



THE UNIVERSITY OF UTAH

**OFFICE FOR
INCLUSIVE EXCELLENCE**

Annual Report
2017-2018

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About Us

Upon its inauguration, in 2013, the Office for Inclusive Excellence assumed two specific charges: to assess and monitor the campus climate and to respond to incidents of bias and/or *microaggressions*¹ as it impacts students at the University of Utah. Based on these charges, the mission of the Office for Inclusive Excellence maintains a specific focus driven to shape its practices toward a more inclusive environment and healthier campus climate at the U.

Mission

To engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community

Our mission is driven by the following principles:

- We believe that inclusion and diversity are fundamental to the success of the university, and its students, staff, faculty, and administrators. A collective commitment to diversity and inclusion enriches our learning prepares students to become actively engaged in our local and global society as responsible citizens.
- We strive to nurture a culture of inclusion that respects the humanity of all peoples. We do not support acts of intolerance against another's race, ethnicity, age, sexual orientation, gender, gender identity and expression, ability, socioeconomic status, veteran status, size, national origin, language, religion or any other real or perceived differences based on an individual's identity.
- We aim to promote a climate of respect and shared responsibility that cultivates and sustains transformative practices by forging spaces of possibility where people feel safe, valued, welcomed, and respected. These ideals are intrinsic to collaborative partnerships and our University's mission "to serve the people of Utah and the world."

Staff

Professional Staff

Belinda Otukolo Saltiban, Ph.D.

Jude McNeil, MSW

Elizabeth Rogers, Ph.D.

Assistant Dean of Undergraduate Studies & Director

Assistant Director

Associate Instructor

Research Assistants & Interns

Kathie Campbell, Practicum Student

Liliana Castrellon, Research Assistant

Valerie Guerrero, Research Assistant

Vanessa Johnson, Research Assistant

Kamari Smalls, Research Assistant

Doctoral candidate

Doctoral candidate

Doctoral candidate

Doctoral candidate

U Alum

¹ The definitions of bias and microaggressions are located in the Glossary of Key Terms. Additional terms can be found there as well.

Core Objectives

The core objective of the Office for Inclusive Excellence is to work towards a healthier campus climate that supports student success, primarily centered on education. This objective is maintained through forging strong collaborative partnerships and relationships to: (a) effectively respond to incidents of bias and/or microaggressions and address them appropriately; (b) assess the campus climate utilizing an array of data collection methods and approaches; (c) and actively strengthen campus culture with relevant strategies and practices. Our core objectives for the 2017-2018 academic year can be found in the table below.

Core Objectives	Goals	Outcomes
Campus Climate	<p>Collaborate and partner with the U's central data office to include a diversity module on the National Survey of Student Engagement (NSSE) to measure aspects of campus climate and obtain some baseline data.</p> <p>Work with a STEM College to better understand campus climate for transfer students; this includes a qualitative and quantitative approach.</p> <p>Create a campus climate survey for a STEM College.</p>	<p>The Office for Inclusive Excellence recently received the data on the NSSE module, entitled, "Inclusiveness and Engagement with Cultural Diversity." We anticipate the data to be shared in the 2018-2019 academic year.</p> <p>A team was assembled to work on campus climate in a STEM college. We conducted a series of 9 focus groups in a STEM College. The data was transcribed, coded, and analyzed; this resulted in a written report that was submitted to a college representative.</p> <p>The STEM survey on college climate was completed, although not yet administered.</p>
Bias Reports	<p>Respond to every incident report</p> <p>Systematize the reporting system through our online tools</p>	<p>Addressed 75 bias incidents, and responded to each report within 2 business days.</p> <p>Glitches in technology might require that we continue to find alternatives methods to document reports.</p>
Educational Workshops	<p>Provide educational workshops across campus focused on microaggressions.</p> <p>Develop a menu of free educational workshops on diversity and inclusion that are</p>	<p>Led 55 workshops with about 1,600 participants</p> <p>The menu of workshops are now available in the OIE. We</p>

	available to the campus community to coordinate efforts.	anticipate additions to the ‘menu’ as opportunities unfold.
Staff Excellence and Education	Partner with the Center for Teaching and Learning Excellence (CTLE) and hire an Associate Instructor to focus on classroom climate. Represent the Office for Inclusive Excellence on committees that will inadvertently contribute to healthier campus climates and minimize incidents of bias.	Hired an Associate Instructor who created 5 workshops for faculty; they are working on the construction of a website dedicated to inclusive teaching practices. The Assistant Director for OIE and the Associate Instructor (for OIE and CTLE) serves on a committee supporting faculty, called “Transforming Classrooms into Communities” or TCIC.

