**Promotion of Diversity, Equity, and Inclusion in Research Training**

The University of Oregon (UO) endeavors to promote diversity and inclusion across all levels of our institution. Our Division of Equity and Inclusion (DEI) promotes inclusive excellence through a commitment to institutional fairness and equality, eradication of discrimination, and celebrating and affirming the strengths of a multicultural community. Their unit aims to serve both the diversity goals and educational mission of the University.

DEI’s efforts are facilitated through the [IDEAL Framework](https://inclusion.uoregon.edu/ideal-framework), which is comprised of the following five pillars:

* **I**nclusion: Cultivating a more welcoming and respectful environment for all.
* **D**iversity: Developing and implementing equitable strategies for recruiting, retaining and advancing cadre of student, faculty and staff, with a wide variety of backgrounds, talents, perspectives and experiences.
* **E**valuation: Using assessment and measurement strategies to evaluate our process in meeting university’s goal of equity and inclusion.
* **A**chievement: Ensuring that our policies, processes and practices provide access for all to achieve their personal best.
* **L**eadership: Develop, nurture and coach leadership to facilitate inclusive environments as well as the resources for success.

This framework includes three specific priorities in promoting diversity, equity and inclusion:

* Creating more robust bridges for diverse students to enter the UO
* Increasing diversity and equity among faculty, staff, administrators, and students
* Creating a more inclusive and welcoming campus environment for all faculty, staff, and students.

In 2020, the university expanded the IDEAL framework, affirming our specific commitment to increase recruitment, retention, and success of Black tenure-track faculty and students.

The Office of the Vice President for Research and Innovation (OVPRI) developed a Diversity Action Plan to outline our strategic goals and activities to further embed principles of diversity, equity, and inclusion across the university’s research enterprise and achieve the priorities outlined above. Key objectives include 1) increasing our recruitment and retention of faculty, staff, and students from underrepresented populations, and 2) ensuring that our research training activities, both at the institutional and individual levels, facilitate an inclusive environment for trainees from all backgrounds to succeed.

Each of our three NIH T32 training programs provides an additional trainee position, funded entirely by the University of Oregon, dedicated to support a student from an underrepresented or disadvantaged background. In addition, our institutional research training programs focus on building skills among trainees in cultural competency, inclusive communication, and strategies for acknowledging and maximizing impacts of different backgrounds and perspectives. These research training programs include the NIH T32 programs as well as other federally-sponsored research training, such as an interdisciplinary NSF National Research Traineeship program and an internal Master’s Internships Training Program. Topics covered in institutional training programs include implicit bias, active listening, examining identity, inclusive mentoring, bridging cultural differences, and navigating conflict.

Our institutional training programs also afford opportunities for faculty mentors to stay informed of best practices for mentoring students from diverse backgrounds. For example, faculty mentors in our Graduate Training in Genetics program have annual trainings in mentorship offered UO faculty trained for this role by the Center for the Improvement of Mentored Experiences in Research. Faculty mentors in our Graduate Training in Molecular Biology and Biophysics program can participate in an intensive 4-day workshop entitled “Expanding Cultural Awareness of Exceptional Learners at the University of Oregon (EXCEL-UO).” The aim of this program is to develop faculty awareness and capacity to support students with disabilities through in-depth discussions of each federally defined disability category, uses of technology to support students with disabilities in university contexts; and effective strategies for preparing, delivering, and evaluating instruction about supporting students with disabilities.

The overarching goal of our research training is to provide not only the highest caliber scientific and technical education, but also to ensure our trainees benefit from learning and engaging in a diverse, inclusive environment. Our vision is that all trainees from underrepresented backgrounds have the opportunity to be funded independently through an institutional or individual training grant or diversity supplement to obtain rigorous, individualized training in support of their professional development and to broaden representation in our nation’s STEM workforce. Our research training programs are designed to provide unique educational opportunities for trainees to gain deep understanding of how to advance diversity, equity, and inclusion in all of their academic and professional endeavors.