

University of Oregon Strategic Diversity Action Plan

For _____

College / School / or Unit

I. Description of the units mission / guiding principals

This section should reflect the content of the units mission statement and/or vision statements with a clear description of the general principals used to direct the work of the unit

II. Organization structure / Unit org. chart

This section should reflect the members of the unit and the reporting structure that pertains to the members.

III. History of diversity efforts in unit

Please describe current or past efforts used by the unit to promote diversity or create change in the unit. Describe the effectiveness of the efforts.

IV. Resource Statement

Create a unit resource statement – talk broadly about resources, energy, time and money.

V. Detail process for plan development and describe committee

How will this Action Planning Committee operate? Who are your committee members and how were they selected?

VI. Diversity value statement

Articulate why diversity is of value to your unit? Where does it intersect with your unit's mission and vision?

VII. For the purpose of this strategic plan, define diversity

e.g., the UO Diversity Plan describes diversity as, 'Differences based on race and ethnicity, national origin or citizenship, gender, religious affiliation or background, sexual orientation, gender identity, economic class or status, political affiliation or belief, and ability or disability.'

Areas of Emphasis...

- Point 1:** *Developing a Culturally Responsive Community*
- Point 2:** *Improving Campus Climate*
- Point 3:** *Building Critical Mass*
- Point 4:** *Expanding & Filling the pipeline*
- Point 5:** *Developing and Strengthening Community Linkages*
- Point 6:** *Developing and Reinforcing Diversity Infrastructure*

Point 1: Developing a Culturally Responsive Community

Unit Relevance:

A. Define what this focal area means to your specific unit.

e.g.: The department x understands a focus on “developing a culturally responsive community” to involve the experience of individuals from underrepresented groups in their interactions within and through department x. These individuals include faculty, staff, and students. Culturally responsive community includes clearly delineated channels for such individuals to express grievances, as well as mechanisms for the recognition of and response to such grievances. A culturally responsive community requires the recognition of cultural differences as realities both in and outside the classroom, and the guarantee that such differences will not be marginalized, but rather treated with respect, etc.

B. What have you learned about this focal area from your environmental scan?

e.g.: The environmental scan conducted by department x’s SAP committee uncovered a mixed record in regard to this focus area. Proactive measures were taken to inform students about existent options, such as the Bias Response Team’s, through which they might make their voices heard if abuse had occurred. In cases where grievances have been formally registered, department x has not had any systematic procedure for dealing with these grievances. This has led to inconsistent responses, etc.

C. Identify your unit’s strengths and challenges in this area.

e.g.: Based on the above, a major challenge in addressing this target area is to actively connect members of department x with existing campus services, as well as to design a consistent protocol for dealing with relevant grievances. Strengths include a strong record amongst department x’s faculty in willingness to respond to diversity issues when raised, as well as a conscious attempt by many faculty to incorporate multiple perspectives in course materials connected to culturally sensitive topics., etc.

<u>Goal #1</u>	Measures of progress short / long term	Responsible entity / Accountability	Timeline for implementation
<i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i>	<i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i>	<i>(Clearly specify who will be responsible for the implementation of this action item.)</i>	<i>(outline the expected time frame for beginning and / or completing your action item.)</i>
Action #1 e.g.: Include Bias Response Team contact information on all course syllabi, etc.	e.g.: % of syllabi in compliance with this directive each term over the next two years, etc.	e.g.: A copy of all syllabi will be submitted by instructors to the department’s administrative assistant, who will review them. Irregularities will be referred to the department head, etc.	e.g.: All syllabi must include this information by winter term 2007, etc.
Action #2 etc.	etc.	etc	etc
<u>Goal #2</u>			
etc.			
Action #1	etc.	etc.	etc.

etc.			
Action #2 etc.	etc.	etc.	etc.
Goal #3 etc.			
Action #1 etc.	etc	etc	etc
Action #2 etc.	etc.	etc.	etc.