Campus Climate

What is campus climate?

The campus climate is based on the conditions of an institutions’ learning environment and it impacts the success and retention of its community members. Real or perceived, individuals’ perceptions of climate are shaped by (1) the quality of interactions across difference (inclusive of behaviors, attitudes, and standard practices); (2) structures, policies, and history of inclusion or exclusion; (3) and the level of respect and concern for individual and group needs, abilities, safety, and potential of its members.

The Office for Inclusive Excellence adopts the Diverse Learning Environment (DLE) framework² to illuminate internal and external dimensions encompassing campus climate. On the one hand, external components of campus climate consists of sociohistorical and political forces. On the other, the internal (or institutional) context is inclusive of the following dimensions: (1) Historical legacy of inclusion/exclusion (2) Compositional Diversity (3) Psychological (4) Behavioral (5) Structural & Organizational.

What is bias?

Bias is consistent of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias—in which its effect is to discriminate, demean, embarrass, assign stereotype, harass, or exclude individuals because of their membership in a classification, such as race, color, ethnicity, national origin, language, sex, gender, gender identity or expression, sexual orientation, size, disability, age, veteran status, or religion. A challenge for many institutions is to proactively and positively influence the conditions of campus climate to deter bias.

What is the relationship between bias and campus climate?

When biases operate within institutions of education, they can negatively affect the climate; this includes individuals’ perceptions of inclusion and exclusion, their experiences, attitudes, expectations, and sense of

² The DLE Framework was originally developed by Sylvia Hurtado et al (1998).

belonging.³ Adverse campus climates resulting from bias can effect unintended consequences of hostility, exacerbated tensions, disengagement, increased drop-out & stop-out rates, maladjustments, threats, microaggressions, tokenism, lack of critical mass, and institutional ‘isms’ (see Quaye & Harper, 2014, p. 7).

Why does the campus climate matter?

While there are a number of significant reasons why the climate matters. We outline 3 key arguments:

1. The conditions of learning environments play an important and critical role in fostering and enhancing the success of *all* its members. In particular, context shapes students’ experiences and when the climate is pluralistic, inclusive, respectful, and safe, individuals tend to feel more valued and positive outcomes are evidenced in higher rates of persistence, retention, and student engagement⁴, graduation, development and growth, and transformation. (Hurtado, et al. 1998; Hurtado, 2007; Hurtado, 2012; Kuh, 2007; Milem, Chang, & Antonio, 2005; Quaye & Harper, 2014; Smith, 2009; Tinto, 2000).
2. The climate shapes students’ intellectual and cultural competencies, particularly as they engage with diverse and competing perspectives in educational contexts that are proposed to nurture intellectual curiosity, expand our understanding of global citizenship and democracy⁵, better prepare them for leadership in the marketplace, and strengthen reflexivity, group relations, human capital and expertise. In our educational context, then, our learning environments become sites of contestation, resistance and possibility in which educational discourses, pedagogical practices, and internal relations are a part of the institutional culture effecting campus climate (see Giroux, 2003; Rankin, 2004; Smith, 2009; Zook, 1947).
3. There are costs associated with unhealthy climates and ignoring the process of deliberately creating conditions for its members to thrive, for example, can inadvertently produce alienating and marginalizing environments affecting student learning and outcomes. In addition to the consequences previously mentioned (in the relationship between climate and bias), adverse learning conditions can impact productivity, satisfaction, turnover, and morale which may also result in “public disclosures exposing discrimination, boycotts, lawsuits, and the absence of diversity” (Smith, 2009, p. 16; see also Quaye & Harper, 2014; Rankin, 2004).

