Campus Forum on Belonging, Climate and Culture

Table Talk/Breakout Room Notes

Event held Thursday, November 16, 2023, 4:00-5:30 p.m., in the Living Learning Center Performance Hall

Comments submitted by groups' note takers are organized by question prompt and have been categorized by general theme rather than by table/breakout room.

QUESTION 1: HOW ARE YOU FEELING ABOUT CREATING A CULTURE OF BELONGING?

Inspired and/or positive:

- Important we understand people are local, gives me hope.
- Inspired leadership is talking about this.
- Excited that this is a priority at our university. SAIL works hard to inspire its students. Belonging is really important for that.
- New here – excited this work is being talked about. Can be uncomfortable but want to hear and learn about belonging and incorporating into university.
- Excited to share ideas with colleagues.
- Intentionality to have this conversation is important (opportunities)
- Optimistic, all the hopes in the room, survey taken seriously; curious to see others' perspectives.
- Excitement for hearing everyone's perspective, learning more about the belonging process as chapter unfolds.
- Appreciative that there is a conversation about this topic – person of color has spent living in a more diverse place, is concerned about lack of diversity on campus and that students of color unable to see role models. Appreciative that this is a topic the university is willing to discuss and invest time and energy in.
- New to UO and Oregon – came from St. Louis in August. Different institution and city, echoes sentiment of previous person. People are kind and welcoming, but this is a white-centric space, which is taking time to get used to. Appreciate the metaphor about welcoming someone into your home – interested in seeing it in action and what that looks like tangibly.
- Worked at UO for 10 years and feels like leadership is energized and invested in this topic. Eager to see what comes from it because it seems like President Scholz is very ready to listen and isn't coming in with his own agenda.
- The survey itself seemed bold – happy to see that the university is moving forward with the survey and its results.
- Want to bring good conversation around what belonging, and culture are bringing to campus.
- I wish to see sincere and collective belief for all of campus to believe that we can make the campus a good place to be.
- Appreciated the last president doing the survey but then we stalled out – incomplete work. Glad president Scholz decided to pick that up = is interested in knowing what comes next (after the friend grabs the remote, etc.)

- Not a simple idea, there is a lot involved. Helpful to hear other points of view, everyone comes with their own identities.
- I am curious.
- Time is right for a change.
- Sustaining positive change.
- Thinking about the house analogy and welcoming someone to OUR house. Look at the things we share.
- We feel trusted as individual contributors to do our job. Feels empowering and motivating, rather than feeling imposed upon.
- Our boss completely trusts us to do our job and appreciates it.
- Trust and appreciation results in wanting to work harder.
- It's about the people and the relationships I have, my boss, my colleagues, and people on campus.
- My division leader is accessible, we can chat in the hallway.
- Incredible respect and spirit of collaboration throughout the team. Goal is to get the work done, not pigeonhole who does it.
- Hopeful that we can make progress – time to get to work.
- Gratified that the word well-being has been embedded.
- Very big undertaking. Very interested in action items. What will we do? How can I help.
- HUGE. Amazing. If there is something to be involved in they would love to. But not sure what and how.
- It was nice that the President mentioned some of the physical labor positions (custodial, etc.) on campus in his comments. The catering staff communicates by walkie-talkie; they would be thrilled if the President communicated with them in that way some time.

Acknowledging privilege:
- Realization that I don't "get it" because of my privilege.
- I have privileges so I want to help with belonging.
- Idea that some areas are exclusionary – not as widespread as open practices with a disparate impact: nepotism/favoritism for some people, same last name; benefits from privilege.
- Assumptions – Going back to Dr. Scholz picture of privilege – when we approach things, we make assumptions about our privilege, if we talk about assumptions, then we can find the spots where people feel they do not belong.
- I come from my place and other people like me might have the same assumptions" – Collective assumptions. If there is a way to address those and make them more explicit – start the conversation – bring awareness.
- Think about setting up a community that is not based on one groups' assumptions.

Student-related:
- Something in society, students are afraid to talk to each other. They'll do it online. People won't talk publicly.
- What are we doing to help our students experience that could apply to faculty/staff experience?
- I think about this every day with the students that I work with, in creating a safe space for students to feel comfortable in interacting with me, but I'm not sure where to begin with applying that to colleagues.
- What can we do to increase the culture of belonging for students?

