

Pro-Active Education

Additional Faculty-Directed Efforts

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Last but not least, and in addition to its INTERACT Project, OHRP continues its faculty-focused work through its Faculty Relations Committee (FRC). THE FRC owes a debt of gratitude to the long-standing work of Gloria Bouis, without whose tireless support efforts this committee would have never been so actively sustained over the ten years since its inception. Gloria is transitioning out of this role to take on the full-time oversight of OHRP's student-focused work. In her absence, Sivagami Subbaraman and Christine Clark will collaboratively serve as support persons to the FRC. And, Siva and Christine are particularly fortunate to have Marvin Scott, Instructor of Kinesiology, Maurine Beasley, Professor of Journalism, and Sally Koblinsky, Chair of Family Studies, as continuing co-chairs to the FRC this year. To further build the relationship between INTERACT and OHRP's other two faculty-focused initiatives—the Faculty Support Award (FSA) and the Faculty Research Forum (FRF)—this year's FSA and FRC will call for proposals from faculty who are engaged in work related to the examination of teaching pedagogy in their discipline areas, particularly student centered pedagogies, and, to the extent possible, intergroup dialogue-focused student centered pedagogy.

We hope you enjoyed this first edition of the OHRP Update!
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Update

Fall 2003

Legal Compliance Equity and Sexual Harassment Prevention

Equity Work

In the area of legal compliance, OHRP's Roger Candelaria, the Campus Compliance Officer, starting building a secure, confidential, and sortable database for all closed compliance cases reported since 1993. Cases are listed in the database not only by case number, but also by names of the complainant(s), respondent(s), and witnesses. The database also lists the open and close date of each case, the nature of the case, the department in which the case arose, and the case's final disposition. Established in the spring of 2003, there are now over 150 cases listed in the database. The development of the database has greatly facilitated Roger's ability to timely respond to requests for assistance in the resolution of internal university conflicts from the President's Legal Office and the Office of the Associate Vice President for Academic Affairs.

Roger also continues to receive and investigate formal and informal complaints of discrimination (including sexual harassment) brought to him under the guidelines set forth in the University's *Human Relations Code*. Currently Roger has 13 open cases.

As an active member of the Conflict Resolvers' Network (CRN), chaired by Roberta Coates, Staff Ombuds Officer and Assistant to the President for Equity, Conflict Resolution, & Training, Roger helped to co-develop a new presentation on conflict management resources available on campus for Academic Deans and Department Chairs. Once developed, Roger participated in piloting this new presentation to administrators in the Colleges of Behavioral and Social Sciences, Arts and Humanities, and Biology/Psychology. The College of Education leadership is next on the schedule for this presentation.

Sexual Harassment Prevention

Roger has also been kept extremely busy with OHRP's Sexual Harassment Prevention Program (SHPP). His work in this area began with his developing a fresh new PowerPoint presentation for the campus-wide SHPP trainings he gives. In addition to this tech savvy new PowerPoint component, Roger, working in partnership with Angie Bass, OHRP's Program Coordinator for Non-Exempt Staff, has added two new interactive components to the SHPP trainings as well. The first component involves Angie giving a compelling first-person narrative

Pro-Active Education Additional Staff-Directed Efforts

John Brown's legacy into an intensive training on conflict negotiation led by CICDM's John Davies. Building on the DLR, OHRP developed the Social Justice from Classroom Community (SJCC) initiative—a series of three weekend workshops (one upcoming in February of 2004, at which the Democracy Collaborative's Marie Troppe will be the keynote speaker) for undergraduate graduates of the WE Program—preferably first and second year students—who are interested in building connections between the concepts and theories of social justice that they learn in their courses with the real world application and practice of social justice in workplace contexts. OHRP Graduate Student Interns, Joy Tongsri and Yen Ling Shek, have been instrumental in assisting OHRP Staff to bring these initiatives to fruition.

