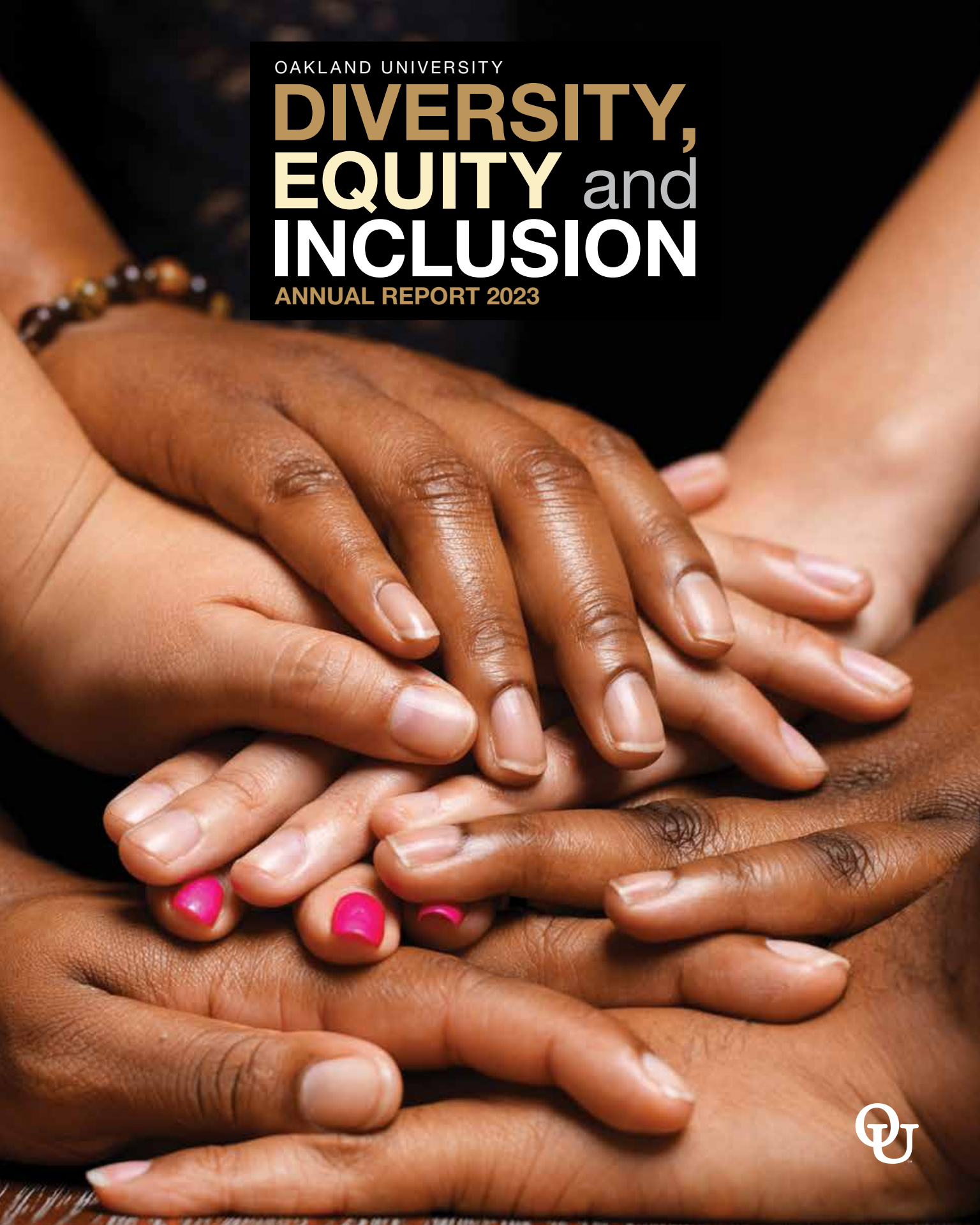


OAKLAND UNIVERSITY

DIVERSITY, EQUITY and INCLUSION

ANNUAL REPORT 2023





ASWINI SIVAKUMAR tackles real-world challenges with the power of data analytics. Immersed in team research and thriving with the support of expert faculty, she has identified a best-suited prediction model to accurately forecast energy demand for the next 24 months. Deeply invested in finding solutions that could benefit people worldwide, her work at OU transcends borders as she confidently collaborates with companies and universities in a global initiative that drives innovation.

FACTS ABOUT ASWINI

- Master of Science in Business Analytics student
- SAS Global Hackathon 2023 participant
- From Neyveli, Tamil Nadu, India

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/initiatives/strategic-plan/.



It is with great pleasure that I invite you to review and celebrate the remarkable advancements in diversity, equity and inclusion that have taken place within Oakland University. We have emerged from the COVID-19 pandemic with a heightened awareness of societal disparities and the imperative of our commitment to social justice and inclusion. The Oakland University 2022-23 Annual Diversity Report represents our response to these challenges.

Our president, Dr. Ora Hirsch Pescovitz, frequently shares the vision of Oakland University as the “University of Choice.” This vision requires us to firmly express our belief in the inherent value of every individual’s unique identity, background and experiences. Our commitment lies in fostering an inclusive culture that empowers each member of our community to thrive in their campus learning, living and work environments.

I am incredibly proud of the tireless efforts put forth by our dedicated faculty, staff, administrators and students in every division and department across the university. Through their unwavering commitment, we have made significant progress in ensuring that everyone feels accepted, respected, and ultimately, a sense of belonging.

I would also like to express my deepest gratitude to the OU Diversity, Equity and Inclusion (DEI) Council. Their role as champions in addressing the challenges that hinder the progress of an inclusive campus community cannot be overstated. The dedication by the DEI Council to cultivating an environment where every voice is heard and every perspective is valued has been instrumental in propelling us forward.

As we reflect on our accomplishments thus far, let us not forget that the journey toward diversity, equity and inclusion is an ongoing one. We must continue to foster dialogue, promote understanding and seek innovative solutions that push the boundaries of inclusivity.

I am honored to be a part of this incredible community, and I look forward to the remarkable achievements that lie ahead. Let us continue to “Stand Up, Stand Strong, Stand Together.”

Sincerely,

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



AHMED ESSA ALOBAIDAN felt immediately welcomed when he first visited campus from Saudi Arabia. Determined to study at OU, Ahmed received golden support transferring his international credits and immersing himself in an inclusive environment. A journey that began with a bachelor's in finance and accounting has blossomed into an MBA and his current pursuit of a Ph.D. in Educational Leadership, where he has transformed his love for higher education into a future in the field.

FACTS ABOUT AHMED

- International student
- Ph.D. in Educational Leadership student
- Event Coordinator for Saudi Student Organization
- Student Employee, Office of the Registrar

BY THE NUMBERS

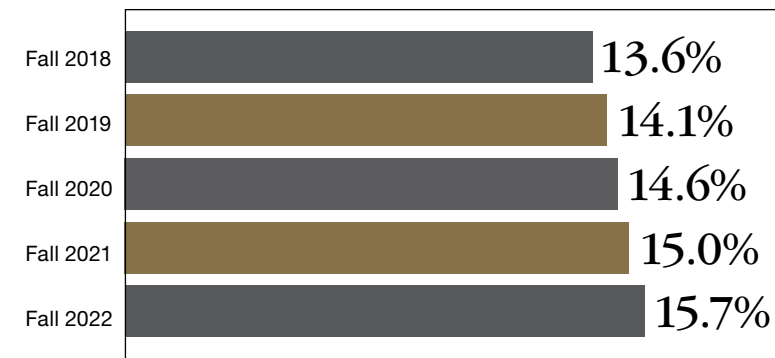


Fall 2018 – **8.9%**
 Fall 2019 – **9.4%**
 Fall 2020 – **9.0%**
 Fall 2021 – **9.1%**
 Fall 2022 – **9.2%**

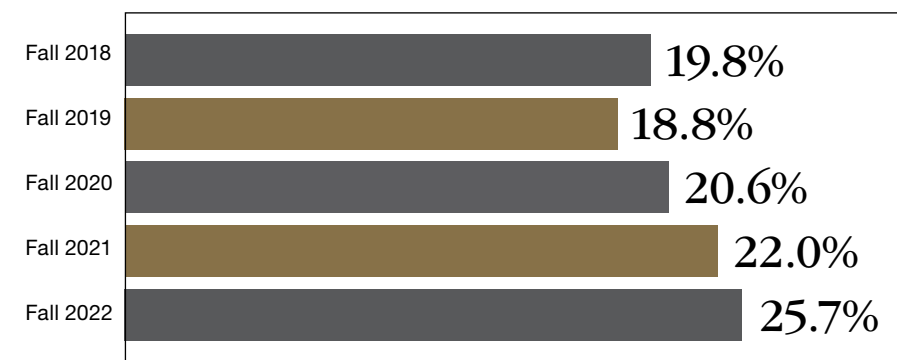


Fall 2018 – **17.1%**
 Fall 2019 – **17.3%**
 Fall 2020 – **17.9%**
 Fall 2021 – **17.7%**
 Fall 2022 – **17.2%**

URM Students Overall



URM Students FTIAC



URM – Underrepresented Minority FTIAC – First Time in Any College



CENTER FOR MULTICULTURAL INITIATIVES

- **Hispanic Heritage Month**
September – October 2022
 - Presentation: Sueños / Leaving Home – New Works on Paper by Dalia Reyes
 - Community Service Project at Hispanic Outreach Center
 - Immigration Film Festival Viewing of Fabiola – Director Marlon Lara
- **African American Celebration Month**
January – February 2023
 - 31st Annual Keeper of the Dream Scholarship Awards Celebration – Keynote Speaker, Hill Harper
 - AACM – Food Drive
 - Taste of Africa Gala
 - Black Women Rock Awards Ceremony
- **6th Annual Black Excellence Celebratory**
April 2023
 - 150+ participants
- **Inaugural Latina/o/x Graduation Celebration**
April 2023
 - 25+ participants
- **Oakland University Trustee Academic Success (OUTAS) program**
 - 6-year graduation rate: 75%; First year retention rate 91%

Coming of age as a queer Black man, **KYLE GRIGGS** felt underrepresented. When starting his journey at Oakland University and joining the Gender and Sexuality Center (GSC), Kyle noticed the lack of representation on campus as well. Determined to be the change he wanted to see, Kyle became a peer mentor, striving to provide support and resources to his community. His contributions have deeply impacted those around him and earned Kyle the 2023 Keeper of the Dream Award.

FACTS ABOUT KYLE

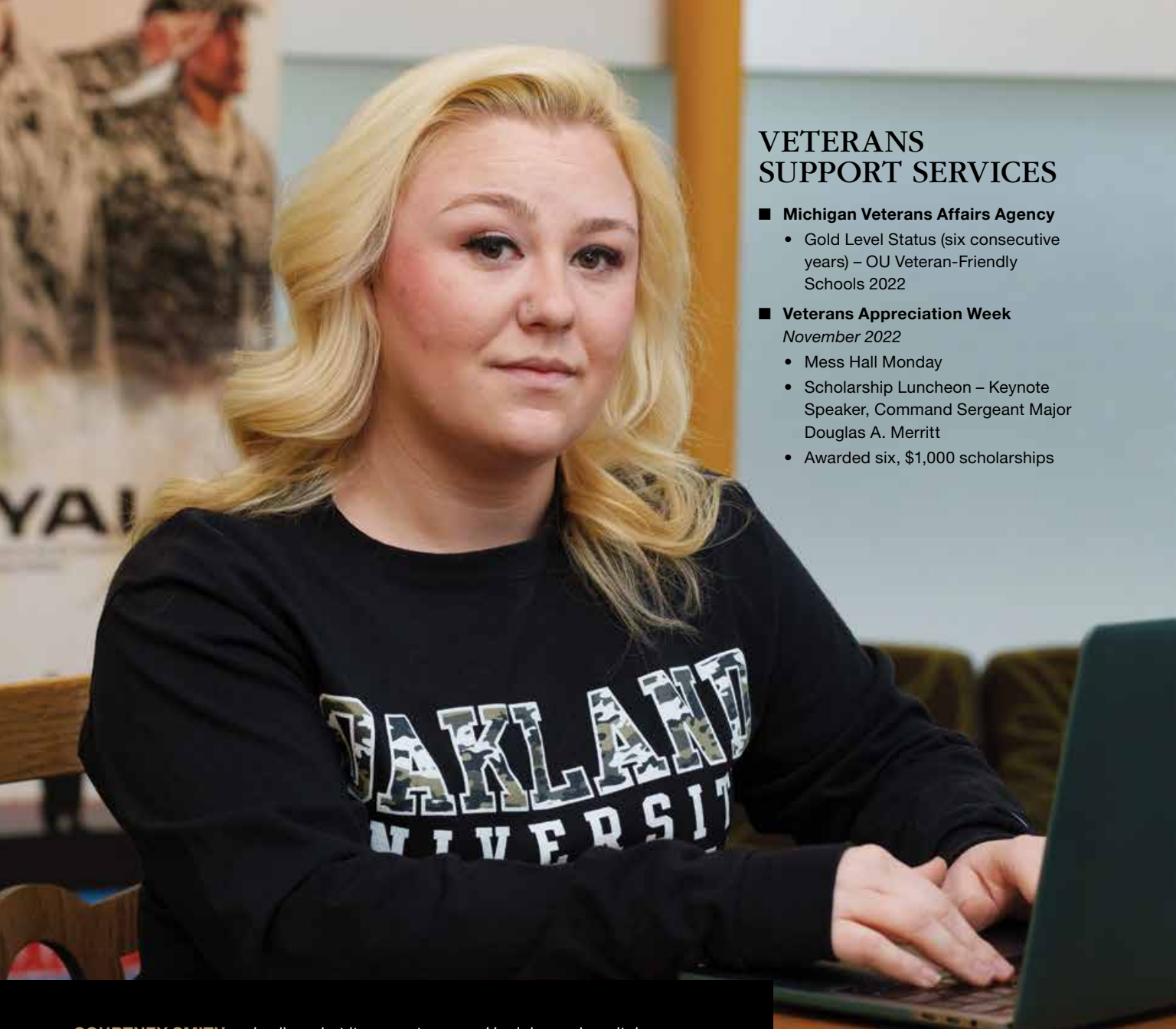
- Psychology Major, Communications Minor
- Peer Mentor for the Center for Multicultural Initiatives and the Gender and Sexuality Center
- Orientation and New Student Programs Group Leader (OGL)
- Recipient of the Academic Achievement Award and Keeper of the Dream Award

GENDER AND SEXUALITY CENTER

- **Campus Pride Index** – OU ranked second most LGBTQIA+ friendly Michigan colleges/universities 2022
- **Pride Month**
March – April 2023
 - 4th Annual Tim Larrabee Memorial Lecture – Keynote Speaker, Putsata Reang
 - Gender and Sexuality Alliance's (GSA) 18th Annual Drag Show
 - 10th Annual Lavender Graduation Celebration and Scholarship Awards



Lavender Graduation



VETERANS SUPPORT SERVICES

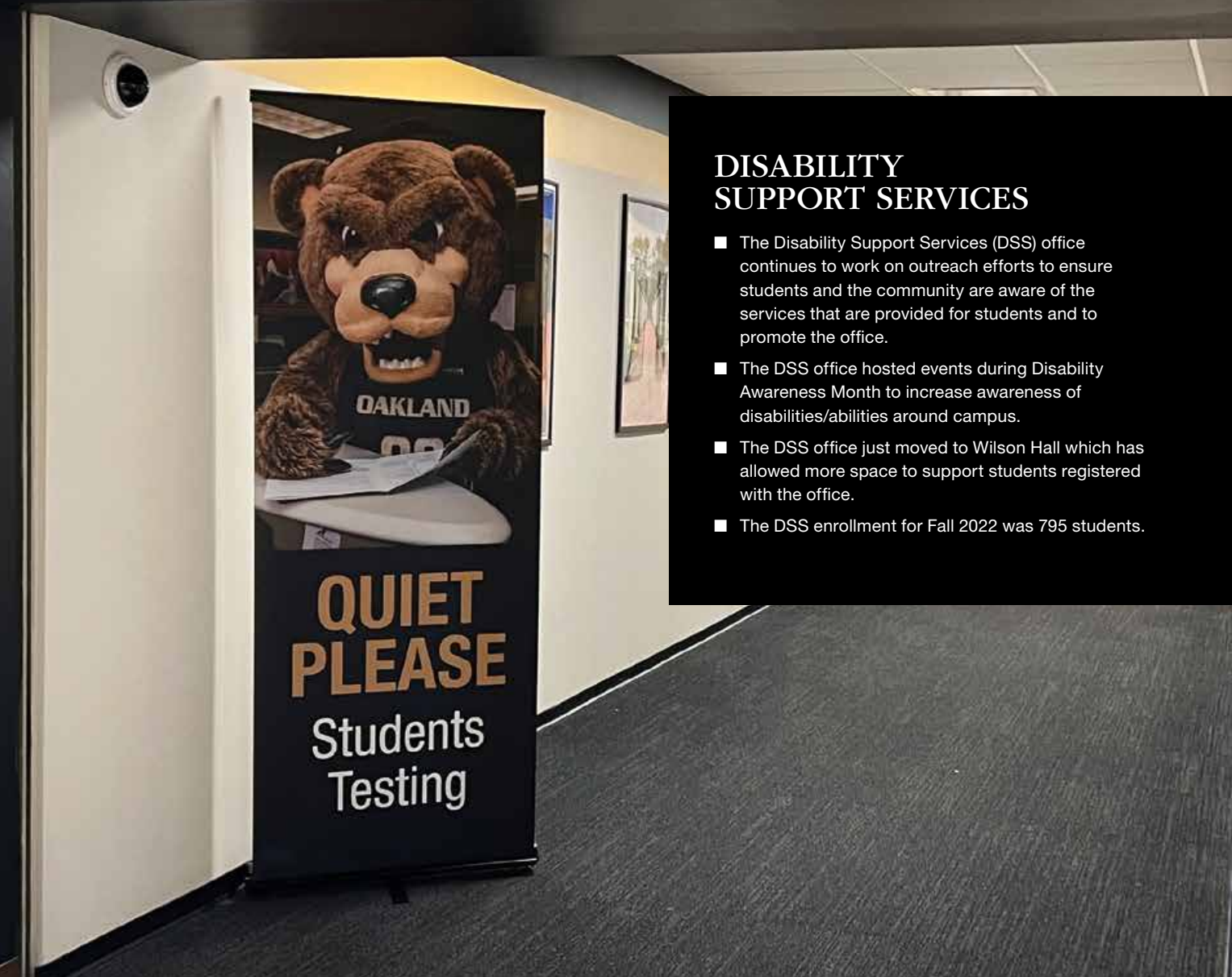
- **Michigan Veterans Affairs Agency**
 - Gold Level Status (six consecutive years) – OU Veteran-Friendly Schools 2022
- **Veterans Appreciation Week**
November 2022
 - Mess Hall Monday
 - Scholarship Luncheon – Keynote Speaker, Command Sergeant Major Douglas A. Merritt
 - Awarded six, \$1,000 scholarships

COURTNEY SMITH embodies what it means to serve. Her job as a hospital corpsman in the Navy lit a spark for treating those in need. Now a pre-med student at OU, Courtney is laying a firm foundation for a golden future in medicine. With OU Veterans Support Services squarely in her corner to navigate the ins and outs of college life, Courtney can concentrate on what matters most: focusing on her studies to selflessly serve her community.

FACTS ABOUT COURTNEY

- Navy veteran
- Clinical and Diagnostic Sciences Junior with a specialization in Pre-clinical Professions
- Toys for Tots and Give Kids the World volunteer

TESTING CENTER *and* DISABILITY SUPPORT SERVICES



DISABILITY SUPPORT SERVICES

- The Disability Support Services (DSS) 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 DSS office hosted events during Disability Awareness Month to increase awareness of disabilities/abilities around campus.
- The DSS office just moved to Wilson Hall which has allowed more space to support students registered with the office.
- The DSS enrollment for Fall 2022 was 795 students.