Campus Climate Partnership with a STEM College

In an effort to transform “system improvements...that will positively impact a significant portion of the student student population” and provide “an exceptionally supportive, cohesive, and rich experience for students from all backgrounds as they pursue their educational goals” we partnered with a STEM college on inclusive excellence. In this academic year, we engaged in a number of activities to support the climate:

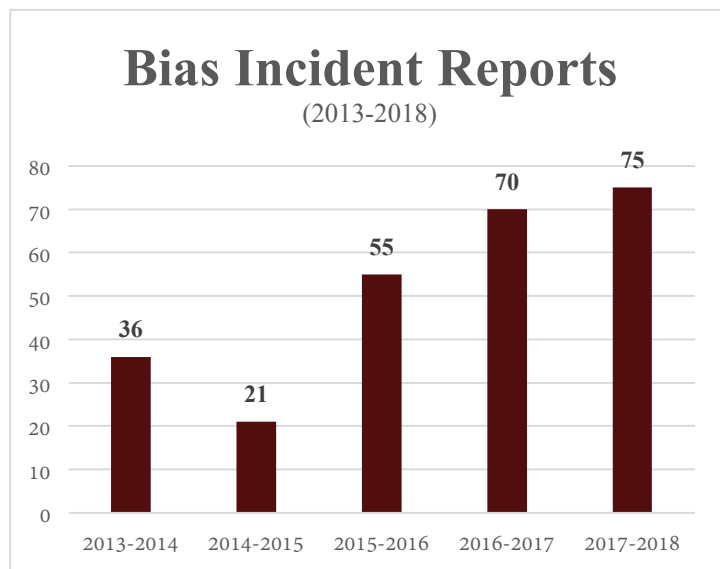
³ In his research, Terrell Strayhorn (2012) identified sense of belonging as “an important factor in the success of college students” (p. 5). Citing numerous other studies conducted over the years, Strayhorn argues, “sense of belonging positively influences academic achievement, retention, and persistence” (p. 9).

⁴ According to Vincent Tinto (2000), engagement is the highest predictor of persistence. When students are disengaged or feeling isolated and/or disconnected, they are likely to discontinue by dropping or stopping-out (this impacts our graduation rates, the educational mission, national rankings, reputation, etc).

⁵ See Higher Education for American Democracy, a report published by the President’s Commission on Higher Education (appointed by former president, Harry S. Truman in 1947). In this report, there was expressed urgency to expand educational opportunities and affordability and increasing social understanding for the future of the nation.

- Conducted a series of 9 focus groups with students;
- Hired 4 graduate students and research assistants to work on the project;
- Recorded, transcribed, coded, and analyzed all of the focus group data;
- Submitted a written report on the findings from the focus groups to the lead Principal Investigator (PI) on the Howard Hughes Medical Institute (HHMI) grant;
- Developed a campus climate survey for staff and faculty, which will be administered during the 2018-19 academic calendar;
- Started in the construction of a survey focused on campus climate and students' experiences; we anticipate a survey that will be administered in the 2018-19 academic calendar;
- Collaborated with multiple offices—Human Resources, Center for Teaching and Learning Excellence, and a STEM College—to create a series of workshops (emulating a Faculty Learning Community) to emphasize inclusive classrooms, teaching practices, and leadership. So far, we collectively shaped 8 workshops through our partnerships.