Additional Staff-Directed Efforts

Also in addition to its WE program efforts, OHRP's Non-Exempt Staff-focused work has included the revitalization of its Non-Exempt Staff Advisory Board. The Board assists Angie Bass in the development, implementation, and evaluation of programming geared for Non-Exempt Staff. Major initiatives of the Board this year include OHRP's First Annual (hopefully) Talent Show in Support of Non-Exempt Staff, OHRP's Non-Exempt Staff Newsletter, and OHRP's Motivational Speakers Series. The talent show, designed to honor and boost the morale of Non-Exempt Staff as among the most hard hit by the university's and state's current economic hardships, was emceed by WPGC De-Jay EZ Street and featured an array of talented performers from across the university community as well as words of wisdom from nationally acclaimed motivational speaker, Margaret Dureke. This event got tremendous media coverage from both student as well as faculty and staff newspapers on campus, and terrific support from a broad array of campus and community sponsors making the door prize drawing intermissions the perhaps the most popular part of the show! The Newsletter, due out this spring, is designed to provide constituents information about OHRP's Non-Exempt Staff-focused programs as well as about the array of educational opportunities and conflict negotiation resources available to them on campus and in the surrounding community. Finally the Speaker Series' inaugural event, to be held this coming February, will feature "A Conversation with Dr. Cordell Black," the Associate Vice Provost for Equity and Diversity.

Pro-Active Education Additional Student-Directed Efforts

Conference (PCEC)); 9) the new university-wide Diversity Clearinghouse site (with assistance from University Relations); and, 10) the university-wide Diversity Database (with assistance from the University Libraries). While maintaining and updating these sites may not sound like big jobs, consider what goes into these two tasks alone: updating and adding content and information (which may often include extensive HTML coding and recoding especially if it requires adding new pages); removing and archiving out-of-date information; scanning materials only available in print formats and then reconfiguring them so they are readable online; posting organizational meeting minutes and reports; creating graphics; and checking for and repairing broken links, to name just a few. There is also what Siva calls “deep maintenance,” which involves the extensive research to update and add content as well as finding and connecting to other websites that have relevant resources. Siva and Russ also manage and maintain about twenty e-mail reflectors through which OHRP and the campus communicate about our equity and diversity work (like the reflector through which you received this OHRP Update). Siva and Russ also undertook two special projects this fall—developing two OHRP CD’s. Far more cost efficient than copying resource materials for our WE Program facilitator training and INTERACT Project Cohort Seminar, Siva researched and compiled—in electronic format—all the instructional materials needed for these two initiatives, prepared an electronic table of contents for each, and then she and Russ burned the CD’s, and even took the time to prepare CD covers with a reduced-size picture of OHRP’s Mural, “Unity Through Diversity Overcomes Adversity” (by D.C. Artist, Gemal Woods).

Additional Student-Directed Efforts

In addition to the WE Program, OHRP’s Student Intercultural Learning Center (SILC) continued its efforts. Working with SILC’s newly revitalized Student Action Through Intergroup Networking (SATIN) Student Advisory Board, Dan Balon, Partamin Farzad Nawabi, Sivagami Subbaraman, and Gloria Bouis took the lead in convening OHRP’s Diversity Leadership Retreat (DLR)—a weekend experience for a group of twenty undergraduate graduates of the WE Program, who are formal or informal leaders of campus-based cultural groups (broadly defined), and who are interested in building cross-group collaboration on issues of relevance to all groups that can be positively transformed through social action. This year’s DLR took place at Harper’s Ferry, and wove

Legal Compliance Peer Mediation

account of her own real experience as a victim of sexual harassment. In the second component, Roger and Angie team-up to engage training attendees in a series of role-plays illustrating the complexities of sexually harassing behavior. Roger and Angie have rolled out this new training for the departments of Architecture, Astronomy, Mathematics, Physics, and Sociology, as well as the Libraries, the Leadership Development Institute, the Center for Institutional Reform and the Informal Sector (IRIS), the Career Center, and through UNIV 100.

Like his revisioning work with the general campus-wide SHPP training curriculum, Roger—with the able assistance of OHRP Graduate Student Intern, Peter Motzenbecker—has also updated the SHPP Training of Trainers (TOT) Manual, inclusive of renaming it the SHPP “Tool Kit.” Like its Manual predecessor, the “Tool Kit” is used as an aid in developing SHPP training competency. Roger began using the “Tool Kit” in a recent TOT session for Department of Transportation Services, and will use it again in an upcoming TOT scheduled with the Department of Resident Life.

