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University of Oregon Police Department  
**Diversity, Equity, and Inclusion Report**

Spring 2020



# Introduction

This report was created for the University of Oregon Police Department in an effort to develop a comprehensive equity and inclusion strategic plan with the overall goals of ensuring the department and employees are sufficiently able to serve the diverse University of Oregon community. This report and its recommendations offers a broad spectrum of inclusion, diversity, and equity efforts that, when fulfilled, will become a model for other police departments across the country. PMJ Consulting began partnering with UOPD in October 2019, and developed a framework, process and resources to create and develop the plan. The project was initiated by the UOPD Chief to build upon the work that has already been done over the last few years and to strengthen the department's efforts in serving the diverse community of the University of Oregon. Through analysis of current efforts and hearing the needs of key stakeholders, PMJ is providing key recommendations to further develop UOPD's diversity, equity and inclusion (DEI) efforts.

This report will focus on the following identified goals:

- Providing a departmental diversity and equity framework
- Recommending improvements to community relations strategies
- Evaluating and recommending enhancements to employee training
- Recommending improvements on recruitment and retention of diverse and underrepresented employees

## Overview of Process

As PMJ approached this project they created a process to move from information gathering to implementation of the plan. The initial process began with identifying the goals with the UOPD leadership team. The information gathering occurred to fully understand the situation and needs. PMJ analyzed the various data and information collected and identified key themes and challenges. PMJ then moved to creating recommendations based on promising practices and proven practices described in relevant equity and inclusion literature.

The recommendations were prioritized based on relevance, scope, layout of framework, and resources. Once the plan was developed it was presented to UOPD and key stakeholders to gather feedback. The overall diversity and equity planning process is represented in the embedded diagram.



## Key Terms

In the development of this report and in working with stakeholders it was important that PMJ established shared definitions of diversity, equity, and inclusion:

**Diversity** – the full array of individual differences we all have in regards to ability, age, country of origin, culture, economic class, ethnicity, gender identity, immigration status, political affiliation, race, religion, sexual orientation, veteran status, and other ways we may be socially identified similar to one another. Diversity is needed to facilitate the expansion of a welcoming and nurturing environment for discovery, inquiry, and learning that enriches UOPD's environment.

**Equity** – creating opportunities and ongoing support for historically marginalized or underrepresented populations (racial/ethnic minorities, women, persons with disabilities, LGBTQ+, etc.) to have access to and participate in opportunities in the classroom, employment, and other university programs and activities that can close the achievement, economic, and overall success gaps among diverse groups.

**Inclusion** – ongoing engagement and support to address the campus climate and culture to create and maintain an environment where diverse, marginalized, and underrepresented populations feel welcome as active participants in the campus community. The goal is to create an environment where differences are welcomed and differences in perspectives and opinions are respectfully listened to and heard.

## Parts of the Report

The report is segmented into various parts. Part 1 is Information Gathering and Analysis. Part 2 is Key Opportunities. Part 3 is Recommendations. Part 4 is Considerations and Next Steps.

# PART 1 | Information Gathering and Analysis

In October 2019, Chief Matt Carmichael charged PMJ to begin the process of developing an equity, inclusion and social justice organizational plan for the University of Oregon Police Department. In the subsequent months, PMJ met with UOPD leadership to set the foundation for the planning process. They defined stakeholders and performed background research for the project. The scope of the review included past initiatives addressing diversity and inclusion; active programs sponsored by campus units, divisions, schools, and colleges; best practices at peer institutions; and advice from leaders within and beyond a university setting, including the review of the UO Finance and Administration Diversity Action Plan.

PMJ defined themes and goals and hosted multiple stakeholder listening sessions. Each stakeholder group was invited to meet with PMJ consultants during a campus visit in January 2020. Some groups were unable to meet in-person, so PMJ gathered information via an open-ended questionnaire and via video listening sessions. Specific stakeholders included:

- Undergraduate students (representatives from the Advisory Committee to the Dean of Students as well as student staff members in cultural centers)
- Campus Leadership including the Dean of Students and Chief Diversity Officer
- Student affairs staff members
- UOPD Leadership
- Graduate students

These groups were asked to:

1. Identify challenges and opportunities for improvement within UOPD
2. Propose approaches to address these challenges and opportunities
3. Develop key short- and long-term strategies

The full details of these questions can be found in the appendix. Additionally, the stakeholder groups were asked to consider the development of diverse staffing pipelines, analysis and perception of current UO DEI work, community relations and collaboration with UOPD, and communications from UOPD.