- We call international students "international students" and group them under one label, but they have very different and very unique needs. They need specific support for their needs (language barriers, etc.).
- How can students feel empowered on campus, feel that belonging is a long-running problem culturally and on campus, try to address this in teaching through literature. I was thrilled to see the campus address this in a conversation.
- Student focused when I came to belonging and changes that need to be made.
- Service to student is our core. Make sure they can access our services by removing barriers.
- Safe to be themselves, voice their opinions, fail, and a safe place to want to stay.

Defining "belonging":
- How do you know you belong? What does it mean? Acceptance, comfort, do I have needed tools/resources.
- How does belonging vs. welcoming apply to work at UO?
- Will we maintain focus on addressing equity without "watering" it down with "belonging"?
- What are the metrics of belonging? How do we quantify culture?
- What does "belonging" mean to UO? If everyone has a different definition? How can we get more engagement in the future vision.
- What's the definition of belonging? Discuss so we have the same vision and can put into a specific action plan. What does belonging actually look like at the UO?
- What is the benchmark? Someone else's uninspiring results doesn't make me feel better.
- What would actually increase accountability from colleges, deans, etc.? You have to set metrics and measure what we have now and what we have down the road.
- We have to take the baseline data, which is hard because we don't know how sometimes.
- If we hit home with an issue, what would that look like to you?
- Why are we asking the first question as it is rather than "What is the definition of belonging?" "I may belong today, but maybe not tomorrow" – What is everyone's/common understanding of belong?
- What are we going to do with all of this information?
- Looking at community and there are sometimes tensions with identity. What is the community we have created that allows us to belong. Community is about shared identity. Listing these out – starts with small things that we share. You can realize there are many things that we share.
- Belonging across the university and various groups is a valuable concept. But 1. Important to have common understanding of what belonging looks like. Need to define this and communicate consistently across the UO. 2. What does this look like in the context of an institution that is decentralized? Decentralization has been a major challenge.
- How do we operationalize "belonging" across such a vast institution without devolving into vague lip service? (Someone else said that UO actually isn't that huge – it's a mid-sized research university, and they've been at larger institutions that manage to do it somewhat better.)
- Important to be specific about what belonging looks like. Willingness to be open has always been there in all my roles on campus, but there was bottom-up resistance to the progress that was being made. (Employees resisting what supervisors/managers were trying to do.)
- Powerful to define and align on the key words.

- This will look vastly different from individual to individual. What does this mean to each person? Since it means different, how do we create a culture where they can be different but still belong.
- This will require different things from different people.
- Flourishing is a little tricky – he thinks more of 'thriving' – belonging makes sense but struggling with flourishing.

Shared accountability:
- This is everyone's responsibility to support others and share who you are.
- We need shared accountability.
- Leaders must walk the walk.
- These changes have to come from both top down and bottom up (I lead a BIPOC affinity group at the agency) so I am glad.
- When do you feel like you belong? In my team/unit but not UO-wide/zooming out from direct unit. Haven't tried to expand from own group/unit. More comfortable with where they are now. Less belonging in the larger spaces.
- It takes a leader who sets the precedent. Leader who assists with the work, team that helps each other get things done. Leader's actions set the tone for the entire division.
- Want to make sure we're connected across divisions/across campus to create a sense of belonging, including for our students.
- Oregon is one of the least diverse places in the country. Eugene and Springfield are even less diverse. Can we make UO a shelter for this? An employee's experience in the workplace is dependent on their supervisor. A supervisor is a lever of mechanism for change. It is important to have inclusivity training for managers and supervisors.
- Essential work that every institution needs to be doing – UO isn't different, this is what we should be doing.
- Needs to be joint endeavor across the university.
- Needs to be about more than our daily networks, these are structural issues that units don't have power resources to tackle.
- Means different things to different people. Experience has been that while others are made to belong, it then creates an environment where others do not feel they belong.
- Important in building team even during challenging times. Diversity of thought is important; difference of opinion is essential. Healthy means you can disagree.
- Catering to individuals rather than creating/prescribing a method across the board for belonging
- Self-leadership comes before team leadership.