Roger has also done two press interviews on university’s Sexual Harassment Policy.

Peer Mediation

As if Roger’s professional life isn’t full enough already, he has also made great strides with OHRP’s Peer Mediation Program (PMP). In this area, Roger has developed an introductory mediation course—complete with required texts, lesson plans, and practicum exercises—for undergraduates interested in becoming peer mediators. He has also identified a possible academic home for the course and begun the administrative process for getting the course approved. The University of Maryland School of Law’s Conflict Resolution Student Practicum coordinators, the Maryland Association of Conflict Resolution Organizations (MACRO) staff, and College Park’s Conflict Resolvers Network members have generously served as resources to Roger’s work in this area.

In on-going preparation for moving the PMP forward, Roger has also attended a national conference on current trends in conflict resolution

Pro-Active Education Diversity Training (DTCS)

in higher education through which he has augmented potential program resources, and—with the competent help of OHRP Graduate Student Intern, Rachel Jablon—recruited speakers for a panel discussion with students on the varied opportunities that exist within the field of Alternative Dispute Resolution in the on-going effort to grow and respond to the high level of student interest in the program.

Marie Osafo, OHRP's Administrative Assistant II has been assisting Roger's efforts in all areas of his responsibilities.

Diversity Training—The DTCS

In the area of Pro-Active Education, virtually all of OHRP's Staff have contributed to the office's Diversity Training and Consultation Services (DTCS). OHRP's DTCS provides training and consultation on the array of issues related to equity and diversity. Services are tailor made to the unique needs of the individual, unit, or department requesting assistance. Gloria Bouis, OHRP's Associate Director, and Christine Clark, OHRP's Executive Director, provide the bulk of services requested by campus administrators; Sivagami (Siva) Subbaraman, OHRP's Program Coordinator for Multicultural Educational Technology, and Christine respond to the majority of inquiries from faculty and graduate students; Mark Brimhall-Vargas, OHRP's Assistant Director, and Christine, and Angie Bass and Christine co-manage queries from Exempt and Non-Exempt Staff respectively; finally, Mark and all of OHRP's Graduate Assistants—Craig Alimo (who recently departed OHRP to take an assistantship with the Department of Transportation Services), Dan Balon, John Daves, and Partamin Farzad Nawabi—fulfill requests for undergraduate students. The vast majority of OHRP's DTCS requests are for undergraduate students and are focused on introductory exploration of the concepts of diversity, multiculturalism, and personal and social identity, especially as these concepts impact their experiences on campus.

An expanded function of OHRP's DTCS, OHRP staff provide diversity training and consultation services to interested parties beyond the borders of our College Park campus. In the past year, OHRP staff have been engaged by the University of Maryland, Baltimore's School of

Pro-Active Education Equity and Diversity-Focused Service

OHRP staff have also presented on our work at several international and national conferences including the University of Maryland Black Faculty and Staff Association (BSFA) Conference, the University System of Maryland's Professional Concepts Exchange Conference (PCEC), the National Association for Multicultural Education (NAME) Annual International Conference, the White Privilege Conference (WPC) sponsored by Central College, the National Conference for College Women Leaders sponsored by the American Association of University Women (AAUW), the American educational research Association (AERA), the NASPA—Student Affairs Administrators in Higher Education—Annual Conference, and the International Conference on Conflict Resolution, Peace, and Development, organized by the Birla Institute of Technology and Science in India in collaboration with the University of Maryland's Center for International Development and Conflict Management (CIDCM).

Equity and Diversity-Focused Service

OHRP Staff also continue to provide service to the University of Maryland System and College Park communities through their active participation on the University System of Maryland (USM) Diversity Network, the Council for University Support Staff (CUSS), all four Presidential Commissions, the Campus Senate's Campus Affairs and Human Relations Committees, the Black Faculty and Staff Association (BSFA), the Nyumburu Cultural Center Advisory Board, the Provost's Committee to Review the Diversity CORE Requirement, and the Sexual Assault Taskforce. OHRP staff also engage in on-going outreach and make periodic courtesy calls to key individuals and organizations in their on-going efforts to extend and enhance the equity and diversity efforts of the campus.

