

June 14, 2007

Charles Martinez, PhD
Vice Provost for Institutional Equity and Diversity
University of Oregon

Dear Dr. Martinez:

I am pleased to transmit the diversity action plans for each of the units in the portfolio of the Vice President for Finance and Administration (VPFA) and for the administrative office of the VPFA. These updated plans incorporate a number of the suggestions provided by the Diversity Advisory Committee (DAC) after their review of the plans in March. I appreciate the thoughtful and comprehensive comments about our original plans that were provided by the DAC.

When I originally submitted these plans in March, the VPFA administrative office plan was a combined one that included the president's office. Based on comments received during the Diversity Advisory Committee review, the president's office plan has now been created and submitted as a separate one.

The Enrollment Services Office has recently been added to the portfolio for which I am responsible. For this stage of the diversity strategic action plan process, however, the Enrollment Services plan will remain under the umbrella plan submitted by the Interim Vice President for Student Affairs.

A quick survey of the units in the VPFA portfolio including Campus Operations, Human Resources, University Planning, Affirmative Action and Equal Opportunity, and Budget and Finance reveal a workforce critical to the administrative infrastructure and one that impacts the daily lives of all who work and study here. Offices in these areas ensure the integrity of the university's hiring processes, manage financial operations, are charged with ensuring the health and safety of the working and learning environment and with creating a physical environment that is conducive to achieving the university's objectives. These are essential functions and they come with enormous responsibility including the responsibility to provide proactive leadership in university diversity initiatives as is demonstrated in the plans each has submitted.

In addition to the goals outlined by each of the units, a key strategic initiative is presented below. Responsibility for achieving this goal resides with my office. In thinking about the particular issue of filling the pipeline it became apparent to me that within the VPFA portfolio the pipeline easily refers, among other things, to finding capable individuals to fill support positions that do not require a college degree. This provides us with a unique responsibility and opportunity to look creatively at filling this pipeline in a way that creates the workforce of the future for the UO while enhancing diversity and providing training and educational benefits to staff as appropriate. The resulting goal and process is stated below.

Area of Emphasis

- III. Building Critical Mass
- IV. Expanding and Filling the Pipeline

The role of units in the VPFA portfolio in connection with building critical mass and with expanding and filling the pipeline is well documented in the unit level reports. The missing component is purposefully recruiting and training individuals to provide skills that will prepare them as successful applicants for support positions. This is critical to the university's ability to sustain a robust work force in an era of changing age demographics and in order to ensure that our workforce in support positions represents the diversity of individuals in the community available for these positions.

Goal: To create an apprenticeship program that focuses on the recruitment and training of entry level individuals to positions that do not require a degree. The focus for this effort will be on individuals who otherwise might not have considered the University of Oregon a viable option for their employment.

Actions:

1. Appoint task force to identify apprenticeship opportunities in trades, maintenance and office support positions. The task force should include individuals with experience or knowledge in alternative learning experiences or vocational education, connections to the K-12 community, and individuals representative of areas where apprenticeships may be appropriate.
2. Work with task force to focus on one or two promising opportunities among those selected. Develop program of recruitment, training and mentoring. Address issues of personnel management including supervision and compensation. Recommend budget and administrative structure.

Indicators:

1. Successful program design by spring 2008 with goal of attracting high school or high school equivalency completers to begin apprenticeships in summer 2008.
2. Recruitment activities that attract desired apprenticeship candidates for successful program launch.
3. Proactive interest among current UO staff in providing mentoring and training for apprentices.
4. Participant satisfaction in program and success in finding permanent employment. Assessment instruments to be determined.

Timeline:

1. Task force appointed summer 2007.
2. Program design by spring 2008.
3. Program launch summer 2008.

Conclusion

Those of us in leadership positions within this portfolio are excited about the institution's commitment to a more diverse and welcoming environment at the University of Oregon. We look forward to the opportunities and rewards that continued efforts in these endeavors will create for all of us.

Best regards,

/s/ Frances Dyke

Frances Dyke, CFO and
Vice President for Finance and Administration

University of Oregon
Office of the Vice President for Finance and Administration
Diversity Strategic Action Plan

June 13, 2007

University of Oregon
Diversity Strategic Action Plan for
Office of the Vice President for Finance and Administration

I. Mission of the Office of the Vice President for Finance and Administration

The vice president for finance and administration (VPFA) advises the president and the provost on all financial matters. The VPFA manages support units including affirmative action and equal opportunity, budget and finance, campus operations, human resources, institutional research, public safety, and university planning.

II. Organization structure/Units organization charts

The attached chart (Attachment A) shows the organization structure of the VPFA office; a total of ten people work in this immediate office.

III. History of diversity efforts in the unit

The VPFA's office has served as the focal point for the diversity efforts occurring across that division's portfolio. The vice president for finance and administration will continue to provide the unifying force that addresses diversity strategic action plan efforts from the units across the VPFA portfolio.

The vice president for finance and administration, along with other university administrators, also serves as a leader for these efforts throughout campus. Also, a number of staff from the VPFA office attended the diversity strategic action plan training sessions conducted by the Office of Institutional Equity and Diversity.

Individual employees have attended relevant non-university training as well. For example, one staff member has attended continuing legal education training on "elimination of bias," designed to educate attorneys in identifying and eliminating from the legal profession and from the practice of law biases against persons because of race, gender, economic status, creed, color, religion, national origin, disability, age or sexual orientation.

IV. Resource Statement

Staff time and resources have been used in creating this plan and will continue to be committed to the ongoing development of the plan in the future.

In addition, the president, the provost, and the vice president for finance and administration will develop priorities for resources related to all college, school, and unit diversity action plans.

V. Plan Development/Committee Description

An initial meeting was held for our employees to discuss the concept of diversity and to discuss the strategic action plan process. All employees in the VPFA office were invited to attend. This meeting was held in conjunction with the staff of the office of the president; the two offices were combined for this purpose as both are quite small. The initial meeting specifically discussed:

1. University Diversity Plan background;
2. How the Strategic Action Plan will relate to the Diversity Plan;
3. Proposed steps to follow in creating our Strategic Action Plan; and
4. Creation of Strategic Action Plan working committee.

All employees were then given the opportunity to volunteer for participation on our diversity strategic action plan committee. Seven individuals from the office of the president and office of the vice president for finance and administration volunteered to serve on the committee; they comprise thirty percent of our total number of employees.

The strategic action plan team subsequently met to:

1. Review in detail the Strategic Action Plan components and requirements;
2. Analyze past and current diversity efforts within our offices; and
3. Assess diversity climate in our offices.

As part of our environmental scan, the Office of Affirmative Action & Equal Opportunity provided us with a demographic summary of the employees in our office. Another component of our environmental scan is a survey that will be administered to all employees (see Attachment C). The survey is mentioned below in Point 1 of the Six Areas of Content Emphasis.

All committee members had an opportunity to review this plan. The committee will continue to meet to identify action items and further refine our strategic action plan in the future. Committee members have been asked to provide their own input and solicit input from other employees in our offices. Two of the challenges identified by the committee were opportunities for training for office staff and improving the materials available for visitors and prospective students by offering them in languages other than English—beginning with Spanish.

VI. Diversity value statement

Diversity is of value to our office because, as the university president has stated, racial and ethnic diversity are essential components of quality and success in academe. Our office interacts with a wide variety of people from across campus and around the world. It is crucial for us to be welcoming and inclusive of people from all backgrounds and cultures.

We discussed the following themes as part of these efforts:

- Importance of making every employee/prospective employee a part of a community in which they belong and are valued.
- The need to provide ethical leadership as part of the university's diversity efforts.

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

As indicated in the University's mission statement, diversity, as "an affirmation of individual identity within a welcoming community," is a core value in our commitment to educational excellence. The concept of diversity is also embodied in the University of Oregon policy "to promote the rights of all individuals to equal opportunity in education and employment without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other extraneous consideration not directly and substantively related to performance."

SIX AREAS OF CONTENT EMPHASIS

Point 1 – Developing a Culturally Responsive Community

Goal 1: Increase employees' professional development.

- Action 1: Administer survey to all employees in our offices (Attachment C).

Measurement:

- Surveys administered
- Number of surveys received.
- Whether the feedback suggests a need to refine the way in which training opportunities are provided to employees.

Timeline: September 2007

Responsibility: Brian Smith

- Action 2: Track training received by employees.

Measurement: Training being tracked.

Timeline: Ongoing

Responsibility: Colleen McKillip

Goal 2: Increase the assistance in solving problems for visitors to our offices. For visitors to our offices who have challenges in verbal communication, provide them with assistive devices.

- Action 1: Provide access to assistive devices for hearing-impaired callers and vision-impaired visitors to our offices.

Measurement: All visitors with verbal impairments able to communicate with our office staff.

Timeline: September 2007

Responsibility: Colleen McKillip

- Action 2: Provide campus information resource pamphlets in languages other than English for visitors to our offices.

Measurement: Pamphlets provided.

Timeline: September 2007

Responsibility: Colleen McKillip

Point 2 – Improving Campus Climate

Goal 1: Continue to serve as a catalytic leader for diversity efforts on campus.

- Action 1: Continue to be involved as one of the leaders in these campus efforts.

Measurement: Continued activities

Timeline: Ongoing

Responsibility: Frances Dyke

- Action 2: Continue to provide the unifying force that addresses diversity strategic action plan efforts from the units across the VPFA portfolio.

Measurement:

- Continued monthly meetings involving all associate vice presidents, directors, and the assistant vice president to address these issues. At these meetings, information about diversity planning efforts is shared and best practices are discussed.
- Increased sharing of ideas among these managers.

Timeline: Ongoing

Responsibility: Frances Dyke

Point 3 – Building Critical Mass

Goal 1: Increase outreach and recruitment that targets specific underutilized group members in our hiring processes. This applies specifically to searches in which an administrator in one of our offices is the direct hiring authority and/or chairs the search committee.

- Action 1: Increase the use of targeted outreach to professional associations and listservs, especially those that focus on underutilized group members.

Measurement: Increased targeted outreach occurring in each search.

Timeline: Ongoing

Responsibility: Any supervisor hiring an employee/chairing a search committee.

- Action 2: When a search firm is used in the recruitment process, require the firm to conduct targeted outreach of underutilized group members.

Measurement: Include language requiring targeted outreach in search firm contracts.

Timeline: Ongoing

Responsibility: Any supervisor hiring an employee/chairing a search committee.

Point 4 – Expanding and Filling the Pipeline

Goal 1: Provide opportunities for students who are members of underutilized groups to experience career opportunities available in our offices.

- Action 1: When hiring student workers and student interns, conduct targeted outreach for students who are members of underutilized groups.
Measurement: Targeted outreach occurring in each hiring process.
Timeline: Ongoing
Responsibility: Any supervisor hiring a student worker.

Point 5 – Developing and Strengthening Community Linkages

Goal 1: Continue to serve as a catalytic leader for diversity efforts in the Eugene/Springfield community.

- Action 1: Continue to seek opportunities for involvement such as that represented by the “Memorandum of Understanding Establishing a Diversity and Human Rights Consortium” (see Attachment B).
Measurement: Continued activities
Timeline: Ongoing
Responsibility: Dave Frohnmayer & Frances Dyke

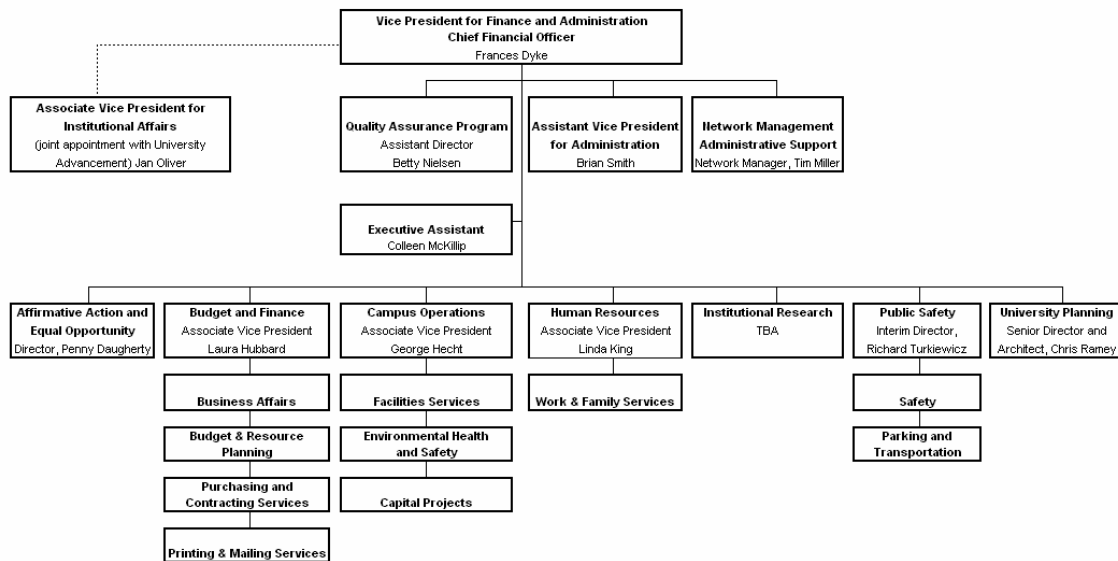
Point 6 – Developing and Reinforcing Diversity Infrastructure

Goal 1: Ensure that all new staff members in our offices are aware of internal policies, procedures and protocols relating to diversity issues.

- Action 1: Provide one-on-one orientation for all new employees about all university policies and procedures as well as the history of diversity efforts in our offices and the future diversity activities that we will undertake.
Measurement: All new hires receive orientation.
Timeline: September 2007
Responsibility: Any staff member supervising an employee.

Attachment A: Office of the Vice President for Finance & Administration Organization Chart

Finance & Administration Division Organization Chart



Attachment B: History of Diversity Efforts

(See following pages)



UNIVERSITY OF OREGON

Diversity
Red File

May 20, 2002

Dear Campus Community Members:

What follows is the first of what will be yearly reports on the progress of our institutional goals relating to racial and ethnic diversity. It is my hope that such regular reports will provide us with information that focuses our goals, that allows us to identify successful initiatives, and to think strategically about areas where we need to consider different approaches.

As we indicate in our mission statement, diversity, as "an affirmation of individual identity within a welcoming community," is a core value in our commitment to educational excellence. Racial and ethnic diversity are essential components of quality and success in academe. We know that students who are exposed to people of diverse backgrounds, experiences and world-views become better critical thinkers and expand their opportunities to contribute successfully in their careers. As a recent report from the Business-Higher Education Forum emphasizes, "Education in a diverse environment also enhances creativity, tolerance, innovation and problem-solving skills. A diverse workforce with these skills provides business organizations a competitive advantage in responding to domestic and international markets." Assuring that our demographics reflect the richness of our broader society is both morally right and necessary for our ability to contribute meaningfully to a cosmopolitan civilization.

The information that follows is drawn from many offices in Academic Affairs, Student Affairs and Affirmative Action. It illuminates areas where we are making progress and, equally important, it highlights areas where our efforts to date have not produced the results we want. Where useful, we have introduced comparisons to other institutions and to national data.

As the following pages indicate, we are devoting significant campus time and resources to increasing our ethnic and racial diversity. We do this because we know that such diversity contributes to the core of our academic excellence. These regular reports will help keep our shared efforts strategic, focused and effective.

Sincerely,

Dave Frohnmayer
President

OFFICE OF THE PRESIDENT

1226 University of Oregon, Eugene OR 97403-1226 T (541) 346-3036 F (541) 346-3017

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

Ethnic and Racial Diversity at the University of Oregon: Spring 2002 Report to the Campus

The following brief report draws from and highlights information provided by the University offices of Academic Affairs, Student Affairs, Human Resources, and Affirmative Action. Each section describes activities we are engaged in and then presents data on their results. The President's Website under <http://president.uoregon.edu> has the complete information on which this summary is based.

A Campus-wide Priority and a "Core Value"

- **President's Council on Race:**
The President's Council on Race, formed originally by President Frohnmayer as part of his transition in 1994 to the presidency, has been expanded to include representatives of each of the student unions and the coordinator of the Multicultural Center. This Council meets at least once per term with the President and Provost.
- **Center on Diversity and Community:**
In the summer of 1999, the President asked a group of 10 student diversity interns to include in their proposed work the initial planning of a new center on campus that would focus on diversity. The students did so. In the time since, the faculty and administration have formalized a new Center on Diversity and Community. CoDaC is now in its first formal year of operation with financial support from the administration and from students as it seeks private ongoing financial support.
- **Ethnic Studies Department:**
In 1997 the University introduced the Department of Ethnic Studies. In the academic year 1997-98 the ethnic studies department had a faculty of 1.83 FTE with .56 FTE tenure related. In 2000-2001 these numbers had increased to 3.66 FTE with 2.64 FTE tenure related.
- **Center for Indigenous Cultural Survival:**
In 2001, the University formalized a new Center for Indigenous Cultural Survival. CICS serves as a research and service institute focusing on indigenous peoples worldwide. In addition, it provides liaison to the tribes of Oregon and will provide stewardship for the Many Nations Longhouse.

- **President's Native American Advisory Board:**
In 1998 President Frohnmayer formalized the mechanism for receiving advice and counsel from Native people in the region by creating the President's Native American Advisory Board.
- **Many Nations Longhouse:**
Native peoples and the University have raised more than \$1 million to build the new Many Nations Longhouse. Steps toward construction have begun with formal groundbreaking planned for early Spring, 2003.