After gathering information from key stakeholders, the notes and transcripts were analyzed for key themes. These themes were compared to common themes from articles, practices, and research from DEI literature. As key opportunities emerged, those were categorized and shared with the Chief. Once the key opportunities were agreed upon, PMJ consultants focused on creating recommendations to address those challenges. The recommendations were based on promising practices from higher education and DEI efforts.

## PART 2 | Key Opportunities

After gathering information and analyzing the data in comparison to relevant articles on diversity and equity issues both in higher education and other organizations, PMJ has identified several key opportunities and areas of growth for UOPD. Those opportunities include A). Developing a Diversity, Equity & Inclusion Framework, B). Expanding Diversity, Equity & Inclusion Work, C). Broadening Diversity, Equity, & Inclusion Training for Staff, D). Creating a Diversity, Equity & Inclusion Communication Strategy, E). Expanding Community Collaborations, and F). Diversifying UOPD Staff.

### Developing a Diversity & Inclusion Framework

The University of Oregon Police Departments has made significant commitments and efforts to meet the needs of the diverse UO community. There are currently multiple efforts aimed at diversifying staffing and conducting implicit bias training. However, there is not a clear framework for how and why UOPD addresses DEI work. In order to make long-term strategic efforts that result in change, a framework should be created to guide the work of UOPD. Effective DEI work is multi-pronged and results are often not seen for years. A clear framework will guide the work, assist with assessing priorities, and create institutionalized efforts that are maintained even as staff and leadership transition.

## **Expanding Diversity, Equity & Inclusion Work**

The University of Oregon Police Department is led by a Chief who is committed to engaging in DEI work and having difficult conversations about difference. The UO community recognized the Chief as a leader who shows up for marginalized communities; however, much of the DEI work that UO stakeholders could name was specifically tied to the Chief. Leadership is essential to effectively address issues with inclusion and equity; moreover, other organizational leaders and staff members at varying levels also need to demonstrate a commitment to DEI work. The next step for UOPD is to ensure that the commitment to DEI work moves down from the top and pervades all parts of the department.

## **Broadening Diversity, Equity, & Inclusion Training for Staff**

The University of Oregon Police Department has utilized implicit bias training regularly as part of an overall training program. However, DEI training should be expanded to include broader awareness, knowledge, and skills to be effective with working with diverse audiences. The current diversity and inclusion training may not be expansive, thorough, skill-based, or inclusive as it may need to be. The foundation has been set, but further training focused on internal awareness, external knowledge, and skills to effectively interact is an opportunity for growth.

## **Creating a Diversity & Inclusion Communication Strategy**

The University of Oregon Police Department has a number of efforts focused on diversity and inclusion. Building off of the established framework, a communication strategy will be needed to allow UOPD to focus on DEI efforts. Currently, there is not a clear strategy on why or when diversity and inclusion work is being communicated and to whom it is communicated. A strategy is needed to complexly communicate to diverse constituents in a variety of formats, tones, and purposes.

## **Expanding Community Collaborations**

The University of Oregon Police Department has a number of events they have supported, co-sponsored or attended. There should be specific institutionalized partnerships created with key audiences, such as those marginalized and disproportionately impacted in higher education. PMJ could not identify any specific partnership UOPD had established with groups focused on race and ethnicity, immigration and citizenship, gender and sexuality, or (dis)ability.

## **Diversifying UOPD Staff**

The University of Oregon Police Department recognizes the need to diversify its staff, and they have made efforts to increase representation of people of color and other underrepresented groups. However, this task takes long-term and comprehensive planning, which is an opportunity UOPD can approach. UO stakeholders acknowledge the lack of diversity and have shared the barriers that exist when dealing with intense and stressful situations that UOPD must address. In order for UOPD to successfully diversify its staffing, a multi-pronged short and long-term strategy must be developed, and it should be in collaboration with other campus units.

