in university and professional association development activities and workshops that support and advance diversity, equity, and inclusion. We strive to meet enrollment goals across four competing yet complementary areas: academic quality, diversity, affordability and net tuition revenue. By focusing on these priorities, we help talented students from all backgrounds access an OU education. We have created and continue to monitor a Strategic Enrollment Management Plan that includes recruitment, retention and equity-promoting goals, strategies and tactics. This plan is already in process and is led by the enrollment management team in conjunction with campus partners across the institution. It includes improving the prospective student experience through enhanced virtual campus tours, strategic campus visits and offering targeted virtual programs and marketing materials in other languages.

#### **Vice President of Enrollment Management serves on the following committees:**

- Diploma Equity Group Design Team
- Detroit College Access Network (DCAN) Leadership Team
- Detroit Drives Degrees
- Michigan College Access Network
- Oakland80 Steering Committee

### **UNDERGRADUATE ADMISSIONS**

Through our recruitment and enrollment initiatives, the diversity of our incoming freshman and transfer classes increased in the fall of 2021, seeing the majority of students make up just 66.8% of our new classes, compared to 68.7% in the fall of 2020.

For new freshman students specifically, we saw our underrepresented minority student group make up 21.7% of our new student class, compared to just 20.8% in the fall of 2020.

For new transfer students specifically, we saw our underrepresented minority student group make up 16.3% of our new student class, compared to 16.2% in the fall of 2020.

#### **Summary of Recruitment Efforts Supporting Students of Diverse Backgrounds**

- Collaborated with and supported recruitment program initiatives for underrepresented students through partnerships with the Michigan College Access Network (MCAN), Local College Access Networks (L-CANs, including the Oakland County Access Network), the Pontiac Initiatives Group, the Detroit Regional Chamber (the Detroit Promise Scholarship program), the Center for Multicultural Initiatives, Pre-College Programs, Project Upward Bound and the School of Education and Human Services-sponsored OU Charter Schools
- Participated in the annual Detroit Virtual On-Site Day event, offering Detroit students the opportunity to pursue on-site admission from the 15 Michigan public institutions
- Collaborated with the Governor, Detroit Regional Chamber and the other Michigan Public Universities to monitor the Detroit Promise Scholarship Award, in concert with Student Financial Services
- Promoted and supported new initiatives to increase the number of Oakland University Trustee Academic Support (OUTAS) award recipients, in collaboration with the Center for Multicultural Initiatives
- Hosted two new "First Gen Friday" programs on campus for admitted first generation freshmen and their families, to support them in preparing for orientation and college
- Continued to promote and award the OU Frontline Workers Scholarship award, which supports workers on the frontlines of the COVID-19 pandemic in their educational journey, including the pursuit of their bachelor's degree
  - The creation of this award, which serves as an extension of the statewide Futures for Frontliners initiative, serves the Oakland University mission of supporting postsecondary degree attainment and impacting Michigan and the world through education, research, scholarship and creative activity.

- Extended test-optional admission through the fall 2025 admissions cycle, which will continue to enhance the diversity of the student body and will provide for greater access and inclusion
- Translated into Spanish our web section in support of DACA and Undocumented Students
- Supported the Detroit Action Plan with Detroit Drives Degrees, in collaboration with the other Michigan institutions, to improve college attainment for vulnerable populations
- Continued work with the Diploma Equity Project to develop a program prototype, in order to help close the four-year college completion gap for Detroit students
- Collaborated with Oakland County through participation in the Oakland80 partnership, in order to work toward the goal of 80% degree/credential completion by the year 2030
- Worked with University Communications and Marketing to develop the utilization of photographs of students, staff and faculty on the website, digital advertising and in marketing materials, as well as work with DEI on diverse students' appropriate representations
- Promoted our commitment and to support the academic success of superior academic achievements by offering the Urban and Rural Schools Valedictorian Award to eligible high school valedictorians graduating from identified Michigan public school districts and charter schools primarily serving low-income students. This award provides a \$40,000 scholarship (\$10,000 per year, for up to 4 years) to certified valedictorians with at least a 3.5 cumulative GPA and a test score of 1030 or higher on the SAT (ACT composite score of 20 or higher).

