

JUSTICE, EQUITY, DIVERSITY, & INCLUSION ASSESSMENT: University of Portland

February 2022



Report Submitted by: Elizabeth Ortiz

Table of Contents

Introduction..... 1

Scope of Assessment 1

Background and Context..... 1

 National Context..... 1

 City of Portland Context..... 2

 University of Portland Context.....3

Observations..... 3

 University Strengths.....3

 DEI Infrastructure.....4

 Themes: Community voices..... 4

Recommendations..... 8

Conclusion..... 9

Appendices

 I Definition of Terms.....12

 II. Interview Questions 13

 III. Schedule..... 15

In Gratitude

To the University of Portland community members, I extend my deepest gratitude for sharing your experiences. Your courage, honesty, and deep abiding passion for equity, inclusion, and justice shone through in each interview, encounter, and discussion.

To the students of UP, you are amazing. I was awed by your brilliance, your commitment, and your willingness to care for one another and future generations of UP students. I know you will graduate and go out to do good in the world.

Thank you,

Elizabeth Ortiz

INTRODUCTION

The Diversity, Equity, Inclusion, and Justice (DEIJ) report is respectfully submitted to Dr. Herbert Medina and Dr. Eduardo Contreras. The document highlights observations gathered from a three-day visit to the University of Portland (UP). The report includes UP strengths, emergent themes reported by the university community, and recommendations for DEIJ implementation. The expectation is that the report will be shared widely and broadly with the UP community.

SCOPE OF ASSESSMENT

This report details the observations and findings regarding diversity, equity, inclusion, and justice consultation with the University of Portland. The assessment took place from the 17th through the 19th of November. The visit included meetings with nearly 80 members of the UP community including students, faculty, staff, executive leadership, Holy Cross religious, and Regents. In addition, UP community sent surveys, articles, reports, and news articles regarding DEIJ efforts and climate at the University.

The consultation was not an investigatory process but an assessment of climate with suggested recommendations for implementation. The report honors the voices of UP students, faculty, staff, and leadership. The recommendations resulted from the many conversations and input gathered from the UP community as well as the twenty-three years of experience of the consultant. The document incorporates an Antiracist framework and DEIJ best practices. It is an expectation that the report will assist in DEIJ transformation to create a supportive environment for diverse students, staff, and faculty at UP, where all can thrive and succeed.

BACKGROUND AND CONTEXT

DEIJ work does not exist in a vacuum. It is rooted in a system created for the dominant culture that did not include women, BIPOC, persons with disabilities, or LGBTQIA+ communities. As higher education becomes more diverse, it must create systems of equity for all. Simply put, higher education must adapt to the students, faculty, and staff who come through its doors. Mental models of the academy must shift, transform, and adapt to truly become a diverse, welcoming environment that fosters a sense of belonging. The following section will discuss the national, local, and UP DEIJ context and how critical events shape the DEIJ climate.

National Context

The national context regarding racism is embedded in the history of the United States. It can be found in the legacy of slavery, colonization, and the taking by force of lands and peoples to create power and privilege for some while marginalizing many. In recent years, there has been an effort to erase this history. We can see it in the movement to attack Critical Race Theory, Affirmative Action, and efforts to disfranchise voters in many parts of the country.

In 2020, the country experienced twin pandemics: COVID-19 and the traumatic effects of racism. The pandemic affected BIPOC communities especially hard, and communities of color were dying at much greater rates. In this time of fear and uncertainty as scientists were searching for a vaccine, the murders of Breonna Taylor, Ahmaud Arbery, and on May 20, 2020, George Floyd occurred. Their violent deaths sparked a national reckoning on race, racism, and its often-fatal consequences. Protests erupted across the country, statues were toppled, and vigils and marches filled the streets. These events also affected higher education, and students, faculty, and staff across the country from all institutional types demanded change, seizing the urgency of the moment and calling for the elimination of structural racism in the academy.

The call for change and equity is not new. The civil rights movement in the 1960s and 1970s gave rise to student activism that continues up to the present day. Not so long ago, in 2013 and throughout 2014 the #Black Lives Matter movement was founded by three activists after the deaths of several African Americans to include Tamir Rice, Michael Brown, Eric Garner and Sandra Bland.ⁱ In the fall of 2015, student protests at the University of Missouri became a catalyst for student protests at other universities and colleges.ⁱⁱ Students across the United States were holding protests, submitting lists of demands to college presidents, advocating for hiring more faculty and staff of color, increasing financial and academic support, ending police racial profiling, mandatory DEI training, and equitable campuses. These demands are once again being presented by students, faculty, and staff with a renewed sense of urgency and impatience.