Campus Community Awareness

- **Affirmation of Community Values:**
After its unanimous endorsement by the University Senate in May of 2000, an Affirmation of Community Values was formally promulgated by President Frohnmayer as an institution-wide policy statement.
- **Institutional Diversity Consultant:**
Twice during 2001, the University brought President Elson Floyd of Western Michigan University to campus to consult on our agenda of increasing the diversity present on our campus. President Floyd's report--based on extensive conversations with faculty, students and administrators--is now under active consideration by the President, Provost, Faculty Advisory Council and the President's Council on Race. Some parts, including the recommendation that reports such as this one become regular, have already been adopted. (The full text of the Floyd report is available at the Provost's website at <http://provost.uoregon.edu/>)
- **Campus Climate Assessment Project:**
In Spring 2001, the UO joined nineteen other institutions in a research study led by Dr. Susan Rankin of Pennsylvania State University designed to assess the current campus climate and identify issues and challenges in assuring a welcoming and inclusive climate. In January 2002, the University engaged Dr. Rankin to visit for three days to share her analysis of the survey results and to conduct focus groups to identify issues and challenges the campus faces.
- **Bias Response Team:**
Following initial work by the student diversity interns employed by the University during the summer of 1999, the University introduced a Bias Response Team, coordinated within the Office of Student Life, designed to help the community and its members address effectively incidents of bias or hate.

Faculty and Staff

- **Teaching Effectiveness Program:**
In the Fall of 2000, the Provost's Office funded an additional position within the

Teaching Effectiveness Program to assist faculty members as they seek to work effectively in an increasingly multicultural teaching and learning environment.

- **Faculty Orientation:**
In the Fall of 1999, the Office of Academic Affairs expanded its orientation of new faculty members to three days with a strengthened focus on the opportunities and challenges created by an increasingly diverse institutional community.
- **Department Heads Orientation:**
In the Fall of 2000, the Provost's Office devoted the majority of its day-long department heads retreat to topics of diversity and inclusiveness in the classroom.
- **Training Opportunities for Staff:**
The Office of Human Resources offers more than two-dozen workshops on diversity annually open to all faculty and staff.
- **Recruitment Strategies for Faculty:**
In 1994, the Provost's Office initiated the Underrepresented Minority Recruitment Plan that provides supplemental funds to assist in recruitment. In 1994, \$240,000 was used in this manner for recruitment. In 2001-2002, \$448,000 was used. Since the inception of the program, the Provost's Office has allocated more than \$2,191,526 for minority recruitment.

Results and the Numbers

- Between the years 1994 and 2001 overall university employment increased 13.89%. The representation of minority employees increased from 8.68% in 1994, to 9.23% in 1997 and to 9.89% in 2001.
- The representation of minority administrators increased from 7.14% in 1994 to 9.66% in 1997 to 12.12% in 2001.
- The representation of minority instructional faculty increased from 8.14% in 1994 to 9.90% in 1997 to 11.46% in 2001.
- The representation of minority officers of administration decreased from 11.08% in 1994, to 10.82% in 1997, and increased to 11.18% in 2001.
- The representation of minority employees in the classified service increased from 7.85% in 1994, to 9.15% in 1997, to 9.48% in 2001.
- In 2000-2001, five new faculty of color were hired to join the teaching faculty in tenure-related positions.

- Since 1994, 198 faculty members have been considered for tenure and 184 (92.92%) have been successful. In this same period twenty-two of these cases involved minority faculty; twenty-one (95.45%) were successful.
- Between 1995 and 2001, fifty new faculty of color have taken tenure related positions. However, seven faculty of color have left similar positions. (Note: unlike the data on students, these numbers include non-citizen faculty of color. Among the fifty new faculty of color coming to UO, nineteen were non-U.S. citizens; among those leaving, three were non-U.S. citizens.)

Students: Enrollment and Retention

Primarily in its Office of Admissions, the University has worked purposely to increase the number of students of color enrolling in the University. Further, the University has enhanced its efforts to support the academic success and retention of students of color. The specific recruitment programs introduced or enhanced during the period 1997 to 2001 are:

- **Reach for Success:**
Reach for Success, an annual event now in its fifteenth year, brings approximately 250 middle-school-aged students of color and their parents to the UO campus for a day of activities and information sessions that introduce them to the excitement of learning and higher education. The purpose is to help these students understand that going to college is possible and how the classes they take in middle and high school can lead to a university education.
- **Connections:**
Connections is the University of Oregon's primary recruitment and visitation program for students of color. Connections focuses on multiple small- to medium-sized visits as opposed to a single, large-scale program. During 2001-2002, the Office of Admissions offered nine Connections sessions, with attendance for each capped at seventy students.
- **Full-Time Native American Enrollment Coordinator:**
The University has created a position that is primarily responsible for assisting Native American students in the process of exploring college options, applying and being admitted to the UO, paying for college, and graduating from the University of Oregon. This person is the main point-of-contact for tribal leaders seeking to assist Native American students enrolled at UO.
- **Residency by Aboriginal Right:**
The University proposed and piloted this program that now has been adopted by the entire Oregon University System. Members of the forty-four bands and tribes who have a historic relationship to the land that became Oregon are granted in-state residency for tuition purposes.

- **Native American Summer Bridge Program:**
In a program launched by and coordinated by the English department, students from all underrepresented groups are brought to campus for an academic summer bridge program aimed to ensure their success in later studies. Part of their work in the summer program is focused on Native American literature.
- **Embracing the Future:**
Students of color are invited to attend this half-day program designed to highlight educational opportunities at the University of Oregon. This event encourages admitted students of color to attend the UO by introducing them to faculty, staff, and students as well as the resources of First Year Programs, Housing, Office of Multicultural Affairs, Student Affairs, and a number of academic programs. (New in April 2002.)
- **Native American Education Gathering (Lobiital Hoskanga):**
This day-long gathering brings Native American high school students from around the state to campus to explore college benefits and opportunities. It is designed to demonstrate specifically our desire to enroll Native American students and to highlight the transitional support available to Native American students on the University of Oregon campus. (New in February 2002.)
- **Expansion of the Diversity Building Scholarships:**
The funding for this program that enhances access for students who contribute to our institutional diversity has grown from a total of \$664,000 in 1997 to \$1,090,175 in 2001.
- **The McNair Program:**
In 1998 the University secured a highly competitive federal grant for a Ronald McNair program to enhance diversity in graduate programs.
- **The UO Ambassador Program:**
The Office of Admissions hires multicultural recruiter/ambassadors who call and give weekly campus tours to prospective students of color.

Results—the Numbers

- The period from fall 1997 to 2001 has been one of increased enrollment institution wide and in the percentage of students of color. Overall the University has grown by 1,204 students (7%) and the number of students of color has increased by 214 (9.9%).
- The percentage of students of color within the student body was 12.5% in 1997 and 12.8% in 2001.

- The percentage of students of color within the freshman class was 13.2% in 1997 and 14.0% in 2001.
- The percentage of undergraduate students of color was 13.1% in 1997 and 13.3% in 2001.
- The percentage of graduate/law students of color was 10.3% in 1997 and 10.9% in 2001.
- Students-of-color freshmen to sophomore retention rates fluctuated between 1997 and 2001 from a high of 83.1% for the 1998 cohort to a low of 80.3% for the 2000 cohort. The retention rate for all freshmen-to-sophomore students increased from 79.2% in 1997 to 81.0% in 2001.
- While the four-year graduation rate for students of color increased by 19.4%, the six-year graduation rate for students of color declined by 3.9%. Our graduation rates for students of color present, therefore, an ambiguous picture and point to an area that needs continuing attention.

Note: The numbers above do not reflect the same categories used by the Oregon University System. At the University of Oregon, we offer students the option to identify as "multi-ethnic", following the approach taken in the most recent census. In OUS reports, these students are counted among those who marked "other." The University, through the President, the Senior Vice President and Provost and the Vice President for Academic Affairs, has strongly suggested that OUS modify its reporting practice to include a "multi-ethnic" category.

Our Comparators

As part of these regular annual reports to the campus, we will include comparisons with the nation broadly and with those institutions to which we are compared on other significant factors. Information on faculty and staff demographics on the following institutions is available at the link: <http://hr.uoregon.edu/diversity>.

Indiana University, The Pennsylvania State University, The University of Colorado, The University of Iowa, The University of Michigan, The University of Virginia, The University of Washington, The University of Wisconsin.

FROM: Dave Frohman

AAU

MEMORANDUM

xc PSES
Pres. Council
on Race

THE ASSOCIATION OF AMERICAN UNIVERSITIES
1200 NEW YORK AVENUE NW, SUITE 550, WASHINGTON, D.C. 20005
Phone: 202-408-7500 Fax: 202-408-8184
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4/21/97

PRESIDENTS OFFICE
University of Oregon

April 17, 1997

APR 17 1997

RELEASE OF
AAU STATEMENT ON
DIVERSITY

To: AAU Presidents and Chancellors
From: Cornelius J. Pings
Subject: Diversity Statement Release

The AAU office is releasing today the diversity statement that was adopted at our membership meeting this week.

We had hoped to time this release more closely to the publication of the statement as an advertisement in the *New York Times*. However, we have already begun getting press calls on the statement, and we wanted to maintain control of the release.

A copy of our news release is enclosed, along with the text of the statement. You should feel free to use these materials as you see fit with your local news media.

CJP/PFS

cc: AAU Public Affairs Network

Enclosures

AAU

NEWS

THE ASSOCIATION OF AMERICAN UNIVERSITIES
1200 NEW YORK AVENUE NW, SUITE 550, WASHINGTON, D.C. 20005
Phone: 202-408-7500 Fax: 202-408-8184
WWW site: www.tulane.edu/~aau

Contact:
Peter Smith
202-408-7500

For Release:
Thursday,
April 17, 1997

AAU REAFFIRMS IMPORTANCE OF DIVERSITY IN UNIVERSITY ADMISSIONS

Washington, D.C.—During its annual spring meeting here this week the Association of American Universities (AAU) adopted a statement that expresses strong support for continued attention to diversity in university admissions in the wake of the passage of Proposition 209 in California and the Hopwood ruling of the Fifth Circuit Court of Appeals.

The AAU consists of 62 leading North American research universities. These institutions are represented at association meetings by their president or chancellor.

The statement that was adopted reaffirms a "commitment to diversity as a value that is central to the very concept of education in our institutions." And it "strongly" reaffirms "support for the continuation of admissions policies, consistent with the broad principles of equal opportunity and equal protection, that take many factors and characteristics into account—including ethnicity, race, and gender—in the selection of those individuals who will be students today, and leaders in the years to come."

"We do not advocate admitting students who cannot meet the criteria for admission to our universities," the statement says. "We do not endorse quotas or 'set-asides' in admissions. But we do insist that we must be able, as educators, to select those students—from among many qualified applicants—who will best enable our institutions to fulfill their broad educational purposes."

The AAU's spring meeting was held April 13-15. The statement was adopted during a plenary session April 14.

The text of the statement and a list of the institutions that are members of the AAU are enclosed.

AAU Statement on the Importance of Diversity in University Admissions

April 14, 1997

For some time, the consideration of ethnicity, race, and gender as factors in college and university admissions has been strenuously discussed both within and outside of the academy.

The public debate about the goal of diversity, as well as affirmative action; the 1995 decision of the Regents of the University of California to discontinue any special consideration of ethnicity, race, and gender as factors in admissions; the passage of Proposition 209 in California; and the *Hopwood* ruling of the Fifth Circuit Court of Appeals have all combined to create substantial uncertainty about the future representation of minority students within our student bodies. Special efforts to identify and enroll women—particularly but not only in fields such as mathematics, the physical sciences, and engineering—may also be affected.

As members of the Association of American Universities, we therefore want to express our strong conviction concerning the continuing need to take into account a wide range of considerations—including ethnicity, race, and gender—as we evaluate the students whom we select for admission.

We speak first and foremost as educators. We believe that our students benefit significantly from education that takes place within a diverse setting. In the course of their university education, our students encounter and learn from others who have backgrounds and characteristics very different from their own. As we seek to prepare students for life in the twenty-first century, the educational value of such encounters will become more important, not less, than in the past.

A very substantial portion of our curriculum is enhanced by the discourse made possible by the heterogeneous backgrounds of our students. Equally, a significant part of education in our institutions takes place outside the classroom, in extracurricular activities where students learn how to work together, as well as to compete; how to exercise leadership, as well as to build consensus. If our institutional capacity to bring together a genuinely diverse group of students is removed—or severely reduced—then the quality and texture of the education we provide will be significantly diminished.

For several decades—in many cases, far longer—our universities have assembled their student bodies to take into account many aspects of diversity. The most effective admissions processes have done this in a way that assesses students as individuals, while also taking into account their potential to contribute to the education of their fellow-students in a great variety of ways. We do not advocate admitting students who cannot meet the criteria for admission to our universities. We do not endorse quotas or “set-asides” in admissions. But we do insist that we must be able, as educators, to select those students—from among many qualified applicants—who will best enable our institutions to fulfill their broad educational purposes.

In this respect, we speak not only as educators, but also as concerned citizens. As presidents and chancellors of universities that have historically produced many of America’s leaders in business, government, the professions, and the arts, we are conscious of our obligation to educate exceptional people who will serve all of the nation’s different communities. The evaluation of an individual applicant to our universities cannot, therefore, be based on a narrow or mainly “statistical” definition of merit. The concept of merit must take fully into account not only academic grades and standardized test scores, but also the many unquantifiable human qualities and capacities of individuals, including their promise for continuing future development. It must include characteristics such as the potential for leadership—especially the requirements for leadership in a heterogeneous democratic society such as ours.

We therefore reaffirm our commitment to diversity as a value that is central to the very concept of education in our institutions. And we strongly reaffirm our support for the continuation of admissions policies, consistent with the broad principles of equal opportunity and equal protection, that take many factors and characteristics into account—including ethnicity, race, and gender—in the selection of those individuals who will be students today, and leaders in the years to come.

AAU Member Institutions and Years of Admission

Brandeis University (1985)
 Brown University (1933)
 California Institute of Technology (1934)
 Carnegie Mellon University (1982)
 Case Western Reserve University (1969)
 The Catholic University of America (1900)
 Clark University (1900)
 Columbia University (1900)
 Cornell University (1900)
 Duke University (1938)
 Emory University (1995)
 Harvard University (1900)
 Indiana University (1909)
 Iowa State University (1958)
 The Johns Hopkins University (1900)
 Massachusetts Institute of Technology (1934)
 McGill University (1926)
 Michigan State University (1964)
 New York University (1950)
 Northwestern University (1917)
 The Ohio State University (1916)
 The Pennsylvania State University (1958)
 Princeton University (1900)
 Purdue University (1958)
 Rice University (1985)
 Rutgers, The State University of New Jersey (1989)
 Stanford University (1900)
 Syracuse University (1966)
 Tulane University (1958)
 University of Arizona (1985)
 University at Buffalo-State University of New York (1989)
 University of California, Berkeley (1900)
 University of California, Davis (1996)
 University of California, Irvine (1996)
 University of California, Los Angeles (1974)
 University of California, San Diego (1982)
 University of California, Santa Barbara (1995)
 University of Chicago (1900)
 University of Colorado, Boulder (1966)
 University of Florida (1985)
 University of Illinois, Urbana-Champaign (1908)
 University of Iowa (1909)
 University of Kansas (1909)
 University of Maryland, College Park (1969)
 University of Michigan (1900)
 University of Minnesota, Twin Cities (1908)
 University of Missouri, Columbia (1908)
 University of Nebraska, Lincoln (1909)
 University of North Carolina, Chapel Hill (1922)
 University of Oregon (1969)
 University of Pennsylvania (1900)
 University of Pittsburgh (1974)
 University of Rochester (1941)
 University of Southern California (1969)
 University of Texas, Austin (1929)
 University of Toronto (1926)
 University of Virginia (1904)
 University of Washington (1950)
 The University of Wisconsin, Madison (1900)
 Vanderbilt University (1950)
 Washington University in St. Louis (1923)
 Yale University (1900)



UNIVERSITY OF OREGON

June 11, 2001

Dear Colleagues:

Two weeks ago at FAC I was asked to identify the reasons why the issue of diversity has occupied my attention and the reasons why I understand it to be important to the University.

I will try to reconstruct these thoughts without necessarily having the ability to express myself as eloquently or compellingly as I might wish.

I once described my ideal of diversity as allowing one to have a sense of identity within community. At its heart is a compelling ethical component — one that is particularly applicable to a public university imbued with a public mission. Any actions we take that veer from our fullest efforts to allow each individual to flower and develop diminishes the gift of opportunity. We can neither ignore nor undervalue talents among us (or talents we might include amongst us) without violating the ethic of fairness, equality of treatment and individual self-realization.

Beyond this thought there are five separate but intersecting reasons to devote our attention to the challenges of diversity.

The first of these, which I believe to be an opportunity, is to try to understand the march of demographics in advance of its arrival. Said another way, I do not believe we should be victimized by the notion that "demographics is destiny." Surely we can learn from (and one hopes thereby to avoid) the sharp edges of cultural clashes that have occurred in other parts of the nation and the world. The Oregonian's recent series on the year 2000 census data tells us that enormously significant changes in the numbers and distribution of ethnic minorities in Oregon have already occurred. These numbers have, in many cases, escaped public vision and hence our consciousness about their significance. It is far better to anticipate these changes in advance of conflict if we can learn from the experiences of others elsewhere.