Point 2: Improving Campus Climate

Unit Relevance:

A. Define what this focal area means to your specific unit.

e.g.: The School of x, as a member to the University Community, is a site of interaction for y number of faculty, staff, and students each year. Further, the school sponsors numerous programs each year that extend far beyond the immediate members of the school. As such, all members of schools can and should strive to “improve their abilities to work and learn respectfully and effectively in a diverse community, (UO Diversity Plan, 26)”. Not only must all interaction between persons be respectful and safe, but the school of x can strive, in its programmatic outreach to the campus at large, to incorporate recognition of and sensitivity to the experiences of all groups, etc.

B. What have you learned about this focal area from your environmental scan?

e.g.: The environmental scan reveals a number of issues that remain underdeveloped in current school of x diversity efforts relevant to campus climate. This includes the strength of existing grievances claim procedures and inconsistent efforts in programming sensitive to underrepresented groups. For example, the school of x has not actively sought collaboration with organizations such as the ASUO Multicultural Club in designing events to reach underrepresented groups. Further, room for improvement exists in the selection of speakers and guest lecturers invited to campus by the school of x. Further, while the school of x recognizes that campus climate involves a range of interrelated factors, many of those factors, such as critical mass, will be discussed at the appropriate place below, etc.

C. Identify your unit’s strengths and challenges in this area.

e.g.: Many of the issues revealed by the environmental scan suggest challenges similar to those discussed in regards to point 1 above. The school of x must improve awareness of existing complaint processes for individuals who wish to file grievances regarding campus climate issues, and the procedure for recognition of and response to these issues must also be strengthened. Additionally, a review of existing school of x program reveals opportunity in tapping existing campus resources and incorporating diversity consideration in future planning, etc.

Goal #1 <i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific cal to action for the department and should express its relevance to achieving the stated goal.)</i>	Measures short / long term <i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i>	Responsible entity / Accountability <i>(Clearly specify who will be responsible for the implementation of this action item.)</i>	Timeline for implementation <i>(outline the expected time frame for beginning and / or completing your action item.)</i>
e.g.: Increase the diversity sensitivity of school of x’s campus outreach programs, etc			
Action #1	etc.	etc.	e.g.: By winter 2007, all

e.g.: Partner with organizations such as the ASUO Multicultural Club to target students from underrepresented groups in publicity for events, etc.			publicity efforts for school of x sponsored events will include contacting relevant student organizations on campus involved improving campus climate for underrepresented groups, etc.
Action #2 e.g.: Include a sign-language translator for all major school of x events, etc.	e.g.: % of school of x events staffed by a sign-language translator each term over the next two years, etc.	etc.	e.g.: By winter 2007, a new line will be added to the programming budget to be directed towards the procurement of sign-language assistance services for all major school of x events, etc
Action #3 e.g.: Increase the participation of students from underrepresented groups in school of x planning committees, etc.	e.g.: Demographic makeup of every school of X planning committee will be catalogued over the next two years, etc	etc.	e.g.: By winter 2007, all planning committees will include a member of the student body who will represent the interests and concerns of underrepresented groups in the school of x or the university community more broadly, etc.
Goal #2 etc.			
Action #1 etc.	etc.	etc.	etc.
Action #2 etc.	etc.	etc.	etc.
Goal #3 etc.			
Action #1 etc.	etc.	etc.	etc.
Action #2 etc.	etc	etc	etc.

Point 3: Building Critical Mass

Unit Relevance:

A. Define what this focal area means to your specific unit.

e.g.: The department recognizes the need, as outlined in the UO Diversity Plan, to “develop a critical mass of persons from underrepresented groups...to cultivate and maintain a campus environment that embraces diversity”. In the case of the x department, this refers specifically to the levels of underrepresented individuals among faculty, students and staff, etc.

B. What have you learned about this focal area from your environmental scan?

e.g.: Our environmental scan reveals that the percentage of female faculty and faculty of color within the department is underrepresented in comparison to the state and national population, as well as the average level amongst similar departments at other Universities. We have also established that the percentage of students from underrepresented groups attending department x classes is lower than both other UO departments and x departments at other research universities, etc.

C. Identify your unit’s strengths and challenges in this area.

e.g.: Challenges include increasing diversity among x department faculty given the constraints of a limited departmental budget and a competitive national applicant pool. In addition, salary equity could become an issue as higher salaries are often needed to attract top quality applicants of color, etc.

