



Center on Diversity and Community (CoDaC)  
**Overview of Programs and Initiatives  
for the University Senate**

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# Over time, CoDaC has served as an incubator and a catalyst.

The Teaching Engagement Program (TEP) got its start in CoDaC.

Rehearsals for Life Theater Troupe

UO Dreamers Ally Program



# Faculty Associates

**A key way that CoDaC works is through the faculty associates model.** CoDaC offers support to faculty in the form of course releases and/or research account funds in return for active collaboration on CoDaC's evolving needs and priorities.

For example, the Writing Circle Program is led by a CoDaC Faculty Associate and the Active Retention Initiative is possible only through a multi-year collaboration with a CoDaC Faculty Associate.



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# Seven Standing CoDaC Programs and Initiatives

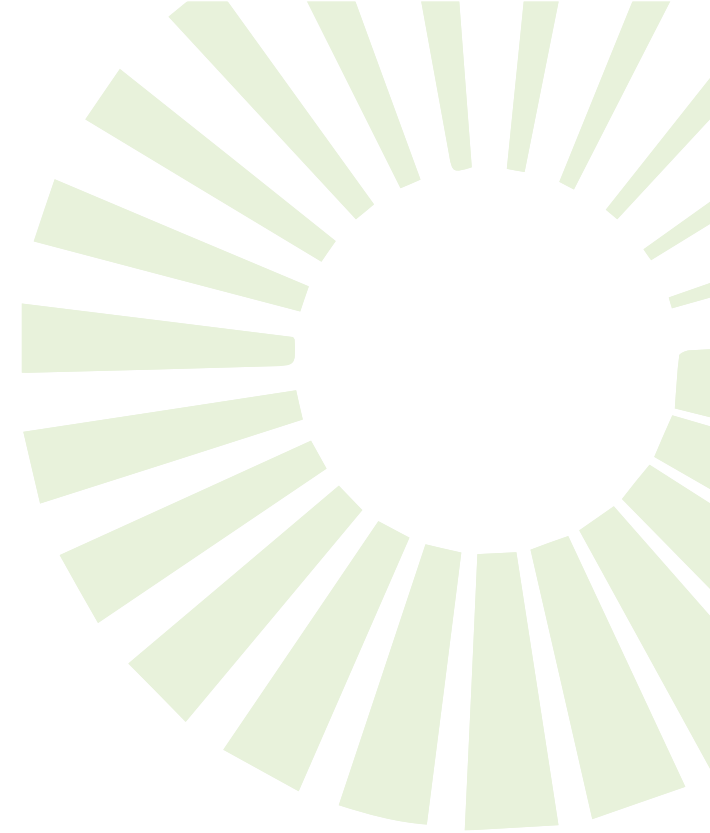


# 1. Writing Circle Program

The Coda's CoDaC Faculty Writing Circle Program builds faculty productivity by protecting weekly writing and research time and enabling abundant peer mentorship.

**The program serves around 100 faculty each term Fall through Spring and 80 in Summer.** It includes faculty from every UO School and College. We also offer 2 annual writing retreats, at the start of Winter break and Summer term. All faculty and OAs are welcome.

Writing circles build intellectual community across UO, bridging differences of discipline and position types in the common rhythms of research and publication conception, development, challenges, and achievements.



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# Graduate Student Writing Circles

**CoDaC typically offers two-three Graduate Student Writing Circles per term using much the same model that the faculty circles use.** Graduate Student Writing circles draw on practices for planning and writing that have been proven to build productivity and comfort with writing. These circles support graduate students and help them meet their goals for article and book publication, dissertations, applications for grants and fellowships, and all other scholarly writing endeavors.

The circles are hosted by graduate students who receive a stipend for their time and the focus is to provide comradery with others working on academic writing and accountability.



## 2. Writing Consulting Program

- 70% devoted to 1:1 writing consults with graduate students and faculty across the entire UO campus, including the Portland campus.
- 20% devoted to workshop- and training-delivery

Work on virtually any writing projects, including:

- Articles, book manuscripts, book chapters and book proposals
- as well as grant proposals, job search materials, promotional material, etc.

Also work with writers on their writing process and creating healthy writing lives and practices for themselves. Workshops and trainings address a myriad of writing product and writing process issues, including topics like:

Crafting Introductions

Writing Resistance

Growing Arguments

Grant writing

Planning & Time Management

The Revision Process



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# 3. Graduate Writing Mentorship Program and Graduate Writing Program are:

Paired, two-quarter training sequences — one for faculty and the other for graduate students — aimed at a cost-effective solution for writing improvement across the university.

Despite the fact that it forms the basis of most scholarly work, teaching and training around writing remains woefully underdeveloped both at UO and across academia in the U.S.

- The Graduate Writing Mentorship Program is a faculty training aimed at instructing faculty about how to teach and mentor graduate student writers.
- The Graduate Writing Program introduces students to the rigors of scholarly writing across the disciplines.

This is a unique program with tools and resources that are original and copyrighted by UO. It is in its 2<sup>nd</sup> year of operation.