**Undergraduate Admissions staff members serve on the following committees or professional organizations:**

- OU Diversity, Equity and Inclusion Council
- ALSAME
- CORE Committee
- NAFSA
- First Generation Student Taskforce
- Detroit College Access Network (DCAN) Leadership Team
- DCAN College Access/Summer Bridge Committee
- Black Excellence Celebration Committee
- Oakland80 Post-Secondary Education Committee
- Oakland80 Marketing Committee
- Diploma Equity Group Design Team
- DEI Faculty Research/Compelling Conversations

**FINANCIAL AID**

- Continued work on the NextGen Scholarship Management Tool
  - one application making it more accessible to more students
  - increasing the qualified applicant pools from qualified student data imported via the integration with Banner
  - streamlining the scholarship application process and removing access barriers such as unnecessary essays, etc.

- Financial aid outreach presence in the tri-county area to increase first-generation, low-income and underrepresented students
- We continue to offer competitive, need-based awards for students with financial need as determined by the FAFSA. To further support students with financial need, the minimum standardized test score requirements have been removed for our institutional need-based aid. Our comprehensive need-based aid offerings include the Golden Grizzlies Tuition Guarantee, which allows qualified students to attend OU loan-free. Additionally, we continue to offer the Urban and Rural Schools Valedictorian Award to eligible high school valedictorians graduating from identified Michigan public school districts and charter schools primarily serving low-income students.
- Specific and personalized attention given to CORE (summer program) and Emerging Scholar (conditional admission) populations
- Indian Tuition Waiver awarding criteria updated to align with the State of Michigan and other 4-year Michigan public schools

**OFFICE OF THE REGISTRAR**

As the hub of the institution, we see the student experience from matriculation through graduation. We serve our students by identifying and removing registration and enrollment barriers.

- Five staff members attended Diversity Advocate training
- Two staff members serve on three committees
  - Gender Identity and Personal Pronoun implementation committee
  - DEI Council
  - Anti-Racism Committee
- Assist in degree attainment for stop outs by completing graduation and transfer work reviews, and assisting returning students with registration
- Provide data and support for several initiatives like Detroit Drives Degrees, Diploma Equity and Golden Grizzlies Guarantee
- Assist in creating a credit for prior learning policy which will expand opportunities for degree completion for students





## STUDENT SUCCESS

The Academic Success Center, formerly known as the Tutoring Center, values diversity in programs and in our academic support offered to students to meet their needs. Our student staff is one of the largest on campus and our focus is on inclusivity, belonging and helping in a peer-to-peer model. We recognize the importance of a diverse staff and the value in professional development related to themes of cultural acceptance. We have the opportunity to develop and mentor staff to be accepting and supportive of all people.

### Accomplishments: Diversity, Equity and Inclusion

- Increased diversity of student staff by 3%
- Provided diversity training through the office of CMI for student staff on topics of “Cultural Competency”, “Intercultural Communication” and the office of DSS, “Working with Special Populations”
- Created a welcoming environment that focuses on the comfort of first-time visits with new students and providing excellent services
- Partnered with the office of Global Engagement and hosted 19 teachers from Pakistan

## OU COUNSELING CENTER

The OU Counseling Center used the HERF money we received to have a full-time group coordinator this past year. This position was written to have specific URM focus and one of the goals was to reach out to any and all marginalized groups on campus and offer them support group options. We had varying success with this. Worked with CMI and presented to them several times and offered groups for their students. This position also reached out to Veterans Services, the GSC, ISSO and DSS.

- Conducted center wide trainings that specifically talked about how to reach more diverse populations.
- Successfully undertook efforts to make staff a more diverse group as we now have more diversity among our staff than previously.
- Presented at a conference with International Affairs and two other individuals from outside institutions on the topic of how the pandemic impacted our international students (and what unique challenges they faced that other students did not).

Next year, we are going to double down on our efforts to offer groups to LGBTQIA+ students, BIPOC students, DSS students, International students and Veterans, among others.

## FIRST YEAR ADVISING

- Lead student support initiatives for test-optional students with high school GPAs below 3.0, of which 48% were underrepresented minorities
- Professional staff representatives on university-wide committees: CORE; First Gen; Excellence in Academic Advising Equity, Inclusion and Diversity
- Ongoing collaboration with CMI to support first-year students connected to both departments

## ORIENTATION AND NEW STUDENT PROGRAMS

- Provided COM 1100 for Project Upward Bound graduates in the summer before their college matriculation
- Six hours diversity training with student orientation team

## UNIVERSITY HOUSING

University Housing facilitated numerous programs over the past year designed to celebrate, enlighten and enrich their residents.

