

RESPONSES TO QUESTIONS FROM PREVENTION SCIENCE STUDENTS October 2020

Thank you for completing the short survey at the start of fall term to let us know what questions you have about the Prevention Science program and what you might experience as a graduate student in the program. Below is a summary of the questions in the survey and the program's responses. Some of the questions warrant an ongoing dialogue throughout the year and we look forward to engaging in meaningful discussions with you. This document offers a preliminary response to some of the more complex questions to convey that we hear you and that your questions and concerns are important to the Prevention Science faculty and staff.

Question: Will we have social opportunities to meet new students as well as continuing students and faculty in a safe, physically distanced way?

Answer: Yes, the program director and associate director, Drs. Leslie Leve and Anne Mauricio, in collaboration with Anna Cahn, your Prevention Science representative on the Dean's Student Advisory Board, will coordinate opportunities for safe, physically distanced social events where you can meet fellow classmates and faculty. We want these social events to be as accessible and meaningful as possible, so please send any ideas that you have to Anna to help us ensure the events are inclusive of and appealing to everyone's diverse interests. Our goal is to plan 2-3 different types of events each term across a range of times and days. Our hope is that these social opportunities will help to develop bonds and connections among students and faculty. We also encourage students to continue organizing your own safe, physically distanced social events, to further facilitate and strengthen your connections with each other. We recognize that not all students will attend these events for many different reasons and that is completely ok. There is no pressure to attend these events. You will not be evaluated for attending/not attending. Faculty will simply offer the social opportunities for those who are interested and able to attend.

Question: Will we have the opportunity to participate in small group classes so we can meet (in-person) with faculty and other students?

Answer: Yes, some Prevention Science courses will be offered in a hybrid format that allows students the option to meet either in person or via Zoom this fall. Some faculty are also available for safe, physically distanced 1:1 or group meetings with students. In addition, students are encouraged to reach out to ask faculty if you could join their research team/lab. Involvement in faculty research teams/labs will typically provide additional opportunities to interact with students and faculty in smaller group settings.

Question: What will be the structure and format of courses for winter term?

Answer: The University's current plan is to continue the same types of Web only (synchronous and asynchronous) and Hybrid courses as in fall term for winter term. We understand that the structure and format of courses may have implications for you and we will have prompt communication with you to make sure that you have any new information the university releases.

Question: How much of campus will be open fall term, and more specifically, will the learnings commons be open as a place to study?

Answer: The [COVID-19 building status interactive map](#) shows current campus building access and whether building status is open, limited, or restricted. UO ID cards and masks or cloth face coverings are required to access all buildings on campus until further notice. Please note that the HEDCO Education building is an open-status building. As such, the Learning Commons, which is located in room 110 of the HEDCO building and provides a variety of study spaces and technology services, will be open to all College of Education students. Other buildings that are open fall term include the EMU student union building, the Knight Library, and the Student Recreation Center.

Question: Will there be any job opportunities for students in the program who are not living in Eugene this semester?

Answer: We will continue to disseminate information about potential job opportunities to Prevention Science students via e-mail as opportunities arise, including both local and remote job opportunities.

Question: Is it possible to comprise a committee that disseminates important information to Prevention Science students about courses, campus activities, updates regarding plans for campus openings, etc. in a cohesive and timely fashion to ensure that students receive the information that they need to feel connected to faculty and students in the program?

Answer: The program director and associate director will continue to disseminate important updates to Prevention Science students via e-mail, but these updates will focus on information that has not already been disseminated in college- or university-wide email updates. Students should continue reading all college- and university-wide emails, which provide timely updates around campus activities, campus reopening plans, etc. We are also exploring options to support students in the program so that they receive necessary and helpful information in a timely manner. One low-burden option includes a student-led newsletter, with a link to a blog as a repository for prior newsletters.

Question: How will the Prevention Science program make diversity, equity, and inclusion a priority in and out of the classroom?