Concerns and feelings of discouragement:
- Tired, hopeful, open. Sense of urgency but moving slowly. Competing priorities, anxiety from feelings of impossibility; Divisiveness from national tone and misinformation; Expense of UO degree
- Same conversations over and over for 20-30 years with no change.
- Resilience is lacking – people are at a breaking point.
- Macro issues can be overwhelming, despite great focus on culture at a unit level.

- Noble pursuit that is hard to measure. Important work that is never done, hard to measure. How do you assess it? How do you know when you've made it? Stay connected to the process; exceedingly challenging, lots of systemic issues.
- Cautiously optimistic, sounds good but is vague and excited about the work but not sure how it will go institutionally.
- Honestly, I'm a little lost and overwhelmed with the overall idea of "creating a culture of belonging."
- We have done so many climate surveys. What mandates will there be to hold departments accountable this time?
- Wants to find ways that get to the heart of the issue that feels sincere, feels like we're building talking points, but not like we're hitting home.
- This is broad and vague; this question is hard to answer.
- Less confident. Been here a long time and heard a lot of discourse about this, but not much has happened.
- Stressed about the world at large.
- Different climates of the UO and individual departments.
- Would be anti-higher-ed to say not interested in it.
- Like the belonging vs. welcoming concept; hearing good intentions but feeling a bit of cynicism because we've been talking about this for a long time. How will we measure success in this area?
- We talk about this a lot, but will there be change?
- People don't trust each other outside of their microenvironments; there's a real distrust between departments. Comes from a scarcity mindset and perception that it's not cool to be engaged and happy.
- However, we as diverse employees are not seeing any fundamental change. As diverse employees, we are told to express our ideas, but nobody is listening.
- Apprehension – hearing from faculty that this will be something that is put on to overworked departments, faculty are exhausted and overworked.
- This feels overdue and we have been dealing with some micro aggressions that did not meet the criteria for investigation and we want to see more strict rules.
- Interested to hear what the president had to say, why does it feel so decentralized on campus?
- There are pockets of culture and belonging, but it's hard to try to make that institutional.
- We don't encourage people to connect to the larger community of UO or the community. The larger connection we can make will community and give agency and voice to our individual employees. Develop employees to go outside their comfort zones and pocket of belonging, circles of people they're used to, resulting in better agency.
- Cycle of not being able to fill our purpose beyond our position, not enough time to do our assigned jobs and also get to know others outside their immediate offices. Not able to create community because of being overburdened. People don't feel like they can meet the needs of their position as well as take extra effort to improve community.
- We are prioritizing our immediate tasks over the relationships we could develop.
- When you have an identity that is not the majority, the minority feels like they need to educate, which then makes them feel more isolated or alone because they have to fight for what they need. Extra work to educate

others. Taxing and exhausting. No support from colleagues. Feels like always "the token". Need to have political position but can't just be a person.

- People of diversity here at UO feel isolated. People of diversity feel invisible.
- Climate issue of talking about people behind their backs, being angry and distrustful of the department up or down the chain from you because responsibility is so diffuse, and because you don't want to be seen as incompetent when you know people will talk about you.
- It was outright racism at my previous institution. Every day, every place.
- President: Please create a channel of communication for the people of diversity.

Employment- and workplace-related

- Salary differential GEs and assistant coaches, easier to get job elsewhere.
- Consternation with faculty union – this takes agency away from employees and disincentivizes going the "extra mile."
- Starts at the very beginning of employment – employees need to be seen and we must improve onboarding!
- I'm recruiting for three positions. It's impossible to recruit a diverse pool. How do we get help getting a more diverse pool to apply?
- It's also difficult to retain diverse staff, faculty, students. We should talk to those who leave. Also talk to those who have stayed and ask about this.
- My unit has very different work environments, different generations of people, different expectations of work. How best to meet all these different expectations?
- New employee was "warned" about culture before coming.
- How can we get hiring and retention data so we can understand what's happening?
- Sometimes there are situations at work where I'd like to change something, but I don't have the power to change things. A recent example is the merit process, lots of work over small merit increases. Last few years have been stressful and demanding. Merit process can be disheartening and de-humanizing. Everyone wants to be recognized for the job they do.
- Work remotely and not physically on campus so not many options. 3-person team who all work remote so difficult to find opportunities to connect
- Hybrid workforce makes this hard!
- I'm passionate about this, but how to do this effectively when I'm remote? Felt better and easier to do when we were all remote, now my workgroup is mostly hybrid and some of us feel lonely. A lot of daily interactions are very transactional; I rather miss some of the relationship aspects of in-person work.
- What does it mean for those that are not "on campus". Those sometimes really miss out on this and are unsure of what that means.
- How do DEI efforts relate to onboarding and encourage
- 80% of our budget is personnel; 80% of our income is tuition. So how will this work be funded? What is UO leadership willing to cut/give up?
- When I've felt threats to my own personal belonging on campus, it's often been structural (people feeling pushed to the limit and aren't able to get the work done).
- It seems like a challenge to give productive feedback at the university.