Part two described the opportunities for growth that UOPD should focus on, and part three will offer recommendations to support UOPD towards reaching those opportunities of growth. The recommendations below were derived from initial meetings with UOPD leadership and stakeholders, review of existing documents from UOPD and UO, and key themes from the stakeholder listening sessions. Similarly to Part 2, Part 3 will focus on recommendations to include A). Developing a Diversity, Equity & Inclusion Framework, B). Expanding Diversity, Equity & Inclusion Work, C). Broadening Diversity, Equity, & Inclusion Training for Staff, D). Creating a Diversity, Equity & Inclusion Communication Strategy, E). Expanding Community Collaborations, and F). Diversifying UOPD Staff

### Developing a Diversity & Inclusion Framework

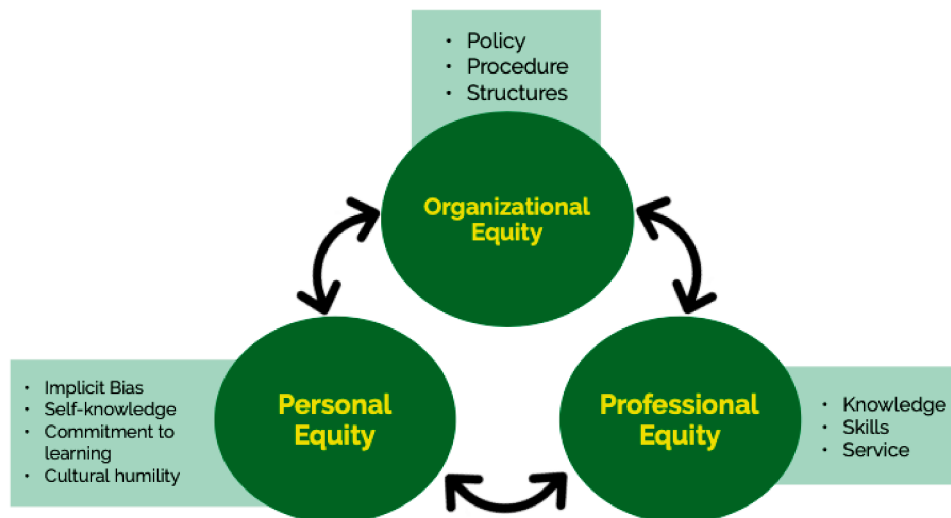
In order to guide the long-term work of UOPD as they aim to meet the needs of the diverse university community, a framework on DEI is needed. The framework should be developed by key members of the department, and include as many people as possible in gaining insights and feedback. Some initial questions the department should ask itself could include “Why are we focused on this?” and “What do we hope to come of it?”

Key components of framework could include:

- Personal equity: This focuses on individual implicit bias, understanding of one’s own identity, and a personal long-term commitment to learning about others’ experiences.
- Professional equity: This focuses on having knowledge of diverse populations and the skills to interact and serve successfully.<sup>1</sup>
- Organizational equity: This focuses on having policies, procedures, vision, and structure to support diversity and equity.

All three components described are needed as a framework to transform and effectively meet the needs of diverse constituents. Diagram 2 below provides a visual representation of the framework flow. The finalized framework should guide planning and direction for how to prioritize efforts.<sup>2</sup>

## Diversity & Equity Framework



## Expanding Diversity, Equity & Inclusion Work

A constant point of feedback was the Chief was the face of "diversity commitment" from UOPD, which can be a strong asset knowing the senior leader is committed. However, stakeholders could not identify others who had demonstrated efforts or a commitment. A challenge with all efforts riding on the Chief, is that the Chief as an individual is seen as committed to diversity and equity, but not necessarily the department or other police staff members.

In order for UOPD to continue to strengthen community partnerships with marginalized community members, it needs to demonstrate more of the UOPD employees are committed to DEI work. A specific recommendation is to identify and dedicate staffing to DEI work through:

- A. Putting "diversity & equity" in a title and allocating some percentage of the position to keep the department focused.<sup>3</sup> The position can be focused on training and development, outreach, and/or chairing the committee.
- B. Create a standing committee focused on DEI. This committee can provide guidance to training topics, ensure this report is being implemented and evaluated, and/or be liaisons to specific communities.

Also, in line with the recommendation to broaden staff training, staff members in dedicated roles and on committees should receive training to be effective in their roles. They should receive specific goals and expectations. As staff begin to receive knowledge, empower them to take action and have a platform for change. Ensure the work being done by these individuals and committees are highlighted in the communication strategy.

