**Work Plan for the Senate’s Anti-Racism Resolution**

# Resolution Against Racism and Systemic Oppression

At the last Senate meeting in AY ’19-’20, the University Senate passed the “Resolution Against Racism and Systemic Oppression” following the murder of George Floyd to address the deep roots of racism in our society. The resolution was a call to action for the Senate, its committees, and other members of the university community. The University Senate will address the following parts of the resolution:

2.2 BE IT FURTHER RESOLVED that all those with privileges and power will take full responsibility to continuously work in partnership with communities of color to recognize, examine, and address our own beliefs, biases, and privileges as we reaffirm our values of justice and equity; and

2.3 BE IT FURTHER RESOLVED that we will hold our leaders accountable to evaluate themselves and the systems over which they have power to actively combat and dismantle racism and oppression in all their forms and to embrace unity, build bridges between communities, and heal divisions; and

2.4 BE IT FURTHER RESOLVED that the Senate Leadership will charge all Senate academic committees with determining how they can best support fulfillment of our obligation to educate the next generation of leaders about these issues. Specific steps the Senate committees should consider taking, in consultation with the academic units, include but are not limited to:

1. Revisiting their mission and charge to determine if any changes are necessary to appropriately support this work;
2. Identifying and promoting existing scholarship and curricula, such as the Black Studies minor, that illuminate and mitigate structural racism and oppression and their effects on society, and also determining if there is a lack of such work and then facilitating its development;
3. Supporting university-wide efforts to create and maintain inclusive learning environments that educate students, faculty, and community members;
4. Advocating both faculty appointments and structural support for teaching and research that centers on the history of racial oppression and the ongoing and pervasive impacts of structural racism, and active support and retention of faculty, staff, and administrators of color;
5. Encouraging the teaching of US: Difference Inequality, and Agency courses across all departments, including units that have rarely taught cultural and equity literacy courses and assess the degree to which DIA courses meet their stated purpose;
6. Considering the addition of a new requirement, such as a course in Indigenous, Race and Ethnic Studies, and other incentives for students to study and participate in experiential learning in the areas of cultural and equity literacy;
7. Advocating both faculty appointments and structural support for Indigenous, Race and Ethnic Studies and other expert teachers and scholars of race and power, and endorsing the value of faculty teaching development and lifelong learning opportunities about the history of racial oppression and the ongoing and pervasive impacts of structural racism;

2.10 BE IT FURTHER RESOLVED that these will not simply be words on a page but must represent enduring structural change and a willingness to dismantle systems that perpetuate racial inequities to create justice for the Black community. The Senate hereby commits itself to revisiting each action presented in Section II of this resolution by the end of the 2020-2021 Academic Year. This report will be prepared by the Senate Executive Committee and submitted to the Daily Emerald for publication.

Below are details for how the University Senate will work on these issues over the coming academic year. In light of the challenges from COVID-19, the university has established principles for when service should be considered essential. The work described below falls under principle of continuing our commitments to diversity, equity and inclusion and is therefore considered essential service.

# Equity, Inclusion and Diversity Committee

## Existing Committee Charge:

The Equity, Inclusion and Diversity Committee (EIDC) was originally established to:

1) Advise the Vice President for Equity and Inclusion, Senate, and University about institutional goals and policies bearing on equity, inclusion and diversity for academic personnel, students, staff and UO mission-related partnerships with friends of the university; and

2) Provide the following reports to Vice President, Senate, and University on an annual basis: (i) Report on the status of equity, inclusion and diversity at the University of Oregon; (ii) Climate report on working conditions, salaries, promotions for different groups on campus; and

3) Undertake studies of policies and practices affecting equity, inclusion and diversity; and working with the Vice President to make recommendations to appropriate campus bodies and units.

These responsibilities align well with the goals of the resolution and, as such, the EIDC will play a key role in these efforts.