Bias Incident Reports



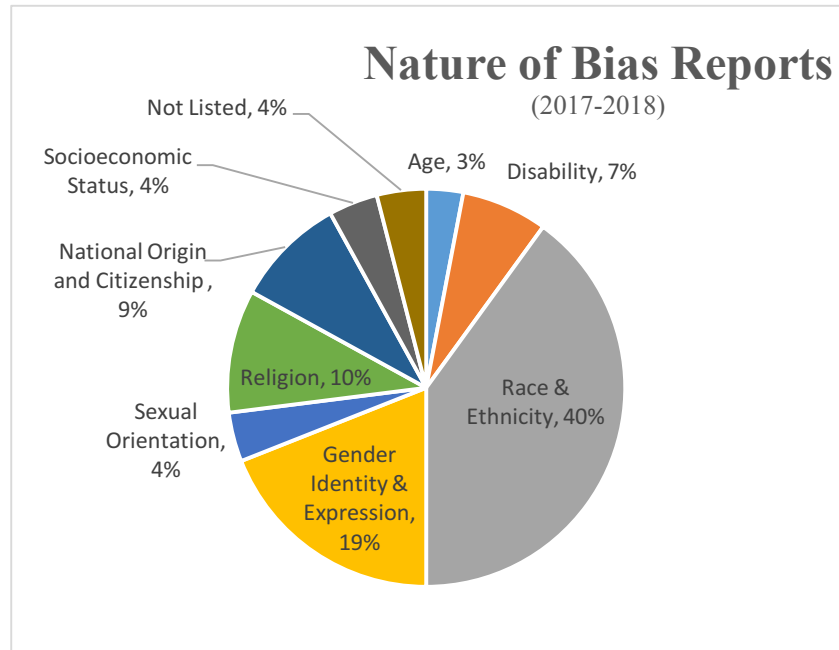
A primary responsibility of the OIE is to respond to incidents of bias and microaggressions. Doing so is an integral part of the behavioral dimension of campus climate, which is captured in this section to mean “the status of social interaction on the campus, the nature of interactions between and among individuals from different [cultural] backgrounds, and the quality of intergroup relations” (Milem, Chang & Antonio, 2005, p. 17). They entail cumulative incidents contributing to the campus climate in diversity and in interactions with others at the university. Majority of the reported incidents, for example, identified behaviors, nature, and sources of bias by members of the campus

community who have targeted, excluded, demeaned or harassed students due to their membership in a certain group or identity category. We provide aggregate data (in the section and the next) to illuminate both behavioral and psychological dimensions of the campus climate.

In the past (between 2013 and 2018), there has been a steady rise in bias reports. In 2017-2018, we received a total of 75 incident reports. These reports have been critical in informing the types of educational approaches we take in our response, the types of partnerships we forge, and the workshops created, shaped, and offered to members of our campus community. From 36 reports in 2013-2014 to 75 in 2017-2018, incidents have increased by 39 submissions or over 100%. It is important to note that while incidents have gradually increased, biases are generally underreported for a number of reasons including fear of retaliation, lack of confidence in the institution's reporting structure, and a lack of knowledge that this particular avenue of reporting exists (among other reasons).

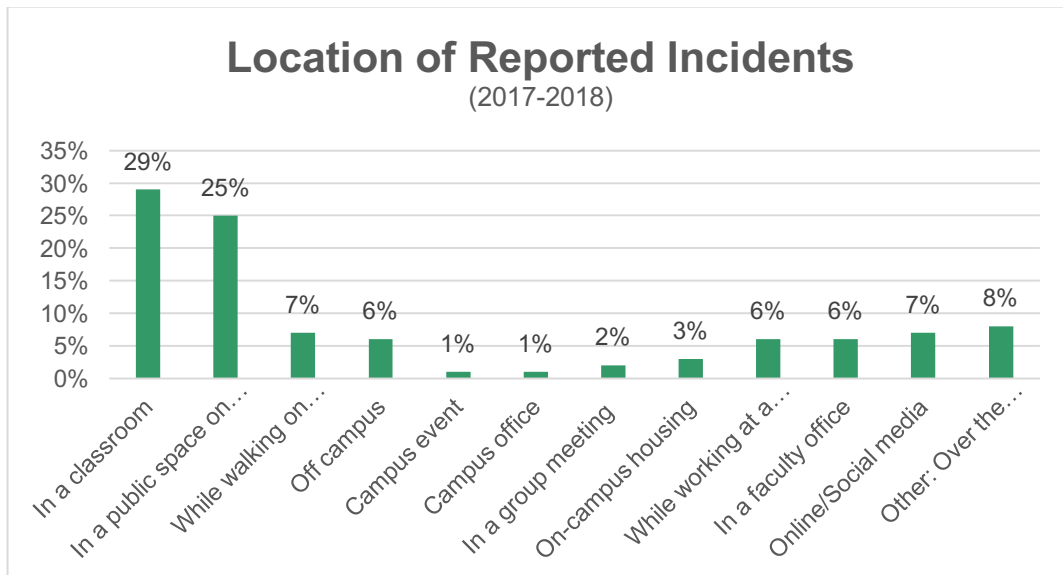
Nature of bias reports

In 2017-2018, the most frequently reported incidents were based on Race & Ethnicity (40%), followed by Gender Identity & Expression (19%) and Religion (10%).⁶ For the past 5 years, reports have indicated racial & ethnic biases as primary concerns that are either experienced or witnessed by students at the U. This is significant as there are implications for student success as well as policies, practices, and further analysis of the campus climate; in particular, the racial campus climate.