Second, there is a powerful body of studies asserting that an educational process which honors diversity and in which persons from a wide variety of cultural backgrounds are included is a better, more tolerant, and even intellectually superior environment. This has been measured by student and participant experiences, both in that environment and in later life. While this body of

OFFICE OF THE PRESIDENT

1226 University of Oregon · Eugene OR 97403-1226 · (541) 346-3036 · Fax (541) 346-3017

evidence has not gone without challenge, I believe from my own experience that it is generally true. In any event, the very debate about the educational virtues of diversity is squarely the responsibility of a public university to explore.

Third, we are a research university and the growing diversity and the multicultural background of increasing numbers of our fellow citizens provides a rich and important resource for serious scholarly investigation, especially in the social sciences and humanities. We shortchange ourselves and the larger public if we fail to take a leadership role in advancing this scholarship — not at the level of trivial debates about political correctness, but in rich and robust inquiry about the meaning of human experience as seen through a variety of lenses.

Fourth, even a cursory examination of other institutions in other regions (or for that matter in our own) quickly demonstrates that many issues of cultural diversity can lead to disruptive and damaging conflict, damaging both to persons and institutions if poorly handled or inadequately foreseen. This observation extends well beyond an instrumental concern about avoiding problems of crisis management. We all know not only the level of emotional and professional distraction but also the real risk of very wrong or misguided institutional choices when decisions are forced in an atmosphere of racial and ethnic tension rather than in the spirit of community. The effects of those choices are not trivial; they can be long lasting and fundamentally damaging to the cohesion of an institution's culture.

Finally, the existence of a backlash in our society — whether registered in the voting behavior of neighboring states or in the casual comments of students, staff and faculty — tells us that inattention to the issues of cultural conflict may reinforce stereotypes of other humans that are profoundly at odds with the ethical ideals of our university and our larger society. This does not call upon us to be itinerant and self-righteous preachers to the unconverted. But it does remind us that the issues of diversity and tolerance must be rearticulated by each succeeding generation. In this struggle there are no permanent victories and no beneficial defeats.

Sincerely,

A handwritten signature in cursive script that reads "Dave".

Dave Frohnmayer
President

DF:cr



*XC Grier,
L. King
D. Williams
JTM*
City Manager's Office *J. Oliver*

City of Eugene
777 Pearl Street, Room 105
Eugene, Oregon 97401-2793
(541) 682-5010
(541) 682-5414 Fax
(541) 682-5045 TTY
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February 28, 2002

Dave Frohnmayer, President
110 Johnson Hall
University of Oregon
Eugene OR 97403

PRESIDENTS OFFICE
University of Oregon

MAR 05 2002

Dear Dave,

Please find enclosed a signed copy of the Memorandum of Understanding Establishing a Diversity and Human Rights Consortium.

Thank you again for your involvement in the effort and your participation at the signing. As was said several times yesterday, the MOU represents a beginning and not the end of our diversity efforts. I encourage your commitment and continued involvement.

Sincerely,

Jim Johnson
City Manager

Memorandum of Understanding

Among

Bethel Public School District 52
City of Eugene
City of Springfield
Eugene Public School District 4J
Eugene Water & Electric Board
Lane Community College
Lane County
Lane Transit District
Springfield Public School District 19
University of Oregon

To Establish the

Diversity and Human Rights Consortium

Introduction

This Memorandum of Understanding (MOU) is intended to establish the Diversity and Human Rights Consortium (DHRC). The DHRC is an information sharing and coordination forum for agencies and jurisdictions that provide governmental and public services in the Eugene-Springfield metropolitan area. The DHRC includes, but is not limited to: Bethel Public School District 52, City of Eugene, City of Springfield, Eugene Public School District 4J, Eugene Water & Electric Board, Lane Community College, Lane County, Lane Transit District, Springfield Public School District 19, and the University of Oregon (DHRC agencies).

A Metro Area Leaders group was formed initially as the "Task Force on Human Rights and Affirmative Action" by the chief executive officers (CEOs) of the various local public agencies as a way of looking together at affirmative action and human rights issues in the metropolitan area. In 1991 that group signed a pledge promising to work together and with their respective organizations and constituencies "to foster a welcoming, hospitable community."

Staff from these agencies who provided support to the CEOs in the human rights and diversity arena, and others in the public and private sector whose work assignments or interests included addressing discrimination, harassment, racism, equity, and access concerns at their individual agencies, began meeting monthly to collaborate on planning conferences, workshops, and bringing speakers to the community, and to share information on human rights and diversity concerns of mutual interest.

Following a very successful Northwest Coalition Against Malicious Harassment Conference in Eugene in 1992, energy and interest in continuing a structured Metro Leaders Task Force diminished, as did the commitment of the staff group to continue functioning. However, in the late 1990s, as agencies added staff positions to focus on diversity, the staff group was revived as a way to develop a community-wide expansion of diversity, to coordinate efforts, to share resources, and to assist each other to respond to specific incidents or conflicts.

The establishment of the Diversity and Human Rights Consortium represents a commitment to diversity and inclusion which reflects the challenging needs of the new century. Much appreciation goes to the CEOs for their direction and commitment to this endeavor. The consortium is the first collaborative effort of its kind in the county and state. It raises the level of expectation and accountability by establishing specific goals, action items, and measurable outcomes. In addition, the goals address diversity within the four primary functions of each member agency:

- Service Provider - Ensure that all services, programs, and activities are provided to the agency's diverse communities in ways that are sensitive and responsive to cultural differences, including accessibility for persons with disabilities.
- Funder - Strive to ensure that all funded services are provided, and funding decisions are made in a manner that recognizes, addresses, and is reflective of the cultural diversity of the communities served by the agency.
- Employer - Commit to workplace diversity through recruitment, hiring practices, retention efforts, and promotions.
- Boards and Commissions - Strive to ensure that all boards, commissions, and committees that serve the community are at a minimum reflective of the diversity of the Lane County population.

Goals and Objectives

The main goals of the DHRC are to develop and share information about diversity for the mutual benefit of the participating entities, and to allow each jurisdiction to make informed, independent action-oriented decisions and changes. Specific objectives of the DHRC are to:

1. Produce a framework and forum for interjurisdictional and interagency coordination and collaboration on diversity, equity, and human rights.

This coordination may occur: (a) among agencies participating in the DHRC; (b) between the DHRC, state, and federal agencies; (c) between the DHRC and other public agencies; (d) between the DHRC and local policy makers; and (e) between the DHRC and jurisdictions outside the Eugene-Springfield Metropolitan Area.

2. Create environments within public agencies that are more inclusive and in which diversity is a priority.
3. Develop expertise and knowledge regarding cultural awareness. As appropriate to each agency, take steps to provide professional development and cultural competency with the goal of making culturally competent best practices the standard.
4. Strive to ensure equitable access to all opportunities within each agency (for example, goods, services, bids, employment).
5. Provide collaboration and/or funding to support and implement this MOU and associated work plans as a priority for each agency as well as for the DHRC collectively.
6. Strive to implement agency action plans that include an established time frame, fiscal responsibility, roles and responsibilities, and tools for evaluation and assessment of the progress in fulfilling the agency plans.
7. Plan for events where interests of the community and clientele would be best served through collaborative action by DHRC agencies.
8. Respond to incidents and issues where the interests of the community and clientele would be best served through collaborative action by DHRC agencies.

In the spirit of achieving these objectives, the DHRC agencies, represented by the signatories to this document, agree to maintain a cooperative working relationship and to facilitate interjurisdictional and interagency communication and collaboration regarding diversity, equity, and human rights.

This MOU does not create enforceable legal obligations, nor financial commitments, but rather is an expression of intent by the signatories to work with one another as partners to meet the objectives outlined above and in the agency action plans.

Nothing in this agreement is intended, nor shall it act in any way to alter, impede, or interfere with the agencies carrying out their regulatory and law enforcement responsibilities or their individual missions. This agreement does not allow the DHRC to speak on behalf of a particular DHRC agency on a particular issue without the agency's express consent. Financial impacts are to be considered and addressed individually within each agency.

Areas of Agreement

Purpose

Through the MOU, the members of the DHRC will establish a common agenda to work together in a consistent manner to create an environment that supports equity, human rights, and diversity within each member agency, the DHRC, and our community. Benefits of working together include increasing effectiveness by sharing knowledge and resources, minimizing duplication of effort, and addressing issues and concerns at a regional level.

Changes to the Agreement

Amendments or additional appendices may be developed and implemented by written agreement of all of the signatories at any time without renegotiating the entire MOU. Through an amendment to this MOU, new parties may join the DHRC by agreeing to the provisions in this MOU and by adding the appropriate signatures to this document.

Effective Date of Agreement

This agreement is effective February 27, 2002, and remains in effect indefinitely unless modified or revoked by all parties. Any party may choose to terminate its participation in the agreement with a 30-day written notification to the remaining parties of the DHRC.

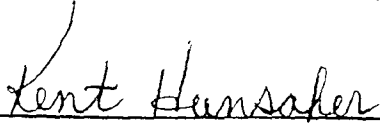
Agreements

The signatories agree to coordinate and collaborate on equity, human rights, and diversity as detailed in each agency's action plan, in particular, to:

1. Develop and implement strategies that ensure work force diversity beyond simple compliance with basic affirmative action laws. Collaborate on recruitment, hiring, retention, and promotion, and affirmative action policies and procedures.
2. As appropriate for each member agency, make training and professional development for cultural competence an ongoing priority.
3. Provide opportunities to enhance communication and coordination that will result in enhancement of shared resources, sharing of information, avoidance of duplication of services, building of partnerships, and open communication among agencies.
4. Address the different language needs of each agency's clientele.
5. Cooperate, collaborate, and share information related to agency complaint resolution processes.

6. The CEO of each participating agency shall appoint staff with content expertise to monitor implementation of the areas of agreement, and to make recommendations to that CEO. The group of staff designees are referred to as "DHRC Staffers."
7. The DHRC Staffers will meet regularly to discuss human rights and diversity in their communities and to support the Memorandum of Understanding.
8. CEOs and appointed staff members will meet together at least once annually. At that time, the DHRC Staffers shall provide CEOs a progress report in these areas of agreement.

Authorizing Parties



Kent Hunsaker, Superintendent
Bethel Public School District 52

2-27-02

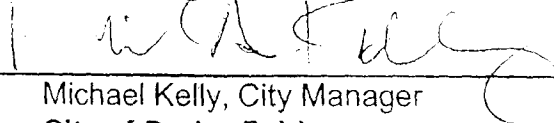
Date



Jim Johnson, City Manager
City of Eugene

2/27/02

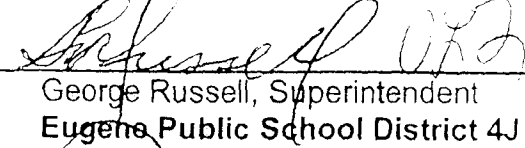
Date



Michael Kelly, City Manager
City of Springfield

2/27/02

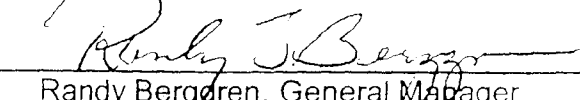
Date



George Russell, Superintendent
Eugene Public School District 4J

2/27/02

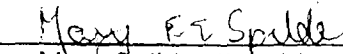
Date



Randy Berggren, General Manager
Eugene Water & Electric Board

2/27/02

Date



Mary Spilde, President
Lane Community College

2-26-02

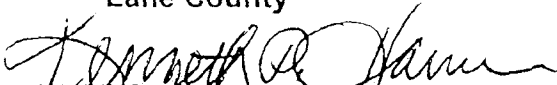
Date



William A. Van Vactor, County Administrator
3-year term, 2/27/02-2/27/05
Lane County

2/27/02

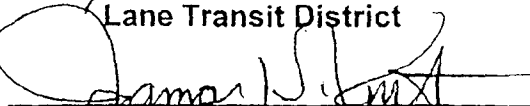
Date



Ken Hamm, General Manager
Lane Transit District

02-27-02

Date



Jamon Kent, Superintendent
Springfield Public School District 19

02-27-02

Date



Dave Frohnmaier, President
University of Oregon

2-27-02

Date

Attachment C: Survey Questions

Please provide details for each of your answers.

1. Have you attended any training programs – at the university or elsewhere – related to any aspect of diversity?
2. Would you be interested in attending any such training programs on campus in the future?
3. Are there any other topics for training programs that would be of particular interest to you?
4. Does your office provide growth and advancement opportunities equally to all employees?
5. Does your office provide a comfortable work place atmosphere for employees?
6. Does your office provide job opportunities to people from a variety of backgrounds?

UNIVERSITY OF OREGON

OFFICE OF AFFIRMATIVE ACTION AND
EQUAL OPPORTUNITY

Strategic Diversity Action Plan
Revised June 18, 2007

Office of Affirmative Action and Equal Opportunity

Strategic Diversity Action Plan

OFFICE OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY MISSION

The mission of the Office of Affirmative Action and Equal Opportunity (OAAEO) is to work with all members of the University of Oregon community to help ensure that the university is meeting the letter and spirit of its legal obligations related to affirmative action, equal opportunity and nondiscrimination, and to support the university's commitment to diversity. Inherent in that mission is the recognition that a diverse workforce and student body will bring different perspectives, experiences, ideas and solutions to the classroom and workplace that will enhance the learning experience for all, helping to advance the boundaries of knowledge and contributing to the university's ability to develop innovative strategies to address challenges facing the institution and the larger community that it serves.

The mission of the OAAEO is aligned with and supportive of the University of Oregon mission, including specifically "a dedication 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 environment."

Specific responsibilities of the OAAEO include:

- serving as a resource to the campus community with respect to issues of affirmative action, equal opportunity and prohibited discrimination;
- serving as the Discrimination Grievance Counselor for all members of the campus community with concerns about prohibited discrimination as provided in Oregon Administrative Rule 571-003-0025(3), and as the office of record for formal discrimination complaints by students;
- serving as a resource and monitoring unclassified searches for compliance with affirmative action and equal opportunity obligations;
- coordinating the employment provisions of the Americans with Disabilities Act (ADA) and addressing complaints from members of the public regarding access;
- maintaining a current and compliant affirmative action plan and promoting campus understanding of affirmative action obligations.

While the OAAEO's primary responsibility is to help ensure institutional compliance with affirmative action and equal opportunity obligations, it can best serve that compliance role through proactive efforts to build understanding and support of underlying legal obligations and the institution's independent commitment to diversity. As a result, we value the opportunity to train, guide, support, and serve as a sounding board for the university community on issues related to diversity. Staff at OAAEO continually strive to ensure that the office is accessible and supportive to all who have questions or concerns and that constituents and staff feel valued, safe and respected so that the OAAEO can serve as a value-added partner in the work of the university.

See the attached for an organizational chart identifying the individuals and positions within the OAAEO.

DEFINITION AND VALUE OF DIVERSITY

The University's Diversity Plan defines diversity as including, but not limited to, "differences based on race, 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."

The definition of 'diversity' is closely aligned to the university's Equal Opportunity Policy, which is one of several core documents that guide the OAAEO's work related to equal opportunity and prohibited discrimination. Even though the office has a primary compliance function, nearly all of its work is directly related to and supportive of equity and diversity.

PAST DIVERSITY AND EQUITY EFFORTS

Since virtually all of the work of the OAAEO is directed to ensuring equality of opportunity, acting affirmatively as needed to meet that goal, one of the challenges for the OAAEO in connection with the strategic diversity action planning process has been to think more critically about each component of the OAAEO's work and how that relates to the university diversity plan, and then to critically evaluate how that work could better support the university's overall diversity efforts.

A review of past efforts related to diversity generally, as opposed to ensuring compliance with underlying legal obligations, identified a number of important past efforts. However, it also suggested a limited emphasis on proactive efforts related to compliance that directly support diversity (e.g. focusing more on technical and procedural compliance in the search process rather on the

OAAEO Strategic Diversity Action Plan
6/18/07

proactive efforts such as broader outreach and recruitment and discussion with search committees/hiring authorities regarding unintentional bias). For the past several years, the OAAEO has been focusing on proactive efforts. The OAAEO Strategic Diversity Action Plan (SDAP) includes a number of proposed actions and strategies in support of the university's overall diversity efforts. Some are new but many reflect an extension of proactive efforts already underway.

PLAN DEVELOPMENT AND PROCESS

The OAAEO is a small, 5-person office. All members of the staff have been integrally included in the strategic planning process. The development of the office SDAP began with a staff retreat which provided the opportunity for review of the concept and definition of diversity, review of office history and mission, and review of past office diversity and equity efforts. Each staff member was asked to provide further input on past efforts, how the work and activities of the office contribute to diversity, and whether others should be involved or consulted in developing the OAAEO plan.

A first draft of the SDAP was developed from input received during and following the planning retreat. A final draft of the SDAP was circulated to all staff for review and input.

As to whether others should be involved or consulted in developing the SDAP, the consensus was that initial planning should reside with OAAEO staff. However, as part of its ongoing diversity effort, the OAAEO will solicit feedback and input from the following: administrative units with whom the OAAEO works closely, academic administrators, groups on campus representing the interests of underrepresented faculty, staff, and students, and other professionals and/or organizations with whom OAAEO might effectively partner in fulfilling its mission and responsibilities.