DSS ENROLLMENT





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:

■ New DEI Webpage

- In the 2022-23 academic year, the Provost's Office launched a DEI webpage to make critical resources easily accessible to all faculty. This webpage includes resources related to inclusive teaching practices, diversity and equity advocate training materials for faculty serving on search committees, unconscious bias training and more. The office continued to collaborate with a Provost's Diversity Fellow to develop these resources.

■ Engage in the Diversity Advocate Program for Faculty and Staff

- The Provost's Office is working with the Provost's Diversity Fellow to develop a self-paced fully-online training course for equity and diversity advocates on search committees. In-person training opportunities will continue to be offered as needed. A new functionality in the faculty hiring system now allows search committees to identify the equity and diversity advocate on the committee.
- In April, the Provost Office and the Provost Diversity Fellow hosted a reflection event for faculty who served as diversity advocates in the past. The faculty shared their experiences and ideas for further enhancing the program.

■ Implicit Bias in Teaching Session for Faculty

- The Center for Excellence in Teaching and Learning (CETL) hosted a session on Implicit Bias in Teaching in April. Ann Voorheis-Sargent and Tracey A.H. Taylor of the School of Medicine facilitated the discussion.

■ Partner Hire Policy

- The Senate ad-hoc committee on spousal hire has drafted a new policy to govern the hiring of partners of faculty and administrators. The goal is to ensure that a fair process is followed in hiring partners that serves the professional interests of all parties involved.

■ Senate Faculty DEI Committee

- The various subcommittees of the Senate FDEI committee (1) continued to support the Diversity and Equity Advocate program; (2) gathered learning about internal and external practices related to DEI-mindful recruitment; (3) examined and made recommendations for improving policies #840 on preferred (chosen) name and #714 on workplace bullying; (4) produced a strategic planning framework document, merged with strategic planning from Academic Affairs, getting in-principle support from Senate and Faculty Affairs; and (5) continued to implement and disseminate across departments/units the audit tool for review and promotion.

■ Oakland University Student Success and Equity Dashboard

- To underscore OU's commitment to student success and diversity, equity and inclusion, the provost office launched the Student Success and Equity Dashboard (SSED) initiative around spring 2022. The goal of this initiative is to provide broad access to student data in a transformative approach, to help the university quickly pinpoint where problems exist and inform strategic actions to address retention and achievement gaps among historically marginalized student groups. This equity-focused dashboard measures and illustrates dropout, bottle-neck courses, and DFWI rates with a common lens. Retention and Graduation gaps between URM and Non-URM students, Pell and Non-Pell Students, and first generation-educated students are provided.

- The SSED was launched in the Fall of 2022. Since then, the Provost office, OIRADA, and CETL have been engaging the campus community in training and webinars. With the awareness and insights generated from the Dashboard, faculty and staff are asked about what they know about their students, the success equity gaps, and what roles we all play in creating more inclusive, supportive and resonant pedagogical practices. Faculty members are encouraged to collaborate with CETL to implement best practices in addressing equity gaps.

ACADEMIC OPERATIONS

We have worked with the Native American Advisory Committee to support the creation of a microcourse to be offered through the library. This course will be available to the entire campus community. This course will support education around topics such as cultural sensitivity, sovereignty, respectful relationships with community partners etc. Additionally, we have supported programming and the planting of a pawpaw orchard on the Native American Heritage Site.

Within the Senate, we have encouraged diversity in committee memberships. We have also approved a new Senate committee, the Senate Disability Committee, to encourage disability literacy across campus and to promote an understanding of disability as a central component of human diversity. The committee's aim is to integrate disability visibility into the university curriculum, scholarship and community as a means of understanding human experience in our contemporary world.

Oakland University traveled to Mexico in November 2022 to develop student mobility partnerships. OU visited six institutions and visited four additional universities, who were unable to meet in person, virtually. OU has signed four agreements, and will sign an additional four agreements this summer. This trip was a first step in strengthening relationships with Mexico, particularly in the state of Puebla, which has a strong manufacturing and automotive sector. In December 2022, Oakland traveled to Morocco and was invited to attend two conferences that were organized by ICESCO (Islamic World Educational, Scientific, and Cultural Organization) based in Rabat. The first conference was on the Metaverse. The subsequent conference on Women and Leadership in Higher Education was co-sponsored by the largest women's university in the world, Princess Nourah Bint Abdulrahman University in Saudi Arabia. The participants were university leaders from around the Middle East and some government ministries, thus giving OU exposure in this part of the world.

STUDENT SUCCESS

We have broadened our opportunities for adult learners and individuals who have some college, yet have not received a degree, by expanding our curriculum to include an expanded definition of credits for prior learning and by implementing digital badging. These concepts were approved through shared governance. Individuals who have gained professional certifications, licensure, internships, workplace training, etc., may apply to have those prior learning experiences count

toward credit for their OU degree, thereby increasing the number of adult learners who intend to finish their degrees. Likewise, digital badging is a novel approach to honor the skills gained from academic coursework and to highlight those skills via digital, professional means, i.e. LinkedIn. Both credits for prior learning and digital badging afford diverse student body opportunities for success.

PROVOST OFFICE ADMINISTRATION

This school year, we hosted and co-sponsored the inaugural Latinx Celebration for graduating Hispanic students and continued the tradition with Black Excellence Celebratory for graduating African American students. Additionally, we hosted the campus-wide 2023 remembrance event honoring the students, staff, faculty and retirees we lost last year.

OFFICE OF INSTITUTIONAL RESEARCH AND ASSESSMENT

Trainings on Student Success and Equity Dashboard

The Office of Institutional Research, Assessment, and Data Analytics (OIRADA) offered training to campus stakeholders on the Student Success and Equity Dashboard (SSED). Over 300 faculty and staff participated in the demonstration or hands-on training. The trainees had broad representation across the university that included deans, department chairs, faculty, cabinets, student-facing administrators and key university committees. OIRADA also collaborated with the Center for Excellence in Teaching and Learning (CETL) to offer a two-part certificate program for faculty. Part 1 involved engaging in hands-on exploration and analysis of data within the SSED. In Part 2, faculty used key findings to develop strategies using best practices for inclusive teaching.

Assessment Workshop

OIRADA hosted an assessment workshop in October 2022. The workshop was led by Dr. Stephen Hundley, chair of the Assessment Institute in Indianapolis and editor of Assessment Update. The workshop provided principles, perspectives and practices in student learning assessment. Part of the workshop specifically focused on implementing "instructional strategies to intentionally promote equity and student engagement," highlighting the university's desire to examine student learning through an equity lens.

Continuation of collecting, reporting and disseminating diversity data and conducting studies to support university DEI efforts

OIRADA continues to collect, report and disseminate diversity data and provide in-depth analysis of diversity and equity related issues to support the university's DEI efforts. The office maintains several dashboards that feature demographic data for employees as well as students, and it maintains a profile of new students and the overall student population. OIRADA serves as the official source of information on retention and graduation rates for FTIAC and Transfer students by gender, race/ethnicity and URM status. Current and historical information are presented on those dashboards for the campus community to examine and monitor DEI progress and efforts.

SCHOOL OF HEALTH SCIENCES

In the 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 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.

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.

The 2023 Healthology Symposium: Building a Foundation of Health through Lifestyle Behaviors brought focus to the work and goals of the people of our department of Interdisciplinary Health Sciences. Presentations and discussions were organized around the pillars of lifestyle medicine, with specific emphasis on nutrition to prevent, treat and reverse disease; physical activity to benefit health; and social support to improve physical, mental and emotional wellbeing.

The Symposium started with a culinary demonstration, led by Oakland University Professor Sarah Martin (Department of Interdisciplinary Health Sciences) and Chef Kevin Peasgood (Chartwells). The demonstration aimed to show that anyone is capable of including plant-based eating in their diet in an affordable way that fits their lifestyle, and the twelve participants – including School of Health Sciences’ Dean Kevin Ball, and Oakland University’s President Ora Pescovitz and Provost Britt Rios-Ellis – were able to prepare a delicious plant-based meal.

The keynote speaker was Dr. Kim Williams from the University of Louisville Department of Medicine. Dr. Williams spoke about plant-based eating and the implications of diet on cardiovascular health. Health disparities, particularly in the Black community, was a key part of Dr. Williams’ presentation. He highlighted that nutritional/cultural choices and access are a problem, and changing available food choices could improve health conditions in underrepresented populations.

Guest speaker Dr. Beth Frates from Harvard Medical School joined us virtually to present an Overview of Lifestyle Medicine, and Oakland University professors from the School of Health Sciences- Drs. Christina Papadimitriou (Department of Interdisciplinary Health Sciences), Melissa Jones (Department of Human Movement Science) and Melissa Reznar (Department

of Interdisciplinary Health Sciences) - presented about three specific pillars: social support, physical activity and nutrition. Student engagement was a focus of our Symposium this year, and several of our students presented their research posters on a variety of diverse topics.

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.

Seventh Interprofessional Education Workshop

Last February, Oakland University’s Interprofessional Task Force hosted its seventh annual Interprofessional Education Workshop. This workshop enabled students, faculty, and community leaders from Social Work, Medicine, Nursing, Physical Therapy, and Public Health to learn with, about and from each other on providing therapeutic communication in palliative and end-of-life care. The keynote address was delivered by Toni Glover, associate professor, and Ascension Providence Rochester Endowed Professor in Oakland University’s School of Nursing. With over 350 participants, students gathered in small interprofessional groups to discuss a case study on utilizing communication skills during primary palliative care. During the interprofessional groups, students discussed their disciplines’ roles and responsibilities and the implementation of interdisciplinary practices to address social determinants of health that create barriers for patients or communities to utilize palliative care. After the small interprofessional group discussions, a panel of professionals from the respective disciplines provided their perspectives on the case study.

Fourth 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. Chris Wilson, associate 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.

Native American Heritage Month

The School of Health Sciences was honored to be involved in Oakland University’s first-ever Native American Heritage Month in November 2022. We welcomed Tara Maudrie, former SHS student of Drs. Mozhgon Rajae and Melissa Reznar, as guest speakers. Maudrie, an enrolled member of the Sault Ste Marie Tribe of Chippewa Indians, is passionate about food sovereignty and justice, Indigenous research methods and urban Native Health. Her informative and moving presentation, entitled “The Intersection of Food and Mental Health,” traced the historical roots of modern food trauma and explained how food sovereignty and cultural values are used to promote healthy relationships with food and communities. Dr. Mozhgon Rajae (Department of Public and Environmental Wellness, School of Health Sciences), as a member of the Native American Advisory Committee, helped plan Native American Heritage Month activities which aimed to help increase awareness and provide education about different aspects of Indigenous and Native culture and issues on campus.

Pre-college Programs: High School Visit Day

In March, the School of Health Sciences hosted high school students from the International Technology Academy in Pontiac. The students met with School of Health Sciences program leaders and then participated throughout our building, observing SHS lecture classes and participating in laboratories in progress alongside SHS ECLIPSE students as mentors. Our visitors had the opportunity to partake in interesting activities such as learning to take blood pressure, flexibility testing, and other physical assessments, as well as using microscopes to look at slides of cells and tissue to learn how to identify abnormal versus normal tissues/cells in disease. The goal of this day was for students to learn the numerous career possibilities that await them.

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. The 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 member Wendy Holmes serves as the assistant vice president of DEI employee engagement and strategic partnerships at Comerica Bank. The BOARD is committed to achieving positive outcomes for both student participation and the communities in which they support, lead and volunteer.

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. In 2022-2023, the task force took a step back to re-evaluate the purpose of the group and spent the majority of the year identifying possible directions and needs from the school. Additionally, members of the committee shared information with the rest of the school about DEI related activities and learning opportunities around campus. Multiple SHS faculty and staff sit on the University’s DEI Council as well as the Faculty Senate committee on DEI to represent SHS.

Future directions include transitioning to a committee or council rather than a task force, establishing roles for the committee, connecting with other DEI groups around campus in the various schools to learn more about what they are doing, creating a more formalized process for getting DEI 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 as a whole.

Physical Therapy Program DEI Committee

The Physical Therapy Program DEI Committee aims to “enroll more students into physical therapist education programs who are representative of the general population, so the profession can meet the needs of an increasingly diverse society and provide patient-centered care” (ACAPT Diversity Task Report, 2016).

In October, the committee held a virtual presentation where participants discussed DEI efforts within the physical therapy program, the university and the profession, and discovered opportunities to get involved.

Then, as a part of African American Celebration Month in January 2023, the Doctor of Physical Therapy (DPT) program hosted the virtual event “Effective Mentoring: Tips for Mentors and Mentees.” A panel discussion with Faye Cobb, Ph.D., Mable Sharp, MSPT, CST-D, LMT and Johnny Smith, MS, OMPT was moderated by Oakland University doctoral student Dionne Shell, MPT, CLT.

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.



ECLIPSE banquet

The program demonstrates diverse support from the community, with previous funders including Michigan Health Endowment Fund, Blue Cross Blue Shield of Michigan and WK Kellogg Foundation. The program will continue into the future, having recently received the USDA Gus Schumacher Nutrition Incentive Program (GusNIP) Award to support the Prescription for a Healthy Oakland program for an additional three years (\$453,000).

Prescription for a Healthy Oakland 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 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.

Tech Rx

The Prescription for a Healthy Oakland team also has received funding (\$500,000) from the Michigan Health Endowment Fund to support their innovative project titled “Tech Rx: Increasing produce prescription efficacy.” This project brings together a diverse group of stakeholders to advance the sustainability of Produce Prescription Programs in Michigan, while also building efficient technology systems for program management. The Michigan Farmers Market Association, Reciprocity (a local technology company founded by OU graduates), Public Sector Consultants and produce prescription programs across the state of Michigan are involved in this initiative spearheaded by School of Health Sciences professors.

Pontiac STEPS that Support Active Living

The new Pontiac STEPS that Support Active Living project addresses policy, systems and environmental strategies that support physical activity. Led by Dr. Jennifer Lucarelli, the program builds upon existing local needs assessment and collaborative strategic planning and partnership development in order to address the most immediate needs around youth

recreation program collaboration, communication and capacity building. The program will also advance policies and planning for built environments that support physical activity through policy assessments, sidewalk assessments and park site planning, enabling the City and partnering organizations to respond quickly and effectively to opportunities to implement built environment changes in the areas of greatest need. The two primary projects include facilitation of a Youth Enrichment Collaborative to increase opportunities for youth in the community, and development of modern park site plans utilizing a community-driven engagement process in up to five Pontiac parks. This is a grant-funded project awarded to the Pontiac Collective Impact Partnership via Oakland University from the Michigan Health Endowment Fund Nutrition and Healthy Lifestyles initiative.

Additional community initiatives by SHS faculty members include blight assessments in the city of Pontiac, and strategic planning around affordable housing access in Oakland County.

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.

ECLIPSE offers:

- 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 reported a total of 1,586 hours of community service with local nonprofits, in clinical settings, and through initiatives at OU.
- Students participated in making blankets with “Fleece and Thank You” for children in the hospital, participating in a Thanksgiving food drive and collecting over 300 cans for Lighthouse of Oakland County, donating gifts to clients at HAVEN, volunteering and donating blood for Versiti Blood Drive, making Valentine’s cards for senior citizens, packaging medical supplies to ship overseas with World Medical Relief, and creating baby one-sies with tips for young parents during OU Day of Service.
- ECLIPSE has partnered with Ascension-Providence of Rochester this year to develop a Volunteer Ambassador program for students to volunteer in the ER. Students serve 8-16 hours a month and are able to practice communication skills with diverse patients and practitioners.
- ECLIPSE hosted a Culture Night for the first time and gave students in the program an opportunity to share about their personal cultures through food, traditional clothing and pictures while we watched a video and discussed the importance of cultural competence in healthcare. Students were able to share some of their cultural experiences in the healthcare system to further educate others about how to work with diverse populations.
- 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 (social determinants of health) 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 religion, ethnicity, skin color, gender, weight, disability, etc. Five groups created different case studies and then took turns working through the cases with the rest of the class.

- As a capstone experience, students in ECLIPSE completed Community Health Impact Projects (CHIP) focused on working with marginalized populations and diverse social justice topics that impact OU’s surrounding communities.
 - In 2022-2023 we had seven total projects:
 - Michigan Ovarian Cancer Alliance (MIOCA) – students created an art installation and TikTok videos to spread awareness of the symptoms of ovarian cancer to a younger audience.
 - Detroit Formula Finders – one of ECLIPSE’s members co-founded the grassroots effort that was focused on tracking down and purchasing baby formula during the shortage last summer, in particular the specialty kinds, while raising funds to drive and deliver the formula where needed most.
 - Ascension-Providence Rochester and the Older Person’s Commission – students evaluated the health needs of seniors utilizing the community center.
 - Taft Elementary School in Wayne – students worked with two Autism Spectrum Disorder classrooms to develop learning materials for the teacher’s to teach about germs and how to communicate illness.
 - Mental Health Awareness – students held a mental health day in the Oakland Center to provide stress relief and raise awareness about the importance of mental health.
 - Food Rescue Inc. – students worked with an SHS faculty member to understand food security issues in Oakland County and canvas local grocery stores to become partners for food rescues.
 - Neighborhood House of Rochester – students held a canned food drive at Kroger and helped to spread awareness of volunteer opportunities and accessibility of the services provided to the community.

Public Health Scholarship Program

The new Public Health Scholarship Program provides an opportunity for need-based funding to Master of Public Health (MPH) students as well as Wellness and Health Promotion/MPH combined program students. The scholarship aims to increase higher education access among groups that have been historically marginalized, with one of the long-term goals of increasing the diversity of the public health workforce. Students who demonstrate an economic need and are first-generation college students are eligible. A long-term goal of the program is to address communities’ health disparities and inequities by requiring scholarship recipients to complete their practicum and seek employment in medically underserved areas.

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
- 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 LGBTQ+ 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.

Graduate Certificates

The Public Health program recently launched three graduate certificates to further the education of post-baccalaureate students, graduate students and working health professionals, thus enabling them to serve the needs of people and communities more effectively.

- Health Equity certificate – explores the root causes of health inequities, as well as the development and implementation of strategic initiatives that diminish health disparities and foster equitable health among populations.
- Global and Population Health Services certificate – develop and communicate the goals and objectives of health programs to stakeholders, and improve the efficiency and quality of healthcare and program delivery.
- Epidemiological Research certificate – advances knowledge of epidemiologic methods and provides experience in developing a robust research study design and conducting higher-level statistical analyses (qualitative and quantitative).

Courses

The principles of DEI are incorporated throughout the curriculum in all of the disciplines in the School of Health Sciences. The list below focuses on some specific examples:

- 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
- CDS 2070 (Health Care Systems Around the World) – introduces the history, structure and concerns facing the health care systems, organizations and practitioners in the U.S. and various other countries
- PH 3000 (Intro to Public Health) – discusses issues of race, racism, and class/classism
- IPE 3000/3010 (ECLIPSE III) – develops case studies in groups focused on how to address identity and social determinants of health
- WHP 3010 (Equitable Wellness for Diverse Populations) – increases the understanding and practical application of health and wellness programs and interventions to diverse populations, including how to expose and modify programs for individuals and groups based on age, medical conditions and specific needs
- WHP 3700 (Culture, Ethnicity and Well-being) – examines how biological, social, political and cultural environments affect health, illness and treatment
- 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
- 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 4750 (Global Health and Social Issues) – examines social, cultural and environmental contexts in which people live and how factors such as poverty, development, sexuality, inequity and health programs influence health and development
- WHP 4850 (Population Health, Health Policy and Healthcare Delivery) – enhances understanding of health issues faced by populations and collaborative efforts among public health, health care systems and other organizations to improve health outcomes
- PH 5600 (Intro to Environmental Health Sciences) – examines environmental justice and the role of race and racism in causing disparate pollution burdens

SCHOOL OF NURSING

The School of Nursing continues to pursue the major goal of the American Association of Colleges of Nursing and the university's strategic goal to increase Diversity, Equity and Inclusion (DEI), and has worked diligently to increase diversity and promote equity and inclusion among our students, faculty and staff. Our efforts to increase DEI have been multifaceted

and included implementing the ASPIRE: Achieving Success through Professionalism, Integrity, Resilience, and Engagement program, conducting Implicit Bias Nursing continuing professional development events, implementing a Student Holistic Admission process, continuing to implement the Patient Care Tech (PCT) program at Pontiac High School, monitoring hiring faculty practices and creating pipeline programs and hosting the inaugural Future of Nursing: Advocacy & Health Policy Nursing Symposium.