Location of bias reports

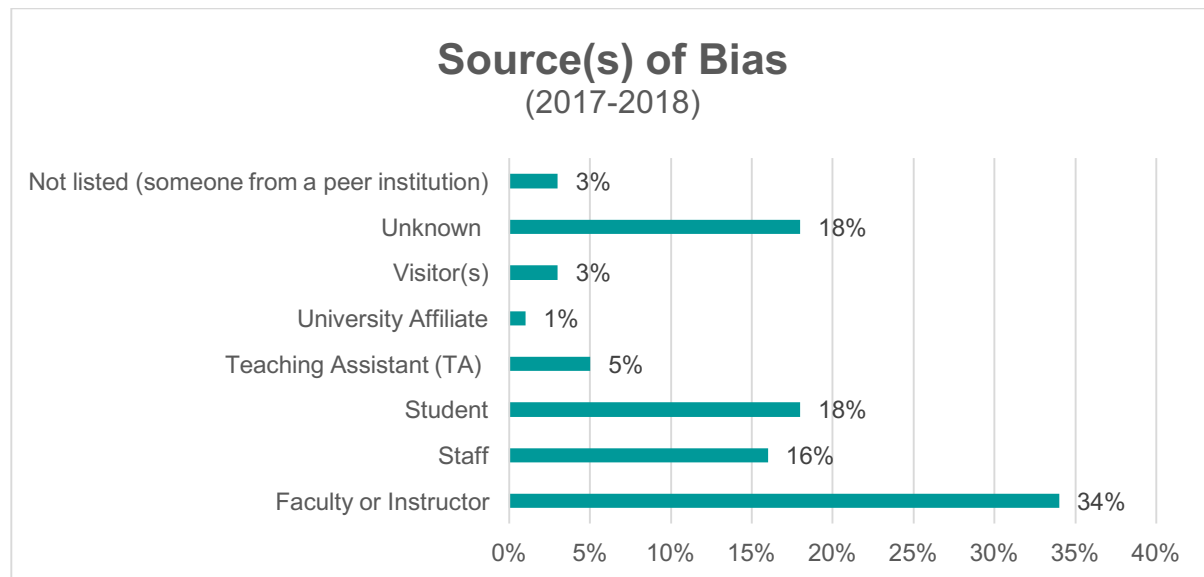
Since its inception (in 2013), the Office for Inclusive Excellence continues to document a pattern of bias incidents primarily occurring in the classroom. This year is no different in that the majority of reports took place in the classroom (29%), followed by a public place on campus (25%), and in other spaces on the university campus (8%).



⁶ In the graphs, it is important to take into account that while these data trends provide reports submitted to the Office for Inclusive Excellence, they do not account for additional reports to other professional offices or support services on campus that tend to support students when they are experiencing difficulty in this institutional setting.

Source(s) of bias

During the academic year of 2017-2018, most reported that the sources of bias involved faculty (34%), students (18%) and 'unknown' individuals (18%). One example demonstrating the ways in which an individual (or group of individuals) might be 'unknown' is captured in a news story detailing racist signs at the U⁷: <https://www.sltrib.com/news/2017/08/11/racist-posters-found-on-university-of-utah-campus/>



Responses to incidents of bias

What are the types of responses to bias reports by the Office for Inclusive Excellence?