- Negative impacts: policy implications, system implications. Having a merit increase of 3% after not having one for 3-4 years.
- We have folks who feel under-resourced and under-paid, and those issues impact their ability to feel cared for, valued, and like they belong.
- Personal connections are very important. Think about what we can do to influence in our area. As supervisors and managers, how can we create the support for our team? (Resource issues.) Be intentional about making connections.
- You can't do your job on fumes alone. Increase investment in our UO community/colleagues. It's not that easy anymore to hire good people, so it's worthwhile to invest in our existing people.
- You can't only train leaders, we have to take care of everybody. We have employees who are leaders without the title; they are the glue that holds the group together.
- If an employee has a supervisor they can really trust, it goes a long way. Retention is important.
- For example, as an employee here at UO my classification was incorrect, so I was underpaid. I got feedback from HR saying it was a mistake and I have been trying to resolve it but nobody from HR will talk with me. This is a wider problem. Employees are not classified correctly and are not being paid correctly. There is nobody I can talk to about this? Everyone is saying they are taking care of people of color, but there is nobody to help us.
- Please give us a chance to talk, to have a channel of communication to a dept. in the UO, or to President's office to help solve the problems we face, regarding pay discrepancies. Nobody in HR is responding to me in almost 2 months about my problem.
- Hidden labor – beyond the position description

Institutional systems and processes
- Shared services have become transactional and eroded culture and human value.
- Decision making, can we make it more inclusive, include parties in decision making, e.g., centralized services, without this it leads to feelings of non-inclusive decision making and confusion.
- What are we willing to give up that inhibits or impedes belonging? (e.g., barriers in student holds to enrolling in classes, non-inclusive decision-making affecting faculty and staff (UKG ready [new timekeeping/payroll system], shared services))
- What are the barriers in place – instead of creating something new with same barriers?
- Question: what would it look like if UO were less decentralized? A: efforts might be less duplicated; it could be easier to communicate across the institution. UO actually isn't too big to change – there are institutions that are much larger in terms of student population and physical space. We need to figure out how we can get people to communicate better, and leaders need to make hard decisions about reconfiguration.
- We tend to operate on a personal level: someone who cares can implement new programs to foster belonging, but when that person leaves, the program leaves. Need systemic implementations, not just personal.
- Bureaucracy involved in getting support for a visually impaired employee has been a full-time job.
- New UKG [timekeeping] reporting system is demeaning for classified staff because of having to say when they're taking breaks, etc. They feel like they are widgets. Actions like that, under the guise of streamlining is counterproductive to what we're all trying to achieve. It is really nice that my half hour lunch automatically

registers in UKG so I don't have to manually enter it. Didn't like that, in a previous job on campus (Catering), I had to log my 15-minute breaks, etc.
- Things are very siloed here. Even communication about what's going on across campus is hard to find.
- Need systems, settings and structure across all groups and all of campus.
- BIPOC affinity group couldn't get money for food. Things people don't think of. So many rules, don't know who to talk with about small things. Don't make affinity groups disclose for money for food.
- Internal Innovation – As strong as a commitment to internal innovation of antiquated systems as we are to external big ideas; legacy; accountability.

QUESTION 2: WHAT ONE QUESTION OR IDEA DOES YOUR GROUP HAVE FOR PRESIDENT SCHOLZ OR OTHERS ON THE LEADERSHIP TEAM SPECIFIC TO CREATING A CULTURE OF INCLUSION, EQUITY AND BELONGING?