<p align="center"><u>Goal #1</u></p> <p><i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i></p> <p>e.g.: Increase the number of female faculty and faculty of color within the next five years, etc.</p>	<p>Measures short / long term</p> <p><i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i></p>	<p>Responsible entity / Accountability</p> <p><i>(Clearly specify who will be responsible for the implementation of this action item.)</i></p>	<p>Timeline for implementation</p> <p><i>(outline the expected time frame for beginning and / or completing your action item.)</i></p>
<p>Action #1</p> <p>e.g.: Attend job fairs at institutions with PhD programs that attract t higher than normal percentages of female faculty and faculty of color, etc.</p>	<p>e.g.: # of such job fairs attended per term for the following two years, etc.</p>	<p>etc.</p>	<p>e.g.: Funding will be allocated for related travel expenses at the following budget cycle, etc.</p>
<p>Action #2</p> <p>e.g.: Form partnerships with local resources to ease the entrance of new faculty of color hire into the community, etc.</p>	<p>e.g.: A report will be filled each term outlining steps taken towards the realization of such partnerships, etc.</p>	<p>etc.</p>	<p>e.g.: Though this action item may appear case specific, such partnerships are of ongoing importance and should be pursued regardless of the presence of a new hire, etc.</p>
<p align="center"><u>Goal #2</u></p> <p>etc.</p>			
<p>Action #1</p> <p>etc.</p>	<p>etc.</p>	<p>etc.</p>	<p>etc.</p>
<p>Action #2</p> <p>etc.</p>	<p>etc.</p>	<p>etc.</p>	<p>etc.</p>
<p align="center"><u>Goal #3</u></p> <p>etc.</p>			
<p>Action #1</p> <p>etc.</p>	<p>etc.</p>	<p>etc.</p>	<p>etc.</p>
<p>Action #2</p>	<p>etc.</p>	<p>etc.</p>	<p>etc.</p>

Point 4: Expanding and Filling the Pipeline

Unit Relevance:

A. Define what this focal area means to your specific unit.

e.g.: The college of x, like the University as a whole is dedicated “to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community” (UO Mission Statement). Thus, expanding and filling the pipeline means ensuring that member of underrepresented groups have access to an education and a career within the college of x. Access comes in the form of affordability, preparedness, knowledge and motivation. Another of the UO’s goals is to develop “a faculty and student body that is capable of participating effectively in a global society” (UO Mission Statement). The college of x is committed to this goal and is working to increase international education opportunities for students, staff and faculty through study, internship, teaching and research opportunities abroad. The college of x understands that not all students, staff and faculty have the time, capacity, or desire to explore the world abroad; nevertheless, we will work to ensure that everyone has access to international opportunities on campus. A crucial component of this is increasing international student and scholar enrollment. International students and scholars bring critical, national and cultural diversity to campus, etc.

B. What have you learned about this focal area from your environmental scan?

e.g.: Through the environmental scan, the college of x assessed strengths, weaknesses, opportunities and threats within the area of expanding and filling the pipeline. Although historically there have not been in-depth outreach efforts by the college of x towards underrepresented groups in Oregon’s k-12 schools, or to international institutions with whom the UO has a relationship, nearly all of the college of x’s faculty members have established connections in these areas. In addition, several free community and campus resources are available that can help establish and promote linkages. Importantly, the environmental scan reinforced our belief that the college of x’s reputation with the community is strong and the k-12 schools and non-profit organizations would be excited to work with us on any new initiatives. There is a fear, however, that initiating new outreach efforts will take away from staff and faculty time needed for current students. To alleviate this potential challenge, we will enlist the help of students and volunteers as much as possible, etc.

C. Identify your unit’s strengths and challenges in this area.

etc.

Goal #1 <i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i>	Measures short / long term <i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i>	Responsible entity / Accountability <i>(Clearly specify who will be responsible for the implementation of this action item.)</i>	Timeline for implementation <i>(outline the expected time frame for beginning and / or completing your action item.)</i>
e.g.: Increase the percentage of students of color admitted to the college of x from x% to y% in the next five years, etc.	e.g.: Recruiting volunteers to serve / number of events planned / number of people message reaches through activities / number of admitted students of color year over year, etc.	e.g.: Development Officer, etc.	e.g.: Advisory group to be selected and convened by the beginning of Spring term, 2007, etc.