### Resident Advisors' Programs:

- Love Around the World
- Music of the World
- My Culture is Not Your Costume
- Let Your Identity Shine
- Stereotypes Vs. Hollywood
- You Grow Girl
- Power in Privilege
- Winter Practices and Traditions
- The Tea on Intersectionality
- Diversity Cookies
- Get Hip with Hispanic Heritage Month
- Geography Night
- Think Before You Speak
- Black History Month Trivia
- Tarot Tuesday
- Em-Bracelet Yourself
- 13th: A Movie Night
- Dive Into Diversity
- Our Story

### Resident Life Advisors' Programs

- St. Patrick's Day Celebration
- Tie Dye with Pride

## OU-PONTIAC INITIATIVE

A catalyst for relationship building and collaborative projects involving the Pontiac community and Oakland University faculty, staff and students to promote programs and initiatives in six Pillar focus areas.

- Arts and Culture Pillar
  - Live performances held on OU's campus featuring OU music students and faculty
  - 500 individuals participated in the in-person Pontiac Art Jam
- Building Capacity for Non-Profits and Neighborhoods Pillar
  - Six new recipients from the city of Pontiac were awarded the 2021 Non-profit Management Certificate Program
  - OU Office for Student Involvement held virtual service projects for Martin Luther King Week, Kindness Week, Women's History Month and Sexual Assault Awareness month
- Civic Engagement Pillar
  - More than 120 individuals attended the virtual series titled "Let's Get Real! Authenticity and Sensitivity in Conversations about Race" featuring a panel discussion with Drs. Chaundra Scott, Danielle Ligocki and Robert Martin from OU's School of Education and Human Services.

- During AAPI Heritage month, over 40 individuals attended a virtual screening of the documentary "Who Killed Vincent Chain?"
- Economic and Workforce Development Pillar
  - Business and Economic Summit hosted by the Greater Pontiac Community Coalition and the OU-Pontiac Initiative
    - Over 100 community leaders, OU faculty, staff and students in attendance
    - Community Leadership Awards presented to 10 organizations by President Ora Hirsch Pescovitz and Pastor Douglas P. Jones, President of the Greater Pontiac Community Coalition-Committee of 50
  - OU Construction Pre-Apprenticeship Program
    - Awarded a 3-year \$300,000 grant from the Ballmer Foundation for program expansion of the Marshall Plan
    - Received recognition from State Representative Brenda Carter with a \$200,000 grant from the State of Michigan for Career Navigation
- Healthcare and Wellness Pillar
  - A Healthy Affair at Welcome Missionary Baptist Church and the Bowen Seniors Center in Pontiac
    - Sponsored by the OCC Links, Inc., OUWB School of Medicine, SJMO, GPCC — more than 200 Pontiac community residents received free health care screenings and education on Black K.A.R.E.
  - Careers in Healthcare Event
    - In collaboration with Oakland Schools, OUWB School of Medicine and community healthcare partners, 692 students attended the event, received exploration learning on a broad range of healthcare career pathways.
- PK-16 Education Pillar
  - Over 200 school children from grades 1-5 received virtual tutoring from OU's Reading Language Arts Department and aspiring educators.
  - The Oakland University/Pontiac Early Childhood Education (OU-PIECE) group continued work on resiliency and trauma informed education in the Pontiac schools and community.
  - \$111,092 in Pontiac Promise Zone Scholarships awarded to Pontiac School District students.

## PRE-COLLEGE PROGRAMS

- Ten OU/Pre-College Programs scholars provided more than 2,202 tutor hours for Pontiac Middle School, Ferndale Middle School and Oak Park Preparatory Academy students in Mathematics and Reading/ELA. 90% of students demonstrated growth in Reading/ELA and 95% of students demonstrated growth in Math.
- Fifty-five new scholars were inducted into the Wade H. McCree Jr. Scholarship program. Superintendents and students from the Pontiac, Hazel Park, Oak Park and Chandler Park school districts were in attendance. A total of 56 students received Oakland University's Wade H. McCree Jr. full tuition scholarships.