ASPIRE: Achieving Success through Professionalism, Integrity, Resilience, and Engagement

Dr. Julie Kruse is currently implementing a \$2 million, 4-year ASPIRE grant from the US Department of Health and Human Services, Health Resources Services. The purpose of this Oakland University Nursing Workforce Diversity project, Achieving Success through Professionalism, Integrity, Resilience, and Engagement, is to increase nursing 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. Project objectives focus on five levels: 1) *Individual*: 85% of participants will have improved self-efficacy; 100% of participants will receive stipends and/or scholarships. 2) *Group*: 85% of participants will have improved sense of belonging scores; ASPIRE participants (n=48) admitted to the major will progress and graduate at a rate that is equal to or exceeds the general nursing student population. 3) *School of Nursing*: 75% of faculty will utilize at least one strategy from their cultural development toolkit in courses; 100% of policies, procedures and course outlines will be integrated with a social determinant's framework; 100% of all student applications for admission to the upper division major will use a holistic review process. 4) *Institutional*: Broaden the cultural competency of faculty and staff on campus to facilitate institution-wide change; 75% of faculty and 50% of staff who attend cultural development training will utilize at least one strategy from their

cultural development toolkit in their interactions with students and fellow employees; a minimum of 80 student recruitment encounters each project year; a holistic review process for the School of Nursing will be established; creation of strong alliances with institutional partners to promote the recruitment, retention and graduation of nursing students from diverse and/or disadvantaged backgrounds and the recruitment and retention of diverse faculty. 5) *Community*: 100% of cultural development workshop participants (n=324) will identify two strategies that demonstrate cultural competence (with community partners).

In recognition of her efforts; Dr. Kruse received the 2023 Diversity, Equity and Inclusion Faculty Excellence Recognition. The purpose of this recognition is to honor faculty who have made significant contributions to advancing OU's Strategic 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.

Implicit Bias Nursing Continuing Professional Development

The School of Nursing offered virtual implicit bias continuing education events free to all faculty and students. The "Legacy to Medicine and Nursing During the Holocaust and its Relevance: Addressing Implicit/Explicit Bias & Healthcare Inequities" provided a historical overview about the egregious ethical transgressions of physicians, nurses and the medical establishment in Nazi Germany and contemporary relevance of this history including cultivating moral responsibility and effectively addressing implicit/explicit bias and healthcare inequities. The events provided an interactive dialogue for reflection using art interpretation and reflective writing. This was offered by the world-renowned Dr. Hedy Wald who is a Gold Humanism Foundation Harvard Macy Scholar and a clinical Professor of Family Medicine at the Alpert Medical School of Brown University.



ECLIPSE project



Native American Heritage Month

Student Holistic Admission Process

After piloting the Holistic Admission process, by analyzing the data and improving the process, the SON Advising and Faculty Team fully launched the Holistic Admission process for the entire BSN program 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.

Patient Care Tech program at Pontiac High School

We continue to offer the Patient Care Tech (PCT) program at Pontiac High School. PCT program aims to remove barriers for Pontiac High School students who wish to get an early start on a career in healthcare. Students participate in instruction, hospital training and receive their PCT certification upon graduation. 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.

Faculty Hiring Practices

We have attempted to make an impact on our faculty hiring practices. Since nursing is a historically female profession, we consider gender diversification a priority. We were able to hire a male faculty member who started in fall 2022. However, we are still low (5%) in comparison to our student body which is 18% male.

Our SON faculty composition continues to have a low rate of full-time faculty who are underrepresented minorities (URM) whereas we attract a more diverse group of part-time faculty in the SON. 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 high retention

rate for our nursing students. We are also nurturing our own pipeline of new faculty by the initiation of our Ph.D. program in fall 2019. 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, 2021 and 2022. 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.

The Future of Nursing: Advocacy and Health Policy Nursing Symposium

We teamed up with the Center for Civic Engagement to host The Future of Nursing: Advocacy and Health Policy Symposium. The goal was to empower bedside nurses to advocate for their profession and the health of patients. The event focused on fostering relationships between nurses and health policy makers through discussion in areas related to the effects of nursing workforce shortage on patient health care outcomes, diversity and inclusion in healthcare issues, recruitment and retention of highly qualified nurses and the need for staffing solutions that promote quality and safety in the health care setting and more. Michigan legislators, nurse leaders, nurses, OU nursing alumni and OU nursing students participated in a panel discussion about the future of healthcare and creating policies that support healthy environments for nurses and their patients. Attendees participated in an Advocate Training Session to learn about best practices to engage, with elected officials, to advocate for change and be policy changemakers.

COLLEGE OF ARTS AND SCIENCES

STUDENT SUCCESS AND RECOGNITION Community Engagement Projects

- Translations for HOPE, HAVEN, La Casa Amiga, Boys and Girls Club of Troy, Project Bound (Cecilia Saenz-Roby's Spanish 4550-Academic Service Learning Classes).
- Tori Coker and Koda Grasi were the inaugural Undergraduate Scholars for the Barry M. Klein Center for Culture and Globalization.
- OU's Kaleidoscope Cabaret performed in February of 2023.
- Luis Villa-Diaz and Rebecca Mercado Jones worked with the Multicultural Initiatives Center to host the first Latinx Graduation Ceremony.
- CAS students garnered recognition. Isabella Mahuad (International Relations and Spanish) received the Matilda R. Wilson Award. Carly Rose Hammond (History) was awarded the Human Relations Award.
- CAS student leaders Adriana Colin Diaz (History within Secondary Teacher Education), Niajah Hood (Linguistics), Teyler Thomkins (Communication), Alaya Freeman (Graphic Design and Pre-Business) were honored with the Keeper of the Dream.

- Mena Hannakachl, a major in Professional and Digital Writing, won a 2023 OU Keeper of the Dream Scholarship Award, with support from several WRT faculty. Through WRT classes, working with WRT professors, and an on-campus job as an Embedded Writing Specialist (EWS) in the Department of Writing and Rhetoric, Mena has worked to improve and encourage racial and linguistic diversity on campus by using her intersecting identities as an immigrant, Arab, Chaldean, American, and a multilingual communicator.
- Two students from underrepresented groups graduated with a Ph.D. in Medical Physics mentored by Prof. Yang Xia: Hannah Mantebea with a thesis on "Structural characteristics of articular cartilage in the early detection of post-traumatic osteoarthritis by microscopic imaging techniques" and Syeda S. Batool with a thesis on "Experimental and Computational Studies of Articular Cartilage at High Resolutions".
- Several faculty and students are working with various organizations in Pontiac as part of OU's commitment to Pontiac. This includes work with the Pontiac Transport Museum and the Pontiac City Council.
- Oakland University Math Corps Summer Camp. In its third year, the OU Math Department hosts Math Corps for area middle and high school students.

New Coursework

- **BIO 4940 / BIO 5940 Pre-Medical Study Abroad:** Pre-medical preparation program at a foreign institution, covering medical knowledge and skills used by physicians in the host country. Includes clinical experiences.
- **ML 3800 Global Gateways:** World literature, linguistics and/or culture course organized by genre, movement, topic or period with a focus on promoting engagement with a global subject through in-depth analytical writing and discussion. Taught in English.
- **SPN 1200 Spanish Worlds in English:** A study of Hispanic cultural production from Latin America, Spain and Latinx communities in the U.S and across the world, through the prism of universal concepts such as (self) identity, power and resistance, social classes, and human passions.

The Department of Sociology, Anthropology, Criminal Justice, and Social Work (SACJSW) had a number of student centered successes.

- Outreach to McNair Scholars and TRIO SSS groups to educate members about the MSW Program. These groups focus on first-generation college students, URM, low-income and/or students with disabilities.
- Outreach to Michigan baccalaureate colleges with high URM students, such as Detroit Mercy's BSW program to highlight opportunities for their students.
- We have established a \$1.5 million partnership with a community mental health organization to provide 30 full-tuition scholarships to advanced standing students over three years.
- We are an approved educational site for the BSW program for students as a Mi Works site for income-qualifying candidates, which provides educational stipends and tuition assistance.

Scholarly and Creative Activities

- Filmmaker Dream Hampton was the inaugural Klein Center Visiting Chair. She worked with faculty and students, premiered her documentary Freshwater, and she gave public talks about her films and her career.
- Graham Cassano (SASWCJ) and Rebecca Mercado Jones (CJPR) served as the first faculty fellows of the Klein Center. As the Klein fellow, Dr. Mercado Jones studied the early rhetoric of Margaret Sanger and the Federation of Planned Parenthood. Dr. Cassano led an oral history project in Pontiac with OU students.
- Dr. Alta Boover (SMTD) has focused on the programming and amplification of music by women composers. This year, she performed with the Detroit Institute of Arts in conjunction with their exhibit "By Her Hand," performed a Women in Music Concert with Chamber Music at the Scarab Club, and presented in a workshop with young women in Walled Lake School District in their choir programs from grades 6-12.
- Dr. David Kidger (SMTD) began a new research project on composer and conductor Samuel Coleridge-Taylor (1875-1912), and his most celebrated work, the three cantatas on the epic poem by Longfellow "The Song of Hiawatha" (1855). Coleridge-Taylor was the first Black British composer in the mainstream; "The Song of Hiawatha," presents a fictional telling of the "legend" of Hiawatha. The opera production of "Hiawatha" in the RAH was staged as a "pageant play" with a cast of 800-1,000, taken mostly from the members of the Royal Choral Society, who were dressed as Native Americans, and with "red face" make up.
- Dr. Jeffrey Heisler (SMTD) collaborated with celebrated African-American composers Valerie Coleman, Kevin Day, and Daniel Bernard Roumain on new saxophone arrangements and gave world premieres of their work. In addition, he has performed and premiered works by prominent women composers Marilyn Shrude and Jennifer Higdon (LGBTQ+).
- Dr. Melissa Hoag (SMTD) edited an essay collection titled *Expanding the Canon: Black Composers in the Music Theory Classroom*, published through the esteemed academic publisher Routledge. This book, including her own essay in the book on art songs that set poetry by Langston Hughes, helps to fill a major lacuna in music theory scholarship—that of published analysis of music by Black composers. Pitching this project to Routledge, recruiting a diverse pool of authors, vetting and editing their work, and writing her own chapter as well as the volume's introduction took the bulk of her research attention for two years.
- Dr. Enrique Rios-Ellis (SMTD) has arranged music for the OU Jazz Band and Latin Jazz Ensemble. These groups are composed of students of all levels, and he adapts and modifies music according to the student's abilities to create an environment of inclusion and musical progress during the semester. One of his main goals of the Latin Jazz Ensemble is to expose students to the great variety of Latin musical styles and amplify the range of diversity offered by a western-focused program.

- Dr. Cat Bennett (SMTD) has presented at music education conferences regularly, with 15 presentations at the International, National and State levels centered around cultural diversity: examples of topics include her substantive theory of culturally responsible music teaching (CRMT), norm-disruptive learning (learning beyond ethnocentric and Eurocentric norms) for music teachers, equity and culturally responsive teaching in South America, and various world musics. She recently presented two workshops on music and well-being for *La Casa Amiga*, an organization in Pontiac that pairs medical students with LatinX students with aims of improving student health and wellness. Dr. Cat Bennett is also conducting research on inclusive and culturally responsive teaching in South America with her colleague Johanna Abril, a professor at the Universidad de Las Americas in Quito, Ecuador. She spent ten weeks in the Summer of 2022 in Ecuador and will return again Summer 2023, with tentative plans to broaden their work to Chile and Argentina.
- Prof. Mark Stone (SMTD): continued work toward a Ph.D. through the University of South Africa (UNISA). His interdisciplinary studies at UNISA bring together African musicology and music cognition to explore creative practice. His dissertation topic is “The Music of Bernard Woma: A Practice-led Study of Composition-in-Performance.” The voice he is developing as a scholar through work is integrative, decolonial and practice-led. In addition, he is gaining new competencies in the areas of transdisciplinarity, embodied/enactive cognition, and indigenous knowledge systems. He presented some of his initial work last month at Kyambogo University’s Music Education Conference. He has also been invited to present his research this summer at the African Futures, 9th European Conference on African Studies at Cologne University as well as the 47th International Council for Traditional Music World Conference at the University of Ghana.
- Drs. Greg Cunningham and Pamela Klana (SMTD) continue to diversify programming on each Wind Symphony and Symphonic Band concert, having programmed composers such as Katherine Bergman, Katahj Copley, Julie Giroux, Catherine Likhuta, Shirley Mier, Alex Shapiro and Omar Thomas.
- Claude Baillargeon (AAH) also received a Faculty Research Grant for The Nation’s Capital in the African American Imagination, as well as funding from the department for Touring the Landmarks of the Alabama Civil Rights Trail. He hosted a public presentation of this work this academic year.
- Meaghan Barry and Dho Yee Chung (AAH) were both accepted to present (separately) at HASTAC 2023 – Critical Making & Social Justice at Pratt Institute (Brooklyn, NY) in June 2023. The conference is described as “The 2023 HASTAC conference” invites our community to engage with creative and design-based approaches to technology and education, particularly around issues of social justice and allied movements of design justice, data justice and data feminism, algorithmic accountability, (digital) literacies, open knowledge, and accessibility in all its forms.”

- Setareh Ghoreishi (AAH) presented Historical Visual Culture Elements in Iranian Graphic Design at the College Art Association of America (CAA) conference.
- Kellie Hay and Rebekah Farrugia (CJPR) published *Black Fatherhood, Hip Hop, and Inner Life: Reading Rapsody’s “The Man” and Mama Sol and the N.U.T.S.’s “Manhood”* in *Popular Music and Society*.

Programming and Community Engagement

- Hispanic Heritage Celebration: Immigration Film Festival (Adolfo Campoy-Cubillo, MLL), Art Exhibit and Presentation of Dalia Reyes.
- Recruiting mentors and tutors for La Casa Amiga’s mentoring, after-school tutoring, and food distribution programs and mentors for at-risk students of Pontiac High School (Cecilia Saenz-Roby - MLL).
- Participating and organizing meetings with OU and Pontiac organizations personnel (Cecilia Saenz-Roby - MLL).
- Dalia Reyes and OU-Pontiac Day of Volunteering (Cecilia Saenz-Roby - MLL).
- Four OU Pontiac service projects (La Casa Amiga, Mi Escuelita, Radio of Centro Multicultural) (Cecilia Saenz-Roby - MLL) - with two additional planned on May 9 and 23, 2023.
- Carnegie Task Provost Office (Cecilia Saenz-Roby- MLL).
- Self-treatment study with School of Nursing (Cecilia Saenz-Roby - MLL).
- DCAN Conference-Detroit (Cecilia Saenz-Roby in collaboration with Financial Aid, Admissions officers, and Promise Pontiac).
- Four Chinese Corner events, including calligraphy, glove puppets, tongue twisters, riddles.
- Two Chinese film screenings at the OC Habitat.
- Sponsored “Detroit Lunar New Year Celebration” at Valade Park, Detroit (Melanie Chang - MLL).
- The History Department, the English Department, the College of Arts and Sciences, and the School of Education and Human Services have been organizing the Teaching Race in America: A Professional Development Conference that takes place in August 2023 for educators.
- The Barry M. Klein Center hosted numerous events in the fall related to global issues. They hosted *The War in Ukraine: One Year Later*, *Gidinawemaaganinaanig: Endazhigiyang* (Native American Heritage Site) facilitated by Megan Peiser and Andrea Knutson.
- Formation of the Native American Advisory Committee consisted of community representatives and OU representatives.
- Meaghan Barry assisted the Oakland University Native American Advisory Committee, working directly with Andrea Knutson and Megan Peiser, in the development of a RFP (Request for Proposal) for an Indigenous artist to create a site marker for *Gidinawemaaganinaanig: Endazhigiyang*.
- The Department of History and the NAAC hosted Eric Hemenway for Native American Heritage Month.
- The Department of History refocused on DEI programming for the History Comes Alive lecture series.

- In March 2023, the Art and Art History department hosted BIPOC artist Trenton Doyle Hancock for the Braun Lecture Series in collaboration with Art Bridges and the Oakland University Art Gallery.
- Claude Baillargeon’s (AAH) curated by BIPOC artist Wendel A. White’s solo exhibition in the Oakland University Art Gallery, set to open in Fall 2023 titled “Wendel A. White: Remains, Remnants, Reliquaries.” Baillargeon is working to create programming surrounding this exhibition including bringing BIPOC Art Historian Deborah Willis to campus in the 2023-2024 academic year as the featured Braun lecture speaker. He was also awarded by the Judd Family Endowed Fund to bring four BIPOC scholars for the panel discussion *Contemporary Photography and the Black Atlantic Diaspora* in Fall 2023.
- Pontiac Oral History project, a student driven project headed by Dr. Graham Cassano.
- Kimmie Parker’s (AAH) work on the Pontiac Oral History Collection includes grant funding, such as \$1,500 from the Judd Family Foundation for *The Pontiac Oral History Collection: Sharing Audio Stories of the Black Experience in Michigan in the 1970s* in collaboration with Dr. Crystal VanKooten and conference presentations, such as *Voices Heard: Designing an Oral History Archive at the Design Incubation Colloquium at Kent State University in Ohio*. Parker and VanKooten in collaboration with Dr. Dominique Daniel are in the process of seeking the Great Michigan Stories grant from the Michigan Humanities Council for *The Pontiac Oral History Collection: Sharing Audio Stories of the Black Experience in Michigan in the 1970s*.
- Yu-chuan Chen (AAH) served as the Program Advisor for Chinese Language and Culture in Taiwan, an exchange program with National Dong Hwa University in Taiwan. The program successfully sent ten students to study abroad in Taiwan in summer of 2022.
- Claude Baillargeon (AAH) successfully nominated BIPOC artist Wendel A. White for an honorary degree (Doctor of Arts Honoris Causa), approved by Board of Trustees, Feb. 6, 2023.
- Elizabeth Kattner-Ulrich (SMTD) obtained a Judd Grant and organized “An African American Ballerina Trains the Next Generation of Dancers,” a residency by Lauren Anderson.
- Ali Woerner (SMTD) continued *Dance for Parkinson’s Disease*, a program that offers weekly classes in Rochester, Southfield and Detroit.
- The Department of Linguistics and home to The Oakland University Linguistic Diversity Initiative (OULDI) celebrated the Third International Mother Language Day Celebration.

Linguistic Variation Lab (LVL)

Work commenced on the Chaldean Language Project – a project to document, preserve and analyze the grammatical properties of the Northeast Neo-Aramaic languages originally spoken in Northeastern Iraq, which have a large population in the Detroit Metro area. (Language consultant speakers include OU students and their family members.)



Work continued on the Tigrinya Language Project – a project to document, preserve and analyze the grammatical properties of Tigrinya, a language spoken in Eritrea and Northern Ethiopia.

Sociology, Anthropology, Criminal Justice and Social Work recruited, engaged and placed with agencies providing services to diverse populations for student internship placements. These agencies specifically address social welfare concerns of diverse populations according to gender, race, culture, age, sexual orientation and religion.