There are four standardized responses to bias reports imposed by the Office of General Counsel:

1. A representative from the Office for Inclusive Excellence or a member of the URIS⁸ Team may assist students in filing a formal (investigation) or informal (mediation) with the Office of Equal Opportunity and Affirmative Action (OEO/AA) or Dean of Students. If a student elects to file a report in either of the aforementioned offices, they may have an advocate (from the URIS Team) present to help them initiate the process. If an investigation takes place, OEO may recommend education (at the end of this process) to enhance the awareness of the individual, office, or in the department from which the source of bias emerged. URIS and Inclusive Excellence is not an investigative entity, although they can be contacted for educational purposes related to campus climate.
2. If a reported incident alleges that a faculty or staff is the source of bias (or series of biases), the report will be initially screened by OEO/AA. URIS representatives may contact the Department Chair and offer to provide training for the department. This approach will (a) avoid singling out one person, (b) allow URIS to (pro)actively reach a broader audience with the purpose of educating or increasing the

⁷ This year, alone, institutions of higher education across the country were either targeted by white nationalist groups and/or saw an increase in bias or hate incidents on their campus. (See the following articles: [After 2016 Election, Campus hate Crimes Seemed to Jump](#); [A September of Racist Incidents](#); and [White Supremacists are Targeting College Campuses Like Never Before](#))

⁸ URIS stands for University Resources for Inclusion and Education

awareness of community members on campus climate and ways to minimize bias; and (c) inform campus community members of the services available to support students' success.

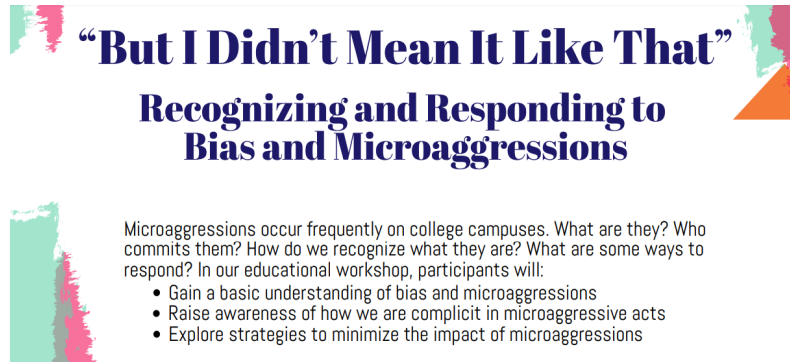
3. Should the student decide to report—but elects **not** to move forward with immediate action(s) or intervention(s)—they can choose to document the incident with the Office for Inclusive Excellence and maintain the information on file for future reference (this may be helpful in identifying patterns with particular individuals, programs or departments, and overall climate issues in specific locations on campus).
4. Lastly, if the student feels comfortable to do so, they are encouraged to raise the issue directly with the source of bias. A URISE member may serve as an advocate by mentoring students on appropriate ways to communicate their concern(s).

In addition to the four standardized responses, approved by General Counsel, there have been varied responses, proactive approaches and multiple collaborations by the Office for Inclusive Excellence to minimize bias and work towards improving the campus climate. They are as follows:

- a. Informal discussions with individual leaders in various departments, which led to professional development, coaching & mentorship opportunities.
- b. A partnership with the Center for Teaching and Learning Excellence (CTLE) and Undergraduate Studies (UGS) to hire an Associate Instructor to support faculty and strengthen classroom climate issues that have emerged.
- c. Conducted 55 educational workshops with students, faculty, and staff.
- d. Written letters of support on behalf of 'the only' student to key administrators advocating for their retention; this resulted in a positive outcome.
- e. Developed a poster campaign to counter the number of hate posters targeting the university campus and its constituents including students, staff, faculty, and administrators.
- f. Referred reported individuals with Title IX-related concerns to the Office of Equal Opportunity and Affirmative Action (OEO/AA), which resulted in educational discussions, investigations, workshops, and reminders of university policies and expectations.
- g. Multiple educational conversations with individuals searching for more knowledge on white privilege, white fragility, and racism.
- h. Numerous institutional responses by the university administration have been instrumental in voicing support for more inclusive academic environments (see [Our Values and Free Speech](#); [U Supports DACA Students](#); [A Culture of Inclusion and Safety](#); [Response to Events in Charlottesville and on Campus](#)). In addition to these messages of support by central administration, the U assembled an [Anti-Racism Task Force](#) in which the director of the OIE serves on.