- Financial Literacy workshops were held with the OU Credit Union and Genisys Credit Union to allow middle school students and parents to ask questions about scholarships, savings accounts and financial resources when students transition to college.
- One hundred-fifty students and parents participated in the Pre-College Programs (PCP) virtual online College Readiness presentations.
- OU Professional and Continuing Education partnered with PCP to offer SAT Preparatory Courses. A total of 35 students from Pontiac High School and Pontiac ITA participated in the program and demonstrated an increase in SAT Practice Test scores.

## CAREER SERVICES

### Exploring Inclusion in the Workplace: Diversity Workshop and Mixer

Students attended a workshop led by Rocket Companies where topics included race, religion, culture, gender and sexuality, veteran status, and disability and accommodation status. Following the workshop portion of the event, students entered a networking experience where they spoke with 16 employers about what diversity, equity and inclusion looks like in their companies.

Employers participating in this event included Rocket Companies (Presenting Sponsor), Meritor (Justice Ally Sponsor), PNC Financial Services, Magna International, Willis Towers Watson, Huntington Bank, Northwestern Mutual, Piston Group, Kelly Services, Vizient, Inc., Hall Financial Group, Priority Health, DirectRX, PricewaterhouseCoopers (PwC), HAVEN and Upbound at Work.



# UNIVERSITY ADVANCEMENT

Diversity, Equity and Inclusion is an integral part of the University's **Aspire. Advance. Achieve. Campaign.** Over the last year, University Advancement engaged in the following efforts to positively impact students, faculty, departments, alumni and community.

## In-Person Events

- Reception and Private Screening of the Film, "Defiant Requiem," a powerful feature-length documentary that honors the prisoners of Terezín by telling their stories. Hosted by the Cis Maisel Center for Judaic Studies and Community Engagement
- Islamic Studies Salon, with a presentation by Imam Aly Lela and Professor Henri Gooren who shared their vision and goals for Islamic Studies at OU

## Virtual Events

- OU Encore: Alumni Webinar Series
  - Unapologetically Ambitious: An Interview w/ One of Silicon Valley's First Female African American CEOs
  - How to Make An Empowered Ask to Achieve Success, Fulfillment and Peace of Mind
  - Prep, Push, Pivot: How to Overcome Obstacles and Accelerate Your Career
- OU Explorations
  - Hip Hop, Racism and Inclusive Spaces: exploring how hip-hop culture can serve as a conduit for critical discussions about race, inclusion and a sense of belonging. Dr. Thandi Sulé, assistant professor of higher education

## Speakers and Visibility

- Recruited three highly engaged black alumni – Charity Dean, OUAA board member; Napoleon Harrington, secretary of the OUAA Board; and Leo Bowman, former chair of the OUAA Board - spoke at the December 2021 and May 2022 commencement ceremonies
- Appointed black alumni Charity Dean, Kaniqua Welch and Renique Kersh to OUAA Board
- Supported an increased sponsorship by the OUAA Board for Keeper of the Dream

## Black Alumni Chapter

- Black Alumni Chapter BBQ hosted on campus with alumni staff support with 225 attendees
- Black Alumni Chapter homecoming event hosted on campus with alumni staff support with 100 attendees
- Black Excellence Celebratory sponsorship by OUAA Board
- Black Alumni History Project – ongoing support

## Committee Involvement and Training

- Alumni team attended diversity session at the Michigan Alumni Relations Professionals conference at UM-Flint

## Meadow Brook Estate

- Allocated 200 tickets to attend Winter Wonder Lights to be offered to underserved local communities through the Pontiac Initiative, a \$4,400 value
- Reserved 16% of Summer Youth Camp registrations to offer free scholarships for underserved or economically challenged participants, a \$3,200 value

## Women and Philanthropy

- Continued a giving circle whose purpose is to provide opportunities for women to collectively share their time and resources to positively affect the future of Oakland University
- Awarded \$10,000 for After Hours Crisis Counseling Service - Pilot Program
- Awarded \$2,000 for Student Run Free Clinic - Community Garden Expansion Project
- Awarded \$2,000 for WISER: Supporting Women in STEM at Oakland University

## Continuing Fundraising and Board Efforts

- Promote and Share DEI Case Statement
- Keeper of the Dream
- Hispanic Heritage
- Pride Month
- GLRSSC
- Veterans
- DDS
- Monitoring of Demographic Representation of Advisory Boards w/ Recruitment Strategies
- Created DEI Focused Fundraising Position