Defining "belonging":
- What is leadership expecting from the term "belonging" that's beyond inclusion?
- What does leadership expect the term "belonging" to offer us that goes beyond existing terms such as "inclusion"?
- How do we define flourishing?

Leadership related:
- What is going to be different? How will you make sure the most marginalized voices are being reflected?
- How can we strategically leverage the insights gained from campus surveys to identify and address current challenges in a way that distinguishes our institution from peers? Additionally, what long-term processes can be established to ensure continuity in addressing these issues, transcending changes in senior leadership?
- As a person of color, always looking how to serve students of color too, but also wants to know how we are accessible to and welcoming of people with neurodiversity. There are marginalizes groups whose needs are unseen and that is often not mentioned when we speak of being welcoming and inclusive.
  - What is our true commitment to accessibility? How can we welcome people who come to campus with unseen needs and differences (i.e., disability, neurodivergence)?
  - How is the university going to make ourselves welcoming to people with different accessibility needs to our physical space?
- If we are going to define belonging and thriving, what does that look like? When we bring up issues about whiteness in leadership, what does that look like? It doesn't feel complete to just tell people that they belong here due to white supremacy displayed in leadership.
- It comes down to where money goes on campus. Feels like priorities that would help students/faculty are undermined by sports funding. Possibly pick five issues and assign them to sports teams, or percentage of revenue from games go towards these causes.
- Arts and grassroots. The climate survey discussions are leadership heavy, how can we get more input from other levels, make it more of a grassroots effort that can allow for more ideas.
- Here's the elephant in the room: we just hired our 19th white male president. Adv. VP is also another white male to replace the last white male VP. If we believe that diversity matters, what effect does it have to

repeatedly put people with dominant identities in leadership roles? If diversity matters doesn't lack of diversity also matter?

- UO leadership needs training on cultural taxation, don't always ask people who identify a certain to stand in for all people with that identity.
- Will UO leadership make the difficult organizational choices necessary to fund creating a culture of belonging?
- What's happening about becoming a Hispanic-Serving Institution?
- What does success look like to JKS?
- "How do you respond to people who have questions regarding diversity in our leadership or lack thereof".
- Would like to hear from leadership on what they'd like to see or have happen. Regarding inclusion, is it on my terms or your terms? Am I being included because someone else granted me that invitation?
- When considering students' mental health needs, this needs to come from the president down.

Concerns and feelings of discouragement:

- Climate Survey = data collecting. Individual voices are not being heard. My colleagues and I have horrible stories. Listen to what has happened to individuals. Look at these and figure out what to do to solve this.
- Colleagues of minoritized backgrounds are always asked to do additional labor, committee service, mentorship etc., should pay them for this extra work. Many of them are getting burned out.
- I don't feel cynical, but maybe we have been perpetually disappointed by campus actions. By engaging with our students, seeing their thoughts in writing, poems, arts and culture, we can see how community can be found. I would love to see student informed programs through culture and arts to build community here.
- Everyone is exhausted…. what is causing this and how do we alleviate it, operationalize integrated change?
- There is inclusion in my small unit but doesn't seem to be moving across campus.

Data, measurement, defining success:

- How will you gather individual, qualitative data and integrate it rather than only high-level aggregated data?
- How do you empirically measure this? Basically, what unit of measurement do you use to determine there is more belonging tomorrow than there was today.
- What are the measures of success? Do we have the human capital to support becoming a campus of inclusion and belonging? Is there a vision forward of us continuing the forward way to be transparent and communicative about what other units are doing.
- How are we defining success in this area? How would we define success around Equity Inclusion Belonging? Is it just tied to the survey/survey results?

Employment, training and workplace-related:

- UO should put equal emphasis on recruiting and retention, especially diverse faculty and staff. Example: c. 2015 cluster hire of Black faculty, now all are gone. I'd like to better understand retention. (Another breakout group member mentioned a recent CODAC report on retention).
- Give us a paid week between Christmas and New Year's, time to disconnect.
- How do we as a community consider ethnic diversity in observing holidays when planning events without relying on minority groups to bring up conflicting items (holidays, religious observances, etc.).
- How can we improve the onboarding experience to create a welcome and supported environment while working towards the climate we are trying to create?