Directive for AY ’20-‘21

The EIDC’s work will be divided in three separate components. Membership of the committee will be assigned to specific components as opposed to the entire committee working to address all three. The full committee will meet at least once per term with the component workgroups meeting more frequently as needed.

**Component 1: Section 2.4 of the Resolution as Relates to Senate Committees**

The EIDC will:

* Establish a framework to analyze the charge and processes of each of the committees listed below to determine how best to meet the requirements of 2.4 in the resolution. (Note: Committees will not be expected to address all seven sub-bullets of 2.4.) The review of these committees should include working closely with other stakeholders for each committee such as key administrators, past committee members, or United Academics representatives. This work should also include a focus on data relevant to each committee (where data is available) and at an appropriately aggregate level to ensure privacy is protected (e.g., awards broken down by demographics).
* Review the committees in three cohorts to better accommodate workload considerations. A committee that is assigned to a later cohort may decide to opt into an earlier cohort:
  + Cohort 1:
    - Academic Council
    - Academic Requirements Committee
    - Graduate Council
    - Undergraduate Council
    - Committee on Committees
    - Committee on Courses
    - Core Education Council
    - Faculty Personnel Committee
    - Scholastic Review Committee
    - Senate Budget Committee
    - University Library Committee
  + Cohort 2:
    - Continuous Improvement and Evaluation of Teaching Committee
    - Distinguished Teaching Awards
    - Faculty Advisory Council
    - Faculty Grievance Appeals Committee
    - Faculty Research Awards Committee
    - Career Faculty Committee
    - Promotion-Tenure-Retention Appeals Committee
    - Senate Executive Committee
    - Senate Rules Committee
    - Study Abroad Programs Committee
    - University Committee on Sexual Orientation Attraction, Gender Identity and Expression
  + Cohort 3:

*Several of the committees listed above will not be meeting during AY ’20-’21 as a result of trying to minimize service burdens due to the impacts of COVID-19. These committees will be assessed in spring term.*

* + - Committee on Sexual and Gender-Based Violence
    - Tenure Reduction and Emeriti Committee
    - Catch-up on committees that may have been delayed in prior terms
* Craft recommendations for the committee itself to consider on both its charge and how that charge is operationalized. For example, if the committee is responsible for hearing appeals or making determinations on a recognition (e.g., access to funds, awards), does the committee have processes in place to ensure bias can, as much as possible, be eliminated from decisions.
* Approve each committee’s proposed changes to its charge and processes prior to being presented to the full Senate for consideration.
  + Note: Not all proposed changes will need action by the full Senate. The Senate will only need to vote on changes that alter previously passed legislation.

**Component 2: Review of the Mission and Processes for the Full Senate**

The EIDC will review the mission and processes of the full Senate and present to the Senate Executive Committee and full Senate a proposal for changes needed to address 2.4 as well as 2.2 and 2.3 of the resolution.

*Note: The Senate Executive Committee hold responsibility for 2.10.*

**Component 3: Ensuring Inclusive Classrooms**

The president and provost have recently articulated a clear priority to ensure that every classroom provides a welcoming environment for each of our students and is a place in which we can engage in (and not hide from) difficult conversations in a nuanced and supportive manner. The resolution also states these principles in 2.4 (3) as the Senate committees should support “university-wide efforts to create and maintain inclusive learning environments that educate students, faculty, and community members”.

In order to ensure appropriate consideration is given to academic freedom and free speech, foundational principles core to the academy, discussions on how to ensure truly inclusive classrooms must be driven by the faculty. The EIDC will work closely with the Continuous Improvement and Evaluation of Teaching Committee, as well as the Teaching Engagement Program, to bring forward recommendations on behalf of the faculty to the full Senate for review and approval. The recommendations will be in alignment with the definition of Inclusive Teaching to be defined by the Senate in its resolution setting out the teaching evaluation criteria. Recommendations could include how to implement anti-racist/anti-biased pedagogy, how to help faculty understand these core principles, and how to hold each other to high standards around this work. It is likely that the recommendations created by this subgroup will apply to other interactions on campus that outside of the classroom, but where there are power differentials (e.g., between faculty and graduate employees, between faculty and staff).