## FY23 Planned Activities

- Meadow Brook Estate
  - Team is pursuing "Orientation Gallery" long-term exhibition to be opened to the public in FY2023. The narrative will include a focus on inclusive values and the stories of marginalized people. Initial interpretive plans including educating the public on the original inhabitants of Southeast Michigan, to include the OU Land Use Statement; promote the essential role of migrant farm workers; acknowledge the history of women's suffrage and challenging stereotypical gender roles of the early 20th century; explain and support the concept of blended families; celebrate the contributions of immigrant families; share how the Dodge Wilson families traveled extensively to learn from other cultures; highlighting the crucial role of providing educational opportunity in helping advance first generation, minority students and those from less affluent families.
  - Construction of improved support facilities to include fully accessible restrooms for guests and visitors

## OTHER INITIATIVES

Over the last year, the advancement of Diversity, Equity and Inclusion became a shared goal and responsibility across campus. The following examples demonstrate the steps individual departments and units took to continue to advance DEI on campus and throughout the extended Oakland University community.

### UNIVERSITY COMMUNICATIONS AND MARKETING

Diversity, equity and inclusion are what makes Oakland University one of the most desired campuses in Michigan. UCM has worked to promote DEI activities and to honor accomplishments which foster this aspect of the overall strategic plan for OU.

Campaigns around OU's diversity, equity and inclusion efforts involve all UCM teams, including DEI-unit support in marketing efforts, full external media relations coverage, inclusion in internal campaigns and promotion, as well as digital, social media and web-related activities. UCM also participated in the OU Diversity Challenge, attended DEI-related professional development training through the AP association and through external vendors. In addition, through the department's involvement in the DEI Council, UCM updated the Style Guide noting use of gender-neutral language, pronouns, and race to create more inclusion language; continued to prioritize ADA accessibility for web; participated in planning for the land acknowledgement rollout and worked to audit the current DEI-related communication and messaging efforts at OU. For more information, please contact the Office of DEI.

### OAKLAND UNIVERSITY POLICE DEPARTMENT

The Oakland University Police Department has taken a proactive approach to ensuring that dispatchers, officers, sergeants and the command staff at the OUPD have been trained in the areas of diversity, equity, inclusion and bias awareness throughout the year. Our goal was to train our staff in the key areas listed above. Some of the specific trainings attended were as follows:

- Everyday Ethics
- Fair and Impartial Policing
- Implicit Bias
- Cultural Awareness and Diversity in Law Enforcement
- "If You Are Human You Are Biased"
- Dynamics of Officer and Citizen Encounters
- Ethnic Sensitivity, 911 Ethics and Liability for Dispatchers

The OUPD is committed to continuing our efforts in making sure our staff are trained in the latest DEI related awareness, skills, techniques and strategies necessary to better connect with the OU community in which we serve. When law enforcement practices align with community values and expectations, the results are the positive outcomes that we encounter.

### AP ASSEMBLY

- AP PD Event: SAFE Training — Students, Administrators and Faculty for Equality (SAFE) on Campus empowers students,

staff and faculty to provide support to LGBTQIA colleagues at Oakland University. The training will review terminology, allyship theory and campus resources. First-time and repeat participants are welcome.

- AP PD Event: How to be a Prosocial Bystander — Gain a better understanding of what it means to be a prosocial bystander and the many different ways to make a positive difference, as well as learn the history of the bystander effect.
- AP PD Event: Microaggressions — What Are They and How Can We Address Them? Please join the Center for Multicultural Initiatives as they discuss Microaggressions. This session will dive into the impact that microaggressions can have in a higher education setting, as well as what we can do to address microaggressions moving forward.
- The Anti-Racism Discussion Group (planned and facilitated by the Antiracism Discussion Group subcommittee) continued to engage the OU community in learning, discussing and keeping one another accountable to anti-racism in our professional and local communities. Throughout the year, the subcommittee used learning materials to facilitate discussions about what attendees are learning, wondering and doing to promote anti-racism. There were nine meetings of the group throughout the year, each with a unique topic and learning materials to help promote discussion.

### UNIVERSITY RECREATION AND WELL-BEING NEW INITIATIVES

#### Employee Representation

University Recreation and Well-Being (Rec Well) continues to build a diverse team and provide opportunities for underrepresented minority students. The goal is to increase student employee diversity each year. In fall of 2022, Rec Well increased student URM employment by 3.5%, increasing the percentage of student employees who are URM's to 33.48%.