- How can we create a channel of communication for our classified diverse employees, to communicate issues they face to the President's office or other departments for help?
- How do we give faculty and staff time to have opportunities to create belonging (from top down)
- Great concept, but very realistic question: Two very different groups of people-- those who want to socialize outside work and those that don't. Therefore, what is the thought on how to include the opposite ends?
- People who are teaching and working at the university need to be trained in how to recognize that someone needs help, and point them to resources. Kognito was a great resource for this but unfortunately Kognito no longer exists as a company. Instructors should add a statement to syllabus about supporting students' mental health.

Institutional systems and processes:
- What systems, policies need to change to get to the heart of creating a sense of belonging? What are the structural changes that lead to belonging?
- What can we change in our structures and systems to help alleviate the exhaustion across campus?
- Is there something that we are doing to enhance, or something we should stop doing to move the needle closer to the goal? How do we fix or change one of those things?

QUESTION 3: WHAT IDEAS OR SUGGESTIONS DO YOU HAVE MORE GENERALLY FOR CREATING A CULTURE OF BELONGING – AND WHAT DO YOU PLAN TO DO, PERSONALLY, TO HELP CREATE A CULTURE OF BELONGING AT THE UO?

General:
- Compassion, understanding, awareness, connections (reaching out), be brave, brave spaces.
- Why are people in the US uncomfortable talking about race and ethnicity? Need to make it a more comfortable conversation for people to have. Become more adept at talking about identity-based issues. (It isn't hard at all for people of color; have to teach our kids.)
- We have all personnel teams in my unit (can be different types of staff or mixed faculty and staff teams). Employees in my unit have set up Teams channels to share some of their personal lives such as "I'm a cat person" and "I'm a dog person." People have bonded, especially some who've worked in the unit for years but didn't know their colleague was also a "cat person." These Teams channels have built social connections.
- In our unit we try and model what a good work environment looks like.
- There are probably fund-raising opportunities we have not done yet that could benefit our cultural community as well as a real financial need. (ex: preventative harm programming, diversity programming)
- [I] look for opportunities to recognize people who are overlooked AND highlight their accomplishments, especially for individuals from different backgrounds who wouldn't be in the same room as I would be.
- Alumni association has an explicit goal in their 5-year plan to increase the diversity in their staff – not sure if the university could actually do that (UOAA is a separate organization, not a state university)
- Be a good listener.
- Acknowledge the struggle.
- Try to reach out to new employees to see what gaps there are and fill in what's missing.
- Try to make things better for someone else if you can.

- Create a space where failure is ok.
- Make sure everyone has what they need to be successful.
- Bringing up difficult work to faculty – keep bringing up work to committees over and over to produce change – keep repeating these.
- Personal commitments to DEI work
- Walking around the office and just having a conversation with people.
- Creating positive, comfortable community in the workplace with casual conversations
- Walk the walk, having difficult conversations.
- Suggestions – understand the theories behind some of the work (such as CRT), do research/learning to understand frameworks behind
- Reflect on experience of individuals and advocate.
- Try to be a safe person for others to be around.
- Be able to articulate the journey and be able to recognize that changes have happened. There might be a sense, "nothing has changed", but able to see places where the institution is now different.
- Act as a team. Nobody can do any job by themselves; don't just talk about teamwork, act on it.
- Dichotomy between excellence/high standards and belonging (not either or, what structures/policies help allow us to do both)
- Do this within the unit.

Data and measurement:
- And maybe measurable goals established within a timeframe (like increase the % of new hires with "diverse" backgrounds by X%" for accountability)?
- Analyze data more seriously from different angles and perspectives. Gather more comprehensive data, as a responsibility for leadership.
- The institution should operationally define what it means by belonging and flourishing. Unite resources across campus and elevate these efforts (vs. having them be only grassroots). Sometimes people get to wound up and fixated on the language, need to move beyond that. Data and measurement are key, so we know more about the driving forces that shape belonging, including the institutional context.

Training and development:
- Provide more opportunities for training and make them mandatory such as search advocate training, digital accessibility, etc.
- Mentoring up and coming middle managers so when 'I' move on to a new position, there's a diverse pool of people to replace him. Create a diverse bench.
- Building in dedicated time for training and connection with unit/partners.
- Encourage staff to be bilingual.
- Customer service and sensitivity training.
- Encouraging attendance at more session like today's.
- Employees need to have the space to participate in climate building built into their work.
- Job expectations – understanding what we are to be doing and what are the expectations of us in our positions, particularly juxtaposed with identity.