AREAS OF EMPHASIS

I. Developing a Culturally Responsive Community

A culturally responsive community is one in which differences among constituents are acknowledged, valued and validated. The OAAEO recognizes that such differences may require different approaches in working with individuals from different backgrounds and abilities. In order to ensure an environment in which there is the opportunity for greater understanding, it is critically important that the OAAEO provide a safe and respectful environment for all members of the university community, whether that involves individuals

with discrimination concerns, individuals whose behavior has been called into question, managers and supervisors seeking assistance in managing issues within their areas of responsibility, or anyone else with an affirmative action, equal opportunity or diversity related question or concern.

The OAAEO has undergone a philosophical shift over the last four years, moving from a “compliance cops” to a “compliance partners” framework. Just as stereotyping can negatively affect the performance of students and employees, interacting with members of the campus community in a way that suggests a need for constant policing negatively affects the pride of engagement and accomplishment that ultimately will be the cornerstone of meaningful and sustained progress toward diversity. The shift is intended to communicate our confidence that we are all working positively toward the common goal of a campus community in which diversity is reflected, respected, and valued. Increased understanding among office staff of the role and responsibilities of the office, how day-to-day activities relate to and support underlying responsibilities, and how responsibilities relate to the broader goal of diversity has reinforced the underlying shift and contributed to more positive interactions with the campus community.

Goal #1

To reinforce effective partnership with and support of campus efforts, continue efforts to increase understanding among staff of the role and mission of the OAAEO, including the relationship between affirmative action obligations and efforts relating to diversity. [Internal focus]

Actions:

1. Provide staff with reading materials articulating the history, purpose, and foundations of Affirmative Action.
2. Schedule ongoing discussions on the subject to occur during staff meetings.
3. Ensure all staff receive training related to the work of the office, based on individualized needs.

Indicators:

- Evidence of greater understanding on the part of staff.
- Improved communication among staff.
- Occurrence of ongoing discussion of the history, purpose and legal foundation of affirmative action.
- Receipt of training.

Timeline:

- Materials provided and discussions scheduled to occur beginning on or about July 1, 2007.
- Training to occur on an ongoing basis.

Responsibility:

OAAEO Director and AA/EO Specialist

Goal #2

Assess the success of the ongoing shift to serving as an effective partner.
[External focus]

Actions:

1. Develop continuous improvement feedback form(s) inviting input from campus constituents regarding their interactions with the OAAEO – whether they were consistently treated in a respectful manner, whether the assistance they received was effective, and whether there is additional information that would better assist with their understanding of affirmative action and equal opportunity obligations and/or institutional commitment to diversity.
2. Determine how and to whom the feedback form(s) should be distributed, e.g. to administrators, search committees, individuals seeking assistance, and others with whom the OAAEO works.
3. Distribute the feedback form(s) consistent with identified plan.
4. Review feedback form(s) on a regular basis.
5. Use feedback to guide any necessary training or other activity necessary to ensure that the OAAEO is providing effective service in a respectful and culturally sensitive manner.

Indicators:

- Number of feedback forms received.
- Nature of feedback and whether it suggests need to further refine the way in which the office interacts with campus constituents.

Timeline:

- Feedback form(s) developed by September 30, 2007.

Responsibility:

OAAEO Director, AA/EO Specialist, Office Manager/Executive Assistant, and Compliance Assistant

Goal #3

Participate in presentation of training opportunities that contribute to a more culturally responsive community. [External focus]

Actions:

- Continue to participate in training opportunities that address affirmative action, equal opportunity and diversity, both as an invited participant with other offices such as Human Resources and independently developing training unique to OAAEO objectives.

Indicators:

- Training that helps build understanding of affirmative action, equal opportunity and diversity continues to be available to the campus community, contributing to overall understanding and a more culturally responsive campus community.

Timeline:

- Ongoing

Responsibility:

OAAEO Director and AA/EO Specialist

II. Improving Campus Climate

OAAEO has the opportunity to impact and improve campus climate through the assistance and support it provides to other units on campus in connection with hiring, assistance in managing and resolving concerns relating to possible discrimination or harassment, and in coordinating the employment provisions of the ADA. In all of its work, the OAAEO seeks to assist units in recognizing that providing an environment in which individuals feel valued, safe, and respected contributes positively to the work of the unit, but sometimes requires a different approach and viewing a situation from a different perspective. The goal of the OAAEO in all of its work is to help build understanding, and through that increased understanding, help units reach positive resolution to issues involving possible affirmative action or equal opportunity issues. Helping units to resolve issues at the lowest level possible, and as early as possible, typically leads to a more comprehensive, sustained and positive resolution.

OAAEO has seen an increase in the number of requests for assistance with informal complaint resolution. OAAEO assistance has been in the form of informal review, coaching, problem-solving, and training. The increasing

number of requests and informal feedback received to date suggest an increased confidence on the part of campus constituents that OAAEO is an effective partner in problem resolution. We will continue to nurture that confidence, since early, informal problem resolution minimizes the potential damage from tension within a classroom or workplace, saves the institution the time and effort involved in responding to more involved formal complaints, and contributes to a campus climate in which constituents feel their concerns will be heard and addressed.

The OAAEO works closely with several offices and organizations on campus that address campus climate issues. These include, but are not limited to: the Office of Institutional Equity & Diversity, Human Resources, Student Life including in particular the Bias Response Team and the Office of Conflict Resolution, Disability Issues and Advisory Committee, and the President's Council on Race.

Goal #1

Continue efforts to assist campus constituents with early and comprehensive informal complaint resolution. [External focus]

Actions:

1. Develop tools to more effectively communicate the availability of OAAEO to assist with informal complaint resolution – whether an update of the OAAEO brochure, a regular newsletter, or other communication tool.
2. Develop a plan for distributing information regarding the OAAEO services in connection with informal complaint resolution so that students, staff, faculty and administrators who might need assistance know that OAAEO is a possible resource.
3. Schedule meetings with Vice Presidents, Deans, Department Heads, and Directors of major organizational units, particularly those in which there have been past formal or informal issues of possible discrimination or harassment, to review how the OAAEO can best assist organizational units in connection with any emerging issues.
4. Reinforce and expand outreach efforts to other offices to more effectively communicate the availability of OAAEO services in connection with informal complaint resolution.

Indicators:

- Number of instances in which OAAEO provides informal assistance with problem resolution.

Timeline:

- Information tool(s) and distribution plan to be developed by September 15, 2007.
- Scheduling of meetings with Vice Presidents and Deans to be initiated by September 15, 2007; schedule for meetings with Department Heads, and directors of major organizational units to be developed in conjunction with the Vice Presidents and Deans.
- Ongoing outreach to other offices to be ongoing.

Responsibility:

OAAEO Director, AA/EO Specialist, Office Manager/Executive Assistant

III. Building Critical Mass

The ability to recruit and retain talented employees who possess diverse skill sets, who can effectively work with individuals from diverse populations, and provide new ways to serve diverse communities is crucial to the success of an organization in our increasingly global society. The university's ability to attract and effectively serve a more diverse community necessarily requires recruiting and retaining a workforce that reflects the diversity of the population the University of Oregon aspires to serve.

The OAAEO has both an internal and external role in connection with building critical mass.

Internally, the OAAEO is committed to fostering diversity within its own workforce, as well as ensuring an environment in which all staff feel valued and respected. As a small office with a largely stable staff, the OAAEO has had very few opportunities to hire in the last several years. As hiring opportunities arise, OAAEO is committed to conducting model searches.

The OAAEO has a total of five employees. Within the last year, one person of color resigned to take a higher level position; a person of color was hired to fill that vacancy. Both women and people of color are well represented within the office (100% and 40% representation, respectively).

With limited opportunities for hire, recent efforts have focused on professional development, both to assist employees in having a more comprehensive understanding of the work of the office and as a way of enhancing the work experience for staff. Three employees, including both employees of color, attended job-related conferences or participated in other professional development opportunities in the last year. Consistent with office needs, the

OAAEO Strategic Diversity Action Plan
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duties and responsibilities of all employees have changed and, in several cases, expanded, providing an opportunity for greater job satisfaction. A concerted effort has been made to provide informal mentoring for all staff.

Externally, the OAAEO's efforts are to build campus-wide understanding of and genuine support for the institution's affirmative action and equal opportunity obligations. OAAEO strives to serve as a partner and resource in connection with unclassified hires, working with hiring authorities to ensure compliance with affirmative action and equal opportunity obligations, encouraging and supporting appropriate affirmative efforts to increase diversity in our applicant pools and among new hires. In support of that effort, OAAEO is working on building an on-line compendium of outreach and recruitment resources that will be readily available and easy to use for hiring authorities and search committees.

To date, the office has made strides in its work to generate better understanding and support for affirmative action. An increasing number of units are engaging in substantive and innovative efforts to attract diverse applicant pools, are engaging in appropriate affirmative steps in the hiring process, and utilizing the expertise and resources of the OAAEO.

Goal #1

Identify avenues of outreach and recruitment most likely to reach and attract diverse applicant pools, and make those readily available to campus hiring authorities in an easy-to-use format online. [External focus]

Actions:

1. Compile a directory of outreach and recruitment resources, including hard copy and electronic venues, professional and academic organizations, colleges and universities with significant enrollments of women and minority students, etc.
2. Make that directory, organized in a manner that facilitates easy use, available on the Affirmative Action and Human Resources web pages.

Indicators:

- Directory of outreach and recruitment resources readily available on line.
- Increased efforts of targeted recruitment and outreach efforts.

Timeline:

- Have directory of outreach and recruitment resources posted on-line by September 15, 2007, with additions and refinement ongoing thereafter.

Responsibility:

OAAEO Director, AA/EO Specialist, Office Manager/Executive Assistant

Goal #2

Continue efforts to increase the understanding of hiring authorities and search committees as to how aspects of the search process can contribute to or detract from their ongoing diversity efforts, and to encourage search committees to act affirmatively during the search process. [External focus]

Actions:

1. Use information gleaned from continuous improvement feedback forms (Area of Emphasis I, Goal 2, above) to better understand what information hiring authorities and/or search committees find most helpful and what topics they would like to know more about.
2. Use information obtained from meetings with vice presidents, deans, department heads and directors (Area of Emphasis II, Goal 1, above) to inform ongoing development of search committee briefings and other resources, such as compendium of carefully selected articles and other readings that address the value of diversity and practices that contribute to or detract from diversity.
3. Revise the search committee briefings per information received from items #1 and 2.
4. Track and compile data regarding searches in which hiring authorities/search committees are requesting information regarding diversity of applicant pool at the start of the application review and at other relevant points during the search process.

Indicators:

- Search committee briefing and other resources refined to more effectively communicate both legal obligations and strategies supporting greater diversity.
- Increase in the number of hiring authorities/search committees engaging in affirmative steps, such as checking on the diversity of applicant pool throughout search process.

Timeline:

- Search committee briefing and development of additional supporting resources updated by September 15, 2007 for start of the new academic search season, with further refinement based on feedback and information from relevant administrators as received.

- Compilation of data regarding search committee exploration of diversity of applicant pools to begin March 15, 2007.

Responsibility:

OAAEO Director, AA/EO Specialist, Office Manager/Executive Assistant

Goal #3

Evaluate what data is most useful to campus administrators in understanding areas in which further work is needed to have a workforce representative of availability, and how searches and promotions are contributing to addressing areas of under-representation. [External focus]

Actions:

1. Maintain current information regarding availability and under-representation.
2. Develop annual report of hiring and promotion activity and how that contributes to addressing areas of under-representation. Review that report with Provost/Sr. Vice President and Vice Presidents for efficacy in helping campus administrators better understand where further affirmative efforts are needed.

Indicators:

- Current availability and under-representation data available to share with hiring authorities and search committees.
- Annual report more closely linking department and organizational unit activity to areas of under-representation.

Timeline:

- Data and plan to be updated annually.
- Report of hiring activity to be developed by December 31, 2007.

Responsibility:

OAAEO Director, AA/EO Specialist, Office Manager/Executive Assistant, Data Collection Coordinator

Goal #4

Support use of innovative recruitment and search strategies and practices among largely autonomous units across campus; recognize and celebrate successful efforts. [External focus]

Actions:

1. Develop process for collecting innovative strategies and practices from ongoing search activities.
2. Develop and implement effective avenues for communicating those strategies, e.g. a regular newsletter or an innovative practices piece on the Affirmative Action Office webpage, in order to maximize sharing of information regarding successful strategies and minimize the extent to which individual units may be reinventing the same strategies.
3. Explore appropriate avenues for celebrating successful efforts in ways that will motivate ongoing diversity efforts.

Indicators:

- Information regarding innovative strategies and practices readily available to hiring authorities and search committees.
- Successful efforts recognized and celebrated.

Timeline:

- Process for collecting innovative strategies and practices developed and implemented by July 1, 2007.
- Communication of innovative strategies and practices initiated by September 15, 2007.
- Discussion/coordination with appropriate university administrators (Vice Provost for Academic Affairs, Vice Provost for Institutional Equity & Diversity, Associate Vice President for Human Resources) regarding avenues for celebrating successful efforts initiated by September 15, 2007, with timetable for implementation determined through those discussions.

Responsibility:

OAAEO Staff

IV. Expanding and Filling the Pipeline

The OAAEO's role in connection with expanding and filling the pipeline primarily involves encouraging and promoting the hiring, promotion, retention, and development of individuals from underrepresented groups within the office. Most of that effort is in connection with its support and monitoring of the unclassified search process, addressed in Area of Emphasis III above.

The OAAEO regularly employs one or more student workers. Working with the Office of Multicultural Academic Support, we have been successful in identifying students to fill those positions. The office will continue that practice.

OAAEO will continue to explore avenues by which it can contribute to campus efforts to attract, retain and provide a rewarding and enriching experience for an increasingly diverse student body.

Goal #1

Increase the efforts to attract student workers from underrepresented groups when such positions are open. [Internal focus]

Actions:

1. Work with the Office of Multicultural Academic Support to post available positions.
2. Notify student unions of available positions.

Indicators:

- Ongoing diversity among student workers.

Timeline:

- Ongoing as positions become available

Responsibility:

OAAEO Director and Office Manager/Executive Assistant

Goal #2

Foster an inclusive environment within OAAEO in which employees have a clear understanding of the values and expectations for how we work together in fulfilling our mission and are valued and treated with respect.

Actions:

1. Hold staff retreats bi-annually.
2. Develop a statement of value and expectations to be distributed to all staff.
3. Engage staff in a focused discussion regarding avenues for staff input related to office climate and effective teamwork. Develop appropriate avenues for input based on that discussion.
4. Take action as necessary in response to staff input regarding office climate and teamwork.
5. Ensure understanding among staff regarding individual roles and responsibilities, and how each staff member's work contributes to overall compliance and supports the work of the OAAEO.

Indicators:

- Occurrence of regular staff retreats.
- Discussion of safe avenues for staff input, and implementation of those avenues.
- Increasingly effective teamwork.

Timeline:

- Staff retreats to begin by December 31, 2007.
- Statement of values and expectations to be developed and shared with staff by September 30, 2007.
- Focused discussion regarding avenues for staff input following distribution of statement of values and expectations, with implementation to follow.
- Discussion regarding roles, responsibilities and how those contribute to overall work of OAAEO ongoing.

Responsibility:

OAAEO staff

V. Developing and Strengthening Community Linkages

Developing and maintaining ties with other organizations, both on and off campus, is important to ensuring the most comprehensive and effective support of institutional efforts in support of diversity and the university's increasingly diverse community.

OAAEO regularly partners with a number of campus-based groups and offices, including the OIED affiliates, Human Resources, President's Council on Race, Bias Response Team, various offices within Student Affairs, and others. In addition, OAAEO regularly receive requests to provide support to other areas in ways that are related but not necessarily part of our core function – participating in the Law School Mediation Training, making presentations to student groups and classes.

While OAAEO recognizes the value of community linkages and has established relationships with some local public agencies, to date those have not received the same level of attention as on-campus partnerships.

The limited number of OAAEO staff and the volume of OAAEO work make spending time away from the duties of the office a significant challenge. Thus, staff must regularly make decisions about priorities and the use of time.

Goal #1

Maintain relationships with individuals and organizations within and outside of the UO community. [External focus]

Actions:

1. Continue to nurture existing relationships with individuals, offices and organizations whose work is related to the functions of the OAAEO.
2. Continue to seek out opportunities to work with, support and assist OAAEO partners.
3. Provide opportunities for all OAAEO staff to be involved with partners.

Indicators:

- Continued and expanded internal and external relationships
- Continued opportunities to work with partners
- Increased involvement of OAAEO staff in internal and external relationships

Timeline:

- Ongoing
- Increased involvement to occur as opportunities arise and are consistent with current priorities.

Responsibility:

OAAEO Staff

VI. Developing and Reinforcing Diversity Infrastructure

Given its compliance function, the OAAEO plays a central and critical role in the campus infrastructure supporting diversity. All aspects of OAAEO work – support and monitoring of the unclassified hiring process, formal and informal complaint assistance, coordination of the employment provisions of the ADA, and development of the campus affirmative action plan – are part of the diversity infrastructure. The office serves a key role in communicating, explaining, interpreting and ensuring compliance with university policies and procedures related to affirmative action and equal opportunity. The office also serves a role in the ongoing review and updating of existing policies and procedures.

Given the multiple informal and formal discrimination complaint processes available on campus, there is confusion within the campus community about what office(s) can provide what assistance. The lack of a single, clearly articulated complaint process for addressing discrimination concerns makes it

difficult to ensure constituents are aware of their options for addressing complaints and may result in some concerns going unaddressed. Providing multiple entry points for addressing concerns can increase the likelihood that an individual will find some means to make their concern known. However, it also creates a significant challenge in terms of ensuring appropriate coordination and consistency in response, overcoming the current confusion as to where to refer individuals with discrimination and harassment concerns, and allowing for a broad and comprehensive understanding of campus climate based on the volume and nature of reported concerns. Further review is needed of whether the campus would be better served by a single discrimination complaint process.