- Haven and Turning Point serves victims of domestic violence
- ACCESS provides services to the Arab American Community
- Southwest Solutions provides services to the Hispanic Community
- Neighborhood Service Organization serves the African American community predominantly
- MCREST (Macomb County Rotating Emergency Shelter Temporary), Community Housing Network, Lighthouse of Oakland County, CSI Support and Development – organizations serving the homeless population
- Freedom House provides services to refugees
- The ARC serves individuals with disabilities
- Chaldean Community Foundation provides health and wellness services through advocacy, acculturation, community development and cultural preservation
- Southwest Solutions services Latinx and Hispanic Families
- Judson Center serves children with autism
- Pontiac Schools is one of the poorest school districts in Oakland County, with a high percentage of students of color.
- LGBT Detroit’s mission is to activate, amplify and sustain LGBT+ culture, education, advocacy, and human rights
- Area Agency on Aging serves older adults
- PACE serves older adults
- Pontiac Community Foundation serves the Pontiac Community
- Alzheimer Association serves older adults
- New Horizons serves children and adults with autism
- Autism Systems serves children and adults with autism
- Centro Multicultural La Familia services Latinx and Hispanic Families

- Oakland University's Gender and Sexuality Center
- Accent Care and Residential Hospice
- Detroit Park Coalition serves the Detroit Community

The SASWCJ organized talks and continuing education for students and professionals in the community on the following topics:

- Community Organizer at Congress of Communities: Topic, Community advocacy with diverse populations and the Latino/Hispanic community
- ABA Clinic: Topic, Work with Neurodivergent Clients
- Center for Health Equity and Community Wellness: Topic, Health Equity
- We, the People of Michigan: Topics, Policy Health Equity, Policy Advocacy for Marginalized Populations and Cultural Strategist
- The Macomb County Anti-Trafficking Taskforce: Topic, Human Trafficking
- Jo Reger 2-hour workshop: Topic, Implicit Bias in Health Care Settings

Community DEI service of faculty

- Member, Justice for our Neighbors, Dr. Watoii Rabii (religious-based immigrant rights association)
- Volunteer, The Southwest Detroit Immigrant and Refugee Center (legal clinic), Dr. Watoii Rabii
- Presenter, Racial Segregation and Housing to high school students at the Academy of the Sacred Heart, Bloomfield Hills, Dr. Graham Cassano and Dr. Watoii Rabii
- Panelist, "Antisemitism" for Allegis Global Solutions, Dr. Michael Pytlik

Teaching

- Past to Future Project, a STEM-based archeological field school bringing high school students to campus, directed by Dr. Jon Carroll.
- Dr. Melissa Hoag completed a certificate in DEI from Cornell University, something that has influenced both her research and teaching. She feels it has affected her classroom approach as well as her curricular design most of all. Her teaching this year has regarded DEI issues.
- Dr. Enrique Rios-Ellis has continued to teach MUS 1017, Exploring the Music of Latin America, with enrollment growing steadily. MUS 1017 covers the roots, history, culture and political movements shaping Latin American music. He continues to teach the OU Jazz Band and Latin Jazz Ensemble. He serves as Jazz Coordinator and has organized all Jazz and World Music masterclasses for students.
- Dr. Jessica Payette has continued to update the music history curriculum to include more content in response to recent social movements, like Black Lives Matter, and to transition to more affordable materials that are available in the public domain and through Kresge Library. For MUS 3332, this has involved integrating a Current Composer Project into the curriculum to enable students to select a 21st century composer to study and share a biographical synopsis and composition with the class. Winter 2023 was

the first time that she assigned this project and it was hugely successful, as students gravitated to diverse composers like Tania León, Chen Yi and Omar Thomas. Dr. Payette has worked with the ACMI committee and is in the process of making MUS 3332 a no-cost course.

- Dr. Cat Bennett has focused on further revising curriculum, now completing her second year as an assistant professor at Oakland University — often with regard to culturally responsive teaching practices. In an end of semester anonymous survey for MUS 4431 (Teaching Music in the 21st Century, a capstone course), one student said "I enjoyed learning about different perspectives on bringing cultural diversity to the music classroom" and another said that "culture in reference to each individual student as opposed to it being different parts of the world [and] intersectionality" were most enjoyable to learn about. She has also begun to conduct research on her teaching, with a current project starting this summer with regard to a Self-Directed Learning (SDL) project that she implemented in MUS 4431 in April; the theme of this project was Cultural Diversity in Music Education. Dr. Bennett also collaborated with Dr. Mike Mitchell on his Winter choir concert, helping the University Chorus to prepare two South African wedding songs—pieces she learned in the field during a prior research study in South Africa.
- Claude Baillargeon has developed AH3900 Special Topics in Art History: Visual Culture and the African American Experience that will be offered in Fall 2023. "This course will explore the vast archive of images created throughout history to chronicle the lives and experiences of Black Americans and their African forebears. Topics will include slavery, Jim Crow Laws, the Harlem Renaissance, the Civil Rights Movement, the Great Migration, Black Lives Matter and more."
- Setareh Ghoreishi developed and ran DES3900 Special Topics in Graphic Design: Cross Cultural Design. The class includes a global perspective on graphic design.
- Meaghan Barry's Graphic Design II students participated in a service-learning opportunity designing for the inclusive Pontiac-based homeless shelter, Hope Shelters, the only in southeast Michigan that is friendly for LGBTQ+ individuals.
- Colleen Ludwig focused on "reorienting her teaching methods to better serve diverse populations and non-traditional learners," including making course materials more accessible to students in need. She also met with CETL's Christina Moore to discuss "ideas on how to be a better ally to diverse populations, including students who are neurodivergent, who make up many of the studio art student population."
- Bridget Kies, FilmStudies, chaired the Women and Gender Studies Film Festival, featuring "No Straight Lines: The Rise of Queer Comics." The festival was held on March 18.
- Andrea Knutson offered ENG 3530 "Indigenous Literature of North America" for the first time, including a major assignment that put our university archives in conversation with the Tribal archives of the Little Traverse Bay Bands of Odawa, overseen by Eric Hemenway.

Speech Language Pathology Workshop Series

Hosted by Linguistics: The new SLP minor has shown a healthy growth, and we hosted two well-attended workshops on the careers in SLP and Audiology.

- SLP Workshop Series #3
 - How to become an audiologist
 - Speakers Dr. Mary Kassa (Wayne State University) and Dr. Brittany Biondo (HearUSA, Colorado; Class of 2016, Linguistics)
- SLP Workshop Series #4
 - How to become a speech-language pathologist
 - Speaker Michaela Buckley (Class of 2019, Linguistics)

DMLL ACCOMPLISHMENTS AND DIVERSITY INITIATIVES 2022-2023

Events and Projects

- Noche Literaria (Literary Night) (Cecilia Saenz-Roby) - students read their literary works in the language of study at a dinner attended by students, faculty, families/friends, and administrators.
- "Nuestras Voces" DMLL journal - literary publication featuring stories, poems and essays in language of study.
- Alumni Event (Recruitment and Retention Committee) - held every two years. MLL alumni with various careers using language skills share their stories and advice.
- Japanese party (Sakura no kai).
- Talent Show (Special Events Committee) - yearly event. Students perform in their language of study.
- Hispanic Heritage Celebration (Spanish faculty members) - Immigration Film Festival, Art Exhibit and Presentation of Dalia Reyes, and OU-Pontiac Day of Volunteering.
- Honor society inductions - Spanish, French, Chinese.
- ICR (International Conference on Romanticism) conference application and development: conference to be held in Detroit in 2023. Theme: "Underground Romanticism"
 - Received Judd Grant
 - Applied for Michigan Humanities Grant (under review)

- Summer camp planning and organization - week-long summer camps at OU in Spanish, French and Japanese.
- Creation of new combined PK-12 BA/MA program, working with SEHS (Raquel Prieta).
- Rochester Schools Dual Enrollment project (with Emily Stow and SPN/FRH/GRM/CHE).
- Added "Additional Major in Chinese" starting Fall 2023.
- Won a \$100,000 grant to support study abroad from Fall 2021 to Summer 2023 with the newly created exchange and study abroad program at National Dong Hwa University, Taiwan (Melanie Chang).
- New faculty-led program in Segovia, Spain (Mary Hartson).
- New faculty-led program in Japan (Michele Plattenberger).
- Faculty-led program in Italian (Caterina Pieri).

Diversity Related

- Affordable Course Materials: MLL has the largest number of unique courses with "low-cost" designation.
- Gen Ed modification - courses related to diverse society (Latin America, Holocaust) (Aldona Pobutsky and Anja Wieden).
- International Night sponsored by Hispanic American Leadership Organization.
- Affordable Course Materials initiatives (French adopted a \$35/semester textbook for FRH 1140 and FRH 1150. Decided to do the same for FRH 2140 and 2150 for next year.) (Spanish)
- Community Engagement Projects: Translations for HOPE, HAVEN, La Casa Amiga, Boys and Girls Club of Troy, Project Bound (Cecilia Saenz-Roby's Spanish 4550-Academic Service Learning Classes).
- Sponsored "International Night" at OC and won "Best Display Table" and \$100 cash award (China Club and Chinese Honor Society-OU).
- Weekly Conversation Tables for students, staff, and community members (Chinese, French, Japanese, German, Spanish, Italian and Arabic).
- Art Exhibit of Brazilian painter Edmar Ribeiro (Dikka Berven).





Honors College

THE HONORS COLLEGE

- Continued to increase DEI recruitment with reach out to schools and partners, including hosting visits by middle schools in Avondale and Ferndale with diverse populations, and personal reach outs by Dean and Assistant Dean during the August-September recruitment period to applicants.
- HC1000 Making Discoveries, The Honors College Freshmen Colloquium (annually includes a US Diversity attribute). This year, discussions included those around mental health and economic diversity.
- A selection of other Honors College courses with diversity as focus included:
 - Race, Dance and Jim Crow
 - Radical Ways and Personal Space
 - Girls Just Want to Have Fun
 - Art of Accessibility
 - Refugees, Rights and Resettlement
 - Spiritual But Not Religious
 - Laboring for Better Lives: American Workers Solidarity
 - Women and War
 - The Immigrant Experience and the American Dream
 - Dynamics of Cultural Etiquette
- Introduced the conference and all OU Honors College advisers, Assistant Dean and Dean presented at the annual National Society for Minorities in Honors (NSFMIH), at the University of Northern Kentucky. Arranged future DEI in honors conferences to occur at the University of Arkansas in fall 2023 and James Madison University in 2024, and met with organizers to assist. The NSFMIH is directed out of OU/ The Honors College.
- Acted as host unit for the Future Leader Dog Student Organization, assisting the blind and sight-impaired. Hosted events for students interested in supporting the blind and sight-impaired. Students graduated with a number of leader dogs, one of which went into service for a university student in Spain, who came out to Oakland to meet and work with HC students.

- Hosted Dr. Anthony Pinder, VP of International Education and Diversity at Emerson College, Boston, who spoke on aspects of equity and diversity.
- Hosted Gary Rhodes, Native American speaker, on Native Americans and corporate branding, and Native American representation in film and media - Native American Heritage Month.
- Hosted Dr. Candice Maxwell (Illinois), who conducted a DEI workshop called “Compassionate Conversations,” on cultural humility.
- Hosted Future of Advising event - diverse populations and honors education, international Zoom event.
- Externally funded and conducted student internships with Centro Multicultural La Familia and Lighthouse, a Pontiac-based nonprofit dedicated to building equitable communities that alleviate poverty in Pontiac, with students completing funded projects.
- Honors College students completed 30,000+ hours of community service in a variety of locations - with the vast majority having some aspect of equity related work.
- Was pleased to participate in and support the activities of the National American Advisory Council (NAAC).
- The Dean continued as a member of the national Council on Undergraduate Research (DEI) Committee, pursuing national projects on increasing and supporting DEI in Undergraduate Research.

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL)

The CETL mission, vision and values describe our commitment to Oakland University diversity. Our mission is to lead and cultivate inclusive, innovative and high-impact teaching practices and scholarship that enhance student learning. CETL is a collaborative hub for teaching excellence, engagement and inspiration for the Oakland University educational community. Our vision is an Oakland University community that values high quality teaching, embraces student-centered learning environments and enthusiastically advances educational leaders. Inclusion and diversity are embedded in our values as follows:

- **Care:** We treat all individuals with care, understanding and respect. Our call to serve includes a foundation of confidentiality, openness, acceptance and joy.
- **Community:** We are an essential part of the OU community, dedicated to connecting, nurturing and building relationships and a sense of belonging across campus.
- **Forward-thinking:** We value novel, timely approaches to solving problems, and innovation in the face of educational challenges. Open sharing of ideas and creativity fuel passion and discovery. We make decisions through diverse methods of research and evidence.
- **Evidence-based learning:** Learning is a cyclical process involving reviewing current practices, reflection and revision. We will grow with you to meet your teaching and learning needs.

- **Inclusion:** We value how diverse backgrounds, experiences and perspectives inform learning, and recognize the need to eliminate systemic barriers. We actively work to make our learning environments and educational practices more inclusive of all students, faculty and educators.

This year’s programming included underlying themes of inclusivity and belonging. Highlights are:

- Leading workshops including Creating an Inclusive Course; Writing Diversity and Teaching Statements (for Grad Students); and Implicit Bias in Teaching (CEME).
- Publishing multiple Teaching Tips on inclusion.
- Supported faculty teaching and learning scholarship through awarding teaching grants to Karen McGarry, Thandi Sulé, and Kate Rougeau and Emily Wasshenova.
- Online engagement centered on Care, Joy and Community.
- Promoting All Student Success (PASS) Faculty Development Institute, a group of faculty who explored student and faculty perceptions of student barriers to success in STEM courses with high equity gaps.
- Produced a Faculty Teaching Solutions guide for applying inclusive teaching solutions.
- Hosted Teaching and Symposium “Teaching Talks” on inclusion: “Designing and Enacting Care in the Asynchronous Learning Environment” (Katie Greer), “Inclusive Design Thinking for Teaching and Learning” (Dho Yee Chung).

Finally, with the release of the Student Success and Equity Dashboard, CETL partnered with the Office of Institutional Research, Assessment and Data Analytics to offer faculty training (Data-Driven Decisions Using the Student Success and Equity Dashboard) in using institutional data to reduce equity gaps and promote student success. CETL authored a roadmap for faculty reflection, data analysis and development of action plans to strengthen inclusive teaching practices.

SCHOOL OF BUSINESS ADMINISTRATION DEI Committee

The School of Business Administration (SBA) has established the “DEI Committee” as a standing committee on the recommendations of the DEI task force. The DEI committee is looking at various actionable ways to improve diversity in every facet of the working of the SBA. The committee has met regularly during the year and is working on a DEI plan for the SBA.

ACHIEVE Program Prepares Future Business Professionals for Equity and Inclusion:

This year, the SBA ACHIEVE program continued to move toward its promise of ensuring that all business students have foundations and opportunities to achieve their dreams through the introduction of new learning experiences emphasizing Diversity, Equity and Inclusion. Over 1,200 students in ACHIEVE 1990 and 2990 courses were introduced to cultural competence and inclusive business practices through a hybrid learning module entitled “Moving Beyond Diversity to Inclusion” designed in partnership with OU’s Dr. Deirdre Pitts. More than

200 students in ACHIEVE 3990 heard about equity, inclusion and accessibility in business from guest presentations by Dr. Darlene Grooms of the School of Education and Human Services, and Jeff Hawkins and Dave Bann of Leader Dogs for the Blind. In a survey of more than 300 students completing ACHIEVE 3990, 65% indicated readiness for equity and inclusion as one of the most meaningful impacts of the ACHIEVE program.

ACHIEVE’s partnerships with industry volunteers also deepened a shared commitment to DEI. Resources for inclusive mentoring strategies were introduced in volunteer orientations and volunteer newsletters. Volunteers also contributed to implementation of a revised mock interview experience for students that de-emphasized potentially biased judgments of professionalism and dress, and put more emphasis on coaching students on the depth and quality of their reflective responses. In evaluating these revised mock interview experiences, more than 80% of volunteers indicated that ACHIEVE students are better prepared and highly competitive to enter the job market.

This year ACHIEVE marked its 15th year in the SBA, and celebrates its legacy of equipping all students with knowledge, skills and competencies for personal and professional success.

Career Services

As for career services, SBA Career Services plays a strong role in an annual DEI mixer on campus. In February, we participated in a campus-wide DEI mixer about exploring inclusion in the workplace. This mixer connected employers and interested students for networking on all sorts of DEI-related topics. Our SBA career community on Handshake has a “Diversity in the Workplace” resources section.

Advising

SBA worked with the Diversity Office to create a DEI Survey that was sent in the Fall 2022 semester to all SBA undergraduate and graduate students.

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.
- This year, Oakland University was allocated \$10,494 from the State of Michigan.



OUWB student providing care to the community

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 \$111,389 from the State of Michigan.
- Fellowships are awarded through a competitive application process. The Oakland University KCP-FFF Selection Committee chose three OU doctoral students for the fellowship starting in the Fall 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. The grant allows the Graduate School to conduct an Exit Survey for all graduating master's students beginning with the Winter 2022 semester. All master's students graduating Summer 2022, Fall 2022 and Winter 2023 have been sent the survey. 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 and Improve the Experience of Graduate Education

The Oakland University Graduate Council approved several policies that increase access to graduate education at Oakland University or improve the experience of our current students.

- A revised expedited graduate application policy that programs can opt into, allowing current students to use a streamlined application.
- A revised graduate commencement participation policy that allows doctoral students who are graduating in the summer to participate in the April ceremony. Previously they were only able to participate in the December ceremony after having completed all degree requirements, which was particularly a barrier for international students as well as for others who had moved out of the area after graduation.
- A new policy to allow credit for prior learning at the graduate level, which we anticipate will create new pathways into our graduate degrees.

Graduate School Staff Training

The Graduate School has been emphasizing staff engagement in professional development opportunities. In the last year, 100% of permanent Graduate School 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, equity and inclusive community through their achievements in leadership, professionalism, service and scholarship, above and beyond what is expected of them.

This year's awardees are Changiz Mohiyeddini, Ph.D., professor, Department of Foundational Medical Studies; Ann Voorheis-Sargent, Ph.D., director, Center for Excellence in Medical Education and Kevin Van and Fanny Huang, medical students from the Class of 2025.

Each of these 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. The third cohort graduated with 14 participants in May 2023.

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 over 40 members from the student, faculty and staff populations. The group looks for ways to facilitate opportunities for successes of underrepresented populations, identify strategies to enhance the OUWB environment with respect to inclusiveness with medical students, faculty and staff, advise administration on current issues and actions pertaining to DEI, provide a collective, coherent voice, and serve as a resource for all stakeholders on issues related to diversity.

During the 2022-2023 academic year, four new subcommittee work groups were created:

- Enhancement Strategies subcommittee was charged with identifying "spaces" that will enhance the OUWB environment with respect to inclusiveness for students, faculty and staff and print materials for diversified groups.
- D&I Curriculum subcommittee focused on enhancing the student curriculum by offering DEI training with faculty support within all four years of OUWB curriculum.
- JEDI subcommittee engaged the OUWB community on topics of Justice, Equity, Diversity, and Inclusion (JEDI) and will connect with OUWB identity-based groups.
- The Stakeholder Resource Group subcommittee provided a collective and coherent voice to serve as a resource for all stakeholders on issues related to diversity, equity and inclusion. They will also be responsible for evaluation and assessments of OUWB DEI efforts to ensure alignment with the OUWB strategic plan.

Diversity Training for Medical Students during OUWB Orientation Week

Building off of the "Call to Action", the Office of Diversity and Inclusion partnered with the Student Affairs team to offer intentional DEI educational sessions during orientation week. After the social unrest that occurred in the summer 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. First year medical students were engaged in workshops that 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.

Embedding DEI into the orientation was a resounding success and has now been given a permanent space during new student orientation week thus engaging 125 incoming medical students every fall.

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 148 students, faculty and staff have joined the Kaleidoscope Project.

Pre-Interview Chats with Members of the Diversity & Inclusion team

A collaboration between OUWB’s Diversity, Equity and Inclusion Council and the Office of Diversity and Inclusion, resulted in the development of virtual pre-interview chats. This initiative provided another opportunity for interviewees to get to know OUWB students, and offered a safe environment for a discussion about the diversity and inclusion initiatives within OUWB. The team presents a total of 17 optional pre-interview video chats for 438 potential medical students to engage with current OUWB medical students who shared 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

For the 2022-23 academic year, OUWB’s Office of Diversity and Inclusion, along with the faculty members from the Department of Foundational Medical Studies, hosted 50 high school students who are interested in medicine and health sciences as part of the Online Enrichment Pathway Programs. The curriculum content focused on the “Environment, Health, and You” and offered a full one-day on campus experience. 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 2023, OUWB celebrated 11 years of hosting the annual Dr. Martin Luther King Jr. Health Fair. OUWB’s Office of Diversity and 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, 40 OUWB medical students volunteered by providing basic health screenings and flu shots to approximately 300 attendees.