City of Portland Context

“The climate is reflective of the city we are in. Portland is a white city. It is known as liberal and inclusive of everybody, but it is not. Signs in the yard express solidarity, but people don't want to have the conversation. You bring something up, and you're seen as difficult, and they don't want to talk about it.” UP Staff

Unfortunately, Portland is not immune to the effects of racism. It is also part of Portland's past and present. The city has a history of racial and ethnic conflict despite its liberal leanings. In the 1800s, the city adopted exclusion laws to discourage the settlement of African Americans, and it was home to a large number of KKK members in the early 1920s.ⁱⁱⁱ In 2017, a white man stabbed three men on a commuter train who came to the defense of two teenage girls, one wearing a hijab. Two of the men succumbed to their injuries. And in 2020, Portland demonstrators took to the streets protesting the murder of George Floyd and calling for racial justice. The protests and conflict spanned nearly 200 days.^{iv}

The city's minoritized population is also underrepresented but overrepresented in police activity. "The city of Portland's population is less than 6% Black, but people of color were disproportionately stopped by the gun violence reduction team. An analysis of police use of force published found that in 2019, officers were much more likely to use force against Black people — and particularly young Black men — than other groups despite overall trends towards less use of force. (Flaccus, Naishadhama.,2020)".^v

The city of Portland also has seen a rise in the cost of living. Payscale.com ranks Portland's cost of living as 29% higher than the national average.^{vi} Portland's cost of living index is 77.74 out of

100, with New York City being the highest. The cost-of-living index factors in the cost of consumer goods such as groceries, entertainment, transportation, and utilities.^{vii} (Numbeo, 2021) This places an undue financial burden on many students, faculty, and staff living in the Portland area.

UP Context

Spanning over 120 years, the University of Portland is a premier university in the Pacific Northwest. The University is guided by the Congregation of Holy Cross, and Religious still play an important role in the UP's operations and planning for its future. In 2021, there were 3,565 degree-seeking undergraduate students. UP's undergraduate (UG) population is diverse. Asian students account for 19% of UG enrollment, Latinx students are 15%, African American students are 2%, and 1% are Native Hawaiian or Pacific Islander. In addition, 9% of UG students identify as two or more races. The White student population is 49%, and undergraduate women are 62% of UP's student body (UP.edu/ir).^{viii}

In recent years, there have been catalyzing incidents on campus that have led to mistrust and frustration. There was an Athletic banquet where a student vocalized misogynist jokes without interruption. Participants also detailed the open letter publicly shared by a former Vice President of Human Resources voicing her concerns about the UP environment. In the many meetings on campus, sentiments were expressed that university decisions were not transparent, leading to mistrust in university administration. Although not discussed in detail here, these incidents are painful and traumatizing for many.

In addition, despite the diversity in the student body, BIPOC and LGBTQIA+ students interviewed reported an unsupportive environment at UP. Several incidents were cited to include microaggressions in the classroom, lack of faculty and staff diversity, a vacuum of BIPOC and LGBTQIA+ narratives in the curriculum, and the lack of identity spaces where students can feel safe and accepted. Faculty and staff of color and female faculty discussed the difficulties they experienced working at the University. Women on the staff and in the faculty spoke of a glass ceiling and the inability to ascend the career ladder. BIPOC and LGBTQ+ faculty spoke of trauma and working twice as hard and still being made to feel less competent than their peers. Staff spoke of similar conditions and also discussed the fatigue they were experiencing due to the pandemic.

The perspectives and observations of the many conversations over a three-day period are the backdrops for the themes that will be explored in the next section of the report, as well as the recommendations that follow. Issues are broken down into themes for consideration and reflection.

OBSERVATIONS

"Students are the strength of the University. They are resilient." UP Student

University Strengths

Many stakeholders expressed that **students** are a strength of UP. Diverse student groups are very active in taking care of each other, building systems of support, and ensuring a better future and

experience for current and prospective students. Students feel a deep sense of obligation to advance DEIJ work and contribute in various ways toward creating inclusive communities. These countless hours include developing programming, working on policy issues, providing supportive environments for their fellow students, and forming university clubs and groups to advance the DEIJ work.