The OAAEO serves as the office of record for formal discrimination complaints by students that involve behaviors by university employees. In addition, the OAAEO is typically asked to conduct investigations in connection with formal discrimination complaints brought by classified and unclassified staff through the complaint processes available to those employees. In every case, the OAAEO is committed to conducting objective and thorough investigations, serving as an objective fact-finder and treating complainants, respondents and witnesses with the utmost respect.

While the office has established policies and procedures related to all aspects of its work, those have not been formally compiled into a policies and procedures manual readily available for review within or outside of the office. Systematically compiling a formal policies and procedures manual will serve as a resource for staff within the office, and provide useful information that can be shared with others as appropriate – e.g. a written explanation of the interactive ADA eligibility/accommodation process for supervisors and employees interested in engaging in that process.

Goal #1

Work with the Office of Institutional Equity and Diversity, Human Resources, and other offices that may be appropriate to evaluate whether the university would be better served by having a single discrimination complaint process for all members of the university community. [External focus]

Actions:

1. Begin discussion with OIED and HR regarding the possible benefits and/or pitfalls of a single discrimination complaint process.
2. Identify other parties that need to be engaged in ongoing evaluation of current discrimination complaint processes, and initiate further discussion as appropriate.

Indicators:

- Better understanding of whether current complaint processes are most effectively serving the university.
- Development of improved process(es) as needed to ensure that discrimination complaint process is effective, accessible and understood by the campus community.

Timeline:

- Schedule initial discussion between OIED and HR prior to the start of Fall Term 2007.
- Further action and timeline dependent on that initial discussion.

Responsibility:

OAAEO Director, AA/EO Specialist

Goal #2

Ensure that OAAEO reports of formal investigations are comprehensive and effectively communicate to the Affirmative Action Administrative Council (AAAC) or other decision makers the specifics of the discrimination concern(s) raised by the complainant and evidence relevant to those concern(s) so that decision makers are able to make fair and informed decisions fully supported by underlying evidence. [External focus]

Actions:

1. Develop feedback form to be completed by AAAC and other decision makers following a formal grievance investigation.
2. Take appropriate steps per item #1.

Indicators:

- Feedback received from AAAC and other designated decision makers in the classified and faculty grievance processes.
- Investigative process strengthened to better support the formal complaint process and needs of decision makers.

Timeline:

- Feedback form developed by September 30, 2007.
- Implementation by December 31, 2007, with each new formal complaint investigation.

Responsibility:

OAAEO Director and AA/EO Specialist

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Goal #3

Review formal and informal complaints and evaluate complaint processes to identify any areas for improvement. [Internal focus]

Actions:

1. Conduct annual review of cases to determine if there are repeat actions or behaviors, or if cases are being appealed elsewhere.
2. If review suggests areas for improvement, make appropriate adjustments in process.
3. Generate annual report reflecting the number of formal and informal complaints, the bases for the complaints, and the outcome (cause finding, no cause finding, informal resolution, no resolution reached, etc.)

Indicators:

- Number of repeat actions or behaviors.
- Number of appeals.
- Adjustments to processes if warranted.
- Number and nature of complaints annually.

Timeline:

- Review to occur within one year and annually thereafter.

Responsibility:

OAAEO Director, AA/EO Specialist, Office Manager/Executive Assistant, Data Collection Coordinator

Goal #4

Review ADA cases and evaluate the ADA eligibility/accommodation process to identify any areas for improvement. [Internal focus]

Action:

1. Conduct annual review all new ADA requests to ensure that each matter has been appropriately pursued and documented.
2. If review suggests any areas for improvement, make appropriate adjustments in process.
3. Generate annual report regarding the number and outcome (accommodation provided, eligible but no accommodation identified, not eligible, etc.) of active ADA requests.

Indicators:

- Number of ADA requests.
- Adjustments to process if warranted.
- Number and outcome of ADA requests.

Timeline:

- Review to occur within one year and annually thereafter

Responsibility:

OAAEO Director, AA/EO Specialist, Office Manager/Executive Assistant, Data Collection Coordinator

Goal #5

Systematically compile existing OAAEO policies, procedures and practices into a formal policies and procedures manual. [Internal focus]

Actions:

1. Identify all existing office policies, procedures, and practices.
2. Review policies, procedures, and practices for any necessary updating
3. Compile updated policies, procedures and practices into a formal policy and procedure manual.

Indicators:

- Development of a comprehensive OAAEO Policies & Procedures Manual.

Timeline:

- Identification and review of policies, procedures, and practices to occur by December 31, 2007, with compilation into a formal Policy and Procedure Manual by March 31, 2008.

Responsibility

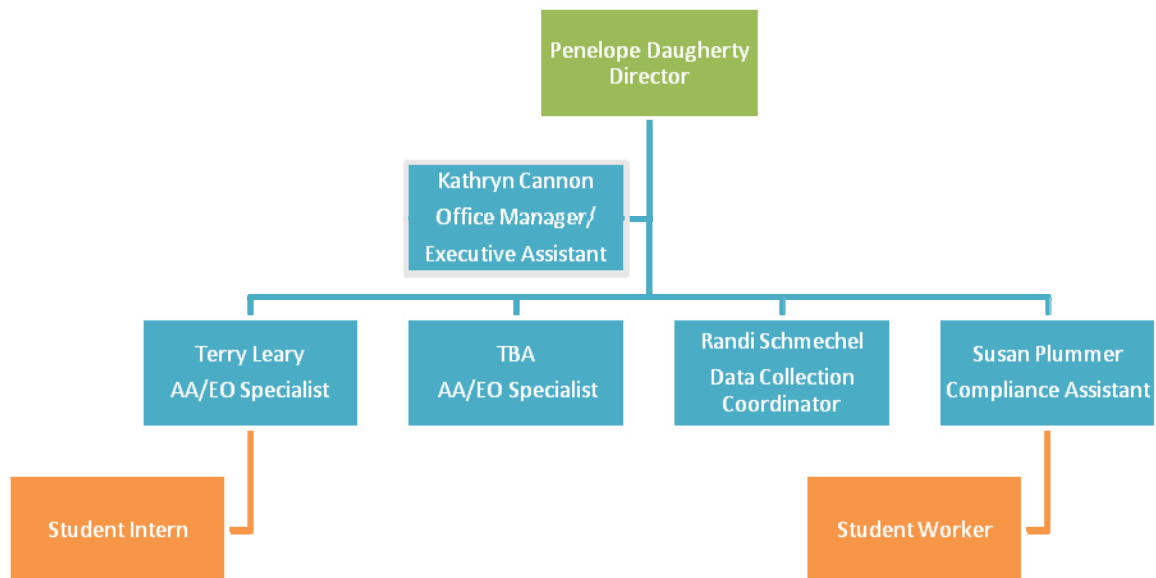
OAAEO Staff

RESOURCE STATEMENT

The OAAEO Strategic Diversity Action Plan will require significant staff time. Actions requiring data collection will require both staff time and some monetary cost in producing information collecting tools. There will also be some monetary cost involved in producing information sharing materials, conducting retreats, and training. OAAEO will have a better understanding of the resource implications of its strategic diversity action plan as the planning process continues.

Office of Affirmative Action and Equal Opportunity

Organizational Chart



University of Oregon Strategic Diversity Action Plan

Budget and Finance Division

- *Budget and Resource Planning*
- *Business Affairs*
- *Purchasing and Contracting Services*
- *Printing and Mailing Services*

I. Mission and Guiding Principles

The units of the Budget and Finance division serve the teaching, research, and public service missions of the university by:

- providing effective, proactive, and responsive financial and business services;
- promoting progressive and sustainable business practices; and
- ensuring appropriate stewardship of the university's resources.

We serve as a *strategic partner* with the university's core academic mission – anticipating needs and seeking ways to enable its success.

The attached memorandum titled “Values and Expectations” (Attachment A) forms the basis for how we expect to work together in fulfilling our mission.

II. Organizational Structure

The attached organizational chart (Attachment B) shows the alignment of functions within the Budget and Finance area. Attachment C provides a snapshot of current employee demographics.

III. History of Diversity Efforts / Creating Change

Budget and Finance areas have seen significant change in the past two years – particularly in leadership, organization, and culture. Upon the retirement of the former Business Affairs Director, the university consolidated business and finance areas under the leadership of an associate vice president position in order to enhance coordination and communication between these critical functions. This organizational change, and subsequent administrative transitions, has opened the way to a process of assessment, restructuring, and redirection.

Organizational changes in the past year have included: (1) restructuring of the Business Affairs Office and creation of three newly configured functional units reporting to the AVP (Business Affairs, Purchasing and Contracting Services, and Printing and Mailing Services); (2) refocusing the Office of Resource Management and recognizing

Institutional Research and Budget and Resource Planning as connected yet distinct functions; and (3) defining organizational needs and recruiting new leaders to assume vacant or recently restructured roles within these functions.

As is true with any significant transformation, these changes have created both challenges and opportunities for individuals and the organization as a whole. Change creates uncertainty and at times impatience, as employees and customers wonder what is to come. Change shakes us out of our comfort zones, and this can be alternatively exciting and stressful. Most significantly, change creates many opportunities for dialogue – about what has been, what is to come, what we are, what we will be, and how we serve the university. Organizational changes allow us the opportunity to rediscover what we do and how we relate to others in doing it. Over the past months, many such conversations have taken place, and diversity-related topics have been a central component of many of these discussions.

In addition to these more global conversations, the following are efforts devoted specifically to diversity topics:

- Recent staff meetings have included guest speakers from:
 - Disability Services
 - Many Nations Longhouse
 - Nontraditional Students Union
- Attendance was encouraged, and many staff participated, in the forums on Cultural Competency. Several follow-up meetings were held to continue discussions between staff who were able to attend and those who were not.
- Attendance was encouraged, and many staff participated, in the dedication of the Many Nations Longhouse.
- Attendance was encouraged, and many staff participated, in University Senate meeting discussions regarding the UO Diversity Plan.
- Several emergent issues enabled open and productive discussions regarding issues of free speech, religious differences, and workplace culture and climate.
- Budget and Finance areas have actively engaged in working with Minority, Women, and Emerging Small Business owners to educate them on our purchasing and contracting processes in order to increase participation by MWESB vendors.
- Recruiting, hiring, and promotion policies and practices have been changed to ensure a culture that promotes and supports diversity.
- Salary equity analyses have been performed and a number of inequities addressed through reclassifications and the recent salary increase process.
- The memorandum titled “Values and Expectations” has been distributed to and discussed with division employees.

IV. Resource Statement

Units within Budget and Finance are in the process of reassessing the resources needed to best serve their mission and the future needs of the university, and this has

included a re-evaluation of the utilization of resources for professional development. In the coming year, we will be focusing staff training and education efforts on a portfolio of topics derived from planning discussions over the past several months. The framework for these efforts includes: (1) identifying skills and abilities needed to perform individual jobs; (2) identifying skills and abilities needed to perform collectively as a team; and (3) identifying opportunities and resources for training and development that enhance these skills and abilities.

V. Process for Plan Development

The diversity plan for the Budget and Finance areas is an evolving work in progress and will continue to be revised as it is informed by more detailed exploration of each of the six areas of emphasis. As key leadership positions are filled in the various units and we proceed, we will continue to refine and formalize strategic and implementation plans for our work.

In the past year an informal environmental scan process has been conducted as new leadership has become familiar with the division. This process has included discussions between the associate vice president and various university constituencies regarding the services provided by the Budget and Finance areas; small group and individual discussions with staff; and participation in university-wide and divisional forums regarding diversity topics.

Based on consultation with division staff and managers, a next step in the development of the areas of emphasis will be to engage in a more formalized environmental scan process. The following next steps are planned for implementation: (1) appointment of a committee to work with the associate vice president on workplace climate issues and to assess customer service areas; and (2) working with Institutional Research and OIED to develop survey instruments to assess opportunities and challenges in the area of workplace, customer service, and community interaction; and (3) identifying implementation actions for programs responsive to the development areas identified.

VI. Diversity Value Statement

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.”

A diversity of ideas is another important quality that we value. Promoting an environment where different points of view and the ability to question are encouraged, valued, and supported is vital to an organizational culture that is rich, dynamic, and open to change.

Valuing diversity in all aspects of our work and in our interactions with our customers and constituents is vital and integral to our success. As such, our strategic actions in support of diversity are integrated with our overall strategic planning – they are not considered a “program” or an add-on activity.

AREAS OF EMPHASIS

Point 1: Developing a Culturally Responsive Community

Developing and providing a culturally responsive community is essential to our ability to work together as a team within the Budget and Finance areas and to partner with our many constituencies, including students, faculty, staff, parents, vendors, etc. As such, we view a culturally responsive community as an integral component of what we need to *be* in order to succeed.

Goal 1: Promote an inclusive and respectful workplace climate within all units of Budget and Finance.

Action Items:

1. Through collaborative efforts, identify strengths and areas for improvement in workplace climate in Budget and Finance areas.
 - a. *Measurement:* Completed assessment of workplace climate and documentation of action plan to address areas needing improvement.
 - b. *Timeline:* June 2008
 - c. *Responsibility:* AVP with diversity planning committee
2. Finalize an annual plan for professional development that addresses both corporate and position-specific development needs and that features diversity topics as a vital component.
 - a. *Measurement:* Completed plan and progress report documenting attendance in professional development sessions.
 - b. *Timeline:* June 2008
 - c. *Responsibility:* AVP, all managers and supervisors
3. Ensure that statement on values and expectations is shared with all new employees as part of the orientation process.
 - a. *Measurement:* Documentation by managers that this has been completed.
 - b. *Timeline:* Ongoing
 - c. *Responsibility:* AVP, all supervisors
4. Ensure that the statement, “Ability to work effectively with faculty, staff and students from a variety of diverse backgrounds” is included as a required qualification in all position announcements. Ensure that the statement, “The

successful candidate will possess a leadership style that reflects modern management practices and promotes diversity in the workplace” is included as a required qualification in all supervisory position announcements.

- a. *Measurement:* Documented postings that include this language.
 - b. *Timeline:* Ongoing
 - c. *Responsibility:* AVP, all supervisors
5. Ensure that performance evaluations for all employees include an assessment of the individual’s ability to interact with colleagues and constituencies in a respectful and inclusive manner. For supervisory employees, this evaluation will include an assessment of the individual’s actions in promoting a positive workplace climate. Where areas for improvement are noted, there will be an accompanying suggested plan for development.
 - a. *Measurement:* Documented assessment in performance evaluation narrative.
 - b. *Timeline:* All evaluations completed after April 1, 2007
 - c. *Responsibility:* AVP, all supervisors
6. Hold periodic informal cross-functional employee discussions to provide information, answer questions, and discuss employee concerns.
 - a. *Measurement:* Completed sessions and documented follow-up actions as appropriate.
 - b. *Timeline:* Ongoing
 - c. *Responsibility:* AVP

Goal 2: Promote interactions and relationships with all constituencies that provide a welcoming and inclusive environment that is respectful of diverse members.

Action Items:

1. Identify strengths and areas for improvement in customer service in all Budget and Finance areas. This comprehensive assessment will include specific queries regarding accessibility of services to constituents of diverse background and ability.
 - a. *Measurement:* Completed assessment of customer services (via survey) and documentation of action plan to address areas needing improvement.
 - b. *Timeline:* June 2008
 - c. *Responsibility:* AVP with diversity planning committee
2. Continue and expand work with OUS regarding vendor relationships with Minority, Women, and Emerging Small Business Owners to enhance competition for university purchasing and contracts.
 - a. *Measurement:* Completed education sessions held with MWESB constituents; documented advertising for contracts and purchasing that promotes MWESB participation.

- b. *Timeline:* Ongoing
 - c. *Responsibility:* Purchasing and Contracting Services
- 3. Encourage employee participation in university discussions that focus on diversity topics, particularly with regard to anticipating future customer needs related to changing demographics.
 - a. *Measurement:* Attendance at relevant sessions and follow-up staff meeting discussions.
 - b. *Timeline:* Ongoing
 - c. *Responsibility:* AVP, all supervisors

Point 2: Improving Campus Climate

As key service units of the university, the work of Budget and Finance entails a great deal of contact with a wide variety of constituencies. To supplement measures aimed at promoting a comprehensive cultural understanding, it is important to promote positive resolution skills to address the inevitable conflicts that arise in any large and complex environment.

Goal 1: Improve and enhance conflict resolution skills among Budget and Finance employees.

Action items:

- 1. Provide professional development sessions for all employees that provide tools and resources for preventing, mediating, and resolving conflicts, including harassment and discrimination complaints.
 - a. *Measurement:* Attendance at relevant sessions and follow-up staff meeting discussions.
 - b. *Timeline:* June 2008
 - c. *Responsibility:* AVP

Point 3: Building a Critical Mass

Recently, hiring and promotion practices within Budget and Finance areas have been reviewed and changes implemented to enhance recruitment and retention of a more diverse workforce. Looking forward, it is important to continue work in these areas to ensure a diverse organization that is robust and well-poised to serve the changing needs of an increasingly global and dynamic university.

Goal 1: Enhance recruitment practices to attract a diverse pool of applicants.