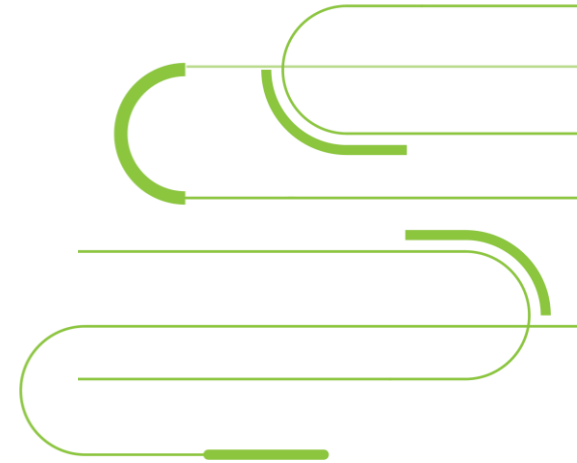


## 4. Search Advocate Program

**The Search Advocate program is an institution-wide initiative created and housed within CoDaC.** The program prepares and supports a cadre of faculty and staff advocates to enhance the validity, fairness, and inclusiveness of UO's search and selection processes.

The search advocate program consists of a robust initial workshop series, one-on-one coaching, and intervention as needed with individual searches.

Established as a pilot program in 2018, the program has functioned primarily as an organizational development and culture change initiative, with search and selection serving as the context for applied learning.



## 5. Active Retention Initiative

The UO **lost**  
**45** faculty  
of color from  
2015-2020.

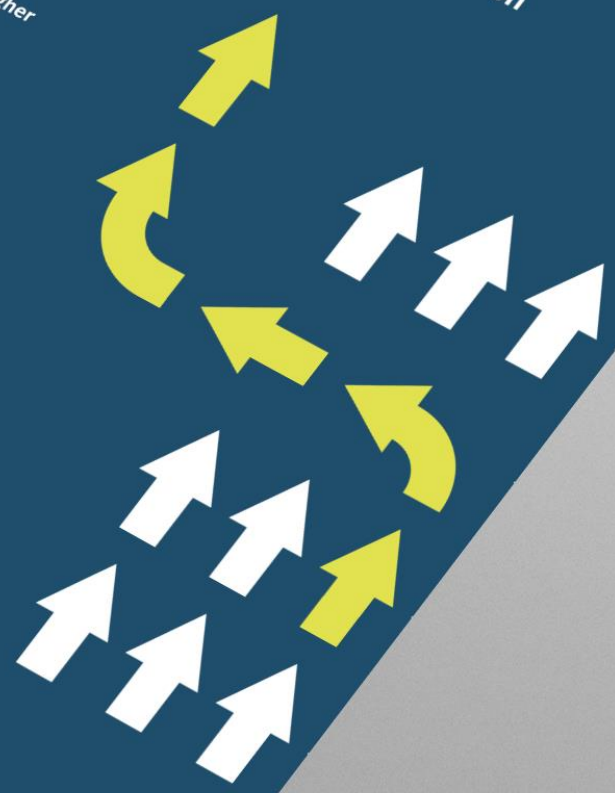
Impetus for us to transform  
our campus actions on  
**retention.**



# Transforming the University of Oregon's Racialized Climate: Five Factors Shaping Faculty of Color Retention

2021

Kwadwo Assensoh  
Dr. Gerard F. Sandoval  
Dr. Charlotte Moats-Gallagher  
Hatsue Sato



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*Voices of University of Oregon  
Faculty of Color: External Consultant's  
Active Retention Report*

*May 2022*



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# Factors faculty of color experience at UO



**Proposal for the creation of  
an Active Retention Program**  
—  
**Creating a Supportive Climate of Belonging  
and Success for UO Faculty of Color**



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*Active Retention  
Best Practice Recommendations  
and Considerations*



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# 6. Creating Connections

Creating Connections is student-led and organized.



The purpose of this group is to connect traditionally marginalized, underrepresented graduate students across the University of Oregon campus to create a supportive social network. This goal is accomplished through planned social gatherings, community-building, and networking activities.



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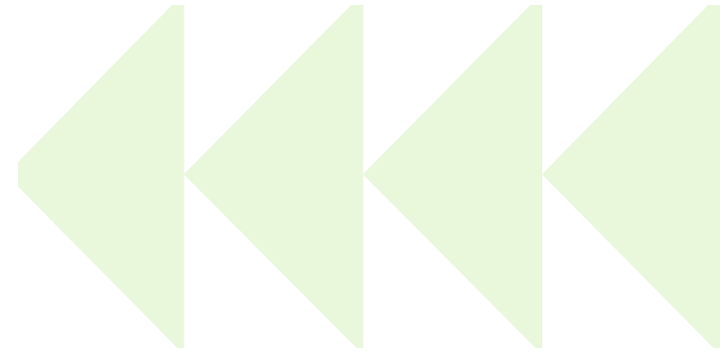
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# 7. Faculty External Mentor Program

**This program supports the research, creative activity and professional development** of UO tenure-track, career, and tenured faculty who seek to establish and/or advance a mentoring relationship with a scholar at a peer institution.

CoDaC provides competitive funding for faculty members seeking an external mentor. Faculty are responsible for identifying an appropriate colleague to serve in that capacity, who should be an expert in the faculty's field(s) of scholarship.

The expectation is that the mentor will offer advice and support, with a focus on the faculty member's scholarship and professional development.



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Questions?



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