In addition, UP has many **caring faculty and staff** committed to the students' UP experience and students' well-being. Students also spoke of several faculty and staff who have invested in their success and who support them in their studies, diversity concerns, and DEIJ work. It was also noted that campus members were encouraged by UP's recent action toward DEIJ change. It was a perception that by hiring a consultant to assess campus climate, the University was taking a serious look at DEIJ and what must be done to create a more inclusive UP.

It was also noted that **University leadership** had experienced significant changes in the last few years, making it more diverse and more cognizant of and focused on DEIJ. Current university leadership has shown its commitment to DEIJ in several ways, including the creation and adoption of hiring directives that focus on hiring for diversity, funding support for external speakers whose work focuses on DEIJ, the elevation of the position of chief diversity officer from assistant provost to associate provost, and the consolidation of DEIJ work under one office to strengthen and amplify the effect of that work. University leadership expressed its commitment to DEIJ work during my meetings with them. As one participant stated, ***“UP is building momentum in DEI with hiring, dialogues, and DEIJ is a topic talked about at the university.”***

Lastly, the **Congregation of Holy Cross Mission** was seen as a strength and that the charisms can contribute to UP's DEIJ work and efforts. Staff and faculty come to UP for its mission and are deeply invested in the University's success.

DEIJ Infrastructure

“The OIEDI staff are awesome, but they don't have power or resources. OIEDI has a small fish budget. OIEDI is a new initiative that includes DEI work, but with no funding, staff, and people who are compensated for their time.” UP staff

A common theme among those interviewed is that UP lacked the DEIJ infrastructure, resources, and dedicated staff to operate an effective DEIJ initiative. This sentiment was born out in the faculty data that was provided.^{ix} Building institutional capacity and creating a sustainable DEIJ initiative built on an antiracism framework should be applied in the evaluation of existing services, structures, resources, and policies. “This examination must include every aspect of the academic enterprise to measure progress and establish metrics of success and accountability mechanisms... (NADOHE, 2022).”^x

Themes: University Voices

1. Climate and Microaggressions in the Classroom and Workplace
“LGBTQIA issues are really bad. Very anti-LGBTQIA. LGBTQIA community made to feel they don't belong. Made to feel sinful, and they have the most mental health crisis and are so very alone.” UP Faculty

“When you speak out, you are microaggressed. You are told you are disruptive and a troublemaker. I can't do this anymore. I am going.” UP Faculty

Community members discussed several incidents of microaggressions. Students gave numerous examples of microaggressions in the classroom, in support offices, the residential halls, and by their faculty and peers. Microaggressions were also experienced by faculty. Faculty discussed how departmental policies and the gaslighting they experienced by their peers led to a very chilling climate for faculty of color. The chilly climate is exacerbated by the lack of critical mass of underrepresented groups. The limited number of faculty of color is very isolating for students, and BIPOC and LGBTQIA+ students and faculty work in majority-white cisgender departments, with a predominately Eurocentric curriculum and hegemonic expectations of assimilation. Students, faculty, and staff expressed that the lack of BIPOC and LGBTQIA+ faculty and staff hurt students and diverse faculty and staff. Lack of representation leads to a lack of role models for students and an absence of community for faculty and staff. As one student mentioned, ***“I have been here four years, and I never had a black professor. I walk into the classroom, and the professor doesn't look like me. This puts us behind everyone else.”***

In addition, the participants expressed a lack of support, funding, and safe spaces on campus for the LGBTQIA+ community, stating that UP is a Catholic institution with no LGBTQIA+ infrastructures. The support offices have long wait times and few resources to address students in crisis. A UP Climate Survey conducted in 2019 noted that "Forty percent of respondents who identify as LGBTQIA+ indicate that they are very or generally dissatisfied with the extent to which they feel all community members experience a sense of belonging or community at UP." ^{xi}

2. Mental Health, Burnout, and Support for Persons with Disabilities

“Students are experiencing a sense of harm. They tell me, “I don't want to come back. I feel harmed. Club leaders are exploited, and they leave because of burnout with empty promises. Nothing changes, and it feels like lip service.” UP Student