Diversity Lecture Series Facilitates Conversations about Diversity in Healthcare

The Diversity Lecture Series is designed to address concerns with social unrest, 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 2022-23 academic year, nine virtual sessions were held with 235 participants.

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 LGBTQ+ Communities in Medical Education

Additionally, the CEME team has been instrumental in assisting OUWB’s hospital affiliate, Corewell Health, in meeting the state of Michigan’s new implicit bias training requirement for licensed healthcare providers. To date, more than 2,000 health care providers have been trained.

Virtual Healing Spaces: A Safe Place to Heal

The Virtual Healing Space was a forum that brought together students, faculty, staff and their families and served as an environment in which reflection, calm and community were nurtured to thrive during times of unrest. There were four, one-hour long sessions totaling 65 participants over the month of February. Each session included therapeutic music, mental health resources and a safe space to dialogue, listen, learn, act and heal. Everyone was invited and there was not a requirement to speak or to turn on a camera.

Two inaugural celebrations: Pride Week and Diversity Week

Our Pride and Diversity Week celebrations were each a weeklong series of events showcased within O’Dowd Hall. The vision for Pride Week involved bringing greater awareness to the roots of Pride celebrations while providing personal connection to the struggles and barriers faced by the LGBTQIA+ community. OUWB’s Diversity Week provided an opportunity where diverse perspectives, cultures and values were celebrated, accepted and welcomed. Activities planned during this week gave students, faculty and staff opportunities to enrich their knowledge and awareness with thoughtful conversations about differences, and discover the richness of diversity within our OUWB community.

SCHOOL OF ENGINEERING AND COMPUTER SCIENCE

SECS Outreach Activity

- STEM Summer Camps
 - 2000+ students from the Metro Detroit area participate in camps that are related to the areas of Science, Technology, Engineering and Mathematics.
 - Detroit area students who are affiliated with DAPCEP and ESD receive full scholarships to participate in our summer camp programs.

- 30 Student Teaching Assistants are trained on how to provide hands-on learning experiences to students who are in grades K-12.

■ STEM Field Trips and Workshops

- 800+ PSA 4th graders (fall and winter): largely underrepresented and underserved students.
- 1,200 Rochester Community Schools (RCS) 4th graders.
- 2,000+ from individual schools.
- Saturday workshops (typically 40 fall + 40 winter), mostly math readiness, serving mostly Pontiac and Detroit students (registration through DAPCEP – the Detroit-Area Pre-College Engineering Program).
- NSF i-test PAAMEE (Preparing African-American Males for Energy and Education) DAPCEP (30 fall + 30 winter). This will be the MEEP Program (Multi-Year Energy & Engineering Program).
- STEM teacher training (~50 teachers per year, including from Pontiac and Detroit).

■ STEM Teacher Training

- OU hosts around 50 teachers annually for a 1-day workshop with instruction on best practices in teaching STEM, getting hands-on activities in the classroom at low cost, integrating Next-Generation Science Standards (NGSS) into the classroom and other activities. Recruitment is done through DAPCEP, our PSA Department and Oakland Schools.

Engineering Society of Detroit (ESD)

Residency camp for 60 Detroit girls (OU provides room and board, logistical and delivery support.)

DAPCEP – Detroit Area Pre-College Engineering Program

- 55 full summer scholarships (OU does this every year)
- DTE Detroit Program at the Edison Boat Club adjacent to the Conners Creek power plant
- DAPCEP students attend Saturday workshops in the fall and winter semesters at no cost to them for math and science readiness (full scholarships)

DAPCEP PAAMEE and MEEP

- PAAMEE: Preparing African American Males for Energy & Education (renamed MEEP in fall 2020)
- Funded by NSF iTest (Innovative Technology Experiences for Students and Teachers), \$5,000 per semester
- Cohorts of 30 or more DAPCEP students twice per year (fall, winter)

Michigan Women’s Foundation

- 60 girls attend a 1-week residency STEM camp every summer
- Mostly Detroit female students, 7th – 11th grades

Oakland Schools OTC

- 54 high school students in four cohorts from each of their tech campuses each summer (mostly economically challenged and underrepresented). We only charge for the cafeteria lunch.

- Middle school students from around Oakland County (about 500 each summer). We only charge for the cafeteria lunch.

Pontiac Schools

- Summer Engineering Exploration
- Maintained relationship with STEM students throughout the school year
- Full summer scholarships through DAPCEP
- Full fall/winter workshop scholarships through DAPCEP

Htech Jobs of the Future Program

- Michigan College-University Partnership (MICUP)
- Through the King-Chavez-Parks (KCP) Initiative under the Michigan Talent Investment Agency (TIA), under the Department of Talent and Economic Development
- To increase transfer enrollment and RETENTION for two groups of students:
 - Underrepresented (minority, academically challenged)
 - Underserved (economically challenged, Pell grant eligible)
- Funding on a 6-year cycle (2017-2024)
- Around \$90,000 per year for six years (plus matching funds from Provost and President)
- Cohort of 20 students formed each fall and winter semesters

SCHOOL OF EDUCATION AND HUMAN SERVICES

New Academic Program – Master of Arts in Teaching, Special Education

Responding to an urgent need for special educators in Michigan, the School of Education and Human Services has implemented a new Master of Arts in Teaching (MAT) designed specifically for the development of special educators. The program is approved by the Michigan Department of Education, and Oakland University is one of the pioneers in offering this type of program.

Fall Symposium: Dr. Gloria Ladson-Billings

In September, the Initiative for Eradicating Racism hosted Dr. Gloria Ladson-Billings, a nationally-renowned speaker, in a virtual symposium. The symposium was attended by over one hundred students, faculty and community members.

Activities of the SEHS Diversity, Equity and Inclusion Committee and the Initiative for Eradicating Racism

- The SEHS Committee for Diversity, Equity and Inclusion has continued their efforts at building-wide engagement through various learning opportunities. Additionally, this committee will be assisting in a Diversity Audit in the coming academic year.
- The SEHS Initiative for Eradicating Racism has continued work both on- and off-campus by holding its Annual Symposium, publishing various scholarly pieces, presenting at a variety of conferences and events, and offering training for organizations off campus.
- Courses across the Elementary Education program continue to model a commitment to preparing transformative educators who center their practices in justice, equity, diversity and inclusion.

Twentieth Anniversary of the Diverse Voices Conference

In October 2022, the Diverse Voices Conference celebrated its 20th anniversary. Dr. Chaunda Scott is the founder and president of the Diverse Voices Conference. The theme of this year's conference was "Antiracism Work: A Necessity in the 21st Century and Beyond." The keynote speaker was Dr. Jeanetta D. Sims, Professor of Marketing and Dean of the Jackson College of Graduate Studies at the University of Central Oklahoma. The Oakland University student speakers were Kacee Reichhart, an undergraduate student from the College of Arts and Sciences, and graduate students Kente Rosser, Briona McKinney and Crystal Mitchell from the School of Education and Human Services. The Oakland University Steel Drum provided the entertainment. Over 200 individuals were in attendance virtually, including students from the University of the Bahamas.

Laura Bierema Excellence in Critical Human Resource Development (HRD) Award

In February 2023, Dr. Chaunda Scott received the 2022 Laura Bierema Excellence in Critical HRD Award from the Academy Human Resource Development for advancing Critical HRD and encouraging activism and scholarship that embraces core values of social justice.

Black Women Rock Faculty Award

In February 2023, Dr. Chaunda Scott was a recipient of the Oakland University Black Women Rock Faculty Award for demonstrating exemplary service, leadership and professionalism.

Outstanding Service Award

Dr. Tomoko Wakabayashi was awarded the 2023 Outstanding Service Award by the Society for Research in Child Development's (SRCD) Asian Caucus for her achievements and dedication in leading the Asian Caucus Social Policy Committee in addressing anti-Asian racism during the COVID-19 pandemic.

Oakland University Pontiac Initiative Early Childhood Education (OUIECE) Presentation at Harvard University

The OU-Pontiac Initiative's Early Childhood Education group (OUIECE) recently traveled alongside seven Pontiac High School students to present at the Harvard Graduate School of Education Alumni of Color Conference (AOCC).

OUIECE leaders coordinated the trip as part of the group's Pontiac Resilience Project, an initiative that aims to spread awareness of the impact of Adverse Childhood Experiences (ACEs) and childhood trauma on growing brains, as well as the significance of relationships and compassion in building a healing, resilient Pontiac.

According to the Centers for Disease Control and Prevention, 61% of adults experienced at least one ACE, which can contribute to a plethora of health issues later in life, including depression, heart disease and obesity. ACEs can also negatively impact education and employment potential for many individuals.

"Our work in ACEs ... came about because during our OUIECE meetings, the members repeatedly expressed that the biggest issue for the children in Pontiac is childhood trauma," said Dr. Tomoko Wakabayashi, associate professor in OU's Department of Human Development and Child Studies.

The trip was funded and supported by the Pontiac School District, and matched by the SEHS Dean's Office and Department of Human Development and Child Studies, while the Pontiac school board voted and approved to fund and send Angela Powell Medlock, at-risk social worker for Pontiac High School, and the seven students.

The students were accompanied by Wakabayashi; Medlock; Shawna Boomgaard, social work/mental health faculty member at Oakland Community College; and Canequia ("Coco") Moulder, executive director of Pontiac Promise Zone. All four women currently serve as members of OUIECE's leadership team, while the latter three are also current doctoral students in OU's School of Education and Human Services.

The seven Pontiac High School students presented their self-proclaimed "Phoenix Talk" — in reference to their school's mascot — titled "'We Hear You': Sharing the Authentic Voices of Pontiac Youth" in March. The presentation focused on mental health in youth, as well as the impact of ACEs on brain development and later health and behavior. The students also discussed learning to step back and ask, "What happened to you?" instead of, "What's wrong with you?" According to Wakabayashi, the presentation hit close to home for many audience members, including the father of one Pontiac High School student who drove from Pontiac to Boston to see his son present.

"During the presentation at the conference, there was not a dry eye in the audience as the students shared their journeys thus far to build their own resilience," Boomgaard said. "The challenges they face on a daily basis may impact them, but they have built stronger connections to their families, friends and the community in which they live. ... One student explained, when they were asked to share one word to describe the experience, they replied, 'empowered.'"

As Michigan ACE Initiative Community Champions (MACCs), the students will now be trained to use the ACE materials to help OUIECE train other youth in Pontiac and its surrounding communities.

"The Pontiac High School students have received the MACC training since August of 2022," Boomgaard said. "Following this trip, [they] will learn to become trainers of the work using the materials from the Michigan ACE Initiative, alongside the OUIECE leadership team. The goal will be to have the students train not only the middle schoolers in Pontiac, but the community."

During their visit, the students also had the opportunity to meet with Harvard University President Larry Bacow, a Pontiac native.

"They were really aware how they would be representing Pontiac High School and Pontiac," Wakabayashi said. "The president asked every student not only to tell him who they are, but the exact street or part of the city they live in. That really broke the ice, I think."

Bacow's conversation with the students largely focused on their shared experiences as residents of Pontiac. He also imparted advice to the graduating seniors about the transition to college and the unexpected turns that life took for him. "[The students'] faces lit up when [Bacow] talked about how they too can make a difference," Boomgaard said. "They were empowered to move forward in school and life — take things seriously, be a force for change. They truly were inspired by the conversation."

Diverse Doctoral Cohort

SEHS traditionally has the most diverse cohorts of doctoral students at Oakland University. For example, this year the Early Childhood Ph.D. program enrolled 25 students in the 2022-2023 school year of which 20% were Black/African/African-American, 40% were White/European-American, 28% were Arab, and 12% were Asian. Forty-four percent were international students.

Pakistani Exchange Program

For the second year, the School of Education and Human Services is hosting a group of Pakistani educators. Their purpose is to "develop skills in identifying and providing support services to students who may have a learning disability or a condition that can impede learning." The group will spend a month in residence at Oakland University, working closely with faculty, including Drs. Erica Ruegg and Chaturi Edrisinha. Through extended residency, the group is developing as a community and expects to significantly impact practice in their home country.

Reading and Language Arts (RLA) Department Curricular Work

RLA's work with undergraduate students through Sara Ahmed's book "Being the Change" and Gholdy Muhammad's "Cultivating Genius," including integrating culturally relevant or window texts in children's literacy lessons, and culturally sustaining pedagogies through our embedded service learning literacy courses counts as DEI initiatives, including the department's work with community organizations and schools that focus on DEI.

Fulbright Alumni Speaker

In February 2023, Dr. Chaunda Scott was invited to be an alumni speaker by the Fulbright Alumni Association located in Washington to share her Fulbright Specialist teaching and research project that took place in 2015 at Cape Peninsula University of Technology in Cape Town, South Africa. This presentation will take place in August of 2023.

Faculty Publication by Dr. Rebecca Vannest

Dr. Rebecca Vannest has had a manuscript accepted for publication: "Systemic Racism and Implicit Bias Influencing United States School Counseling," International Journal for the Advancement of Counseling.

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

- 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. In October, our Scholarly Communications Librarian, Associate Professor Julia Rodriguez, organized a panel presentation entitled, "Open for Climate Justice." The panel featured OU professors Dr. Mozhgong Rajaei, Dr. Thomas R. Raffel and Dr. Thomas Bianchette.
- In celebration of African American History Month in February, our Outreach Librarian, Associate Professor Anne Zacharias, organized a panel presentation entitled, "Race & Policing: A Virtual Panel Discussion." Moderated by Dr. Pernell Witherspoon of Lindenwood University, this event featured OU professors Dr. Chaunda Scott and Dr. Caress Dean, University of Michigan Professor Dr. Christopher Knight, and OU Student Leader Destiny Williams.





Student Success Center

- Every year, OU Libraries participate in Oakland University's annual March celebration of Pride Month. This year, Outreach Librarian Anne Zacharias organized a screening of the documentary "Real Boy," moderated by Blake Bonkowski, coordinator of OU's Gender and Sexuality Center.
 - Our Archives and Special Collections team prepared an exhibit for the event which included highlights from the Robert Gaylor collection of LGBTQ+ books and periodicals.

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.

- In October, we dedicated the new Ahern Accessible Collaboration Room, made possible thanks to the generosity of Charter Class member Mary Jo Ahern. The room features a large, seated-height touch screen monitor and rolling furniture to allow for wheelchair access.
- Through the work of our Access Services Department, we will be doing away with charging overdue fines to our users for late materials. This initiative will help remove financial barriers to use for our students.
- This summer, we will be expanding the use of the Library's Reflection Room into a Wellness Room, which will now include comfortable seating for individuals who are lactating.

OER and Low-Cost Course Materials

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 Affordable Course Materials Initiative (ACMI) which supports 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." With this third round, we have converted 15 different courses over 30 sections and impacted 994 students in the first semester of conversion. With the completion of round three we have surpassed \$100,000 in potential first-semester savings. Starting in fall 2023, PSY will use low-cost materials for all their sections, saving students \$40,000 each semester.
 - This year, Student Congress committed an additional \$10,000 to the ACMI stipend fund.

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."

- This year our Digital Strategies Team developed a harmful content statement to be displayed on collections containing material that is potentially offensive or harmful: "In providing digital access to these unique library resources, we recognize that some content may be offensive or harmful, and may represent outdated views that do not reflect the values of OU Libraries. Images or language in these collections might depict racist, sexist, and/or hateful attitudes toward marginalized communities. We reject these views, and we strive to acknowledge the power imbalances inherent in our collections. While it is important to preserve the original context of historical materials, we are working to provide additional context for these items through descriptive cataloging, respectful terminology, and warning users about potentially sensitive content. OU Libraries are committed to diversity, equity, and inclusion, and we welcome input about your experience with these digital collections. Please fill out this form if you would like to report any potentially sensitive content."
- We continue the diversity audit of the Jane M. Bingham Historical Children's Literature Collection in order to identify material in the collection that may be offensive to URM library users as well as to foreground materials that emphasize and celebrate diversity.
- 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 LGBTQ+ 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.
 - The periodicals of the Robert Gaylor collection of LGBTQ+ materials have been cataloged and can be found through Library OneSearch. In addition, an online inventory presents the collection. An online inventory of ephemera from the collection is also available.
- 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!
- We continue to support the digitization and transcription of the Pontiac Oral Histories project. Professors Daniel and McGuire are part of the team that assisted with Professor Van Kooten's (Writing and Rhetoric) recent grant submission, "Stories of Pontiac: Documenting Black American Experiences in Michigan through Oral History," which seeks funding from the Michigan Humanities "to digitize and provide online access to the Pontiac Oral History collection, a series of audiocassettes from the Oakland University Library."

Internal Library IDEA Efforts

As described in our 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." 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 during the 2022-23 academic year. 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 neurodiversity. The book selection was "We're Not Broken" by Eric Garcia.
 - In winter semester, we took up the theme of disability, reading "Demystifying Disability" by Emily Ladau.
- To accompany the exploration of neurodiversity as our fall theme, the IDEA Task Force organized a training session for library faculty and staff entitled, "A Practical Autism Overview." The session was led by Kristin Rohrbeck, director of the Joanne and Ted Lindsay Foundation Autism Outreach Services (OUCARES).

IDEA-Related Research and Activities by Library Faculty

- This year, Associate Professor Levenson, the Collection Development Librarian, has participated in a "Library Journal" diversity collection assessment online course, from which she plans to develop tools for the library faculty to use for DEI collection assessments.
- Associate Professor Rodriguez is one of the biggest proponents at the university of the use of open education resources and affordable course materials for students, to help defray the cost of college and make it more accessible. This year, she published an article related to the topic.
- Assistant Professor Spunaugle continues her work with the Marguerite Hicks Collection, a special collection of women's literature amassed by its queer, blind namesake. Professor Spunaugle helped convene a round table discussing "Do Books Have Genders?". Professors Spunaugle and Peiser collaborated for "'Shall We Join the Ladies?': The Marguerite Hicks Collection of Women's Writing" and focused on the intersection of gender, class and disability of Marguerite Hicks and her partner, Thelma James. Spunaugle and Peiser also united for "The Marguerite Hicks Collection: Disability, Collection Building, and the Politics of Care" and focused on the intersection of sexuality and disability. Lastly, they joined forces for "'Cheap, Working Copies': Reading the Photostatic Negatives in the Marguerite Hicks Collection" where they focused on the photostats in the Marguerite Hicks Collection at Oakland University.

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.

FIRST YEAR ADVISING CENTER AND ORIENTATION AND NEW STUDENT PROGRAMS

Staff members serve on the following DEI-related committees:

- CORE Committee
- DREAM Committee
- Anti-Racism Discussion Group
- AAPI Employee Resource Group
- Women's Employee Resource Group
- Black Excellence Celebratory Committee

Staff members participated in the following professional development experiences in 2022:

- OU's DEI Common Experience
- Helping students navigate the "Hidden Curriculum" workshop
- Six staff completed the OU Diversity Challenge
- Two staff trained as Diversity Advocates
- Two staff completed SAFE on Campus Training
- Six hours diversity training with student orientation team

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.

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.

We are committed to the highest standard of service for our students, colleagues, visitors, alumni and other customers. The staff serves as role models by practicing exemplary, respectful and inclusive behaviors in all of our interactions.

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.

The EM Team coordinates, when possible, pipeline development and community outreach efforts within our campus communities, particularly with those whose services focus on marginalized populations, with key stakeholders such as, Pre-College Programs, Project Upward Bound, the Center for Multicultural Initiatives and academic units.

Additionally, we worked with Academic Affairs to review the new African American Studies Advanced Placement (AP) course. The course will not only be accepted for credit, but will also count for diversity in general education.