- Wellbeing collective – working campuswide to help with becoming a healthful university…taking DEI understanding to a different level across the team. Doing the deep work to address inherent bias, looking at how to personally be more inclusive and welcoming.
- Junior faculty mentoring
- Doing something small or learning about it in a way that does not require any large amount of time away from work. Retreats and training are great but are challenging as they take so much time away.

Recognition:
- Public praise (often and specific) and private correction (gentle and infrequent).
- Lifting up the next generation of people on our team
- Gratitude is undervalued here. It's important to show gratitude.
- Reward service at every level – important work that creates belonging is undervalued.

Employment and workplace-related:
- Religious and/or ethnic identities, taking everything into account. Seems to fall short. Example: events happen on Friday nights which is Shabbat. Feels like the university is not equipped to talk about Jews. Something we need to confront in general (students, faculty, all staff). Mandatory retreats/meetings on religious holidays that aren't as broad (example: Yom Kippur).
- What might it look like for the whole unit to be intentional about onboarding and ever-boarding with specificity towards diversity with the full intention of retaining diverse staff.
- Improved onboarding. Current process is isolating. Not a lot of transparency.
- Who new employees talk to, how they get access to systems, training. Sets the tone for how their tenure goes.
- Does anyone want to get to know you.
- No chance to form connections.

Student-related:
- Personally – student work with first generation students – there's a waiting list for students to be a part of this program – there is demand/need for this – so have to personally be an advocate, a champion for students to direct them to other resources.
- Help remove barriers for students.
- Balance between being a worker and a student.
    - Distinction is often made despite being a worker and student at the same time.
    - Certain departments don't allow for flexible scheduling.
    - "Student first", but workplaces don't also acknowledge that we are also workers that need to juggle two things.
    - No HR specifically intervening.
    - 35 pay periods.

Follow-up, communication, maintaining momentum:
- Make this information more accessible and transparent across the university. Make people aware of the issues, the hard stories.

- Be thoughtful about building remodels. WHO are we building for? What are the historical and traditional bases we want to keep? What CULTURE do we want to create in this new space? If we want our students to BELONG – we need to make sure we have the right space designers.
- Noticed that we don't do succession planning – if we want a diverse bench, we need good entry points for diverse folks to enter the organization; we also need to have appropriate support once people get on board (what's the support in the city of Eugene more broadly than campus)
- Creating events that are inclusive of everyone with in person and remote staff
- Units to have brainstorming session to educate/discuss these issues. Making time for this connection.
- Avenues of communication – opportunities to air thoughts, self-reflect (like listening sessions)
- Make these conversations and momentum more than "one time", needs to be repeated and come from the top.
- Folks liked/appreciated giving these conversations airtime.
- While also acknowledging want to see something done w/ solicited feedback
- People are trying their best until they are told. When do we call it out?
- Final thoughts – when approaching big ideas, how do we even start? What can I do and breaking it down into actionable aspects of the work.
- Keeping up momentum
- Create other forums with different vehicles to voice their opinions.
- UO should have more options for diverse and all employees to have social gatherings -to get to know each other and encourage friendships. The UO should create gatherings/events to have fun together.
- So many people feel lonely here on campus. We should try to have events that encourage belonging. We should have more identity based social groups. UO could offer buses or transportation to outside areas, to get to know each other and have trips to encourage friendships and belonging.
- Listen to grass roots suggestions, but not asking the workers to be responsible for developing the plan/do the work (working lunch discussion model).
- Create a more diverse campus – hiring diverse faculty.
- How do we move the needle on people's ability to flourish (some belong, but some belong more)
- A commitment to feedback would be helpful. Specifically, by those that are leading this issue. Can there be a commitment to this?
- A way to have a centralized space where folks can interact with, maybe filter, narrative, that we can drill into this work in a concrete way that people can investigate it at real time.
- If the president says this is something he really cares about, can he lift up a group or division where he can elevate success stories which can give people an idea of what it really looks like? Story telling of stories of success throughout the year.
- Need to find a way to get feedback from employees up to administration on a regular basis.