## Broadening Diversity, Equity, & Inclusion Training for Staff

In order to meet the components of the DEI Framework, it is critical that employees receive sufficient training and on-going development. UOPD already has some training programs focused on implicit bias and diversity. It is recommended that the current training efforts be evaluated and decided if they meet the needs to produce desired outcomes. DEI training should go beyond a one time effort, broader than implicit bias,<sup>4</sup> and should focus on:

- Self-awareness: This would include an understanding of one's own identities, privileged identities as well as marginalized identities. Implicit bias is a part of self-awareness, so an on-going examination of bias and reflexion on bias reduction.
- Basic foundations: This includes definitions and concepts of diversity, inclusion, equity, social justice, microaggressions, and multiculturalism.
- Knowledge of other identities and communities, the issues they face, and historical context on relations with law enforcement: this would include communities such as people of color, LGBTQ+, disabilities, undocumented/DACA, and international students.
- Specific challenges related to law enforcement professionals: this would also include populations who might feel fearful of law enforcement or misunderstood or neglected by law enforcement.
- Skills to effectively work and serve with diverse constituent groups: dialogue across difference techniques, trauma informed care tools, de-escalation techniques, active listening, and supervision across identities.

Different staff will need different resources at different points of the training program. Some of the learning and unlearning takes time and cannot all be absorbed at one.

A comprehensive DEI professional development plan should be created. The plan should include initial on-boarding training, annual department training workshops, and individual development activities. Departmental training programs could be created based on identified objectives that most if not all employees need. This could be in collaboration with other UO DEI efforts, for example an existing LGBT Ally/Safe Zone training. Individual development activities should be incorporated into annual goal planning. Often during performance evaluation periods employees are expected to identify several professional goals. An expectation could be that one of the goals should focus on DEI. This could also be incorporated into performance evaluations; even if a simple question is added such as "How have you furthered your understanding of DEI this year?" Once an individual identifies a goal they could meet the goal by attending a conference, workshop, reading a book, or watching a documentary.

Overall, in order to meet training and development goals. UOPD should create the framework, identify key goals, and measurements to assess if goals are being met.<sup>10</sup>

### **Creating a Diversity, Equity & Inclusion Communication Strategy**

UOPD already has a number of successful initiatives focused on diversity and inclusion; however, many in the community are unaware of the efforts currently being done. A comprehensive DEI communication strategy should be developed and include specific communication tools for various audiences. Communication should highlight efforts being done by UOPD, should address national and global issues related to law enforcement and equity, and highlight other DEI efforts being done at UO and in the local community. UOPD must create strategies to improve communication and trust.<sup>3</sup> Some specific actions in the strategy could include:

- A. An annual service and satisfaction survey to campus to focus on constant growth opportunities. This survey would demonstrate constant internal evaluation and a focus on improvement.
- B. A web page focused on DEI. It should include the commitment to equity,<sup>1</sup> framework, past events, upcoming efforts, and the staff dedicated to DEI.
- C. Social media focused on commitment to equity.
  - i. Regular efforts
  - ii. Sharing news and events<sup>5</sup>
- D. Annual report section overviewing training and development and new efforts focused on diversity and equity.
- E. Regularly co-sponsor DEI events across campus by providing in-kind services, small financial donations, and/or publicity. Request that UOPD logo be used on publicity and possibly be named verbally as a co-sponsor. Consider showing up at the event in civilian clothing with a name tag identifying your department.
- F. Evaluate all public statements with the lens of and perspective of a marginalized person

### **Expanding Community Collaborations**

In order for the UOPD to have substantial transformation towards being a trusting, inclusive, and equitable community, many partnerships need to be created and sustained; UOPD should focus on building positive relationships and sustained collaborations with key campus offices<sup>6</sup>. The historical conflicts between law enforcement and specific communities in the U.S. are centuries in the making and will be a challenge to overcome. However, numerous partners at UO expressed a desire to create long-term, sustained, and mutually beneficial partnerships with UOPD. UOPD should continue to identify areas of growth and create strategies to improve long-term working relationships. These



partnerships will inform UOPD efforts and direction, build trust, and create opportunities for feedback. Some specific collaborations could include:

- A. Shared paid student liaison positions with key offices and communities.
  - a. Communities of color
  - b. LGBTQ+ communities
  - c. Disability communities
- B. Annual listening sessions (Town Halls) with campus stakeholders to understand partnerships, relationships, and areas of growth.
- C. Sponsored lecture series around justice systems, law enforcement, and specific communities.
- D. Annual student leader appreciation luncheon for key student group leaders.
- E. UOPD staff members serving as student organization advisors.