Perhaps OHRP's greatest service to the university community over the past year has been through Sivagami Subbaraman's and Russ Eckell's extraordinary equity and diversity-related technology coordination efforts. Together, Siva and Russ maintain and update ten plus campus websites: 1-4) the OHRP site, which includes the WE Program site, the I3 site, and our Diversity Calendar; 5-8 plus) the four Presidential Commission sites, including any special project sites that each Commission may host (like the Professional Concepts Exchange

Pro-Active Education Dialogue-Based Scholarship

Vargas, OHRP has broadened WE to meet the needs of Non-Exempt Staff on our campus. OHRP owes a debt of gratitude to Harry Teabout, Director of Building and Landscape Services, for letting OHRP pilot WE with his housekeeping staff. That pilot, having been a huge success, led to subsequent intergroup dialogues soon to be offered in Dining Services. Non-Exempt Staff intergroup dialogues have generally focused on Black, Latina/o, and Asian employee workplace tension. Post-dialogue climate assessments indicate that among the employees who participated cross-group relationship building is enhanced, as is, not surprisingly, work productivity. Angie also offers an intergroup dialogue variation, called a story circle, which brings together individuals who *share* a particular experience (as opposed to individuals from groups with differing experiences) so that they may more intentionally build a community of support for one another based on their common connection. Non-Exempt Staff story circles have included Women of Color in administrative support staff roles and, more recently, women in administrative and technical support staff roles. In addition to Angie and Mark, OHRP owes a debt of gratitude to the array of individuals from across campus who have aided in co-facilitating both the Non-Exempt Staff-focused dialogues and story circles.

A new initiative that will join the student- and Non-Exempt Staff-focused arms of WE, Angie Bass, Gloria Bouis, and Sally Koblinsky, Professor and Chair of the Family Studies Program, are exploring grant funding to support a series of Family Studies student/Non-Exempt Staff-themed intergroup dialogues, focusing largely on socioeconomic class issues. If successful, this initiative could be expanded to include students from other academic departments.

Dialogue-Based Scholarship

OHRP staff have also continued to publish a number of articles related to its WE Program efforts, the most recent of which focused on its Non-Exempt Staff extension of the Program. We have also published articles on the following DTCS “hot” topics: 1) Christian privilege or, said another way, building religiously, spiritually, faith-based, and secularly affirming workplace communities; 2) diversity-conscious leadership; and, 3) in the wake of Strom Thurmond’s passing, an equity-focused assessment of his legacy.

Pro-Active Education Diversity Training (I3) and Academic Diversity

Medicine, the Maryland State Attorney General’s Office, the National Association of College and University Attorneys (NACUA), the University of Michigan, Flint’s College of Education, the United States Coast Guard, and Concordia University in Montreal, Canada.

Diversity Training—The I3

Building on the expanded DTCS function, OHRP has continued to coordinate the visits of teams of senior administrators from campuses across the country, as well as around the world, interested in learning more about our university’s equity and diversity efforts as described in the *Diversity Blueprint: A Planning Manual for Colleges and Universities*. Taking both the DTCS and the *Blueprint* visits one step further, OHRP coordinated the development and piloting of the Institute on Implementation and Institutionalization—also known as “the I3”—a seven day intensive *Blueprint*-type experience for campus equity and diversity professionals. Sixty individuals from our university—including the *entire* OHRP staff—contributed their expertise to the I3. Additionally, three dynamic women attorneys from both the D.C. and New York City offices of the NAACP Legal Defense Fund joined us to present a special session on Affirmative Action following the then-recent Supreme Court rulings on the University of Michigan cases. Two other powerhouse lawyer women from the National Women’s Law Center in D.C. conducted a second special session on then-recently failed (thankfully!) attempt of the ad hoc federal commission appointed to try and dismantle Title IX. Over twenty professionals from more than fifteen campuses attended the I3. Needless to say, this initiative was a huge success, both for OHRP and the campus—reaffirming our campus’ national reputation for its equity and diversity work in higher education.

Academic Diversity

Another expanded function of OHRP’s DTCS, OHRP staff continue to engage in teaching, research, scholarship, and professional service relating to its equity and diversity efforts—most of which is focused on its *Words of Engagement (WE): An Intergroup Dialogue Program*.