“I am exhausted from the work, but the moment I stop, I feel guilty. It is really messed up. I came here to get a college degree. So messed up. It is not sustainable. Ten of us asked to be on a committee. They don't want my feedback and don't care what I have to say.” UP Student

“Student with disabilities and women of color are on the lowest rung of the ladder for support.” UP Student

Students, faculty, and staff described suffering from mental health issues due to microaggressions, isolation, feeling othered, and unequal treatment. Many discussed the

pain and trauma associated with attending or working at UP. This trauma is often coupled with the burnout that occurs with implementing unrecognized DEI work while also trying to succeed at UP. Participants discussed the burden that comes from working twice as hard to prove their worth and competency while dealing with daily microaggressions and an unsupportive university environment.

Students also mentioned the lack of crisis counseling and that many students, when in crisis, do not have the support needed. It was also noted that more should be done to support students with disabilities. As one student noted, ***“We do not have health care here, and we need a doctor's note for an accommodation. To see a doctor, there is a two-week waiting period. There is not enough funding for accommodations, and it is only a two-person department.”***

3. DEI Training

“There is a 20-minute DEI training module, and it is the most useless and most triggering thing, but they put a hold on your records if you don't take it.” UP Student

“We need to have a conversation about the interview process. There are questions that you should not ask. Learn what you should do but what you shouldn't do. No training on this.” UP Staff

“No structure for DEI training. Implicit bias training is all very optional and not mandatory and not a requirement.” UP Staff

“When we don't have adequate training, EDI training falls on students. We do not have the capacity to fill the need.” UP Staff

An overarching concern of faculty, staff, administration, and students was the lack of DEI cultural competencies. They expressed the need for all sectors to receive training to mitigate implicit bias in selection processes and microaggressions in the classroom and workplace. Consistent and mandatory training on implicit bias in hiring and evaluative processes was discussed. Although more efforts around recruitment and search procedures have begun, there was a consensus that more training needed to be done to prepare search committees to recruit a diverse faculty and staff.

4. Budget Process

“Where is the money? The upper administration does not disclose. Budget transparency is difficult to navigate.” UP Student

Various participants noted that DEI is not adequately funded and given sufficient resources or staff. The lack of resources led individuals to wonder if UP values DEI as investments in structure, training, or staff dedicated to DEI is not visible or apparent.

5. Faculty and Staff Benefits and Compensation

"Compensation is a big issue. Inequity in how much faculty make in terms of tenure track and adjunct." UP Faculty

"Portland cost of living is high, and our salaries are not competitive." UP Faculty

"We need more transparency and input on an inequitable system." UP Faculty

"The cost of living in Portland is high. Our 401K matters, and they furloughed us."
UP Staff

Faculty and staff discussed the issue of compensation not keeping up or adequate to afford the cost of living in the Portland area. The non-competitive compensation package leads to difficulty in the recruitment and retention of diverse faculty and staff. Staff and faculty spoke of not being able to afford a home and the burden of maintaining a family budget, wondering how UP employees could afford to stay at UP. In addition, it was noted that salaries are also not part of the application process and are not listed in job descriptions. Applicants must go through the hiring and offer process before realizing they can't afford to take a job UP. This is especially troubling for staff positions and places an undue burden on applicants who invested time and money traveling to campus and interviewing for jobs that will not provide for their basic needs.

6. University Messaging, Communication, and Marketing

"How we are communicating across campus is broken. There is mistrust in messages. We have to hunt for info and events. Not a consistent way to get information, perpetuating a hostile environment." UP Student

"There is a lack of transparency in hiring, firing, promotion, budget. There is a black box where info goes in and gets stuck and disappears." UP Staff

"I have refused to do things. They ask me to make videos, and I say no. I can't be in a video; that is exactly what I felt like. They front a diverse campus and take photos for brochures but are not diverse. I refused to be in marketing." UP Student

Many participants in the review process discussed that the administration was not transparent in its decision-making processes. Participants described a block box where information and decisions go in, but no one understands what happens to the information received. There was mistrust in how decisions were being made at the University. This mistrust applied to policies and procedures and everyday business transactions such as new hires, budgeting, and DEIJ progress. Some expressed that the DEIJ that is visible was just for optics and brochures but did not convey a deep commitment to equity. Students explained that UP recruitment brochures show smiling diverse faces on university material but that it was a false promise when students arrived at UP.