## **Diversifying UOPD Staff**

A common effort across nearly all departments at Predominantly White Institutions is trying to diversify the employees, specifically around race, but could also include gender, sex, sexual orientation and gender identity, and or (dis)ability. The University of Oregon and UOPD have similar goals shared by the Chief and numerous stakeholders discussed that they would feel more comfortable interacting and collaborating with UOPD if the staff came from similar backgrounds. The goal of diversifying a department, especially in specific fields and based on the region of the country, can be very difficult. UOPD and UO already have some initial efforts to address that shifting staff demographics which takes a multi-pronged approach and time. It is important to ensure that efforts are in collaboration with UO Human Resources and other departments doing similar work. The following segments will offer recommendations.

### *Create a Long-term Strategy*

UOPD should start with a comprehensive strategy that is long-term focused and then begin with implementing specific short-term actions. UOPD should review key strategies and best practices.<sup>7</sup> A Rationale Statement should be created to guide this work; all those in the department should understand why UOPD wants to diversify the staff, the benefits of having a diverse staff, and in the end, how it benefits students. A diversity hiring rationale statement is an extension of the diversity framework that was recommended previously, it's important that UOPD develop a diversity hiring rationale statement that connects to the UO strategic goals, literature on the educational benefits of diversity, and any institutional data that may help to build the case for why staff diversity are important.

### *Actively Recruit*

Research shows that passivity will result in neither a diverse pool of applicants, nor a diverse hire.<sup>8</sup> When it comes to actually recruiting diverse employees, many search committees report that they cannot find qualified women or people of color to apply for their open positions. UOPD needs to aggressively pursue the best and the brightest candidates. The first objective is to entice top candidates to apply. That means selling the institution, department and the job as desirable and rewarding. Taking steps to increase the pool of qualified applicants increases chances for diverse candidates, and exposes the department to a broader pool of talent and less risk. The more that UOPD front-loads candidate pools the better the odds of hiring diverse candidates. Of course plans designed to search intensively for underrepresented candidates cannot entail discriminatory treatment for any group in making offers of employment.

The typical route of placing an ad and waiting for applications is no longer sufficient. Some of the best candidates may not see the ad or may not see themselves in the advertised position without some encouragement. Some specific techniques include:

- Craft a position description that reflects the full range of skills and knowledge needed, including a focus on issues of diversity. This will lead to a better pool, and present a strong argument against claims that race or gender was impermissibly considered in hiring. Since UOPD has expressed diversity as part of the visions and priorities, it can give positive consideration to candidates' understanding of race, ethnicity, gender, and multiculturalism.
- Consider including criteria related to increasing diversity such as demonstrated ability to work with diverse communities, or experience with marginalized community agencies. Infusing these criteria into the job description is a way of enhancing the department's potential to attract a diverse applicant pool, and eventually make a diverse hire.
- Place advertisements of open positions in periodicals that make special efforts to reach specific communities by demographics. Create and maintain a list of diverse publications, electronic mailing lists, institutions, and resources for outreach. This prevents each search committee from having to regenerate such a list, and creates a forum for sharing knowledge and resources. Do not forget electronic advertising; new positions should be posted on electronic discussion lists, LinkedIn, Facebook, and other forms of social media.
- Send announcements of open positions to targeted administrators, faculty members, student programs and organizations, organizations that work on diversity issues, affinity groups within organizations such as people of color or gender-based organizations, and contacts in the field who are likely to know promising students or other potential applicants. It can also be helpful to develop a database of diverse professionals that may serve as future applicants.
- Ask your current staff members, especially those who represent specific desired backgrounds, to think of people who would be great candidates and to invite them to apply.
- Once you have interested applicants pursue them, offer to have a phone meeting, and share why you would want them to join your team.

### *Improve the Hiring Process*

Once the pool is diverse the entire hiring process should be examined to understand what underrepresented candidates might experience and where bias might interrupt. There are a number of steps to consider as the department moves through the process. Consider:

- Create a training for hiring/search committee members that everyone should complete before serving on a hiring committee.
  - Provide search committees with specific materials about UOPD's and UO's commitment to diversity, equity, and inclusion.
  - Offer guidance for creating an inclusive interview protocol and contact persons for connecting with diverse communities.
  - Address concepts such as "reverse discrimination" or "color-blind" perspective.<sup>9</sup>
  - Ensure they know UOPD does not want to have the reduction of quality.
- Offer a community guide to each applicant that highlights the department commitment to DEI, resources for specific populations, and ways to connect with community or campus groups around race, gender, LGBTQ+, etc.
- Consider how your search committees are chosen. Because people value and are most comfortable with that which they are most familiar with, search committees are likely to replicate themselves. Therefore, the more diverse the committee, the more diverse the candidates are likely to be.