Pro-Active Education

Dialogue-Based Teaching

Dialogue-Based Teaching

In the past year, OHRP staff have taught dialogue-based undergraduate-level courses in the departments of Education, Policy, and Leadership (EDPL), College Personnel Services (EDCP), and American Studies (AMST). Working in partnership with Dennis Herschbach and John Splaine from EDPL, Christine Clark has developed a graduate level course that will build facilitator capacity for the WE Program. Collaboratively, Sivagami Subbaraman, Gloria Bouis, and Christine Clark have also substantially augmented the existing WE facilitator training. A major impetus for this augmentation came from new learnings gleaned by Siva and Christine in their co-investigator roles on OHRP's Ford Foundation-funded Intergroup Dialogue as Pedagogy Across the Curriculum (INTERACT) Pilot Project grant. Working as co-facilitators to an INTERACT Scholars Cohort comprised of University of Maryland, Prince George's Community College, and Prince George's County Public Schools' faculty and students, Siva and Christine have been guiding exploration of the role that intergroup dialogue as a teaching pedagogy can play in imparting content-area knowledge across disciplines and academic levels in a classroom context. Nationally recognized experts in the field of intergroup dialogue including Ratnesh Nagda from the University of Washington, Ximena Zuniga, from the University of Massachusetts, and John Landesman from the Montgomery County (Maryland) Public Schools, have aided Siva and Christine as guest facilitators. Jim Greenberg, in his capacity as the Founding Director of our campus' Center for Teaching Excellence (CTE), is serving as a special extended guest facilitator to the Project this semester.

Related to the facilitator training and INTERACT Program, OHRP recently engaged in broad-scale assessment and evaluation of its WE program efforts for the last three years, focusing primarily on student learning outcomes and their relationship to facilitator preparation. Presentation of the results of this research at an Evaluation Retreat (October 17, 2003) that was open to the campus community, led to an enormous increase in the number of faculty, staff, and graduate students from across campus expressing interest in participating in the training in order to become WE Program facilitators. Resultantly, over 20 new facilitators will join the WE Program ranks this coming spring. Intergroup dialogue expert, Ratnesh Nagda, continued the relationship

Pro-Active Education

Dialogue-Based Research and Innovation

he began with OHRP as a guest facilitator on the INTERACT Project, by assisting us with the quantitative aspects of the WE Program evaluation and presentation of results at the Retreat. The entire OHRP Staff contributed their expertise to the planning and execution of this Retreat. Additionally, the efforts of OHRP Graduate Student Intern, Armando Hernández-Morales, and OHRP Workstudy Students, Teon Abrams, Shanda Brown, Russ Eckell, Danny Noriega, and Rebecca Willingham, were instrumental to the initiative's success.

Dialogue-Based Research and Innovation

Expanding on the WE Program's assessment, evaluation, and continued improvement, Gloria Bouis took over for Craig Alimo as the University of Maryland's representative on the University of Michigan-led Multiversity Project—a multi-university research project on the benefits of intergroup dialogue programs in the higher education arena. In addition to the University of Michigan and the University of Maryland, the Project includes representatives from the University of Washington, the University of Massachusetts, Amherst, the University of Illinois, Urbana-Champaign, and Arizona State University. OHRP's was invited to participate in this study because of the level of national recognition it's WE Program, only three years old, has already attained. Initiating the Program in 2000 with seed money from the William and Flora Hewlett Foundation's Unity and Pluralism portfolio, more than one hundred University of Maryland students now participate in the Program each semester—thanks, in large measure, to OHRP's partnership with EDPL through which students can register to take the dialogues for an academic credit (and we are particularly indebted to EDPL's Stephanie Goodwin, Clarissa Coughlin, Steve Klees, Dennis Herschbach, and Tom Weible, as well as the College of Education Dean, Edna Szymanski, for making, *and continuing to make*, this happen). Only Arizona State University's dialogue program, now over ten years old, has more students who participate in intergroup dialogues than Maryland—but that *will* change before long!

The WE Program distinguishes itself from the programs of its counterparts at the other institutions mentioned above (among others) not only because of its INTERACT Project efforts, but also because of its extension of intergroup dialogue to the larger campus community. In particular, through the tireless efforts of Angie Bass and Mark Brimhall-