7. Bias Reporting System

"There is a non-existent bias reporting system, and if you do report it, nothing happens." UP student

"There are better ways of reporting discrimination. There are repeat offenders, and they get away with it. There is no trust, no accountability, no punishment, and no follow-up." UP student

Participants interviewed cited a lack of university procedures regarding bias and discrimination reporting. They described repeat offenders and experiencing inappropriate behaviors. Participants explained that when an incident is reported, it appears as if there was no follow-up, and it is perceived that nothing was done. The lack of a transparent process led to feelings of mistrust and a belief that there is no accountability for those who violate university policies or engage in bias, discriminatory behaviors, or bullying.

RECOMMENDATIONS

The recommendations listed here are intended to address the concerns as detailed by members of the UP community who participated in this three-day review. The list is not exhaustive, and there is always more an organization can do to become a diverse equitable campus where all thrive and succeed. DEI efforts should align with the University's mission and strategic plan and reflect the charisms of the Congregation of Holy Cross. In addition, a DEI audit should be conducted to set a baseline of current DEI programs and initiatives throughout the University.

1. Implement a university budget process viewed through an equity lens and invest in DEI where needed. This budget process should include funding DEI efforts at UP and appointing a Director to facilitate DEI programs and initiatives. As part of this process, conduct a DEI audit of current programs and allotted budget.
2. Implement DEI training and ongoing professional development for students, faculty, staff, and administrators to increase cultural competencies. Look to best practices and training modules across the country for possible replication.
3. Continue to strengthen faculty and staff hiring procedures to include consistent hiring processes, resource materials, and implicit bias training for search committees.
4. Implement a bias response/anti-discrimination policy and process to include an online and hotline reporting system. This process should be visible to those seeking assistance and adequately funded and supported.
5. Create and invest in student support programs to increase student retention and a sense of belonging. These support programs should include investment in crisis counseling and persons with disabilities accommodations. Students mentioned identity centers and

spaces to meet. They also discussed the need for additional support and funding for student groups conducting DEIJ work.

6. Create and invest in faculty and staff development, mentoring, and support to minimize BIPOC and LGBTQIA+ faculty and staff feelings of isolation and burnout.
7. Conduct a salary equity analysis to ensure and offer competitive faculty and staff salaries. Include compensation for DEIJ service and additional, often unacknowledged, labor.
8. Embed DEIJ specifically in the next strategic plan and request each unit to submit a DEIJ implementation plan.
9. Provide yearly reports on DEIJ progress with stated metrics and measurements.
10. Clarify and strengthen the connection between the Congregation of Holy Cross mission and DEIJ work. DEI professionals should work with the Standing Committee on Catholic Mission DEIJ issues, sense of belonging, and mental health for all members of the Holy Cross family.

CONCLUSION

The charge of this report was to assess the current DEIJ climate and structure at the University of Portland, report on significant findings, and make recommendations for improvement. The assessment was conducted over a three-day campus visit. Several meetings were held with various community members. In addition, staff, faculty, and students sent reports, news articles, and survey data for review and incorporation.

UP has a history of academic excellence guided by the Congregation of Holy Cross. The University has grown and has achieved many milestones, including increasing the diversity of the student body and, more recently, increasing the diversity of senior leadership. Participants noted the strength of the University to be its mission, its students, and its people. Participants in this process also expressed their care and concern for their peers and the institution's future. They linked the DEI work at the University to their personal commitment to ensure a better experience for current and future students. I thank everyone who participated in this process for their generosity, openness, and trust as we spent three days together exploring what must be done to improve the experience of all UP community members.

The UP leadership requested this assessment to improve DEIJ at the University. Many issues were uncovered as a result of this assessment. The University of Portland is not alone in its efforts and challenges of making a more equitable and diverse university. The higher education community is also grappling with campus climate, ways to diversify the faculty, and creating a sense of belonging for all during this time of racial reckoning, recovery, and healing. In these uncertain times of change, one must hold fast to the call of creating justice and opportunity. UP

has an opportunity to enhance its DEIJ efforts, live its mission, embrace change, and transform the institution where all feel welcomed and supported.