We work in coordination with the College Affordability Committee, SEM, the University Financial Aid and Scholarship Steering Committee, the Dean of Students, and all staff, faculty

and students to enhance education and coordination available to serve special populations. Of particular interest are students with food and housing insecurities, DACA and undocumented students, and under-served populations, in order to enhance access and retention.

We coordinate and participate in professional development training, along with the Division of Student Affairs & Diversity, regarding topics such as microaggressions and unconscious bias, in response to the division-wide diversity awareness goal.

EM continues to revisit existing / historical policies and practices to align collective resources in order to remove administrative barriers to student enrollment, persistence and completion, and establish consistency across the EM units and all of campus that allows us to address systemic barriers for all students' success, and increase opportunities for equitable outcomes.

We are able to coordinate the prospective student experience around the affordability conversation through a synergistic partnership between Undergraduate Admissions, Financial Aid / Student Financial Services, University Communications and Marketing, the Graduate School, the Office of the Registrar, and University Housing, with an emphasis on minimizing handoffs, demystifying the financial aid process, and providing assurances around college affordability. This includes continuing to develop data-driven plans to package financial aid effectively, including institutional aid and scholarships, to enhance the success of all students, particularly those with high levels of unmet needs, and to identify opportunities for the improved retention of underrepresented populations.

Additionally, this year Enrollment Management collaborated with the Oakland University William Beaumont School of Medicine, the School of Education and Human Services and University Recreation and Well-Being to sponsor "Move and Groove: Hip-Hop Culture as a Tool to Express Yourself," during African American Celebration Month. This workshop, facilitated by Dr. Thandi Sule and Angie Freeman, was designed to facilitate understanding of Black American culture through hip-hop, including an overview of hip-hop culture and history.

And, in collaboration with the Diploma Equity Project, Enrollment Management has been working on the continued development and launch of the new DREAM Initiative, a program designed to break down systemic barriers for first generation and low income students from Detroit, in order to assist in closing the equity gap in college completion at OU.

UNDERGRADUATE ADMISSIONS

We are extremely proud to have, through our recruitment and enrollment initiatives, increased the diversity of our incoming freshman and transfer classes in the fall of 2022, seeing the majority student make up just 66.5% of our new classes, compared to 66.9% in the fall of 2021.

In fact, our majority student has been on the decline for several years, coming down from nearly 75% in the fall of 2015 to where we are now.

For new freshman students specifically, we saw our underrepresented minority student group make up 25.7% of our new fall 2022 student class, compared to just 22% in the fall of 2021.

For new transfer students specifically, we saw our underrepresented minority student group make up 15.7% of our new fall 2022 student class, compared to 16.8% in the fall of 2021.

Summary of Recruitment Efforts Supporting Students of Diverse Backgrounds

Diversity programming is a key component of our recruitment and outreach efforts throughout the year and includes, but is not limited to, providing campus tours and special group visits, participating in school visits, supporting specialized college fairs (such as for members of the LGBTQ+ community and student veterans / military-connected families), and forming partnerships with community-based organizations serving unique student populations, such as ALSAME, the Friendship Circle, the Chaldean Chamber and Community Foundation, the Michigan Hispanic Collaborative, Detroit Regional Dollars for Scholars, Jack and Jill of America, and the Midnight Golf Program. We also offered or participated in the following:



- 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 College 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.
- Developed and presented both in-person and virtual college readiness programs, including financial planning to counselors, students and parent groups as requested.
- Continued to promote informal, virtual “Future Grizzly Information Session” information programs for admitted students and guests.
- 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.
- Transcreated 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 move into the implementation phase of the DREAM Initiative 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).

FINANCIAL AID

- A dedicated financial aid adviser is helping DREAM students from the city of Detroit apply for financial aid, understand their financial aid offer, and serve as a point of contact to help students understand other scholarship and work options available to make college affordable.
- Financial aid outreach presence in the tri-county area to increase first-generation, low-income and underrepresented students. Outreaching is helping students to understand financial aid, complete FAFSAs and explain how college is attainable through federal, state, and institutional scholarship and grant programs.
- 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 are proud to 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.
- The Financial Aid Office continues to be responsible for the student employment program on campus, which also supports students who are eligible for the federal work-study program, giving students an opportunity to earn money towards tuition and other living expenses.
- Specific and personalized attention given to CORE, Detroit Promise, OUTAS, Wade McCree, Pontiac Promise, and youth with experience in foster care students.
- Three staff members attended Diversity Advocate Training.
- Thirteen staff participated in OU’s Diversity Challenge and 12 earned a certificate.
- Twenty-three staff members completed both the Turn Microaggressions into Micro-Inclusions and Unconscious Bias trainings.
- Jill Tyus-Coates, associate director of Financial Aid, was selected as one of OU’s Black Women Rock recipients during Black History Month celebrations.
- Financial aid staff also attended trainings on sexual violence prevention, supporting Latino/a students, support at risk students through professional judgment and understanding emotional intelligence.

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.
- Expanded usage of preferred name for faculty on several areas in Sail/Banner including the schedule of class display.
- Two staff members served in a leadership role on the committee that implemented the preferred name on the OU directory.
- Eight staff participated in OU’s Third Diversity Challenge and seven earned a certificate.
- Two staff members attended Diversity Advocate training.
- Fourteen staff members completed the DEI Common Experience Experience Fall 2022.
- 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.
- Expand reverse transfer agreements to 27 out of the 28 community colleges.
- Spearheaded process for students with housing insecurity to use CSI mailing address to prevent missing address mail holds that prevent registration.
- Two staff members presented at the MACRAO conference the successful completion of our holds initiative that ended/ deleted over 100,000 active holds (70% of all active holds).

STUDENT SUCCESS

The Academic Success Center, formerly known as the Tutoring Center, values diversity in programs and in our academic support offered to students. 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 student staff to be accepting and supportive of all people. In addition, the professional staff is encouraged to increase their understanding of diversity and to recognize the need for individual growth.



Accomplishments: Diversity, Equity and Inclusion

- Changed recruiting efforts in hiring more diverse student staff
- Attended diversity training, “Turn Microaggressions into Micro-Inclusions” and “Unconscious Bias” and participated in eSpace Diversity Challenge 2023
- Provided a welcoming environment that focuses on the comfort of first time visits
- Partnered with the Center for Multicultural Initiatives to provide individualized academic support through referrals and participate in office initiatives
- Expansion of location, hours and modalities to increase access with tutoring services

PROJECT UPWARD BOUND COLLEGE PREP ACADEMY

Diversity and inclusion are integral to Project Upward Bound (PUB) – its methods and mission. Federal eligibility regulations assure the inclusion of diverse populations underrepresented in higher education by addressing economic, educational, and academic risk factors. By regulation, two thirds of the admitted student body must be both low-income and potential first-generation-college. Since these social factors are common to all ethnic groups, then the ethnicity makeup of the target area is reflected in the student body.

PUB Scholars are immersed in a diversity of opportunities that likely would not otherwise be available to them. These experiences include academic enrichment, social awareness, cultural exposures and career exploration to help them develop a common knowledge base and skill set as individuals who may be more economically or educationally advantaged. Also, PUB Scholars become part of a network of like-minded peers who provide each other with support and encouragement to persist toward higher education.

The mission of PUB is to assure that Scholars graduate from high school and enter postsecondary education prepared to succeed. Along with the services identified above, peer and academic mentors who have had similar experiences as PUB Scholars provide guidance to overcome challenges that could derail goal attainment. Assuring preparation and access makes Upward Bound participants nationally more likely to enter and succeed in higher education (College & Career Readiness & Success Center, September 2019).

One benefit of having PUB at Oakland University (OU) is that many PUB Scholars help to diversify OU’s student population by enrolling at OU upon high school graduation. But an additional benefit is the experiential learning PUB provides many of OU’s teacher education students who do not have experience working with urban populations. Working with PUB Scholars, they come to understand the many non-academic factors that can impede student learning. Under the guidance of PUB’s Administrative Team, most of whom have had experiences similar to PUB Scholars, OU’s teacher education students are able to enhance their teaching/student interaction skills with methods that help students overcome learning barriers.

PRE-COLLEGE PROGRAMS (PCP)

PCP's Mission

To inspire and prepare pre-college students for post-secondary educational opportunities. This mission is accomplished by making available academic, social, career and cultural enrichment programs and activities to student participants and their families.

Core Elements: Outreach, Engagement and Recruitment

1,158 5th graders and staff from 16 schools learned about the importance of water and its many applications, including pollution prevention. During this experience, 40 presenters provided students with information and activities to complement science curricula taught at their schools.

Math and ELA Tutoring Program

Five Oakland University tutors provided 423 students from Oak Park High School, Pontiac High School, and Pontiac ITA with 2,932 tutor hours. Students demonstrated improvement in study skills and academic confidence.

1/2 Day College Experience Included:

- 16 Schools
- 1,088 Student Participants
- Academic Info Sessions
- Admissions Process
- Careers In Demand Presentations
- Financial Literacy Workshops
- SAT Preparatory Course
- Scholarship Workshops
- STEM Activities
- Campus Tour
- Lunch in Dining Hall

Wade H. McCree Jr. Incentive Scholarship Program

Forty-one new scholars from Chandler Park, Hazel Park, Oak Park, Pontiac ITA and Pontiac High School were inducted into the Wade H. McCree Jr. Scholarship program. Thirty-five scholars accepted the Wade H. McCree Jr. full tuition scholarship award.

Pontiac Promise Zone Tuition and Book Scholarships

The Pontiac Promise Zone provided over \$515,293 in scholarships to Pontiac School District students.



Sexual Assault Awareness Month: "Take Back the Day"

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
 - 5,000+ individuals participated in the Pontiac Arts Crawl in Historic Downtown Pontiac.
 - Live performances returned to OU's campus, the Pontiac Strand Theatre and Pontiac Little Arts Theatre featuring OU Music, Theatre and Dance students, faculty and artists from the Pontiac community.
- Building Capacity for Non-Profits and Neighborhoods Pillar
 - Five new recipients from the City of Pontiac were awarded the 2022 Non-profit Management Certificate Scholarship.
 - OU Office for Student Involvement held service projects for Martin Luther King Week, Kindness Week, Women's History Month and Sexual Assault Awareness month.
- Civic Engagement Pillar
 - Two-thousand individuals attended or viewed 20 separate events and activities.
 - The CCE Director participated on a Youth Political Round Table panel with OU VP Glenn McIntosh, Kaino Phillips, and students Courtney Lackey and Quentin Lewis, moderated by State Representative Brenda Carter.
- Economic and Workforce Development Pillar
 - Oakland Literacy Council offers basic math instruction to 9th graders/Pontiac residents, skilled reading and math services making it one of the largest providers in Pontiac.
 - Pontiac Pre-Engineering Center hires Pontiac students committing to STEM fields.
- Healthcare and Wellness
 - 200+ students participated in the Careers in Demand Workshops sponsored by Oakland Schools, OU Pre-College Programs, OUWB SOM, OU SECS and community partners. Students practiced hands-on activities and learned about various careers in demand.
 - OUWB medical students and OUWB Family and Community Medicine faculty continue to provide medical care to Pontiac community residents at the Student Run Free Clinic at the Gary Burnstein Community Health Clinic. Services were expanded to include women's health support with the OUWB OB/GYN faculty.
- PK-16 Education
 - In 2022-23, a total of 23 Pontiac High School students will participate in the Patient Care Technician Program. Covenant Academy and OU School of Nursing and Continuing Education dual enrollment program graduated 9 students in 2022.
 - Three students from Pontiac earned academic honors from the College Board National Recognition Programs.

OFFICE OF STUDENT INVOLVEMENT

- SPB Hump Days during Hispanic Heritage Month, Middle Eastern Awareness Week, African American Celebration Month, Pride Month, Asian American Pacific Islander Awareness Week
- OU First-Generation College Celebration Week/National First-Generation College Celebration Day in November 2022
- National Women & Girls Day in Sports in January 2023 (OU Women's Basketball Game in collaboration with WERG)
- SPB Coffeehouse featuring T-Ray (Violinist)
- International Women's Day featuring host Dr. Stephanie Lee and OU's ERGs OU Women's History Month
- OU Women's History Month Art Gallery
- International Night co-sponsored with SPB, WXOU, African Student Union, Albanian American Student Organization, Arab American Student Association, CAIR: Host Family Program, China Club, French Club, German Club, Hispanic American Leadership Organization, Indian Students Association, International Allies Organization, Jewish Student Organization - Hillel, Saudi Students Association, The National Collegiate Chinese Honor Society, and The Society of Hispanic Professional Engineers
- SPB Drag Queen Bingo featuring Naysha Lopez
- GSA 18th Annual Drag Show
- SPB Comedy Night featuring Lafayette Wright
- OUSC Autism Acceptance Week
- Student Life Lecture Board featuring Christopher Jackson

Volunteering and Service Projects

- Make A Difference Day – 327 participants volunteering in Auburn Hills, Detroit, Pontiac and Rochester
- OU Day of Service – 313 participants; donated a total of 2,003 items to 20 different places in the surrounding community; donated a total of 313 items to the Pontiac Community
- MLK Day of Service – 104 participants
- Day of Kindness/Volunteer Fair – 75 participants
- Community Engagement, Clinton River Water Festival
- Alternative Spring Break in Colorado and Florida

Golden Grizzlies Food Pantry Donations Total for 2022

- 14,150.64 lbs; Distribution Total – 12,428.65 lbs; Users – 987; Visits – 1455; Volunteer Hours – 508.75; Number of Volunteers – 121
- To Date
 - Food Donations – 4,887.28 lbs; Food Distribution – 4,861.84 lbs; Users – 437; Visits – 669; Volunteer Hours – 212; Number of Volunteers – 60
- Grizz Garments Clothes Closet
 - Opened Grizz Garment Pantry (professional and casual business) in September 2022
 - Grizz Garments Donations – 222; Grizz Garments Distributions – 102

Registered Student Organizations 2022-2023: Cultural/Diversity

- Albanian American Student Organization
- Arab-American Student Association
- Association of Black Students
- Chaldean American Student Association
- China Club
- Filipino-American Students of OU
- French Club
- German Club
- Hellenic Students Association
- Hispanic American Leadership Organization
- Indian Students Association
- International Allies Organization
- Italian Club
- Japan Club
- Jewish Student Organization - Hillel
- Lebanese Student Association
- Minorities in Medicine
- Muslim Student Association
- Native American Student and Allies Organization at OU
- Pakistani Student Association
- Saudi Students Association
- Spanish Club

Registered Student Organizations 2022-2023: Other DEI

- Diversity and Inclusion in Psychology Research
- Out for Business
- 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
- Gender and Sexuality Alliance
- Lifting Our Very Existence, Naturally
- Mental Health and Wellness for Women in STEM
- Sigma Delta Pi: Capitulo Theta Psi, #215 (Spanish)
- The National Collegiate Chinese Honor Society (Chinese)
- Network of Enlightened Women
- Project Big Sister
- Golden Luxury Majorette Team
- Intrigue - Hip Hop Dance Team
- No Greater Love Gospel Choir
- Sigma Alpha Iota International Music Fraternity
- World Music Organization
- Chaldean Pre-Professional Health Society

- Girl Gains
- Best Buddies
- CAIR: Host Family Programs
- Malta Club
- MEDLIFE at OU
- American Association of University Women
- Club Sports:
- Women's Lacrosse
- Women's Rugby
- Women's Soccer
- Women's Volleyball

Fraternity and Sorority Life: National Pan-Hellenic Council, Inc. (NPHC) - The Divine Nine

- 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.
- Omega Psi Phi Fraternity, Inc.
- Phi Beta Sigma Fraternity, Inc.
- Sigma Gamma Rho Sorority, Inc.
- Zeta Phi Beta Sorority, Inc.

Leadership Emerging Leaders is Oakland University's premiere leadership certificate program. Designed to take highly motivated OU students, participants will develop their skills to be future leaders at and beyond the University. This program is geared toward students who want to gain and polish leadership skills while meeting on a monthly basis. The URM participation was 40.6% and the First Generation participation was 43.8%.

Legacy Leadership Cohort is designed for students at Oakland University who want to dig deeper into their leadership abilities. Legacy Leadership Experience is a one of a kind, comprehensive leadership development program aimed to help students solidify their legacy at OU and beyond. Students will assess their leadership abilities and develop a personal growth plan to advance their skill set while working in an interactive, workshop setting. The URM participation was 66.7% and the First Generation participation was 55.6%.

UNIVERSITY HOUSING

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

Black Arts and Culture Celebration took place during African American Celebration Month. This is an event that invited Black OU alumni to showcase their black-owned businesses with OU students. This event won Program of the Year at GLACURH when previously done in 2021. RLA reached out to the Alumni Engagement office and Center for Multicultural Initiatives for recommended alumni to reach out to invite to the program. Approximately 75 students attended this event.

Glowing with Pride took place during Pride Month. It is a program that celebrates and educates on all LGBTQ+ identities by providing giveaways that celebrate these identities. It took place after dark, which is why there was a glow theme. Approximately 80 students attended this event.

DEI Initiatives and Programs

- Gender Neutral Housing
- Desserts around the World
- Multicultural Melting Potluck
- Exploring Eastern Medicine
- Neurodivergent Awareness Night
- The Scoop on your Identity
- Paint your Identity
- Let's Taco 'Bout Identity
- Women's History Trivia Night
- Leave your Mark on Women's History
- Come Learn about Ramadan!
- Kahoot around the World
- Pride with Stride
- Identity and Iced Donuts
- Love around the World
- Afrobeats and Coloring Sheets
- Tye-DYEversity
- We all Fit in Here
- Cultural Diversity Kahoot Night
- Social Awareness and Silly Bandz
- Queer Movie Night
- Braids and Bonding
- Black Arts and Culture Celebration
- Glowing with Pride

DEI Committee Participation in Housing

- Pride Month Committee
- Diversity and Inclusion in the Work Place Committee
- Diversity, Equity and Inclusion Council (Focus on Student Subcommittee)
- The Diversity Challenge
- Presidential Advising Committee
- COM 1100 Instructors
- BERG Secretary
- Latinx ERG
- LGBT ERG
- DREAM
- CORE (Retention Committee, COM1100 Summer Bridge course, Academic Support hour tracking for 2023/2024)

Diversity Statistics in Student Population

IN FALL 2022,

- Percent of URM in housing – 34.6%
- % of FTIAC URM in housing – 47%
- % of Returning FTIAC URM in housing – 26.5%
- % of Hispanic/Latino – 4%

Diversity Statistics in Staff Population

IN FALL 2022,

- URM Student Employee (excluding GA) – 31%
- URM Housing Graduate Assistants – 57%

CAREER SERVICES

Exploring Inclusion in the Workplace: Networking Mixer

Planning Committee: Sarah Swarz, Career Services (Lead), Kelly Dorner (Career Services), Jasmine Hines (Rocket Companies) and representatives from Housing, Disability Support Services, Gender and Sexuality Center and the Center for Multicultural Initiatives.

Students and alumni learned from 15 companies passionate about creating inclusive workplaces that celebrate employees from all backgrounds at this networking mixer event.

Sponsored by Rocket Companies, students heard from company representatives about:

- Company culture
- Employee resource groups
- Passion for breaking inclusion barriers
- Support and accommodations

This networking event was a safe and inclusive space for students and alumni to explore companies that offer support and celebrate various diverse identities in:

- Race
- Religion
- Culture
- Gender and sexuality
- Veteran status
- Disability and accommodation status

Imposter Syndrome Panel – Exploring Inclusion in the Workplace Series

Planning Committee: Sarah Swarz, Career Services (Lead), Kelly Dorner (Career Services), Jasmine Hines (Rocket Companies) and representatives from Housing, Disability Support Services, Gender and Sexuality Center and the Center for Multicultural Initiatives.

Do you ever doubt your abilities in the classroom or at work? Hear from Rocket Companies, and Oakland University faculty and staff about their experiences with Imposter Syndrome in their professional lives and the methods they use to combat these feelings.