Educational Workshops

A primary responsibility of the Office for Inclusive Excellence is centered on education and support. During the 2017-2018 academic year, we spent a significant amount of time developing new and revising existing curriculum. We facilitated a total of **55 educational workshops** with approximately **1,600 participants** altogether. This includes students (both graduate and undergraduate students), faculty (from all ranks), and staff (including administrators). The most requested workshop is entitled, *“But I Didn’t Mean it Like That” Recognizing and Responding to Bias and Microaggressions* (see flyer above).



Workshops@theU

In an effort to better understand the university landscape in which FREE educational workshops are offered on inclusion, diversity, equity and social justice, the Office for Inclusive Excellence compiled a list from multiple offices across campus to construct a ‘menu.’

OFFICE/DIVISION	TITLE OF WORKSHOP
Office for Inclusive Excellence	<i>“But I Didn’t Mean it Like That.”</i> Recognizing and Responding to Bias & Microaggressions
	“What Does Diversity Mean and Why Does It Matter?”
	“Where Do I Fit In?” Intersectionality and Positionality in Institutional Structures
	“Be More Than a Bystander.” How to Intervene When You Witness Violence, Harassment, or Discrimination
	Racial Identity Caucus Groups: Building an Anti-Racist Campus
Center for Teaching & Learning Excellence (CTLE)	Inclusive Teaching in the Classroom
	Facilitating Challenging Discussions in the Classroom
	Creating an Inclusive Syllabus
	Incorporating Student Feedback into Courses
	Assessing Classroom Climate: Incorporating Student Feedback into Courses

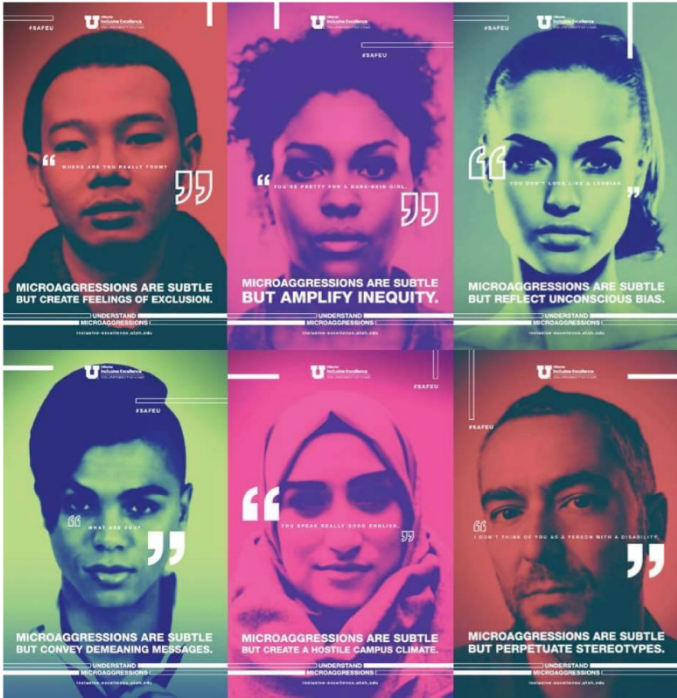
	Transforming Classrooms into Inclusive Communities (TCIC)
Student Affairs Diversity Council (SADC)	Module 1: Exploring Self & Others Module 2: Exploring Power, Bias & Values Module 3: Dialoging about Social Justice
Office of Equal Opportunity and Affirmative Action (OEO/AA)	Anti-discrimination policies
	Disability accommodations
	Title IX of the Education Amendment Act
	Faculty Search Training OEO Combination Training
LGBT Resource Center	Gender & Sexuality Workshop (GSW)
Office for Equity & Diversity (OED)	Tokenism

Microaggressions Campaign

Due to the number and nature of incidents that impacted our campus community this year, the Office for Inclusive Excellence partnered with the Office for Equity & Diversity (OED) and University Marketing and Communication (UMC) to design a campaign centered on education and microaggressions.

The campaign, itself, became part of a larger institutional effort to nurture a welcoming environment. It encompassed a broad communication plan with campus leadership and safety personnel, a press release and story in @theU, as well as an event scheduled to take place in the latter part of Fall semester.