Answer: We appreciate this question and the opportunity to engage in ongoing dialogue with Prevention Science students so that our program can continue to advance the ways in which diversity, equity, and inclusion (DE&I) remain the utmost priority in our teaching, research, mentorship, and service. As a preliminary step, the Counseling Psychology and Human Services Department, within which the Prevention Science program is housed, initiated a workgroup that is reviewing the departmental curriculum to assess and improve the extent to which our core values of DE&I are infused throughout course content and pedagogy. This workgroup is devoted to ensuring that all program curricula in the department meet the needs of all students regardless of their identities, including age, body size, class, country of origin, ethnicity, gender, immigration status, race, physical or cognitive abilities, sexual orientation, and other cultural, political, or religious identities. Both in and outside the classroom, we diligently aspire to ensure that all faculty, staff, and students engage in interactions that reflect a commitment and dedication to promoting DE&I. The University of Oregon, College of Education, and Prevention Science program continue to be strongly committed to promoting equitable access to resources and supports needed for students to succeed and thrive. We welcome and encourage you to reach out to any faculty or staff to discuss your ideas regarding how the Prevention Science program can improve upon making DE&I our top priority in and out of the classroom. In the meantime, here are some ideas from faculty about how they are making DE&I a priority:

- I commit to creating a course curriculum that explores the contributions of all cultures to health knowledge and prevention science and also critiques the current state of the field to identify how the scientists perpetuate the status quo with their research questions and methods.
- When I invite a guest speaker to give a presentation in class, I talk with them in advance of class about our prioritization of diversity, equity, and inclusion, and I ask that they speak to this in their presentation.
- I aim to select articles for class readings that not only speak to values of diversity, equity, and inclusion, but are authored by scholars from diverse backgrounds.
- When organizing conference sessions or other professional panels, I invite presenters who represent diverse backgrounds.
- In teaching and research, I aim to critique my scholarship and that of others from a perspective of how such work may perpetuate inequity by ignoring or reinforcing practices and systems that sustain it.
- In teaching and research, I aim to make visible how the dynamics of privilege, power and oppression shape education and work for people across all levels of privilege, including how privilege is sustained by oppression.
- When asked to be part of an invited panel at a meeting or conference, I inform the organizers that I will only participate if the panel includes diverse representation.
- Addressing health disparities and promoting health equity continues to be the primary focus of my research.

- My research team and I make active dissemination plans from the start of our research projects to facilitate our research findings getting into the hands of the communities who could benefit from the findings.
- When I teach, I do my best to follow best practices in creating an inclusive learning environment such as, modeling inclusive language, making accommodations for students with disabilities, creating multiple ways for students to participate, not asking people to speak for an entire group, learning students names, including photos of people of a variety of races/ethnicities and body sizes, etc.
- Annually, I review the latest research on creating an inclusive classroom environment and adjust my teaching strategies accordingly. Multiple times a year, I attend trainings by the Teaching Engagement Program on topics that aid me in creating an inclusive classroom environment.
- I am participating in the university's Common Reading this year, listening to and reflecting on the 1619 Project audio series.
- I engage my research team in conversations about our positionality and relationship to our research and how we as a team can promote diversity and inclusion and better serve students from historically underrepresented groups. Then we make concrete plans to carry out our plans each term.
- I continue to challenge microaggressions when observed (in or outside of the classroom) and strive to become comfortable with the discomfort of these discussions.
- I respect that there is no one fits all approach to learning and use a variety of teaching methods to be responsive to the diverse experiences and ways of knowing among students to try and promote equity in educational outcomes.
- I continue to provide my advisees with recommended resources and readings on strategies for engaging in dialogues about race, and then provide opportunities for discussion and reflection on how those strategies might be useful in their personal and professional lives.
- My research, practice, and community service focuses on increasing access to high-quality evidence-based interventions for underserved populations.
- I regularly attend professional development training seminars on promoting racial equity in higher education, incorporating anti-racist practices into the classroom, and strategies for dismantling racist policies and practices in higher education.
- I continue to volunteer my time and donate money to organizations dedicated to promoting social justice and battling structural inequality.