- Assess the demographics of applicants and compare those to the demographics of those selected to interview. If it is noticed that the pool is quite diverse, but the interviewees selected are not, inquire why that is and ask the committee to have a rationale.
- As interview questions are developed, ensure each interview asks a question about diversity and equity. Also, ensure the search committee has an understanding of what a quality response might be.
- Consider cluster hiring, which could be a cohort of three to five hires from underrepresented backgrounds. It could be a short term fellowship model or long-term permanent hires. Having multiple people hired at once creates a support system and the ability to feel less isolated.

## *Retention*

Once underrepresented staff are hired it is important to support them and retain them. If they have negative experiences they will leave UOPD and they may share their negative experiences with other prospective employees. UOPD should create a plan for retention, satisfaction and promotion of underrepresented employees.<sup>10</sup>

From the initial hiring, an on-boarding process is essential for all employees, but underrepresented employees often have less informal mentoring, training, and inclusion than other employees, so if they miss a formal on-boarding they may lack the essentials needed to be successful and feel included. As part of an on-boarding program consider a mentoring element can to create a relationship between experienced staff or community members and new staff, where an influential, established, and/or knowledgeable member of an organization supports and commits to the upward mobility of a staff members' professional career.<sup>11</sup> The benefits of mentoring include faster, more effective integration of new employees; retention of quality staff members; increased transfer of skills from one generation to another; gains in productivity and performance; increased learning from professional development activities; and enhanced communication.

Once there are multiple employees coming from marginalized communities it is important to evaluate those current employee experiences.<sup>12</sup> Allow them to be heard and make some efforts and steps to address those needs.

If UO has Employee Resource Groups (ERG)<sup>13</sup> focused on underrepresented groups encourage your employees to participate and allow them to do so without having to take personal time off. If there are not UO ERGs, consider starting one for UOPD and/or in collaboration with other departments. Employee Resource Groups by affinity organizes employees around common identities, challenges, and interests.<sup>14</sup> These groups are generally made up of people who have been historically underrepresented within the organization and include, among others, racial and ethnic minorities, individuals with disabilities, gender groups, and members of the LGBTQ+ community, to name a few. Affinity groups generally seek to advance the personal and professional development of their members, expose members to increased leadership opportunities, provide support and networking opportunities, participate in community service, engage in mentoring relationships with their members, as well as students

The recommendations offered are extensive and will take time and resources. As UOPD aims to implement the plan a number of factors should be considered. Some key considerations are:

### *Create a timeline:*

What recommendations will UOPD focus on first and what will be the timeline to move through the recommendations. Some recommendations will need to occur first and some will happen simultaneously. Creating a framework, creating a team, and greetings should be a part of early priorities.

### *Resources:*

What resources will be needed to address each recommendation? Consider human resources and costs for training efforts, student payroll, and event co-sponsorship.

### *Status check internal:*

How are staff feeling, what is important, not important? Consider an annual anonymous survey to assess what is working well and how the plan should be further implemented.

### *Systems to measure success:*

How will UOPD measure success and on what time frame are results expected? Be realistic and focus on moving the needle versus completely eliminating the issue. Who is held accountable for ensuring these efforts are implemented successfully?

### *Next phase:*

Creating a DEI plan is not a one-time project. This plan should be re-evaluated after the first year, third year, and fifth year (for example), and adjusted as needed. Issues will evolve; this plan should be flexible.

Overall, the commitment to implement a DEI plan is a substantial, yet critical, task. UOPD should offer grace and patience. Challenges and resistance will arise; however, moving through discomfort and confusion will still push OUPD to becoming a unified community that is better equipped to serve the diverse University of Oregon community.

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## Appendix

### University of Oregon Questions for Stakeholder Meetings

#### *Community Partners Meetings*

1. Tell us about you, your roles on campus, and what brings you here today?
2. What is your overall perception of the UO Police Department?
3. Do you perceive the UOPD to be supportive of diversity and equity? Please explain?
4. Are you aware of any positive efforts that UOPD has done or continues to do around diversity and equity?
5. Do you feel comfortable and safe interacting with UOPD? Have you had any challenging interactions?
6. What would you suggest UOPD do to better serve the diverse and marginalized members of UO?
7. Do you feel UOPD cares about your community? Please specify which community you are speaking of.
  - a. Would your community be open to collaborating with UOPD? If so, what is an idea of collaboration?
8. Do you feel UOPD communicates to the community members adequately? Please explain. What could improve their communication?
9. Anything else that you would like to share?