The campaign is scheduled to launch in the 2nd week of Fall semester, 2018.



Committees

Campus Climate Steering Committee

This year, the Campus Climate Steering Committee partnered with the Office of Budget and Institutional Analysis (OBIA) to embed a module, entitled Inclusiveness and Engagement with Cultural



Topical Module: Inclusiveness and Engagement with Cultural Diversity (Experimental Version)

This module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students' exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework. The module replaces the former Experiences with Diverse Perspectives module. (Similar FSSE set available.)

Diversity, alongside the institutions' bi-annual administration of the National Student Survey of Engagement (NSSE). While the NSSE traditionally measures student engagement, the module on Cultural Diversity provided data on indicators related to the "environment, process, and activities that reflect the engagement and validation of cultural diversity and...societal differences." The questions from NSSE module enabled us to "explore students' exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework."

We anticipate results from the survey in the earlier time frame of the 2018-19 academic year.

University Resources for Inclusion & Education (URISE)

The [University Resources for Inclusion and Education \(URISE\)](#) Committee consists of a group of faculty, staff, and administrators who assist the Office for Inclusive Excellence with generating responses for reports submitted through their office by suggesting critical practices to produce equitable outcomes and transform the conditions in which students are confronted. Our primary goal for the year consisted of revisiting the infrastructure and direction to become more efficient.

Intercultural Development Inventory (IDI) Committee

In this academic year, the Office for Inclusive Excellence led the efforts of certifying Qualified Administrators for the Intercultural Development Inventory (IDI) with numerous offices and divisions across the university campus. Our coordinated efforts resulted in 26 assessors, representing 17 offices and 2 institutions:

Housing & Residential Education
Office of Engagement
Salt Lake Community College (SLCC)
Office for Inclusive Excellence
Academic Advising Center
Office for Global Engagement
Career Services
David Eccles School of Business
Undergraduate Advancement

Honors College
Human Resources
Office for Equity & Diversity (OED)
Office of Undergraduate Research (OUR)
College of Social Work
Union Administration
University Student Apartments
Women's Resource Center

In addition to being certified, we are in the process of creating a stronger infrastructure for the Qualified Assessors on campus to support movements toward intercultural development.

Staff Excellence & Commitment to Service

Committee	Role on Committee	OIE Representation
URISE	Chair	Belinda, Jude, & Liz
Campus Climate Steering Committee	Chair	Belinda
Anti-Racism Presidential Task Force	Member	Belinda
Diversity Portfolio	Chair	Belinda, Jude, & Liz
Student Success Portfolio	Member	Belinda
Student Affairs Diversity Council (SADC)	Member	Belinda
Union – SADC Scholarship	Selection Member	Belinda
Diversity Collective	Member	Belinda
PCSW	Member	Jude
Homeless Student Task Force	Member	Jude
TCIC in CTLE	Member	Jude

Undergraduate Studies: Diversity & Inclusion Portfolio

In the 2017-18 academic year, the Division of Undergraduate Studies added a Diversity Portfolio to their repertoire of objectives and strategic plan in which the Director of Inclusive Excellence is the Chairperson. This year, members of the team focused on creating an infrastructure that supports the U's institutional goals; in particular, student success.

As a result of our collective efforts, a strategic plan was drafted and submitted to the Dean of Undergraduate Studies.

Future Plans

Anticipated Opportunities

1. Incorporate the Intercultural Development Inventory (IDI) into our office practice
 - a. Become certified to lead assessments with campus partners and be equipped to provide (collective and individual) feedback from the assessments.
2. Construct another poster campaign
 - a. Develop a subsequent campaign focused on the intersections of education, microaggressions, and campus climate.
3. Continue providing support to a STEM college on campus climate
 - a. Provide necessary educational resources related to relevant content, models, or strategies that might be relevant for healthier climates.
4. Expand educational efforts on diversity & inclusion and social justice
 - a. Strengthen outreach and educational workshops for students, staff, and faculty.
5. Develop a survey on campus climate
 - a. Considering that individual colleges are focused on campus climate in their own way (and on their own timelines), there might be value in creating a survey.