Action items:

- 1. In consultation with Human Resources and the Affirmative Action Office, assess recent recruitment processes to better understand applicant demographics,

advertising approaches that have yielded applications, and recruitment strategies that may be yet untapped. Discuss findings and strategies with supervisors to support future recruitments.

- a. *Measurement:* Size and diversity of future applicant pools.
- b. *Timeline:* Ongoing
- c. *Responsibility:* AVP, all supervisors

Goal 2: Enhance employee retention practices.

Action items:

1. Conduct exit interviews of all employees who leave the university or the department to enhance our understanding of factors that influenced their departure. Identify any workplace issues needing improvement and communicate with appropriate university constituencies in a manner that respects confidentiality.
 - a. *Measurement:* Completion of exit interviews and demonstrated meaningful follow-up.
 - b. *Timeline:* Any employees leaving Budget and Finance departments or the university after April 1, 2007.
 - c. *Responsibility:* All supervisors
2. Explore the nature and effectiveness of current departmental employee recognition programs and make recommendations for improvements.
 - a. *Measurement:* Demonstrated implementation of recommendations.
 - b. *Timeline:* June 2008
 - c. *Responsibility:* AVP with diversity planning committee
3. Explore and develop career tracks that aid in employee development and organization succession planning. Evaluate obstacles to employee development and strategies for promoting career growth.
 - a. *Measurement:* Documented development of departmental career path strategies.
 - b. *Timeline:* Evaluation phase – (July 2008); Implementation (TBD)
 - c. *Responsibility:* AVP with diversity planning committee, Human Resources, and others as appropriate

Point 4: Expanding and Filling the Pipeline

Outreach to K-12 students and development of university pipeline programs is a goal of the *Diversity Plan for the University of Oregon*. Development of such programs may imply a need for different business models that provide incentives to academic units engaged in these activities.

Goal 1: Explore potential financial models to support planned outreach programs in support of diversity and recruitment.

Action items:

1. Advise on financial strategies, assess best practices, and perform financial modeling as requested to support institutional goals.
 - a. *Measurement:* Completed development of financial allocation models.
 - b. *Timeline:* TBD based on institutional planning
 - c. *Responsibility:* Budget and Resource Planning

Point 5: Developing and Strengthening Community Linkages

Engagement in the local community enhances the experience and perspective of individual employees, brings information-sharing to the work environment, supports recruitment, and increases the visibility of the university in the community. A number of Budget and Finance staff are engaged in local activities, and it is important to support and encourage employees in participating in the broader community.

Goal 1: Increase employee awareness and encourage employees to participate in community organizations / activities – particularly in areas that promote diversity.

Action items:

1. Schedule guest speakers from local organizations to speak on community and diversity topics as part of regular staff meetings.
 - a. *Measurement:* Number of guest speakers hosted by Budget and Finance
 - b. *Timeline:* June 2008
 - c. *Responsibility:* AVP with diversity planning committee
2. Recognize employee participation in community activities as a beneficial complement to their regular university duties.
 - a. *Measurement:* Inclusion in the employee evaluation process
 - b. *Timeline:* Employee evaluations completed after April 1, 2007
 - c. *Responsibility:* AVP with diversity planning committee

Point 6: Developing and Reinforcing Diversity Infrastructure

Goal 1: Participate as an active partner with the Office of Institutional Equity and Diversity in the continuous development and implementation of diversity initiatives in the Budget and Finance areas.

Goal 2: Ensure dissemination and continued discussion of this Strategic Diversity Action Plan with all Budget and Finance employees.

Goal 3: Work collaboratively with university partners to support diversity plan initiatives across the institution.



MEMORANDUM

To: All Business Affairs employees
All Printing and Mailing Services employees
All Budget and Resource Planning employees

From: Laura Hubbard
Associate Vice President for Budget & Finance

Subject: Values and Expectations

It has been a pleasure and a privilege getting to know you over the past few months, and I truly look forward to working with you in the coming months and years ahead. The future holds a time of transition, introspection, and transformation. At the UO specifically, turnover in key administrative positions and the 10-year accreditation process will provide a fresh examination of the university's strengths, challenges, and opportunities. Within higher education generally there is increased focus on accountability, efficiency, effectiveness, and access. As with any period of change, this can cause a mixture of emotions from excitement to apprehension.

As we forge the road ahead together, it is important to me that we individually and collectively understand what is expected of us. My responsibility as associate vice president is to ensure that we all work effectively together as a team to accomplish the mission and goals of the university.

The following sets forth a basic framework of foundational principles and values that will inform our work. Further, I want to outline specifically what you can expect from me and what I expect from each of you.

Service Unit → Strategic Partner

We will define our relationship with the academic enterprise as one of *strategic partner* rather than *service unit*. While we do exist to serve the primary mission of the university, the term "service unit" implies a passive, reactive role that fulfills requests after they are made. Our outlook and approach will instead be one where we anticipate needs and proactively position services in a way that best enables the university to succeed in the future. By *strategic* we mean that we are visionary. By *partner* we recognize that we are linked arm-in-arm with the academic enterprise and that our successes and failures are inextricably linked.

As I fulfill my responsibilities as associate vice president, I make the following commitment to all of you:

- I am results-oriented, and I will work to make our vision a reality;
- I will work to create and ensure a positive working climate that gives employees individually and collectively the best chance to succeed in the accomplishment of our mission;

- I will ensure that standards of performance and conduct are clearly understood and followed;
- I will provide open communication and will work to ensure that each employee has a clear understanding of the university's, division's, unit's, and personal goals and performance expectations;
- I will model honesty, integrity, and fairness in working with you, and employee concerns will be addressed respectfully and in an appropriate and compliant manner;
- I will hold myself to the same standards I set for all of us and will not expect anything from you that I do not also expect from myself.

The following are basic tenets and expectations that will guide how we will work together individually and corporately:

- We will recognize our responsibilities as stewards of public resources and public trust, and accordingly we will:
 - Engage in high standards of ethical conduct, which includes respecting others and their differences, demonstrating honesty and integrity as representatives of the university, and appropriately using and caring for university resources;
 - Act in a manner consistent with the university's mission and core values of learning, community, responsibility, integrity, quality, and service;
 - Comprehend and apply all university and departmental policies, procedures and legal requirements relevant to competently fulfilling the requirements specific to our positions;
 - Respect and protect the confidentiality of sensitive information entrusted to our care;
 - Fulfill workplace responsibilities in supervision of other employees, volunteers, and/or students by demonstrating professional conduct and fair and equitable treatment of all employees through both instruction and example;
 - Notify the appropriate administrator if inappropriate or illegal activities are witnessed or suspected in the workplace.
- We will accept responsibility for our individual actions and performance and will perform to the best of our ability with a focus on results and excellent customer service;
- We will recognize our individual influence in the workplace and will approach our work and our relationships in a positive and open manner that promotes mutual respect and trust;
- We will recognize that we are part of community and that only in working together as a team for the common good will we accomplish our collective goals;
- We will strive to be a learning organization that encourages every individual to grow personally and professionally and that provides opportunities for growth;
- We will approach our work with creativity and proactively seek progressive practices;
- We will anticipate and embrace change;

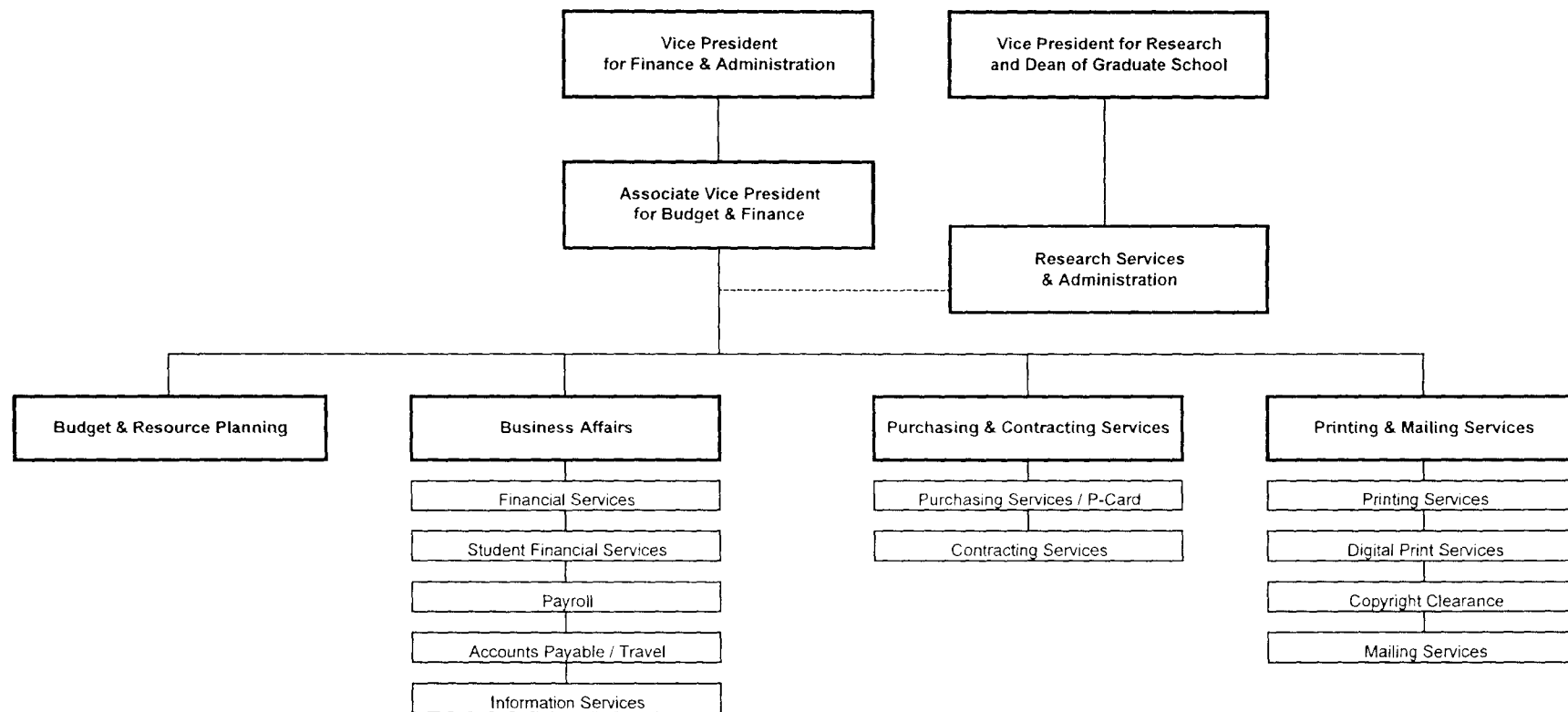
- When we encounter challenges, we will focus on how we can solve problems in a positive manner – not on the obstacles that make things difficult;
- We will resolve our differences face-to-face and in a manner that treats people with respect, dignity, and fairness;
- We will ensure accurate, timely, and open communication with our customers, stakeholders, and colleagues;
- We will take pride in our work;
- We will have fun in our jobs.

My door is open to you at any time you have questions, concerns, or ideas you wish to discuss.

Thank you for all that you do every single day for the University of Oregon.

cc: Frances Dyke

University of Oregon
Budget and Finance Organization



Associate VP for Budget and Finance Area Employee Counts

		Gender		Ethnicity							
Area/Type	Total	Female	Male	Asian	Black	Hispanic	Native American	Pacific Islander	Multi-Ethnic	White	Declined
Budget and Resource Planning											
Admin	14.286%	14.286%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	14.286%
OA	57.143%	42.857%	14.286%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	57.143%	0.000%
Student	28.571%	28.571%	0.000%	0.000%	0.000%	14.286%	0.000%	0.000%	0.000%	14.286%	0.000%
Total, Bdgt & Resource Plan	100.000%	85.71%	14.286%	0	0	14.286%	0	0	0	71.429%	14.286%
Business Affairs Office											
Admin	1.471%	0.000%	1.471%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	1.471%	0.000%
Staff	63.235%	45.588%	17.647%	1.471%	1.471%	1.471%	0.000%	0.000%	0.000%	58.824%	0.000%
OA	27.941%	20.588%	7.353%	1.471%	0.000%	0.000%	1.471%	0.000%	0.000%	25.000%	0.000%
Student	7.353%	7.353%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	1.471%	5.882%	0.000%
Total, Business Affairs	100.000%	73.530%	26.471%	2.941%	1.471%	1.471%	1.471%	0.000%	1.471%	91.176%	0.000%
Printing & Mailing Services											
Staff	69.388%	30.612%	38.776%	0.000%	0.000%	6.122%	2.041%	2.041%	0.000%	57.143%	2.041%
Staff Post-Retired	2.041%	0.000%	2.041%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	2.041%	0.000%
OA	8.163%	4.082%	4.082%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	8.163%	0.000%
Student	6.122%	6.122%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	6.122%	0.000%
Temp	14.286%	2.041%	12.245%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	10.204%	4.082%
Total, Printing & Mail Svcs	100.000%	42.857%	57.144%	0.000%	0.000%	6.122%	2.041%	2.041%	0.000%	83.673%	6.122%

Source: Personnel download for period December 1, 2006 to February 28, 2007 for non-terminated employees on payroll.
Does not include vacant positions.

University of Oregon Campus Operations Diversity Action Plan

June 2007

Working Together for Excellence in Service to the Campus Community

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I. About Campus Operations

The University of Oregon Division of Campus Operations encompasses two departments; Facilities Services and Environmental Health and Safety.

Facilities Services is responsible for the maintenance and repair of all campus buildings and grounds, utilities distribution, custodial and garbage services, campus recycling, remodel and renovation projects, and capital construction and repair.

Environmental Health and Safety assists university departments in achieving a safe, healthful and environmentally responsible campus. This includes working with the campus community on compliance with environmental regulations, worker safety and health issues, research laboratory safety, creating and maintaining fire safe environments, and managing the workers' compensation program.

Campus Operations employs 220 classified staff and officers of administration, plus approximately 60 student workers. Approximately one-third of our employees work an off-shift, and the Central Power Station is a 24/7 operation.

The University of Oregon campus consists of 3.1 million gross square feet of Education and General (non-auxiliary) space on 230 acres. The age of campus buildings range from 125 years to current construction, with several major capital construction projects planned over the next 5 years.

General principles used to guide the work of Campus Operations are:

- create an effective environment for learning and teaching
- promote customer involvement and communications
- commitment to employee on-the-job safety and a safe physical environment for campus community
- practice sound fiscal decision-making
- encourage team work amongst the various units of Campus Operations

II. Call for Action

From the University of Oregon Diversity Plan, page 7, Scope of the Diversity Plan:

"The Diversity Plan should be viewed as a call to action, one that requires attention at all levels and hard work by all members of the University community and of the external community. **Perhaps the most important directive embodied in the Diversity Plan is the expectation that each unit undertake strategic planning focused on diversity issues.** (*Emphasis added*) The Diversity Plan provides guidance on issues that those unit-developed Strategic Action Plans should address."

As a part of the University of Oregon, Campus Operations has a responsibility to uphold and advance diversity initiatives, whether they come from our Action Plan, or from university-wide recommendations.

For purposes of this Strategic Action Plan, Campus Operations will use the definition of diversity as set forth in the UO Diversity Plan, page 13:

"Diversity refers to the differences or variations of people based on their different backgrounds and experiences related to identification with particular groups or communities. . . . For purposes of this Diversity Plan, the term diversity is given a broad meaning and includes, but is not limited to, differences based on race, 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.”

On September 30, 2006, Campus Operations employees were notified via the monthly employee newsletter of the need to develop a strategic diversity action plan (DAP) (Appendix H). Employees interested in participating in the plan’s development were encouraged to contact Greta Pressman, project coordinator. A group of seven employees, plus the coordinator, formed the core committee tasked with developing the Campus Operations Strategic Diversity Action Plan.

Diversity Action Plan (DAP) Development Team members:

Jeremy Chambers, EH&S technologist
Johnny Earl, lead worker, Custodial Services
Tim King, supervisor (retired), Exterior Team
Susan Osterman, buyer, Facilities Services
Greta Pressman, manager (retired), Facilities Services
Chris Silva, payroll/personnel administration, Facilities Services
Mo Soleimani, supervisor, Central Power Station
Candice Woyak, pipe & steam fitter, Zone B, Facilities Services

Campus Operations recognizes that this process to create and implement a Strategic Diversity Action Plan will be ongoing and will not end with the approval of this plan.

III. Diversity Value Statement

The value of diversity to the university, to departments such as Campus Operations, and to individuals such as employees of Campus Operations is clear. From page 23 of the UO Diversity Plan:

“All members of the University community share in the responsibility of creating and maintaining a learning and working environment that recognizes the value of diversity. All members of the University will benefit from increased diversity at the University and from the efforts to build a safe, inclusive and just campus climate.”

Through diversity, Campus Operations becomes better prepared to work with other campus departments who are our customers, as they too become more diverse. This will enable us to be a better provider of services to campus. Also through diversity, our organization can enhance the feelings of inclusion, respect and safety of our employees.

IV. Review of Current Policies and Practices

Over the past five years, Campus Operations has sponsored a series of ongoing educational programs for all employees, targeting harassment and inappropriate behavior, discrimination, and conflict resolution. The content of these programs came about as the result of past employee relations issues. See Appendix G for full listing of these training programs. In addition, all Officers of Administration recently completed a four hour (management action in the moment) training program “Intervening in Inappropriate Behavior.”