Panel Moderator: DJ Bridges, Rock Central

Panelists:

- Jasmine Hines, Rock Central
- Valdet Selimaj, Rock Central
- Sarah Bodnar, OU Center for Multicultural Initiatives
- Blake Bonkowski, OU Gender and Sexuality Center

GSC x Career Services - Pride Month Workshops

All workshops are a part of Pride Month and developed in collaboration with Career Services and the Gender and Sexuality Center – Planning Leads: Emily Cutlip, Sarah Swarz and Blake Bonkowski.



Residence directors, graduate residence directors and resident assistant with Glenn McIntosh on Move-In Day

- Resumes and Cover Letters for Activists and LGBTQ+ Folks
 - Resume and cover letter advice from LGBTQ+ professionals. Learn about how to talk about activism and other unpaid work on your resume and cover letter. Discuss how to use preferred names and pronouns on resumes, and how/when to disclose additional name/identity information while job hunting.
- How to Dress For The Job You Want: Feminine
 - Learn about professional hair, makeup, skirts, dresses and more! For people of all genders who are interested in learning about professional dress expectations and options that are generally considered to be feminine.
- How to Dress For The Job You Want: Masculine
 - Learn about suits, ties, color coordination, grooming and more! For people of all genders who are interested in learning about professional dress expectations and options that are generally considered to be masculine.
- How to Dress For The Job You Want: Neutral/Non-Binary
 - Learn about how to navigate as a non-binary or gender non-conforming person. Learn about professional clothing expectations and options for all genders, and how others have navigated these binary expectations in the professional world.

DIVERSITY, EQUITY AND INCLUSION

The Office of Diversity, Equity and Inclusion strives to uphold the values of OU and to create an atmosphere of acceptance. In Fall 2022, the Office of Diversity, Equity and Inclusion recognized Disability Awareness Month in October. In partnership with the Office for Student Involvement, they hosted a service event titled “Disability Awareness Month: Support Ribbons.” At this event, students, faculty and staff had the opportunity to make their own burgundy ribbon in support of disability awareness. In addition, they provided a Disability Resource table and presented the film “Crip Camp: A Disability Revolution” with discussion at the end.

- Spring 2023 heavily focused on Sexual Assault Awareness Month. During the first week of April, the following events were hosted:
- Sexual Violence and Healthy Relationships Resource Table.
 - Teal Tuesday and Denim Day- Staff, faculty and students were encouraged to wear jeans and the color teal.
 - “Red Flag, Green Flag”: Healthy Relationships Workshop (in partnership with OUCC)- This event provided participants with an opportunity to engage in activities and learn signs of healthy and unhealthy relationships. Undergraduate student Faith Lee presented for this event with the aid of Katie Forche, OUCC intern.
 - The Clothesline Project- Staff, faculty and students designed t-shirts and posters. This project demonstrated how sexual assault and domestic violence has affected OU.
 - “Take Back the Day”- This event consisted of speeches from advocates and survivors, a walk of pride and unity, and a moment of silence. Speakers included Joey Colby from GSC, Jocelyn LaValle from OUCC and Kim Liepshutz from HAVEN.

In honor of Women’s History Month, Sexual Assault Awareness Month and Pride Month, the Office for Student Involvement aided the Office of Diversity, Equity and Inclusion in collecting over 40 lightly worn jeans that were later donated to the Ruth Ellis Center in Detroit, an agency supporting LGBTQ+ youth and families.

In February, the third annual Diversity Challenge was launched through eSpace. With nearly 270 participants, the goal was to continue the discussion of diversity amongst faculty and staff. Over the course of two weeks, many topics were covered, ranging from colonialism and its role in the loss of indigenous education to the link between inequality and anxiety. Participants were required to complete 8 of 10 challenges in order to obtain the Diversity Challenge 2023 Badge. In comparison to last year, there was a 200% increase in people who completed the challenges and earned badges.

UNIVERSITY ADVANCEMENT

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

Continuing Fundraising, Sponsorship Generation and Board Efforts

- Promote and Share DEI Case Statement
- Keeper of the Dream
- Hispanic Heritage Month
- Pride Month
- GLRSSC
- Veterans Week
- CORE Program
- OUTAS Program
- Math Corps
- Disability Support Services
- Rising Stars Program
- DDS
- Advisory Boards Demographic Representation w/ Recruitment Strategies
- Continuation of DEI Focused Fundraising Position
- Continued Support and Sharing Work of OU DEI programs at OU Via Sponsorship
- Assisted in OU Participation with First Tee Program

Virtual Events

- OU Encore: Alumni Webinar Series
 - 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

In-Person Events

- Reception and private screening of the film “Defiant Requiem”, a powerful feature-length documentary that honors the prisoners of Terezin 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.
- Rabbi Joseph Telushkin: “The Five Teachings That Can Change Your Life Today”, featuring the story about Menachem Mendel Schneerson in-person event attracting 400 people, co-sponsored with the Chabad Jewish Center of Troy and the Chabad Lubavitch of Michigan.
- Healthology is included in the SHS DEI report, as is UA’s SHS BOARD.

- SBA’s ACHIEVE program focuses on DEI delivery/discussion to its students through two annual workshops (fall and spring). Average attendance is 75-100 SBA students. Advancement supports this program through sponsorship activity of the ACHIEVE program.
- SBA’s Summer Camps (two camps, one week in duration each) are held annually and offer scholarship support to those students unable to afford the program participation fee. Advancement supports this program through sponsorship activity.
- Archaeology of Israel Summer Study Abroad, annually in June/July, takes seven to 15 students to Israel for excavation and to learn about the country, its culture and people.
- Barry M. Klein Center for Culture and Globalization - Dream Hampton, an advocate for eradicating inequalities in the Black community, presented a hybrid program. Hampton is an award-winning filmmaker and author.

Speakers and Visibility

- Recruited three highly engaged diverse alumni – Charity Dean, OUAA board member; Napoleon Harrington, secretary of the OUAA Board; and Leo Bowman, former chair of the OUAA Board - to speak at the December 2021 and May 2022 commencement ceremonies.
- Appointed diverse alumni Charity Dean, Kaniqua Welch and Renique Kersh to OUAA Board.
- Supported an increased sponsorship by the OUAA Board for Keeper of the Dream in January 2022.
- Recruited three diverse executives to serve on boards – Nina Abubakari, CEO Advantage Health serves on SON, Wendy Holmes, AVP Comerica Bank DEI Strategic Partnerships serves on SHS, and Asalyn Coachman, JD is a Financial Advisor and was recently appointed to serve on SBA.
- Speaking Engagements Included:
 - UA Team Member, Tanya Griffith: MAHLE – Keynote Speaker – Topic: Creating Equity for Women and Minorities in the Workplace – March 2023
 - UA Team Member, Tanya Griffith: Willis Towers Watson – Moderator – Topic: Supporting African American workers through Mentorship and Sponsorship – February 2023 (resulted in renewed commitment to support KOD scholarships in 2024)
 - UA Team Member, Tanya Griffith: Career Mastered Conference – Panelist – Topic: Learn to Pivot in Uncertain Times as a Black Woman – March 2023
 - UA Team Member, Tanya Griffith: NIKOLA – Keynote Speaker – Topic: Diversity Lunch and Learn – August 2022



Exploring Inclusion in the Workplace: Imposter Syndrome Panel

- Secured high impact KOD co-chairs for first time resulting in most dollars ever raised for KOD
- Providing consultative support to the Initiative to Eradicate Racism Advisory Board
- OU DEI Council Representation

NEW DEI CORPORATE ENGAGEMENT

Currently generating support for:

- Emerging Leaders Program
- SHS Students Trip to Ghana
- Teaching Race in America with Nikole Hannah Jones
- Veterans Mentorship program
- Veterans Book Loan program

Black Alumni Chapter

- Black Alumni Chapter BBQ hosted on campus with alumni staff support in August 2021 with 225 attendees
- Black Alumni Chapter homecoming event hosted on campus with alumni staff support in October 2021 with 100 attendees
- Black Excellence Celebratory sponsorship by OUAA Board – May 2022
- 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 in May 2022

Meadow Brook Estate

- Working with Detroit Pal to distribute complimentary Holiday tour vouchers for young diverse athletes and their families.
- Developing a DEAI statement to post on MBH website and visitor guide that will include a page that identifies accessible locations for visitors with special needs.
- Repurposing two bathrooms to offer gender neutral, family accessible restrooms, to ensure all visitors feel welcome.
- Implementing mandatory DEAI training for all MBH staff and volunteers.
- Offering full scholarships to MBH summer camps for underserved or economically challenged participants.
- Partnered with Detroit PAL (Police Athletic League) to provide a special tour and presentation on the “Inspirational Women of Meadow Brook.” Ten young women and two coaches participated in this free engagement program.
- Continue to participate in the “Museums for All” program, which encourages people of all backgrounds to visit museums regularly and build lifelong museum-going habits. The program supports individuals receiving food assistance with a SNAP Electronic Benefits Transfer (EBT) card by offering reduced admission for just \$3. Individuals can show their SNAP EBT card in the Museum Shop for a discounted tour admission for up to four guests per card.

Women and Philanthropy

- 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.

Overall University Advancement

Advancement’s VP and DEI Director of Philanthropy met several times with the DEI lead for the Council for Advancement and Support of Education (CASE) out of Washington DC to discuss CASE initiatives specifically focused on the Advancement industry and teams. The goal is for OU to develop pilot programs in partnership with CASE for scaling nationally. Direct outcomes include the following items.

- Inclusion Index: The inclusion index is a product that CASE has created that measures DEIB progress across four major categories of advancement policy and practice in addition to capturing respondent and demographic information. This is a maturity index that will help University Advancement assess where it is at on our DEIB journey.
- Belonging Survey: While the Inclusion Index will focus on the Advancement division as a whole, the belonging survey will assess the level of belonging of the Advancement team at the individual level. OU will be the first Advancement division to participate in this survey in the United States.
- In October 2023, Howard Reich will show the documentary “Prisoner of her Past” with talk. Features the long-lasting effects of the Holocaust on his mother Sonia Reich, a Holocaust survivor.
- Healthology is included in the SHS DEI report, as is our SHS BOARD. The Healthology Symposium is held in March of 2024 and sponsorships will be sought.
- SBA’s ACHIEVE program focuses on DEI delivery/discussion to its students through two annual workshops (fall and spring). Average attendance is 75-100 SBA students. Advancement supports this program through sponsorship activity of the ACHIEVE program. Currently, OUCU is the largest supporter of the ACHIEVE program.
- SBA’s Summer Camps (two camps, one week in duration) are held annually and offer scholarship support to those students unable to afford the program participation fee. Advancement supports this program through sponsorship activity.
- Archaeology of Israel Summer Study Abroad, annually in June/July, takes seven to 15 students to Israel for excavation and to learn about the country, its culture and people. UA solicits funding.



Sexual Assault Awareness Month: The Clothesline Project

- Math Corps – planned for the second summer program 2023, focuses on teaching math to disadvantaged students from Pontiac. This is also a mentoring program which fosters self-worth, strong values and a sense of family – to build community. UA solicits funding.
- Teaching Race – August 2023, Teaching Race in America is a conference that addresses the challenges posed by teaching.

SECS Outreach Activity Continuation with UA Support

- STEM Summer Camps
- STEM Field Trips and Workshops
- STEM Teacher Training
- Engineering Society of Detroit (ESD)
- DAPCEP
- DAPCEP PAAMEE and MEEP
- Michigan Women’s Foundation
- Oakland Schools OTC
- Pontiac School Outreach Programs
- Htech Jobs of the Future Program

FINANCE AND ADMINISTRATION

Finance and Administration provides support to the university through Facilities Management, Campus Community Support, Campus Maintenance, Oakland University Police Department, Budget Office, and Treasury. Diversity, Equity and Inclusion is essential for continued advancements within Finance and Administration. Listed below are examples of how individual departments and units contributed to DEI in the OU community.

FACILITIES MANAGEMENT

The Facilities Management department is committed to providing a safe, inclusive, highly efficient and sustainable campus, while preserving the university's physical heritage.

CAMPUS COMMUNITY SUPPORT

Throughout the past year, we have supported the university's ongoing commitment to Diversity, Equity and Inclusion (DEI) in our partnerships with our campus community:

Projects

- Facilities leadership and AP staff facilitated the installation of single user/all gender restrooms and wellness rooms in building renovations and new construction:
 - East Wilson Hall: two single user/all gender restrooms; one wellness room
 - North Foundation Hall: one single user/all gender restroom; one wellness room
 - Varner Hall: three single user/all gender restrooms; one wellness room
 - South Foundation Hall: three single user/all gender restrooms; one wellness room
 - OU Research Center: five single user/all gender restrooms; one wellness room
- Ground staff supported efforts to designate and prepare the Native American Heritage Site (NAHS) in conjunction with the Office of the Provost and the Native American Advisory Committee (NAAC). Efforts included the planting of trees at the NAHS, working with Native American student groups and other student organizations on caring for the site and coordination of planting a new pollinator garden. In addition, our Director of Facilities Services serves as a member of the NAAC committee representing Facilities.

Campus Maintenance

Grounds staff continued to maintain exterior lots and walkways, with special attention to ADA parking spaces and pathways during inclement weather to ensure the safety of our campus community.

Facilities Management Internal Efforts

Facilities Management strongly believes in promoting and fostering the ideals of Diversity, Equity and Inclusion within our own department. Our efforts over the past year have included:

Training

- Consistent training and engagement of employees on the principles of DEI by Facilities leadership.
- Completion of various Oakland University DEI programs and workshops by members of the Facilities Management leadership and support staff:
 - Diversity Advocate training
 - Diversity Challenge 2023
 - "Turn Microaggressions into Micro-Inclusions" module
 - "Unconscious Bias" module
- Completion of DEI focused webinars by two clerical technical staff for Professional Administrative Certificate recertifications:
 - "The Value of Creating a Diverse and Inclusive Network"
 - "Diversity, Equity and Inclusion Foundations"
 - "Championing Diversity, Equity and Inclusion as a Leadership Partner"

Employee Representation

- Hiring of two new staff members last year from a DEI applicant pool, bringing our overall minority hiring percentage to 35%. Furthermore, 25% of our leadership is made up of minority staffing.

Work Practices

- Establishment of DEI-centered protocols for all meetings to encourage and cultivate conversations with all staff members in a comfortable and open environment.

Social Events

- Organization of social gatherings throughout the year to bring together and support the varying cultures and values of our staff.



OU Residence Hall



OAKLAND UNIVERSITY POLICE DEPARTMENT

- All new OUPD employees (two dispatchers and five officers) as well as Command staff attended training in "Turning Microaggressions into Micro-Inclusions" and "Unconscious Bias" training. OUPD continues to support all of our DEI community members by frequently providing safety and security at DEI events.
- Lt. Thompson and our IT manager Kyle Romstad have worked directly with the Gender and Sexuality Center to provide safety assessments to their office space and suggestions for safety implementations.
- We continuously strive to hire diverse dispatchers and officers that reflect our diverse Oakland University Community.
- We regularly review our Discriminatory Harassment Policy (Lexipol Policy 315) to make sure it is up to date and we communicate to our department members that discrimination and/or harassment is not tolerated.

BUDGET OFFICE

One of our bi-weekly staff meetings was dedicated 100% to completing three exercises for understanding areas of DEI, including privilege, equality vs equity, and bias and microaggressions. In addition, it was required by each of the staff to complete the 2.5-hour sessions from the DEI Common Experience recommended in Cornerstone.

TREASURY

As part of the University's "Grizzlies Healthy Planet Initiative," a number of committees were formed in the spring (May) of 2021, including a sustainable investment committee, which sought to identify an appropriate ESG fund that could invest a small portion of the university's endowment. We worked with UBS to research an ESG equity investment with appropriate diversification and met with experts as part of our due diligence and ultimately decided on a separately managed fund, with a 65/35 domestic/international split.

Next Steps

- Our next steps are to measure our current diversity of the staff and management by partnering with HR to have a comprehensive review of the current divisional staff make up.
- Conduct the initial divisional staff survey. Designed specifically for Finance and Administration divisions, this survey was developed by UCSD and has been used for 20 years.
- Develop and implement a staff advisory council reporting directly to the Vice President. Using the staff survey results as an accountability and measurement tool, this group will help inform the division leadership on staff morale matters with a focus specifically on belonging.
- Reinstitute the annual division-wide picnic event and annual holiday event.
- Explore developing and implementing a division-wide annual staff recognition program.
- Expand the involvement with the university groups working on DEI and sustainability initiatives. Starting with the development and implementation of a strategic communications plan. This will include participation in committee, presentations to the faculty and students, and remaining focused on the students, faculty and staff that we support across the division.

SUMMARY

The division is poised to make a significant contribution to the campus community. As can be seen in this report, our teams work across the entire university and make daily contributions to the campus through resource allocation and investment, facility management, purchasing, payroll, mail services, grounds, custodial, accounting, budget, financial reporting and campus safety. Each area is uniquely different, yet has a strong connection to each other. We plan to build on this foundation and move our organization to the next level of inclusive excellence.

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

As the creative force behind OU's brand, University Communications and Marketing (UCM) is consistently committed to promoting and celebrating OU's diversity, equity and inclusion activities as part of the university's overall strategic plan. All UCM teams are deeply invested in DEI efforts. From providing unit support, such as marketing DEI-related events and initiatives to the campus community, to advancing Goal 4 as part of university-wide efforts by incorporating diverse student, staff and faculty stories in internal and external campaigns and promotions, as well as digital, social media and web-related activities, UCM enhances an experience accessible for all.

In the past year, external OU brand campaigns aimed to connect future students with authentic OU offerings and bring forth additional representation. In every aspect of our work, UCM's primary aim is to ensure that all students feel physically and academically represented. Specifically, UCM has embarked on a four-part advertising campaign stemming from the four brand pillars (two additional segments will be released throughout 2023) that highlights the accomplishments of OU. More than 1/3 of those represented in the campaign identified as an underrepresented minority (URM). The campaign consists of video and rich media components. UCM also created a sponsored paid media campaign for the Golden Grizzlies Tuition Guarantee, which promotes financial assistance opportunities for lower-income families. Through institutional research, this market directly affects URM and first-generation college students. Marketing efforts for 11 undergraduate events and academic visit days ensured a diverse grouping of students are representing OU at any given time and included print, video, responsive ads, and paid and organic tactics.

To support internal communication with the campus community, UCM also distributed campus-wide email messages that, either in part or in full, addressed topics of diversity, equity and inclusion, as well as helped prepare executive engagement presentations that in part addressed the same topics.

Storytelling is our passion. As part of full external media relations coverage in the past year, UCM published 27 web stories that centered on DEI topics and expanded the distribution of these stories through posts on several social media platforms. The stories ranged from OU being ranked as one of the top LGBTQ+-friendly campuses in Michigan to exploring the necessity of "anti-racism work" during a Virtual Diverse Voices Conference.

Additionally, the OU Alumni Magazine proudly publicizes the accomplishments of OU alumni across the state and the globe. In the past year, each issue contained several DEI-related stories, most notably, but not limited to, stories about Sharina Jones', SBA '03, journey to becoming an advocate for "wheelchair-abled" individuals, and Robert Laidler, CAS '16, who teaches inmates, asylum-seekers and underrepresented youth self-expression through writing.

Web accessibility also is part of UCM's focus. UCM is committed to adhering to and enforcing ADA-compliance web standards and continues to identify and eliminate accessibility concerns. Additionally, UCM collaborates with units and departments across campus to address ADA-compliance concerns in their web sections and to offer tools, such as help videos, guidance and web instructions, to create an OU web experience that is accessible for all. In the past year, UCM transferred the oakland.edu/diversity web section, alongside other OU web sections, to the responsive template.

As part of the university diversity council, UCM collaborates with departments and units across campus to focus on clearing pathways for student success. The following items were/are in the process of being established through feedback received from the DEI Council:

- UCM introduced the option to include pronouns on official stationery, which was implemented with OU Printing Services for business cards and name badges.
- As part of an ongoing process, the digital campus map displays additional campus features such as the location of gender-neutral bathrooms, prayer rooms and lactation rooms.
- To further enhance DEI marketing, UCM collaborated with DEI-related campus areas to invest in creative assets to strategically support departments such as Veterans Support Services, the Center for Multicultural Initiatives, Disability Support Services, and the Gender and Sexuality Center to aid with retention and recruitment of URMs.