Training, building in metrics of accountability, and adequately resourcing and investing in DEIJ are priorities for UP moving forward. Attention to DEIJ structure is also required to include a DEIJ audit of the current policies and programs. A proactive framework to complete DEIJ objectives and priorities is essential. There is an opportunity with the strategic planning process to ensure DEIJ is embedded throughout the plan for UP's future.

Finally, DEIJ communication and keeping the campus informed of progress, successes, and University decisions are needed to gain trust. Courageous dialogue is needed and required to heal past harm of minoritized communities and strengthen DEIJ efforts. Giving voice to the narratives of those who have been excluded and reconciliation is an essential component of DEIJ transformation.

This report is respectfully submitted for your review and consideration.

ⁱ [Herstory - Black Lives Matter](https://blacklivesmatter.com/herstory/). <https://blacklivesmatter.com/herstory/>

ⁱⁱ Hartocollis, A. (2017). Long After Protests, Students Shun the University of Missouri. New York Times: <https://www.nytimes.com/2017/07/09/us/university-of-missouri-enrollment-protests-fallout.html?smid=em-share>.

ⁱⁱⁱ Strohlic, N. (2021) [Oregon once legally banned Black people. Has the state reconciled its racist past? \(nationalgeographic.com\)](https://www.nationalgeographic.com/history/culture/race-in-america/national-geographic-oregon-once-legally-banned-black-people-has-the-state-reconciled-its-racist-past/) History and Culture: Race in America, National Geographic.

^{iv} Where Portland, Oregon, Stands A Year After Being A Protest Hotspot, July 11, 2021, NPR [Weekend Edition Sunday JONATHAN LEVINSON](#)

^v Black people in Portland struggle to be heard amid protests. AP August 9, 2020

^{vi} [Cost of Living in Portland, OR | PayScale](#)

^{vii} [Cost of Living in Portland, Oregon. Feb 2022. Prices in Portland \(numbeo.com\)](#)

^{viii} UP.edu/ir

^{ix} Diversity Campus Climate Survey Executive Summary (v.2): Montana Hisel-Cochran, Elizabeth Lee, Salvador Orara, Tyler Wagner (2020).

^xA framework for Advancing Anti-Racism Strategy on Campus. (2022) National Association of Diversity Officers in Higher Education (NADOHE) p9.

APPENDIX 1

DEFINITION OF TERMS

1. **Antiracism:** A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas.
2. **BIPOC:** Black, Indigenous, and People of Color.
3. **LGBTQIA+:** Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and asexual or allies.
4. **Inclusion:** Inclusion authentically brings traditionally excluded individuals and/or groups into processes, activities, and decision/policy making.
5. **Institutional Racism:** A term that refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as non-white.
6. **Predominantly White Institution (PWI):** A term used to describe institutions of higher learning in which Caucasians account for 50% or greater of the student enrollment.
7. **Racial equity** is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus, we also include work to address root causes of inequities, not just their manifestation. This includes the elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race or fail to eliminate them.
8. **Racial Disparities:** Differences in measurable societal outcomes based on race. These disparities are rooted in unfairness and injustice and are perpetuated by policies and practices with racial bias (either implicit or explicit).
9. **Racial discrimination** is an immediate and visible manifestation of an underlying racial policy.
10. **Racism:** A complex system of beliefs and behaviors grounded in a presumed superiority of the white race. These beliefs and behaviors are conscious and unconscious, personal and institutional, and result in the oppression of people of color and benefit the dominant group, whites.
11. **Structural Racism:** The history and current reality of institutional racism across all institutions. This combines to create a system that negatively impacts communities of color.
12. **Systematic Racism:** The policies and practices entrenched in established institutions, which result in the exclusion or promotion of designated groups. It differs from overt discrimination in that no individual intent is necessary.
13. **White privilege:** Privileges that are the relative advantages racism affords to people identified as white, whether white people recognize them or deny them.