## Membership

Membership and chairs for the EIDC and its workgroups will be selected jointly by the University Senate (through consultation with the Senate Executive Committee), Division of Equity and Inclusion, and Office of the Provost. The Senate will be able to provide input on the membership before it is finalized through the Committee on Committees.

The EIDC will be comprised of the following positions for AY ’20-’21:

* At least one representative from each of the following units:
  + College of Arts and Sciences
  + College of Education
  + College of Design
  + Lundquist College of Business
  + School of Journalism and Communication
  + School of Law
  + School of Music and Dance
  + Clark Honors College
  + Graduate School
  + Undergraduate Education and Student Success
  + Office of the Provost
  + Teaching Engagement Program
  + Division of Equity and Inclusion
  + Student Life
* Senate President (or designee)
* Chairs (or designees) of the following committees:
  + Academic Council
  + Undergraduate Council
  + Graduate Council
  + Committee on Committees
  + Continuous Improvement and Evaluation of Teaching Committee
* Others may be asked to join committee meetings to provide important subject matter expertise such as representatives of the Ombuds Program, Office of the General Council, Office of Investigations and Civil Rights Compliance, Human Resources, or additional external experts.

Not all committee members will work on all three components. Rather, it is likely that the larger committee will be broken down into two or three subcommittees assigned to work on one or two of the specific components.

Care will be taken to ensure that there are representatives from all key employee groups including tenure-related faculty, career instructors, career research faculty, librarians, graduate employees, officers of administration, and classified staff. Members, beyond the units listed above, may be added to the committee to ensure appropriate representation. Undergraduate students may be added as members of the committee based on their interest and availability. They are important stakeholders and will be consulted for feedback on proposals, particularly as it relates to component 3 and the work within the classroom, even if they are not directly serving on the EIDC. Graduate employees will participate in the workgroup for component 3.

# Personal and Professional Development

The resolution states that it is critical for individuals to “recognize, examine, and address our own beliefs, biases, and privileges as we reaffirm our values of justice and equity”. Additionally, as leaders in the university, senators and committee members must also “evaluate themselves and the systems over which they have power to actively combat and dismantle racism and oppression”. This is an extraordinary time for our country and it is imperative that the University Senate and its committees work together and across the campus community to address the racism and bias that is built into our very foundations. We cannot move forward with systems change without doing deep anti-racism work as individuals. To help with this journey, senators and committee members will have several options available to gain a better understanding, both individually and collectively, of our role in anti-racism and how to turn that understanding into action.

However, it is important that we have a better understanding of what senators and committee members feel the best approach is to their own individual or collective development in these areas. While we have the outline of some ideas below, we will not finalize learning opportunities until we have conducted a needs assessment. In early October we will send a survey out to senators and all committee members asking specific questions on the types of areas they would like to participate in learning on (e.g., equity lens in decision-making, identifying and disrupting white privilege in organizational culture, intersectionality, racist history of Oregon, leading difficult conversations), as well as how that learning might be structured (e.g., workshops, panel sessions, readings).

## Individual Learning

Senate leadership will work with the Division of Equity and Inclusion to ensure senators and committee members are included in workshops, speakers series, and other events dedicated to understanding anti-racism. Opportunities will be emailed out to senators and committee members and posted to the Senate’s website beginning in mid-September. These will incorporate events happening throughout campus such as the African American Workshop and Lecture Series and events associated with the Common Reading.

The Division of Equity and Inclusion has developed a web page dedicated to providing resources for campus to learn more about how to make positive contributions to the Black Lives Matter movement: <https://inclusion.uoregon.edu/black-lives-matter-campus-and-community-resources-information-messages>. They are currently working on a toolkit for faculty to help [need more information].