While UCM supported university-wide strategies, another focus was on enhancing unit marketing. In the past year, UCM established a DEI calendar that gives heightened visibility to campus events, and provided training and guidance to the DEI Office to utilize the new communication platform. Further, UCM marketed several initiatives and events to the campus community, such as the Diversity Challenge, fall 2022 DEI Common Experience and Sexual Assault Awareness Month and supported the DEI Office with general marketing needs (e.g. Annual Diversity Report). UCM has taken an active role in attending DEI-related events and celebrations on campus.

Through these experiences and through building stronger relationships, UCM has developed plans to reutilize one-time video event footage and other creative assets into marketing materials to celebrate departmental and student success. Pursuing our goal to use inclusive language in our messaging, UCM works with all areas related to diversity, equity and inclusion.

UCM staffers continuously strive for personal and professional growth. In the past year, UCM took part in DEI-related professional development training, such as Students, Administrators and Faculty for Equality (SAFE) on Campus, and was encouraged by leadership to take the 2023 Diversity Challenge and the Fall 2022 DEI Common Experience. Finally, UCM created a secondary photography studio to accommodate the university standard headshot sessions on the first floor of Anibal House to be ADA compliant. UCM's traditional studio, located on the second floor, was only accessible by stairs.

HUMAN RESOURCES

Promoting diversity, equity and inclusion initiatives within a Human Resources department is crucial for creating an inclusive work environment for Oakland University's community. The Human Resources (HR) department's mission is to cultivate an environment where human endeavor flourishes. HR sets a preeminent standard for maintaining diverse, welcoming and collaborative learning and work environments, as well as celebrating the enlightenment and enrichment that social diversity inspires. With that said, HR has a university-wide responsibility for leading human capital strategies and programs to build an effective, inclusive and high-performance culture. As HR continues to prioritize these initiatives, here are the goals HR has worked toward this year:

Increase Workforce Diversity

The HR department aims to enhance diversity within the organization by attracting and retaining employees from various backgrounds, including different genders, races, ethnicities, ages, abilities and cultural identities. This involves implementing inclusive hiring practices, sourcing from diverse talent pools and fostering a welcoming environment for all individuals. One new hiring practice that has been established is the Diversity and Equity Advocate (DEA) program. Since 2021, approximately 150 employees have participated in these trainings. Most recently, HR hosted two trainings, an introductory DEA training course in March as well as a refresher training course in April for those that have previously taken the course. In these trainings, participants learned best practices in the recruitment of diverse staff and will serve as DEAs. As of May 2023, all staff positions will have a person serving as a DEA.

Promote Equity in the Workplace

The HR department is committed to creating a fair and equitable work environment where everyone has equal opportunities to succeed and thrive. This includes ensuring that policies, practices and procedures are free from biases and barriers, and providing support for underrepresented employees to advance their careers. As part of the DEI Council,

HR has played an essential role in launching what we are terming the "Pathways Project." Its goal is to help identify barriers for promotion and retention of various employment groups.

Foster an Inclusive Culture

The HR department strives to cultivate an inclusive culture where all employees feel valued, respected and empowered. HR worked to expand employee/staff recognition opportunities by introducing the Linda Barc Golden Spirit/Service Award for OUPSA and the Robert Vaughn CMT Employee of the Year award beginning in 2023. The goal here is to reinforce the university's commitment and recognition of all employee groups and the crucial work they accomplish.

Enhance Leadership Commitment

The HR department works to secure visible and active leadership commitment to DEI initiatives. This involves engaging all employees to champion diversity, equity and inclusion, administering DEI goals from the university's strategic plan, and holding employees accountable for promoting a diverse and inclusive workplace. The university's performance appraisal system measures success in this area.

Provide Training and Education

The HR department offers comprehensive training and education programs to increase awareness and understanding of DEI topics. This includes providing resources on unconscious bias, conducting diversity training sessions for employees at all levels, and empowering managers to foster inclusive teams. HR, along with Student Affairs and Diversity, helped select and facilitate two university-wide training modules on "Turn Microaggressions into Micro-Inclusions" and "Unconscious Bias" this year and over 600 faculty and staff members have completed the courses.

Establish Inclusive Policies and Practices

The HR department reviews and revises policies, practices and procedures to ensure they align with DEI principles. This includes implementing inclusive recruitment and promotion processes, making updates to the flexible work arrangements to support work-life balance, and expanding remote work options. HR has also ensured that there are options for healthcare incentives for the LGBTQ+ community, e.g., gender affirming surgery.

Measure and Track Progress

The HR department establishes metrics and regularly measures progress toward DEI goals. This includes collecting and analyzing demographic data, conducting employee surveys to assess the workplace climate, and tracking the representation and advancement of underrepresented groups. The department uses this information to identify areas for improvement and make data-driven decisions.

Collaborate with External Partners

The HR department engages with external organizations, community groups and professional networks to enhance DEI efforts, which includes partnering with community organizations that promote diversity and inclusion. In May 2023, HR collaborated with OU MI- ACE to host the workshop “Resilience in the Workplace” with guest speaker Joscelyn A. Davis, president and CEO of JADE Strategies, Inc., in efforts to advance and support women in higher education. This event reached capacity and over 50 individuals participated in this thought-provoking session. Additionally, HR supports the annual MI-ACE conference which seeks to advance women in higher education.

By pursuing these DEI goals, the HR department plays a vital role in creating a workplace that values diversity, promotes equity and fosters an inclusive culture where every employee feels valued and can thrive.

UNIVERSITY RECREATION AND WELL-BEING

NEW INITIATIVES Employee Representation

University Recreation and Well-Being continues to build a diverse team and provides opportunities for underrepresented minority (URM) students. The goal is to increase student employee diversity each year. In fall of 2023, Rec Well increased student URM employment by 2%, increasing the percentage of student employees who are URMs to 34.15%.

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



DEI Mixer

African American Celebration Month Collaborative Event

Rec Well joined Enrollment Management and OUWB in sponsoring an event that combined fitness, dance and diversity in conjunction with African American Celebration Month. This event was facilitated by Dr. Thandi Sule and led by Rec Well’s group exercise instructor Angie Freeman. This program served to facilitate understanding of Black American culture through hip-hop. The program included an overview of hip-hop culture and history, while allowing participants to engage in dance movements inspired by hip-hop culture and music. Rec Well hosted this program on February 9 and attracted over 30 participants from across campus.

Inclusive Restroom and Changing Spaces

A complete renovation of the men’s and women’s restrooms on the main level of the Recreation Center is scheduled to begin in May 2023. The renovation will include a reconfiguration of the current space to include gender inclusive dry changing spaces as well as a mother’s room. An unused office space on the Recreation Center lower level will also be reconfigured to include a gender inclusive wet changing space and a dry changing space. Anticipated completion of the project is Fall 2023.

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 2023. The PWA team engages all students, faculty and staff regardless of their comfort levels, health status, location and abilities. Rec Well continues to provide programming that focuses on underrepresented groups on campus. Those include students with disabilities, veterans, the LGBTQ+ community and all students falling within the demographics of the Center for Multicultural Initiatives. In fall of 2023, 2,842 individuals were reached through various health and well-being in-person and virtual program offerings.

Training to support Diversity and Inclusion and Customer Service

Rec Well worked with CMI to create and facilitate a 2-hour workshop held in January 2023 with the goal of enabling student employees to better address and resolve incidents that could be racially charged. With the leadership of CMI, Rec Well students took part in a pilot program that addressed:

- Unconscious bias
- Communication and conflict resolution

This interactive training established customer service standards to use when addressing common conflicts. Students were put in groups and given problems to solve, utilizing techniques presented in training. The key to problem solving was to determine if the solutions they presented would “cause no harm.” This training was revisited in area unit meetings throughout the winter semester.

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 student-athlete summit focused on well-being and resilience strategies for student-athletes and looked at resilience, social justice, coping with stress, managing emotions and nurturing connections. We focused on navigating challenging situations and discussed how to navigate those situations and interactions with radical acceptance and common humanity. Both sessions were led by Megan Kennedy, director of the University of Washington’s Resilience Lab.

DEI Forums

Each month, Athletics hosts and promotes a DEI workshop or event open to all student-athletes, coaches and athletic department staff.

- September
 - Celebrated Hispanic Heritage Month with a Latin Dance Class where participants learned the history behind and steps to the Salsa, Merengue and the Cumbia.
 - Held a Your Voice Matters voting and civic engagement event where student- athletes, coaches and staff registered to vote and/or requested an absentee ballot.
- October
 - Hosted a Taste of Culture event, featuring favorite cuisines from the following home countries of our international student-athletes and coaches: Argentina (empanadas), Canada (poutine) and the Scandinavian region of Europe (Swedish meatballs).
- November
 - Celebrated Civic Engagement where student-athletes learned about and how to practice the five main pillars of Civic Engagement: Political Involvement, Social Responsibility, Direct Service, Community Research, and Activism and Education.
 - Attended Students, Administrators and Faculty for Equality (SAFE) on-campus training, empowering students, staff and faculty to provide support to LGBTQ+ students and colleagues.
- December
 - Hosted a World Cup Watch Party for the Croatia v. Belgium game where participants enjoyed cultural fun facts, delicacies and learned about the unique nuances of this year’s World Cup.
- January
 - Hosted a Taste of Culture event, featuring favorite cuisines from the following home countries of our international student-athletes: Hungary (pierogis), Australia (chocolate/coconut biscuits) and Spain (regañías).
 - Student-athletes and staff packaged meals in Flint as part of the MLK Day of Service with United Way.
- February
 - Launched Athletics inaugural OU Strives DEI initiative, underscoring individual and team community service initiatives to help inspire others to get involved and make a difference in the community.

- Attended Campus Recreation Camp and Well-Being’s Move and Groove dance class as part of African American Celebration Month, which was designed to facilitate understanding of Black American culture through hip-hop.

- March
 - Teams volunteered at the Baldwin Center in Pontiac, handing out clothes to and preparing meals for those in need.
- April
 - Blake Bonkowski, coordinator of the Gender and Sexuality Center, threw out the first pitch of our softball game against the University of Wisconsin-Green Bay and assisted with tabling for fans to learn more about LGBTQ+ education and resources.
 - Celebrated OU’s Pride Month by attending Drag Bingo, which taught the history and significance of drag in a fun and familiar environment.

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, Biases in Sport and Golf, Everyday Biases and Radical Justice Through High Fives.

NCAA Diversity and Inclusion Campaign

Daily social media posts through Oakland’s Student-Athlete Advisory Committee focusing on the following themes: Exploring My Identities, Allyship Is . . . , and Strength in Unity.

The Golf and Learning Center

- Hosting the First Tee of Greater Detroit, a youth development organization that enables kids to build the strength of character that empowers them through a lifetime of new challenges.
- Hosting OUCARE Oakland University Center for Autism on the driving range for programming one evening a week.

WeCOACH

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

- Monthly WeREAD book club on the Winning Ways of Women Coaches
- August: Before & After Title IX – A Woman’s Life
- September: Title IX Lunch & Learn – ESPN’s 37 Words Documentary
- October: Practice Makes Possible – Mental Health and Life-Role Balance Create a Winning Game Plan Video Chat
- October: Future of Sports – Coaching Civic Engagement
- December: Virtual Breakthrough Summit
- February: WeCoach Regional Workshop at the NCAA in conjunction with National Girls and Women in Sports Day
- April: The Female Athlete – Energy and Nutrition Strategies Video Chat



Girls and Women in Sports Day

National Girls and Women in Sports Day

In January, Athletics partnered with Oakland County Sheriff PAL to celebrate National Girls and Women in Sports Day. Through interactive sessions with OU student-athletes, coaches and staff, participants learned about Title IX and its impact and shared the importance of participating in sports and staying active through life. The event concluded with participants learning and performing a TikTok with OU’s dance team and attending the women’s basketball game against Cleveland State University.

DEI Games

- Women’s Soccer – Red2Racism
- Volleyball – Pride Night
- Women’s Basketball – Equality and Inclusion Game
- Men’s Basketball – Equality and Inclusion Game
- Softball – Pride Game

ANTI-RACISM DISCUSSION GROUP

Recognizing the need for more discussion and action around diversity, equity and inclusion, a group of individuals from the AP Professional Development committee came together to begin the Anti-Racism Discussion Group. Since the summer of 2020, faculty and staff from across campus come together monthly to discuss issues of racism and discrimination. Topics have been intersectional and range from discussing

environmental racism to racism and disability to the impact of racism within the education system. Each discussion includes shared materials in multiple modalities to expose faculty and staff to various issues within each topic. Each discussion ends with reflection and how we can make changes on our own campus. In 2021-2022 the Anti-Racism Discussion Group won the OU Team Award, for the collaboration and dedication outside of their regular job responsibilities.

In 2022-2023 the Anti-Racism Discussion Group continued monthly discussions but turned the focus toward Oakland University and specifically what issues are present on our campus. The group had discussions about anti-racist hiring practices, pushing for change in office culture, and what institutional policies could be updated to be more inclusive for our students. The Anti-Racism Discussion Group aims to foster an equitable campus environment at OU that is free from racism and discrimination for everyone. The Planning Committee for the 2022-23 Anti-Racism Discussion Group includes Blake Bonkowski, Gender and Sexuality Center; Brian December, Faculty Affairs, OUWB School of Medicine; Kelli Dowd, Student Services, Leadership and Engagement, School of Health Sciences; Carrie Gilchrist, Financial Services; Christopher Gregory, IT, School of Engineering and Computer Science; Annie Hegedus, CAS Advising; Christina Moore, Center for Excellence in Teaching and Learning; Mari Tilashalski, Athletics; Robin White, Registrar; Zach Zuchowicz, Faculty Affairs, OUWB School of Medicine.

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-hosted the International Womxn’s Day program where they highlighted the discoveries and achievements of women.

LGBTQIA+ ERG

- Regular meetings to get folks from the community together during the year.
- Started a newsletter for the LGBTQIA+ ERG.
- Advocated to the university on health benefits for transgender faculty/staff/students.
- Collaborated on International Women’s Day event with other ERGs.
- Supported Pride Month and the Gender and Sexuality Center (GSC) with multiple events:
 - BBQueer Opening Event Celebration for Pride Month
 - Lunch and Learn (Murdering Our Queer Past with Dr. Bridget Kies)
 - Partnered with CMI and GSC to host a book club to read the book that was also the speaker for the Larrabee Lecture (Ma and Me by Putsana Reang)
 - Volunteered and provided giveaways for Lavender Graduation
- Hosted multiple happy hour events to get those in the community together after work-hours.
- Continue to support upcoming summer pride events including tabling at the festivals and being part of the parade for Motor City Pride.

International ERG

- Held our inaugural meeting in December 2022.
- Participated in the International Mother Languages Day event in February 2023.
- Planning an Immigration Seminar for Fall 2023.

Latinx ERG

The Latinx ERG has a mission to provide personal and professional resources for the recruitment, retention and success of Oakland University’s Latinx faculty, staff and students. Events hosted by the Latinx ERG highlight academic, professional, equity and justice topics that impact the Latinx community while celebrating the culture, intersections with other ERGs, and empowering allies. Events hosted and co-hosted by the Latinx ERG include.

- The Latinx ERG, OU Women and Gender Studies department, and the Klein Center present a PBS film called “On the Divide” by Maya Cueva.
- In celebration of Hispanic Heritage Month, they highlighted the importance of mental health and co-hosted the Fur Angels (therapy dogs) along with the Recreation Center and OU’s Communication, Journalism, and Public Relations.

- Co-hosted Hispanic Heritage Month’s closing ceremony with “If you can see it, you can be it,” Latinx Leaders Panel.
- Co-hosted events promoting the importance of mental health by participating in Fur Angels (therapy dogs) events throughout key times within the fall and winter semesters along with the Recreation Center.
- Partnered with the Provost office, CMI office, Hispanic Faculty Resource Group and Dean of Students office to host OU’s Inaugural Latinx Graduation Celebration.
- Support and collaborate with peer ERGs in celebration of International Womxn’s Day.
- Collaborate with University Advancement in the creation of HHM philanthropy marketing material.

Asian American Pacific Islander (AAPI) ERG

- Visual Art and Achievements Celebration for OU AAPI Faculty Jetshri Bhadviya (Art), JenClare Gawaran (Art) and You-Chuan Chen (Art History).

BERG

- The Black Employee Resource Group worked jointly with key university stakeholders to discuss concerns raised regarding a perceived incident of racial discrimination involving OU students and staff members. Members of the BERG Executive Team facilitated dialogue with students, faculty, staff and alumni to hear the concerns and provide support to people of color in the OU community.
- BERG mobilized as a unit to help sponsor a non-traditional student in providing a warm and memorable holiday season for their children. The philanthropic efforts of the collective BERG group was paramount in providing hope, love and joy to this family.
- Following the success of the inaugural event last year, BERG hosted OU’s Juneteenth Celebration on June 19, 2023. This event commemorates the anniversary of the day when federal troops arrived in Galveston, Texas, to take control of the state and ensure that all enslaved Black people were freed.
- BERG remains active and continues to work, educate and advocate for people of color throughout the OU community.

WERG

OU WERG has the following goals:

- To bring awareness of women resources.
- To support advocacy efforts on women issues.
- To show appreciation of all women and other DEI employee groups.
- To take action, plan and offer professional development to our community.

Women of OU Scholarship Program

The WERG Critical Difference scholarship committee awarded \$17,000 to five deserving applicants. These applicants have experienced hardship and trauma in their lives that have been disruptive. Yet through sheer perseverance, they have survived the odds and will hopefully successfully graduate with their undergraduate degrees with dignity and honor. In addition, they are amazing role models to their children, instilling in them the importance of family and education.

The Emerging Leaders Small Group

This group is for higher education professionals who are interested in learning ways to enhance career opportunities and develop as professionals in higher education. We hosted Women in Leadership Spotlight series:

- Jennifer Root, Ed.D., assistant dean of Student Affairs OUWB
- Marie VanBuskirk, associate director, Operations and Marketing at University Recreation and Well-Being
- Dawn Aubry, vice president of Enrollment Management
- Joi Cunningham, J.D., vice president of Human Resources

Working Moms and Caregivers Small Group

This group is for working moms, caregivers, other parents and grandparents looking for support, encouragement and tips on making it work.

- Individual and group sessions for interested participants
- Lactation rooms and support for the feminine products initiative
- Women and Girls in Sports Day Family Game

Harmonizing Your Life

This group is for interested members who strive for work and personal life balance. This year, we partnered with the Rec Well center and supported their offerings.

- Dance Day: we learned about different dance steps and moved in the rhythm of music.
- Indoor track walks for the long winter months, participation in From Couch to 5K Rec Well initiative.
- Women's Heart Health and Stroke awareness activities, participation at the Heart Walk Detroit in June.

OU WERG Large Events

- November – Matilda Day and first Matilda Walk to honor our founder and support scholarships available to our students.
- February – We supported our women's basketball team and continued our traditional celebration of this special day, the National Girls and Women in Sports Day and Title IX, with a Family Game and Fun event.
- March – International Women's Day celebration with all ERGs and the presentation of the first women in leadership and philanthropy, Matilda Wilson Legacy Book Collection inauguration, in collaboration with Anne Zacharias, OU Libraries and Madelyn Chrapla, Meadow Brook Hall.
- Collaboration and support of MI ACE initiatives and events, Equal Pay Day, annual conference and workshops.

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

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AP Assembly Representative



“The Oakland University 2022-23 Annual Diversity Report highlights OU’s exceptional expansion of both energy and effort in living our shared values and furthering our commitment to create an inclusive culture where everyone feels welcomed, safe, included, valued and accepted. By continuing to implement and expand diversity, equity and inclusion activities and initiatives across the entire campus and region, OU is determined to cultivate a conscious community.”

– **Dr. Ora Hirsch Pescovitz**
President, Oakland University

**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.