The following documents are reviewed with all new employees, and are also included in the new employee orientation packet (see Appendix F):

- UO Affirmation of Community Standards (1/7/02)
- "It's About Respect", Harassment and Discrimination Policy and Training Manual for Campus Operations
- Facilities Services Work Rules, including a section on Prohibited Behavior

V. Review of Mission Statements

The mission statements for Facilities Services and Environmental Health and Safety outline the purpose of the two units, provide a backdrop for organizational objectives, and assist in guiding future decisions/direction.

The DAP Development Team reviewed the mission statements to consider the inclusion of diversity statements as appropriate. The mission statements were amended and forwarded to the Campus Operations management team for review, comment, and approval.

Copies of the mission statements can be found in Appendix B.

VI. Environmental Scan

At the request of the Diversity Action Plan (DAP) Development Team, the Office of Affirmative Action and Equal Opportunity provided a 2004 demographic data report, by gender and race (Appendix C). Slightly less than 10% of all current employees are people of color, and there are no people of color in an unclassified (supervisory) position.

The data contained in this demographic report can be used as a baseline data set when the effectiveness of this plan is reviewed in future years.

A subset of the DAP Development Team created a survey tool which was given to all employees. The survey was reviewed and approved by the Campus Operations management team and the full DAP Development Team.

The survey was presented to each shop/work unit by a member of the DAP Development Team. Time was set aside for the surveys to be completed at the time they were distributed. To ensure anonymity, surveys were collected and placed in an envelop by a member of the DAP Development Team and forwarded directly to the project coordinator. A total of 232 surveys were completed. It should be noted that although all employees were given the opportunity to complete a survey, some chose not to do so. Twenty-seven surveys were returned by officers of administration, 146 returned by classified staff, 45 by students, and 14 surveys were returned that had no employee type marked.

See Appendix D for survey questions and tabulation of responses.

The DAP Development Team recommends that the survey be repeated within two years.

VII. Developing the Diversity Action Plan

As directed by the Diversity Plan for the University of Oregon (May 14, 2006), the Campus Operations DAP Development Team entered into the process of developing a strategic action plan to focus on known and discovered areas of need. The action plan is designed to:

- "Provide details and data about specific diversity challenges." Results of the employee survey were

tabulated and presented to the DAP Development Team. These results were used as key discussion points when addressing each of the six Strategic Points. Team members also drew from their own experiences and extensive knowledge of the organization when discussing the six points.

- “Include detailed descriptions of specific actions to be taken to address those diversity challenges.” Some of the six points presented clear opportunities for recommended actions; and even those that at first seemed to not be as relevant to our organization were found to also offer opportunities for actionable recommendations.

- “Provide information about the measurable markers of progress that will be assessed during implementation of the plan.” Specific progress markers were not determined for every Recommended Action. The work of implementing this diversity plan will be ongoing, and future annual reviews will provide opportunities to specify additional progress markers for remaining or additional Recommended Actions.

In the discussions by the DAP Development Team, we remained mindful of the value of all ideas put forth by the members, regardless of whether or not those ideas were eventually included in the plan.

Six Strategic Points

1. Developing a culturally responsive community:

Definition

A culturally responsive community recognizes that all of its members come from differing cultural backgrounds and that these cultures are integral to how each person views and experiences the world. A responsive community acknowledges these differences and seeks to understand the commonalities among different cultural groups, and also to embrace and celebrate the differences. A culturally responsive community is better able to respond to intolerance and prejudice should they occur.

Strengths and Challenges

Several survey questions addressed the issue of cultural responsiveness: Section A, question 4, Section B, question 1, Section D, questions 1 - 3. A review of these questions shows that 51% of respondents agree that the UO provides training and other opportunities to promote cultural understanding. Sixteen percent disagreed with this statement; the remaining 32% were “neutral”. Sixty-eight percent agree that Campus Operations respects the differences and similarities of all employees, 13% disagree, and 19% were “neutral”. These results point towards the need for additional opportunities for employees to learn about and experience cultures other than their own.

In general, Campus Operations employees agree that their experience as an employee of the UO has had a positive impact on their behavior related to language use (78%), comfort level (87%) , and exposure to cultural perspectives (73%).

Action Items

1. Work with the Office of Human Resources (OHR) and/or the Office of Affirmative Action and Equal Opportunity (OAA/EO) to develop a series of required short educational programs for Campus Operations employees, aimed at increasing multi-cultural awareness and understanding.

Measurement: Program content designed, approved and schedule developed for presentation to all Campus Operations staff.. Attendance records and program evaluations.

Timeline: First program developed and presented by May 2008.

Responsibility: TBD (see Section VII - Identifying Resources)

2. Invite representatives from campus and community groups to lead brown-bag lunch discussions to increase multi-cultural awareness and understanding. The Office of Student Life Bias Response Team, the High School Equivalency Program (HEP) and City of Eugene Human Rights Commission are examples of groups to be considered.

Measurement: Listing of topics and discussion leaders/groups presented to Campus Operations management team. Attendance records and program evaluations.

Timeline: Schedule and promote at least one of these events by Fall Term 2007.

Responsibility: TBD (see Section VII - Identifying Resources)

3. Post information (posters, flyers, etc) about cultural events sponsored by international student groups, such as Korea Night. Look for ways to provide free tickets to these events.

Measurement: List of groups contacted about forwarding information to Campus Operations. Record of communications sent to employees.

Timeline: Ongoing

Responsibility: TBD (see Section VII - Identifying Resources)

2. Improving campus climate

Definition

To improve the campus climate we must improve our abilities to respectfully work and learn in a diverse community. Every member of the University community has the responsibility to make the University a supportive and inclusive place. Employees of Campus Operations, and all university employees and students, have the right to work and learn in an environment free from harassment and discrimination.

Strengths and Challenges

Several survey questions addressed the issue of campus climate: Section A, question 1, Section B, question 2, Section C, question 6. A review of these questions finds that 79% of Campus Operations employees agree that the UO provides a comfortable work atmosphere. Seventy-two percent of employees agree that Campus Operations supports diversity in the workplace.

Section C, question 6 reveals a marked difference between classified and non-classified staff. Eighty-five percent of Officers of Administration agree that supervisors do take steps to ensure that acts of harassment do not take place. Zero percent of OAs disagree with this statement, with 15% neutral. Only 62% of classified and 61% of unknown status agreed with this statement. Sixteen percent and 31%, respectively, disagreed with this statement (22% and 8% neutral).

Action Items

1. One-third of our classified employees believe that supervisors do not take steps against acts of harassment. Some of this may be due to the need to keep all personnel actions private; therefore, employees remain unaware of actions that may be taken by supervisors. Recommendation: Send a letter to all Campus Operations employees from the director that includes:

- a. reminder of the need for privacy in all personnel actions and the specific steps that occur as part of these actions;
- b. summary of recent mandatory education programs attended by all supervisors;
- c. information on how/where to report harassment or discrimination.

This information should also be made available to employees via the web.

Measurement: Letter sent to all employees. Analysis of future survey shows higher rate.

Timeline: Distribution of letter to all employees by October 2007.

Responsibility: G. Hecht

2. Provide a summary of the Campus Operations Diversity Action Plan to all current employees. This should be presented by a member of the DAP Development Team at a crew meeting, and include a discussion on why this is important to Campus Operations. A copy of the entire plan will be made available to each work unit, and will also be made available via the web. The summary will include, but is not limited to: a brief introduction, the value of diversity to the organization, the six Action Plan Points (including recommended actions and progress markers), results of the Diversity Survey, and revised mission statement. A full copy of the Plan, including appendices, will be available to all employees at their "home" location.

Measurement: Presentation to all Campus Operations work units, including record of attendance.

Timeline: By September 2007, or 2 months following final approval of the plan by the Provost.

Responsibility: G. Pressman

3. Institute a policy of an annual review of the Strategic Diversity Action Plan within each work unit.

Measurement: Policy developed and approved by Campus Operations management.

Timeline: Policy communicated to all work units by September 2007.

Responsibility: G. Hecht

4. Work with the Office of Human Resources (OHR) to add an appropriate behavioral component to classified and non-classified performance reviews that addresses behaviors related to diversity.

Measurement: Additional behavioral component developed and approved.

Timeline: January 2008

Responsibility: A. Smith

5. As part of the orientation process, all new employees will meet with the diversity coordinator for Campus Operations (see section on Identifying Resources) to learn about the Plan and the importance of diversity to Campus Operations and the University of Oregon.

Measurement: Outline of orientation content presented to Campus Operations management. Long term measurement should show improved understanding on future surveys.

Timeline: Beginning with employees hired after December 1, 2007.

Responsibility: TBD (see Section VII - Identifying Resources)

3. Building critical mass

Definition

To build critical mass we must work to hire and retain high-quality persons from underrepresented groups.

Strengths and Challenges

Several survey questions addressed the issue of building critical mass: Section A, questions 2, 3, Section B, questions 3, 4. Approximately one-half of all respondents believe that the university and Campus Operations are providing advancement opportunities for all employees. Approximately 6 out of 10 believe that the university and Campus Operations do a good job of hiring people from a variety of backgrounds. These numbers clearly show that many of our employees do not believe enough effort is being made to hire and advance employees in general, and minorities in particular.

See Appendix C which presents a snapshot of employee diversity in 2004.

Action Items

1. Create a task force to conduct a thorough review of our recruitment process, including how/where open

positions are announced, and desired timeframe for each step in the process. The outcome of this review should, among other things, determine how we can best reach potential applicants from underrepresented groups. This review should include working with the Office of Human Resources, the Oregon Department of Employment Services, and community organizations/agencies that support underrepresented groups. Measurement: Written report of task force findings and recommendations is presented to Associate vice president Campus Operations. Long term measurement: analysis of hiring pools and actual hire.

Timeline: Summer 2008

Responsibility: C. Silva

2. The annual performance appraisal process is a good time to ask employees about their work/career development goals. Employees interested in position advancement could benefit from assistance in developing an individual plan of action designed to prepare themselves for future positions. This assistance may come from direct supervisors, Campus Operations personnel staff, or referral to the Office of Human Resources.

Measurement: Changes in answers in future surveys.

Timeline: Provide training to Officers of Administration by February 2008.

Responsibility: A. Smith

3. Determine if there are additional opportunities to create on the job training or mentoring similar to the Trades Maintenance Worker program in the Central Power Station.

Measurement: Report presented to Associate Vice President for Campus Operations

Timeline: Report completed by April 2008.

Responsibility: A. Smith

4. Work with area community colleges, high schools, and other educational settings, such as the campus High School Equivalency Program, to schedule opportunities for Campus Operations employees to talk about careers in facilities maintenance.

Measurement: Analysis of application pool.

Timeline: Discussions with area schools complete by March 2008.

Responsibility: TBD (see Section VII - Identifying Resources)

4. Expanding and filling the pipeline

Definition

Effective outreach to top students graduating from Oregon high schools requires support and assistance from all parts of the University. The role for Campus Operations in Expanding and Filling the Pipeline is perhaps limited, but is still important.

Strengths and Challenges

Visitors to the University campus, including middle and high school groups, will take away with them an image of a beautiful place where learning and living occurs. This is both a strength and a weakness for Campus Operations. We are very proud of the beautiful exterior environment that has been developed and maintained by our employees. We are also proud of the work that has been accomplished inside our buildings to make the spaces pleasing as well as fully functional. This is possible only because of the hard work of all Campus Operations employees. Should funding for the department drop below current budget allocations, we would be unable to maintain this level of service for all areas.

Action Items

1. Continue current funding level for exterior spaces, including hanging flower baskets, support of

University Day, and up-to-date campus map stations.
Measurement: Analysis of budget expenditures.
Timeline: Ongoing
Responsibility: G. Hecht

2. Establish thoughtful priorities for utilizing the anticipated increase (up to \$20 million in 2007-08 biennium) in deferred maintenance money from the State Legislature.

*Measurement: Correction of long standing deferred maintenance items

Timeline: Ongoing

Responsibility: D. Dehle

3. Provide up to date information to recruitment/admissions staff related to campus facilities and new construction for use in recruitment materials. For example, the LEED certification for the Lillis Building and other LEED projects would be of interest to some prospective students.

Measurement: Record of information/communications sent. Information included in recruitment materials.

Timeline: Ongoing

Responsibility: (TBD)

5. Developing and strengthening community linkages

Definition

The University, and it's individual departments such as Campus Operations, are a resource for the public community beyond the University. Community linkages provide for a closer connection, and therefore understanding, for those actively involved. Developing and strengthening community linkages can be either informal or formal. The potential for informal linkages may occur each time there is an interaction between a community member and a Campus Operations employee. Formal linkages can be developed by becoming involved in community groups whose mission is tied to promoting and encouraging diversity.

Strengths and Challenges

We know that some individual employees spend non-work time participating in activities sponsored by local groups. However, there is no coordinated effort to connect Campus Operations employees with groups that promote and encourage diversity.

Action Items

1. Seek out community agencies/groups that sponsor events where interested Campus Operations employees could volunteer their time and expertise. An example would be linking up with a community group such as Food for Lane County or Habitat for Humanity to work together on a volunteer project.

Measurement: Record of attendance and evaluation of experience.

Timeline: first event scheduled by June 2008

Responsibility: TBD (see Section VII - Identifying Resources)

6. Developing and reinforcing diversity infrastructure

Definition

All members of the University community share in the responsibility of creating and maintaining a learning and working environment that recognizes the value of diversity. The University should continue to develop programs and departments that address issues of diversity, and the University should support programmatic enhancements and innovations that support diversity.

Strengths and Challenges

Campus Operations strives to maintain good working relationships with our campus customers. This then enhances our ability to undertake new initiatives in partnership with campus departments.

Action Items

1. Coordinate and/or review with the Office of Institutional Equity and Diversity (OIED) any actions undertaken as a result of this plan.

Measurement: Maintain files/record of meetings and communications.

Timeline: Ongoing

Responsibility: TBD (see Section VII - Identifying Resources)

2. Working with other departments, respond to opportunities to provide support to their initiatives. (Example: the Office of Student Life's "Erase the Hate" sticker program.)

Measurement: Maintain files/record of meetings, communications, and actions taken.

Timeline: Ongoing

Responsibility: (D. Cadigan)

VIII. Identifying Resources

The Campus Operations Diversity Action Plan (DAP) Development Team recognizes that while some of the recommended actions contained in this plan can be accomplished by existing staff resources, others cannot. A part time Coordinator of Diversity Programs would provide centralized leadership and oversight to all aspects of diversity issues within Campus Operations. In addition, this position would act as liaison between Campus Operations and other campus departments, including university administration.

This position would also be responsible for monitoring the implementation of the plan and completing required reports to the Office of Institutional Equity and Diversity.

At this time, the Campus Operations' budget could not support the cost of such a position. The DAP Development Team believes that the ability of this plan to achieve the stated recommended actions will be difficult at best without additional staffing resources. The Team encourages the Campus Operations director and the office of the vice president for finance and administration to explore how this part time position could be funded.

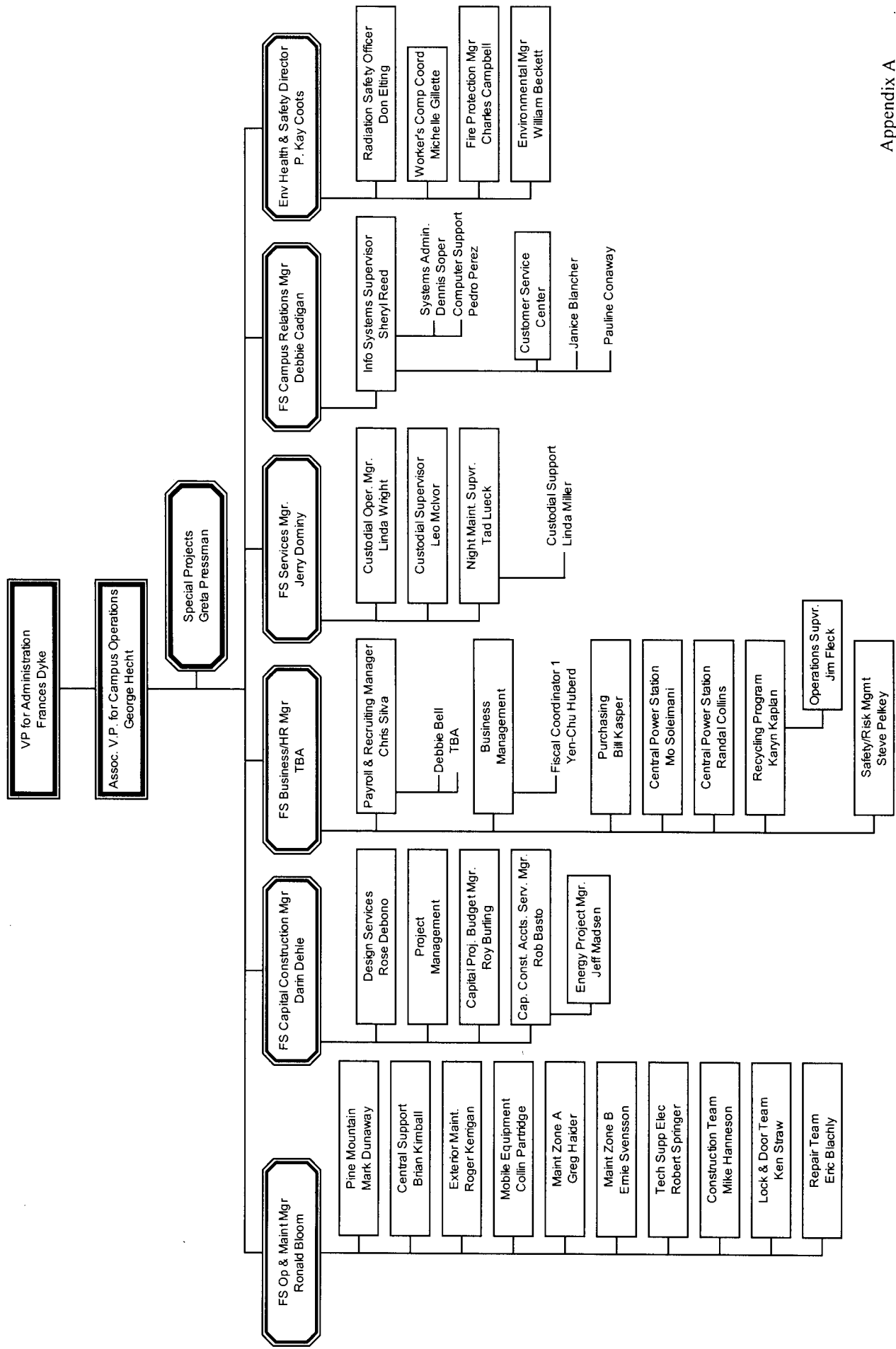
IX. Attachments

- A. Campus Operations Organization Chart
- B. Mission Statements from Facilities Services and Environmental Health & Safety
- C. 2004 Demographic Data for Campus Operations
- D. Results of Diversity Survey
- E. Survey tool
- F. New Employee Orientation Diversity Materials
- G. Employee Training Programs related to Discrimination, Harassment, Diversity
- H. Employee Newsletter articles

University of Oregon
Campus Operations
Diversity Action Plan
June 2007

Attachments

UO Campus Operations Groups



University of Oregon Facilities Services
Mission Statement

The mission of the University of Oregon Facilities Services department is to support a quality university experience through effective and timely maintenance, repair, improvement, renovation, and cleaning of campus buildings, building-systems, utilities, equipment, and grounds. We serve a diverse population of university students, faculty, and staff, campus visitors, those doing business with the University of Oregon, and a far reaching community-of- interest.