We encourage members of the Senate and committee members to consider joining the Coalition for Allyship and Engagement whose mission is to create, support and amplify on-campus efforts to educate those who through their identities benefit from privilege, and help community members explore what roles they can play in addressing oppressive systems.

Consider being a search advocate: <https://inclusion.uoregon.edu/search-advocate-pilot-program>.

Finally, we offer the following books and films to consider for personal learning: [list TBD].

## Collective Learning

As the Senate has done for the past two years, we will have a retreat prior to the first official Senate meeting. The retreat will be two hours on September 30th . We will use the first 45 minutes of the time for general Senate operations that are important for all senators to know. The remaining 75 minutes will be based on learning how to commit ourselves to being anti-bias and anti-racist.

The first meeting of the full EIDC will consist of 30 minutes discussion of the goals of the committee followed by a 90 minute workshop to help get started on developing the Framework for the review of the committees.

The first committee meeting after an individual committee has received its recommendations from the EIDC will include a member of the EIDC and an expert (external to the EIDC) to help the committee understand the Framework and important anti-bias/anti-racism principles. (These committee meetings may also be combined into a workshop where multiple committees can participate together.)

We will strive to have a monthly way for senators to engage on these topics. For example, at Senate meetings or specially scheduled events we might include presentations by others on campus who can share their research or innovative approaches their units are taking to ensure a more inclusive, anti-racist environment. We might invite external experts in anti-bias/anti-racism work. We could also hold open discussions on pre-assignments (e.g., book or article review). Suggestions for topics or presenters should be submitted to Betina Lynn, the Senate Executive Coordinator. We may also include workshops and other types of sessions outside of the regular Senate meetings.

We encourage senators and committee members to consider joining a book group aligned with the books recommended in the individual development section above. Please email Betina if you are interested in leading a book group and she will coordinate messaging out to the Senate to find other participants.

# Timeline Summary

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| General Overview |  |
| Finalize Work Plan | By end of September |
| Establish EIDC and  Component Work Groups | By mid-October |
| First Meeting of Full EIDC | By end of October |
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| Component 1 |  |
| First Meeting of Workgroup | By mid-November |
| Framework Completed  (in conjunction with the workgroup for Component 2) | By end of November |
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| Cohort 1 |  |
| Work group reviews committees against Framework & recommendations delivered back to committees for consideration | By end of December |
| Committees complete recommendations for charge/process changes | By end of January |
| EIDC approves committee proposals and full Senate votes (as needed) | By March Senate meeting |
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| Cohort 2 |  |
| Work group reviews committees against Framework & recommendations delivered back to committees for consideration | By mid-February |
| Committees complete recommendations for charge/process changes | By end of March |
| EIDC approves committee proposals and full Senate votes (as needed) | By May Senate meeting |
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| Cohort 3 | AY ’21-‘22 |
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| Component 2 |  |
| First Meeting of Workgroup | By mid-November |
| Framework Completed  (in conjunction with the workgroup for Component 1) | By end of November |
| Initial recommendations on 2.2, 2.3, and 2.4 are submitted to Senate Exec for feedback | January SEC meeting |
| Final recommendations are submitted to the full Senate for consideration | March Senate meeting |
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| Component 3 |  |
| First Meeting of Workgroup | By mid- to late October |
| Initial recommendations are submitted to Senate Exec for feedback | February SEC meeting |
| Final recommendations are submitted to the full Senate for consideration | April Senate meeting |
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| Personal and Professional Development |  |
| Needs Assessment | By mid-October |
| Individual Learning |  |
| Develop programming and post to the Senate website prior to the start of each term | For fall term – By mid- to late October  For winter term – By mid-December  For spring term – By mid-March |
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| Collective Learning |  |
| Senate Retreat | September 30th |
| EIDC Briefing | At first committee meeting |
| Committee Meetings | At the first committee meeting where the EIDC recommendations are being discussed |