In addition, URM's on the full-time staff has also increased. Two of the four newly hired full-time coordinators are underrepresented minorities, bringing the overall minority hiring percentage to 20.9% since the department's inception in 1996. Furthermore, the male/female historical hiring percentage is 53.5% male hiring, 46.5% female hiring.

The department conducted a reorganization in March 2022 that resulted in four female and one male underrepresented minority staff members being promoted into higher or expanded positions.

Finally, University Recreation and Well-Being has four full-time employees in leadership positions in the Administrative Professional (AP) Association and Assembly. All four positions work with the respective groups in advocating for diversity and inclusion initiatives and educational opportunities for all AP employees.



### Health Messaging and Programming

A staff of Peer Wellness Ambassadors (PWAs) continues to utilize specific health and well-being related messaging to address multiple health disparities within the campus community. This allows reach of the entire population rather than providing generalized health and well-being messaging only. Both virtual and in-person opportunities for educational programming and outreach were offered in fall of 2022. The PWA team engages all students, faculty and staff regardless of their comfort levels, health status, location and abilities. Additional programming efforts are underway that focus on underrepresented groups on campus. Those include students with disabilities, veterans, the LGBTQIA+ community, and all students falling within the demographics of the Center for Multicultural Initiatives. In fall of 2022, 4,217 individuals were reached through various health and well-being in-person and virtual program offerings.

### ON-GOING INITIATIVES

University Recreation and Well-Being is committed to providing an inclusive atmosphere and annually examines facility use of the Recreation Center based on gender, ethnicity, student type and FTIAC status. The Recreation Center was almost equally used by male and female students and about 20% were underrepresented minorities during the past year.

### FUTURE INITIATIVES

Plans are underway to begin a renovation of the men's and women's locker rooms in the Recreation Center during FY23. The renovation will include a reconfiguration of the current spaces to include gender inclusive wet and dry changing spaces as well as a mother's room. Aquatic office spaces and the wet classroom will also be reconfigured for function and efficiency. Anticipated completion of the project is summer 2023.

## ATHLETIC DEPARTMENT

### DEI Impact Summit

Each year, Athletics hosts a DEI Impact Summit, attended by all student-athletes, coaches, and athletic department staff members. This year's Summit focused on "Celebrating Diversity" and was led by Ashton Henderson, Director of Diversity, Equity and Inclusion for the Detroit Pistons and CEO of Ashton Inspires.

### DEI Forums

Each month, Athletics hosts/promotes a DEI workshop or event open to all student-athletes, coaches and athletic department staff. Each forum includes a DEI Take Action & Learn More handout, where individuals can expand their knowledge about that month's featured topic through on-/off-campus events, podcasts, books, movies, organizations and social media accounts.

- September — Hispanic Heritage Month featuring Aura Cazares, OU assistant dean of students; JaunPa Favero, OU head women's soccer coach; and Carmela Barro Casanova, OU women's soccer student-athlete
- October — Disability Awareness Month featuring Christie Gough, OU Disability Support Services coordinator, and Special Olympics Michigan; facilitated by Keilani Doss, OU women's golf student-athlete
- November — Civic Engagement Education featuring a Jeopardy-style game board and facilitated by Dr. Dave Dulio, OU Political Science professor and director of the Center for Civic Engagement, and Andrew Bernsdorf, OU swim and dive student-athlete
- January — Attended OU's Keeper of the Dream event and celebrated Markeal Williams, OU track and field student-athlete, as the first-ever student-athlete recipient of the Keeper of the Dream Award
- February — Black History Month featuring Stefen Welch, OU alum and divisional vice president for Diversity, Equity and Inclusion for Saks OFF 5th; facilitated by Ben Fielder, OU associate athletic director for development
- March — Women's History Month Panel featuring Trina Scott, OU alum, OU Board of Trustee member and chief diversity officer for Rocket Companies; and Alfreeda Goff, former senior associate commissioner and chief championship administrator for the Horizon League; facilitated by Patti Cesarini, OU women's volleyball student-athlete
- April — OU Pride Softball Game provided education and resources for fans throughout the game through tabling by the Gender and Sexuality Center and in-game reads.