Sources:

1. Kendi, Ibram X. (2019) How to be an Antiracist. New York, NY: One World/Ballentine.
2. Racial Equity Resource Guide Glossary
<http://www.racialequityresourceguide.org/about/glossary>

APPENDIX II

Questions

University of Portland: Campus DEI Assessment

1. Tell me about your role and how you engage DEI?
2. Do you feel that the University is committed to DEI?
3. Is DEI integrated into the mission and strategic planning of the University?
4. Does the institution have policies, procedures, and programs that enable DEI efforts? Does the university craft policies and procedures with a focus on equity on how it affects minoritized groups?
5. Does the University have a process to bring DEI issues forward?
6. Describe the University's DEI Strengths?
7. Describe the University's DEI weaknesses?
8. How would you describe the climate at the university?
9. Do leaders/executives understand and model leadership in enacting the DEI imperative?
10. How do BIPOC+QT students experience the University? Faculty, staff? Would you say it is equitable/fair/just?
11. How are diverse voices incorporated into day-to-day university decision-making and planning?
12. Are climate surveys conducted?
13. Does DEI work include gender and sexual identity? If not, what are intersectional identities does the University's DEI work include?
14. What types of DEI training and professional development are offered to faculty and staff?
15. What types of recruitment efforts are targeted toward underrepresented groups?
16. Are diverse authors and scholars and DEI concepts embedded in the curriculum?
17. How are students exposed to DEI?
18. What types of support programs are available to BIPOC+QT, LGBTQ, and minoritized students?
19. Does the budget reflect DEI investments and commitment?
20. How does the board of trustees engage DEI?
21. If you were given the power and authority, what would you do to achieve DEI objectives and a truly inclusive university?

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- 22. Metrics: What does success look like? What goals/aspirations regarding DEI have been articulated? What are the rewards of it the DEI goals are accomplished, and what happens if they are not?**
- 23. Advancement: Do advancement efforts include DEI innovations? Scholarships, faculty diversity, endowed chairs, or centers?**

APPENDIX III

Dr. Liz Ortiz, Vice President for Institutional Equity DePaul University Diversity, Equity, and Inclusion Review of UP

TUESDAY 11/16

Time	Event/Meeting Details	Duration
10:21	Arrive at PDX Pick up by Eddie Contreras then check in to room	N/A

WEDNESDAY 11/17

Time	Event/Meeting Details	Duration
9:00 am	Breakfast with Students Student Forum	90 Minutes
10:30 am	<i>Break</i>	30 Minutes
11:00 am	Provost's Council (Confirmed) Waldschmidt Hall CR 414	60 Minutes
12:00 pm	Lunch with Acting President (Confirmed) Dr. Herbert Medina Location TBD	60 Minutes
1:15 pm	<i>Break</i>	15 Minutes
1:30 pm	Individual Meeting	45 Minutes
2:15	Individual Meeting	45 Minutes
3:00	<i>Break</i>	30 Minutes
3:30	Open Staff Forum	90 Minutes
6:30	Dinner (Guests from PACOI or other DEIJ committees)	

THURSDAY 11/18

Time	Event/Meeting Details	Duration
8:30 am	Breakfast with Regents (zoom hybrid)	75 Minutes
9:45 am	<i>Break</i>	15 Minutes
10:00 am	Individual Meeting	45 Minutes
10:45	<i>Break</i>	15 Minutes
11:00	Student Affairs Directors Waldschmidt Hall CR 414	45 Minutes

11:45 am	Lunch with members of Standing Committee on Catholic Identity (faculty and staff)	75 Minutes
1:00 pm	President's Leadership Cabinet (Confirmed) Waldschmidt Hall CR 414	60 Minutes
2:00 pm	<i>Break</i>	30 Minutes
2:30 pm	Individual Meeting	45 Minutes
3:15	Individual Meeting	45 Minutes
4:00	<i>Break</i>	30 Minutes
4:30	Strategic Planning Preliminary Deliberate Dialogue (Opportunity for Dr. Ortiz to hear how members of the campus, community envisioned DEI endeavors for the next strategic plan) OPEN TO ALL	60 Minutes
6:30	Dinner and meeting time with Campus members of Congregation of Holy Cross	

FRIDAY 11/19

Time	Event/Meeting Details	Duration
9:00 am	Breakfast with select faculty members Faculty Forum	90 Minutes
10:30 am	<i>Break</i>	15 Minutes
11:00 am	Individual Meeting	45 Minutes
12:00	Lunch (invited guests faculty and staff)	90 Minutes
1:30	Individual Meeting	45 Minutes
2:15	Individual Meeting	45 Minutes
3:00	<i>Break</i>	15 Minutes
3:15	Interview with Beacon	45 Minutes
4:00	Wrap up meeting with University Leadership with for initial report	60 Minutes