Action #2 e.g.: Invite student volunteers to work with high school counselors to coordinate recruitment activities on campus - will be called college of x Recruitment Ambassadors. This group will also develop mentor programs with interested youth, etc.	e.g.: Recruiting volunteers to serve / number of events planned / number of people message reaches through activities / number of admitted students of color year over year, etc.	e.g.: Assistant or Associate Dean, etc.	e.g.: Program to be initiated at the commencement of the 2007-2008 school year, etc.
Goal #2 e.g.: Increase the percentage of international students admitted to college from x% to y% in the next five years, etc.	e.g.: % of international students admitted each term over the next 5 years, etc.	etc.	e.g.: Beginning in the 2007-2008 academic year, etc.
Action #1 e.g.: Work with the International Cultural Services Program to ask international students within the college of x to give presentation to k-12 schools, etc.	e.g.: # of presentations given at local K-12 schools, etc.	etc.	e.g.: Program planning to begin in Spring 2007. Presentations to begin in the 2007-2008 academic year, etc.
Action #2 e.g.: Meet each term with the Vice Provost of International Affairs and Outreach to improve access to college of x classes by international exchange student and to develop, etc.	e.g.: Successful completion of the stipulated meeting each term over the next two years, etc.	etc.	e.g.: The first meeting will be scheduled for winter 2007, etc.
Goal #3 etc.			
Action #1 etc.	etc.	etc.	etc.
Action #2 etc.	etc	etc	etc.

Point 5: Developing and Strengthening Community Linkages

Unit Relevance:

A. Define what this focal area means to your specific unit.

e.g.: As a public institution, the University's primary responsibility is to serve the public. The University should be seen as a resource and should provide opportunities for the greater community. The college of x believes that by working side-by-side with civic organizations, the public schools, governmental units, and individual community members, everyone will benefit from increased networks, etc.

B. What have you learned about this focal area from your environmental scan?

e.g.: Through the environmental scan, the college of x prepared a list of active community linkages that have supported students, staff and faculty as well as the greater community. The list reveals that the college of x has extensive networks in areas x and y, yet the scan also showed very few and or weak connections with the Latino community and the disabilities services community. In addition, there is infrequent contact with the local government offices in Eugene and Springfield, Through the environmental scan, the college of x noticed that opportunities exist to expand awareness of our programming by establishing and improving linkages with community entities such as the Latino community, the disabled services community, and with local government

officials. These connections would be useful in our recruitment efforts within the Latino community and in ensuring our facilities are accessible for people living with disabilities. The governmental connection will be important for building awareness and when advocating for additional diversity funds and services at the local, state and national levels. There are additional opportunities for public private partnerships when launching new programming or seeking grant funding, etc.