### Team DEI Workshops

In addition to Athletics' Annual DEI Impact Summit and monthly DEI Forums, teams participated in workshops specific to their DEI interests and learning objectives. Team workshops included the following topics/initiatives: Civic Engagement, Voting, Red2Racism, Check Your Privilege, Disability Awareness, Women's History Month and Black History Month.

### NCAA Diversity and Inclusion Campaign

Daily social media posts through Oakland's Student-Athlete Advisory Committee focusing on the following themes: My Voice, My Platform; Championing Change; and Belong Is.

### Green Bandana Project

- Student-athletes, staff and coaches signed up to spread awareness of resources for those with mental health related struggles and help break the stigma of mental health related concerns.

- Men's Basketball Game — Oakland's Student-Athlete Advisory Committee partnered with Campus Rec-Well to promote the Green Bandana Project with pre-game tabling and in-game reads/graphics.

### **WeCOACH**

Athletic department staff participated in WeCOACH, an organization focused on mentoring, educating and supporting female coaches and athletic administrators.

### **National Girls and Women in Sports Day**

- The Women's Basketball Team and Athletics hosted an event for area athletes, coaches and parents. The event included a question and answer session with women's basketball student-athletes Kennedie Montue, Prunelle Mungo and Aaliyah McQueen and Associate Women's Basketball Coach Ke'Sha Blanton. The event also included a women in sports panel featuring Sydney Cariel, Oakland basketball sideline reporter; Samantha Nelson, coordinator of Game Day experience; Hailey Paull, event and business coordinator; and Ashley Stone, associate athletic director and senior woman administrator.
- The Women's Employee Resource Group hosted a panel that focused on women in sports and the 50th anniversary of Title IX: Ke'Sha Blanton, associate women's basketball coach; Evan Dermidoff, athletic academic advisor; Keilani Doss, women's golf student-athlete; Jessica Riedl, volleyball student-athlete; and Ashley Stone, associate athletic director and senior woman administrator.

## **EMPLOYEE RESOURCE GROUPS (ERGS)**

Employee resource groups are voluntary, employee-led groups made up of individuals who join together based on common interests, backgrounds or demographic factors such as gender, race or ethnicity.

The ERGs collectively co-sponsored the AP Assembly/ERG Ice cream social and the All Employee BBQ. They also collectively participated in the OU Employee Benefits Fair.

### **LGBTQIA+ ERG**

- Hosted Pride Month programs
  - LGBTQIA+ Affirmative Wellness Presentation — Dr. Michael Chaney and Ph.D. candidate, Melissa Hill
  - Pride Month Book Club Discussion — read "Gender Queer: A Memoir by Maia Kobabe"
- Participated in the Lavender Graduation to support students
- Created a trans and POC inclusive pride flag for OU to give to faculty, staff and graduating students at Lavender Graduation
- Hosted a LGBTQIA+ Social at Brown Iron Brewery to bring together people from around campus
- Volunteered at Ferndale Pride to table and collect alumni signatures

### **AAPI ERG**

The AAPI ERG was established at the end of the 2021 academic year and is dedicated to supporting and advocating on behalf of all Asian, Asian American and Pacific Islander employees.

- Inaugural Event—meet and greet
- Hosted Intersectionality of Race and Gender: AAPI Perspectives as part of Women's History Month
- AAPI Heritage Month celebration with Chinese American painter Siyan Wong

### **BERG**

- The Black Employee Resource Group hosted, "Brand yOU," a professional development retreat for the OU campus community. Dr. Robert Johnson, President of Western New England University and former OU employee, served as the keynote speaker. Over 150 faculty and staff participated in the event.
- BERG spearheaded OU's inaugural Juneteenth Celebration on June 17, 2022. This event commemorates the anniversary of the day when federal troops arrived in Galveston, TX to take control of the state and ensure that all enslaved Black people were freed.

### **WERG**

- Women of OU Scholarship Program
  - Awarded three scholarships totaling \$6,000
  - Walking on Matilda's Steps; OU WERG and Women of OU Scholarship program walk
- The Emerging Leaders Small Group
 

This group is for higher education professionals who have been in the field for less than seven years and are interested in learning ways to enhance career opportunities and develop as professionals in higher education. The group hosted the following programs:

  - Women in Leadership Spotlight: Grace Wojcik
  - Women in Leadership Spotlight: Lori Tirpak
  - Women in Higher Education: Do You Feel Empowered? Presentation: Michelle Southward, Stephanie Lee and Anita Hicks
  - Women in Leadership Spotlight: Aura Cazares
- Harmonizing Your Life
 

This group is for women interested in striving for work/life balance. This year, harmonizing your life organized three events. One was a bio-preserve hike led by the Biology Department with Dr. Scott Tiegs, and the other two were events on sleep and preserving mental agility as we age held in conjunction with Rec Well.
- Working Moms and Caregivers
 

This group is for working moms looking for support, encouragement and tips and tricks on ways to get it all done.

  - The Sandwich Generation with OU Counseling Center
  - Women and Girls in Sports Day
- OU WERG Large Events
  - A Day in the Life and tea with President Pescovitz
  - A presentation by Charity Dean, an OU alum, who spoke for International Women's Day

# DIVERSITY, EQUITY AND INCLUSION COUNCIL AND GOAL 4

## GOAL 4:

Advance diversity, equity and inclusion in an environment of mutual trust and respect at all levels of the institution and facilitate opportunities and success for all community members.

## STRATEGIC PRIORITIES

- 4.1 Establish policies and practices that support and promote diversity and inclusion
- 4.2. Become a campus of choice for students, administrators, faculty and staff for underrepresented minorities and underrepresented groups

Thank you to the following individuals for their continuing hard work in crafting Goal #4 and continued dedication to carrying out the charge of this council.

Also, a big thank you to those throughout the university who have helped in this process and who make the effort every day to create a more inclusive culture at OU.

## DIVERSITY, EQUITY AND INCLUSION COUNCIL

**Glenn McIntosh, Chair**  
*Student Affairs & Diversity*

**Aaron Spencer**  
*POAM Representative*

**Adolfo Campoy-Cubillo, Ph.D.**  
*Modern Languages and Literature*

**Amy Tully, Ph.D.**  
*School of Music, Theatre and Dance*

**Anita Hicks, Ed.D.**  
*Oakland Center*

**Ashley Stone**  
*Athletics*

**Beth Wallis**  
*Kresge Library*

**Brandy Randall, Ph.D.**  
*Graduate Education*

**Britt Rios-Ellis, Ph.D.**  
*Academic Affairs and Provost*

**Chad Martinez**  
*Diversity, Equity and Inclusion*

**Chang-kyu Kwon, Ph.D.**  
*Organizational Leadership*

**Chaturi Edrisinha, Ph.D.**  
*Human Development and Child Studies*

**Deirdre Pitts, Ph.D.**  
*Oakland University William Beaumont School of Medicine*

**Elaine Carey, Ph.D.**  
*College of Arts and Sciences*

**Enrique Rios-Ellis, D.M.A.**  
*School of Music, Theatre and Dance*

**Grace Wojcik**  
*Gender and Sexuality Center*

**Graeme Harper, Ph.D.**  
*The Honors College*

**Jo Reger, Ph.D.**  
*Sociology, Anthropology, Social Work and Criminal Justice*

**Joi Cunningham**  
*Academic Human Resources*

**Joshua Merchant, Ph.D.**  
*Office of the President*

**Judith Ableser, Ph.D.**  
*Center for Excellence in Teaching and Learning*

**Lauren Jeske**  
*University Advancement*

**Lori Marsh**  
*Student Affairs & Diversity*

**Mandy Summers**  
*University Communications and Marketing*

**Murryum Farooqi**  
*Student Representative*

**Omar Brown-EI**  
*Center for Multicultural Initiatives*

**Pedro Marin**  
*University Housing*

**Ray Sykes**  
*CMT Representative*

**Richard Rachner**  
*University Advancement*

**Robin White**  
*PSA Representative*

**Shane Lewis**  
*Undergraduate Admissions*

**Tomoko Wakabayashi, Ed.D**  
*Human Development and Child Studies*

**Zach Zuchowicz**  
*AP Assembly Representative*

# STAND UP STAND STRONG STAND TOGETHER

## *Inclusion Pledge*

I believe that everyone has the right to live, work and study in a community where they feel welcomed, safe, included, valued and accepted.

I pledge to be respectful of others and stand up against bullying.



The sum of his experiences strengthened OU business student **MUSTAFA BAIG**'s belief in the power of community and connections. Baig witnessed the value through his work at the OU Food Pantry, the Muslim Student Association, the Red Cross Club, the Alpha Lambda Delta honor society and as an OU Business Ambassador.