C. Identify your unit’s strengths and challenges in this area.
etc.

<p align="center">Goal #1</p> <p><i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i></p> <p>e.g.: Establish partnerships and joint programming with two new civic organizations, etc.</p>	<p align="center">Measures short / long term</p> <p><i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i></p>	<p align="center">Responsible entity / Accountability</p> <p><i>(Clearly specify who will be responsible for the implementation of this action item.)</i></p>	<p align="center">Timeline for implementation</p> <p><i>(outline the expected time frame for beginning and / or completing your action item.)</i></p>
<p>Action #1</p> <p>e.g.: Invite members of civic organizations to monthly staff meetings as guest speakers, etc.</p>	<p>e.g.: Number of staff/faculty/students who learn about organization, develop student internships with organization, etc.</p>	<p>e.g.: Executive Assistant or Office Manager, etc</p>	<p>e.g.: Invitations to be issued beginning winter 2007, etc.</p>
<p>Action #2</p> <p>e.g.: Develop student internships at local community organizations., etc.</p>	<p>e.g.: # of internship opportunities offered in fall 2007, etc.</p>	<p>e.g.: Internship Coordinator, etc.</p>	<p>e.g.: Connections will be made with such organizations beginning winter 2007. Internships will be publicized in spring 2007, to begin for students in fall 2007, etc.</p>
<p>Action #3</p> <p>e.g.: Invite members of organizations to be guest lecturers for appropriated classes, etc.</p>	<p>e.g.: # of invitations issued. # of invitations accepted. Statistics to be submitted at the close of each term by college of x faculty instructing appropriate classes for the next two years, etc.</p>	<p>e.g.: Individual Faculty member, etc.</p>	<p>e.g.: Statistics will be gathered beginning spring 2007, etc.</p>
<p align="center">Goal #2</p> <p>e.g.: Strengthen relationship with Eugene and Springfield Mayors and City Councilors, etc.</p>			
<p>Action #1</p> <p>e.g.: Give presentation at City council meeting regarding diversity issues within the college of x, etc.</p>	<p>e.g.: # of presentations given per year for the next two years, etc.</p>	<p>e.g.: Dean, etc.</p>	<p>e.g.: Presentations are expected to begin to be given in the 2007-2008 academic year, etc.</p>

Action #2 e.g.: Meet twice a year with Eugene and Springfield Mayors to keep them abreast of diversity efforts within the college of x, etc.	e.g.: # of meetings attended per year, etc.	e.g.: Dean, etc.	e.g.: Meetings to be held beginning in the 2007-2008 academic year, etc.
Goal #3 etc.			
Action #1 etc.	etc.	etc.	etc.
Action #2 etc.	etc	etc	etc.

Point 6: Developing and Reinforcing Diversity Infrastructure

Unit Relevance:

A. Define what this focal area means to your specific unit.

e.g.: The college of x is dedicated “to the principals of equality of opportunity and freedom from unfair discrimination for all members of the university community and acceptance of true diversity as an affirmation of individual identity within a welcoming community” (UO Mission Statement). Thus, developing and reinforcing infrastructure for diversity efforts and initiatives is instrumental. To the college of x, this diversity goal entails developing policies and procedures that enable and empower students, staff, and faculty to have the capacity, resources and support from the college’s administration to proceed with initiatives that will lead to improved levels of cultural competency with the college. The College does not mention diversity in its vision or mission statement, nor does it have policies and procedures in place specific to diversity initiatives. Other policies in place can relate to diversity programming, though the transference of said policies has not been explicitly communicated to the college’s students, staff and faculty, etc.

B. What have you learned about this focal area from your environmental scan?

etc.

C. Identify your unit’s strengths and challenges in this area.

e.g.: Through the environmental scan, the college of x assessed its strengths, weaknesses, opportunities and threats within the area of developing and reinforcing diversity infrastructure. The strength of the college’s infrastructure is that there are protocols in place to address students, staff, and faculty grievances. A weakness is that there is little awareness of these protocols among our student population, particularly as they can be used to express diversity concerns. There is an opportunity to work more closely with other campus entities that serve as diversity resources and can act as neutral parties in moderating internal matters. For example, the college of x will build awareness of these other campus resources such as the Bias Response Team and the Office of Institutional Equity and Diversity, etc.

Goal #1	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
<i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i> e.g.: Ensure that all new students, staff, and faculty are aware of internal policies, procedures and protocols relating to	<i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i>	<i>(Clearly specify who will be responsible for the implementation of this action item.)</i>	<i>(outline the expected time frame for beginning and / or completing your action item.)</i>

diversity issues, etc.			
Action #1 e.g.: Include diversity language in admissions materials as well as student, staff, and faculty orientation packets, etc.	e.g.: Documented changes made to previous literature in the next publication issued, etc.	e.g.: Office Manager and/or Academic Advisor, etc.	e.g.: This action to be implemented in the next publication of the documents enumerated here, etc.
Action #2 etc.	etc.	etc.	etc.
Goal #2 etc.			
Action #1 etc.	etc.	etc.	etc.
Action #2 etc.	etc.	etc.	etc.
Goal #3 etc.			
Action #1 etc.	etc.	etc.	etc.
Action #2 etc.	etc.	etc.	etc.