In support of this mission, Facilities Services is committed to:

Establish and maintain a safe, clean, attractive, and effective physical environment for the campus community.

Advocate and demonstrate good stewardship and long-term protection of assets through sustainable practices and initiatives.

Provide services in a high quality, cost-effective manner through a work force of highly skilled, diverse employees.

Encourage and engage in open and free discussions for the exchange of ideas across all units of Facilities Services as well as for the university community at large.
Cultivate and promote an environment that supports equity, diversity and an inclusive work place atmosphere.

Provide the necessary training, tools, and equipment for a safe and efficient work place.

Demonstrate sound fiscal responsibility and management of budgetary resources.

Environmental Health and Safety Mission Statement

Environmental Health and Safety (EHS) assists the University of Oregon community in promoting a safe and healthful environment for all individuals associated with the University, including students, faculty, staff, and visitors and those in the surrounding community through technical assistance, education, training and evaluations. Additionally, EHS coordinates with others to minimize loss of resources including property, personnel and processes.

In support of this mission EHS is committed to:

Evaluate the status of and oversee the compliance of health, safety, and environmental standards, codes, regulations, and University programs through inspections, audits, and monitoring.

Cooperate with academic and administrative units to identify health, safety, and environmental hazards or noncompliance and assist in resolving those issues through education, monitoring, and problem solving.

Provide technical services and expertise to the University community.

Encourage an open atmosphere for the exchange of ideas and suggestions for a safe, healthy, and environmentally responsible campus community.

Maintain and build confidence and support for EHS from the University community.

Care for the environment by promoting ethical and responsible behaviors.

Demonstrate sound fiscal responsibility and management of budgetary resources.

Develop and implement new programs to assure the University remains compliant with regulations and industry standards.

Maintain necessary documentation to demonstrate regulatory compliance and responsible actions in health, safety, and environmental activities.

Provide training in health, safety and environmental matters.

Assist the University in emergency preparedness, response, and remediation activities.

Respond to and investigate environmental, health, and safety concerns of individuals associated with the University.

Campus Operations
Diversity Strategic Action Plan

2004 Demographic Data - Source: UO Office of Affirmative Action and Equal Opportunity

Total Employees	
Male	77.95%
Female	22.05%
White	90.26%
People of Color	9.74%
Unclassified Employees	13.85% of Total Employees
Women	18.52% of total Unclassified Employees
People of Color	0.00% of total Unclassified Employees
Classified Employees	86.15% of Total Employees
Women	22.62% of total Classified Employees
People of Color	11.31% of total Classified Employees

Workforce Availability: data collected from submitted applications

Availability - skilled craft supervisors	
Women	26.96%
People of Color	6.31%
Availability - skilled craft workers	
Women	14.12%
People of Color	8.07%
Availability - service maintenance workers	
Women	25.92%
People of Color	10.77%

RESULTS for Classified Staff

N = 142

A. THE UNIVERSITY OF OREGON:

1. Provides a comfortable work place atmosphere for me.

48% Strongly Agree 44% Agree 8% Neutral 0% Disagree 0% Strongly Disagree

2. Provides growth and advancement opportunities equally to all employees.

32% Strongly Agree 48% Agree 20% Neutral 0% Disagree 0% Strongly Disagree

3. Seems to actively attempt to hire people from a variety of backgrounds.

48% Strongly Agree 40% Agree 3% Neutral 0% Disagree 0% Strongly Disagree

4. Provides training and other opportunities to promote multicultural understanding.

28% Strongly Agree 64% Agree 8% Neutral 0% Disagree 0% Strongly Disagree

5. Creates an equal opportunity work environment for all employees.

36% Strongly Agree 40% Agree 24% Neutral 0% Disagree 0% Strongly Disagree

B. CAMPUS OPERATIONS:

1. Respects the differences and similarities of all employees.

24% Strongly Agree 64% Agree 12% Neutral 0% Disagree 0% Strongly Disagree

2. Supports diversity in the workplace.

20% Strongly Agree 64% Agree 16% Neutral 0% Disagree 0% Strongly Disagree

3. Does a good job of providing job opportunities to people from a variety of backgrounds.

12% Strongly Agree 72% Agree 16% Neutral 0% Disagree 0% Strongly Disagree

4. Does a good job of providing growth and advancement opportunities to people from a variety of backgrounds.

20% Strongly Agree 48% Agree 24% Neutral 2% Disagree 0% Strongly Disagree

5. Has non-discrimination and non-harassment policies that are enforced.

28% Strongly Agree 48% Agree 20% Neutral 4% Disagree 0% Strongly Disagree

C. THE WORK ENVIRONMENT:

1. I understand Facilities Services/EH&S rules and policies for the following terms:

a. Discrimination:

48% Strongly Agree 48% Agree 4% Neutral 0% Disagree 0% Strongly Disagree

b. Harassment :

48% Strongly Agree 44% Agree 2% Neutral 0% Disagree 0% Strongly Disagree

c. Racism :

48% Strongly Agree 48% Agree 4% Neutral 0% Disagree 0% Strongly Disagree

d. Diversity :

29% Strongly Agree 50% Agree 21% Neutral 0% Disagree 0% Strongly Disagree

1. If I were to witness any of these -Continued on back- workplace, I would know what to do.

46% Strongly Agree 46% Agree 8% Neutral 0% Disagree 0% Strongly Disagree

2. I think diversity enriches Facilities/EH&S by having people from different backgrounds working together.

44% Strongly Agree 44% Agree 12% Neutral 0% Disagree 0% Strongly Disagree

3. I think diversity slows down Facilities/EH&S's progress as a result of differences that arise among people from diverse backgrounds.

0% Strongly Agree 0% Agree 14% Neutral 54% Disagree 32% Strongly Disagree

4. I understand that I am entitled to a work environment free from any form of harassment.

68% Strongly Agree 32% Agree 0% Neutral 0% Disagree 0% Strongly Disagree

5. My belief is that supervisors and managers take steps to ensure that acts of harassment do not take place.

20% Strongly Agree 64% Agree 16% Neutral 0% Disagree 0% Strongly Disagree

6. I would feel safe taking complaints to someone in authority in Campus Operations.

48% Strongly Agree 40% Agree 12% Neutral 0% Disagree 0% Strongly Disagree

E. Indicate whether your campus experience has changed your behavior in any of the following ways:

1. I stop to consider whether the language I am using may be offensive to others.

40% Strongly Agree 48% Agree 12% Neutral 0% Disagree 0% Strongly Disagree

2. I feel comfortable working around people who are not of my culture or ethnic background.

44% Strongly Agree 56% Agree 0% Neutral 0% Disagree 0% Strongly Disagree

3. I have had the opportunity to be exposed to different cultural perspectives in my workplace.

32% Strongly Agree 52% Agree 16% Neutral 0% Disagree 0% Strongly Disagree

F. Rate how closely you agree with the following statements:

1. I have a good job.

48% Strongly Agree 52% Agree 0% Neutral 0% Disagree 0% Strongly Disagree

2. I would recommend that a friend seek employment with my organization.

48% Strongly Agree 36% Agree 16% Neutral 0% Disagree 0% Strongly Disagree

3. Overall, my organization rates as the best place I have worked.

37% Strongly Agree 42% Agree 17% Neutral 4% Disagree 0% Strongly Disagree

CAMPUS OPERATIONS DIVERSITY SURVEY

November 2006

RESULTS for Officers of Administration

N = 25

A. THE UNIVERSITY OF OREGON:

1. Provides a comfortable work place atmosphere for me.

48% Strongly Agree 44% Agree 8% Neutral 0% Disagree 0% Strongly Disagree

2. Provides growth and advancement opportunities equally to all employees.

32% Strongly Agree 48% Agree 20% Neutral 0% Disagree 0% Strongly Disagree

3. Seems to actively attempt to hire people from a variety of backgrounds.

48% Strongly Agree 40% Agree 3% Neutral 0% Disagree 0% Strongly Disagree

4. Provides training and other opportunities to promote multicultural understanding.

28% Strongly Agree 64% Agree 8% Neutral 0% Disagree 0% Strongly Disagree

5. Creates an equal opportunity work environment for all employees.

36% Strongly Agree 40% Agree 24% Neutral 0% Disagree 0% Strongly Disagree

B. CAMPUS OPERATIONS:

1. Respects the differences and similarities of all employees.

24% Strongly Agree 64% Agree 12% Neutral 0% Disagree 0% Strongly Disagree

2. Supports diversity in the workplace.

20% Strongly Agree 64% Agree 16% Neutral 0% Disagree 0% Strongly Disagree

3. Does a good job of providing job opportunities to people from a variety of backgrounds.

12% Strongly Agree 72% Agree 16% Neutral 0% Disagree 0% Strongly Disagree

4. Does a good job of providing growth and advancement opportunities to people from a variety of backgrounds.

20% Strongly Agree 48% Agree 24% Neutral 2% Disagree 0% Strongly Disagree

5. Has non-discrimination and non-harassment policies that are enforced.

28% Strongly Agree 48% Agree 20% Neutral 4% Disagree 0% Strongly Disagree

C. THE WORK ENVIRONMENT:

1. I understand Facilities Services/EH&S rules and policies for the following terms:

- a. Discrimination:

48% Strongly Agree 48% Agree 4% Neutral 0% Disagree 0% Strongly Disagree

- b. Harassment :

48% Strongly Agree 44% Agree 2% Neutral 0% Disagree 0% Strongly Disagree

- c. Racism :

48% Strongly Agree 48% Agree 4% Neutral 0% Disagree 0% Strongly Disagree

- d. Diversity : (N=24)

29% Strongly Agree 50% Agree 21% Neutral 0% Disagree 0% Strongly Disagree

1. If I were to witness any of these -Continued on back- workplace, I would know what to do. (N=24)

46% Strongly Agree 46% Agree 8% Neutral 0% Disagree 0% Strongly Disagree

2. I think diversity enriches Facilities/EH&S by having people from different backgrounds working together.

44% Strongly Agree 44% Agree 12% Neutral 0% Disagree 0% Strongly Disagree

3. I think diversity slows down Facilities/EH&S's progress as a result of differences that arise among people from diverse backgrounds. (N=22)

0% Strongly Agree 0% Agree 14% Neutral 54% Disagree 32% Strongly Disagree

4. I understand that I am entitled to a work environment free from any form of harassment.

68% Strongly Agree 32% Agree 0% Neutral 0% Disagree 0% Strongly Disagree

5. My belief is that supervisors and managers take steps to ensure that acts of harassment do not take place.

20% Strongly Agree 64% Agree 16% Neutral 0% Disagree 0% Strongly Disagree

6. I would feel safe taking complaints to someone in authority in Campus Operations.

48% Strongly Agree 40% Agree 12% Neutral 0% Disagree 0% Strongly Disagree

E. Indicate whether your campus experience has changed your behavior in any of the following ways:

1. I stop to consider whether the language I am using may be offensive to others.

40% Strongly Agree 48% Agree 12% Neutral 0% Disagree 0% Strongly Disagree

2. I feel comfortable working around people who are not of my culture or ethnic background.

44% Strongly Agree 56% Agree 0% Neutral 0% Disagree 0% Strongly Disagree

3. I have had the opportunity to be exposed to different cultural perspectives in my workplace.

32% Strongly Agree 52% Agree 16% Neutral 0% Disagree 0% Strongly Disagree

F. Rate how closely you agree with the following statements:

1. I have a good job.

48% Strongly Agree 52% Agree 0% Neutral 0% Disagree 0% Strongly Disagree

2. I would recommend that a friend seek employment with my organization.

48% Strongly Agree 36% Agree 16% Neutral 0% Disagree 0% Strongly Disagree

3. Overall, my organization rates as the best place I have worked. (N=24)

37% Strongly Agree 42% Agree 17% Neutral 4% Disagree 0% Strongly Disagree

RESULTS for Student Workers

N = 45

A. THE UNIVERSITY OF OREGON:

1. Provides a comfortable work place atmosphere for me.
56% Strongly Agree 40% Agree 2% Neutral 0% Disagree 2% Strongly Disagree
2. Provides growth and advancement opportunities equally to all employees. (N=44)
30% Strongly Agree 54% Agree 9% Neutral 7% Disagree 0% Strongly Disagree
3. Seems to actively attempt to hire people from a variety of backgrounds. (N=44)
27% Strongly Agree 44% Agree 27% Neutral 2% Disagree 0% Strongly Disagree
4. Provides training and other opportunities to promote multicultural understanding.
7% Strongly Agree 47% Agree 33% Neutral 11% Disagree 2% Strongly Disagree
5. Creates an equal opportunity work environment for all employees.
51% Strongly Agree 43% Agree 4% Neutral 2% Disagree 0% Strongly Disagree

B. CAMPUS OPERATIONS:

1. Respects the differences and similarities of all employees.
38% Strongly Agree 44% Agree 16% Neutral 2% Disagree 0% Strongly Disagree
2. Supports diversity in the workplace. (N=44)
37% Strongly Agree 52% Agree 9% Neutral 2% Disagree 0% Strongly Disagree
3. Does a good job of providing job opportunities to people from a variety of backgrounds. (N=43)
13% Strongly Agree 47% Agree 21% Neutral 2% Disagree 0% Strongly Disagree
4. Does a good job of providing growth and advancement opportunities to people from a variety of backgrounds.
29% Strongly Agree 42% Agree 25% Neutral 4% Disagree 0% Strongly Disagree
5. Has non-discrimination and non-harassment policies that are enforced.
34% Strongly Agree 44% Agree 20% Neutral 0% Disagree 2% Strongly Disagree

C. THE WORK ENVIRONMENT:

1. I understand Facilities Services/EH&S rules and policies for the following terms:

a. Discrimination:

43% Strongly Agree 47% Agree 4% Neutral 4% Disagree 2% Strongly Disagree

b. Harassment :

47% Strongly Agree 47% Agree 4% Neutral 0% Disagree 2% Strongly Disagree

c. Racism :

49% Strongly Agree 40% Agree 7% Neutral 2% Disagree 2% Strongly Disagree

d. Diversity :

40% Strongly Agree 36% Agree 15% Neutral 7% Disagree 2% Strongly Disagree

1. If I were to witness any of these - Continued on back - workplace, I would know what to do.

43% Strongly Agree 49% Agree 4% Neutral 2% Disagree 2% Strongly Disagree

2. I think diversity enriches Facilities/EH&S by having people from different backgrounds working together.

29% Strongly Agree 53% Agree 16% Neutral 0% Disagree 2% Strongly Disagree

3. I think diversity slows down Facilities/EH&S's progress as a result of differences that arise among people from diverse backgrounds. (N=41)

2% Strongly Agree 0% Agree 17% Neutral 42% Disagree 39% Strongly Disagree

4. I understand that I am entitled to a work environment free from any form of harassment.

58% Strongly Agree 38% Agree 2% Neutral 0% Disagree 2% Strongly Disagree

5. My belief is that supervisors and managers take steps to ensure that acts of harassment do not take place.

44% Strongly Agree 45% Agree 9% Neutral 2% Disagree 0% Strongly Disagree

6. I would feel safe taking complaints to someone in authority in Campus Operations.

49% Strongly Agree 38% Agree 11% Neutral 2% Disagree 0% Strongly Disagree

E. Indicate whether your campus experience has changed your behavior in any of the following ways:

1. I stop to consider whether the language I am using may be offensive to others. (N=44)

14% Strongly Agree 50% Agree 27% Neutral 7% Disagree 2% Strongly Disagree

2. I feel comfortable working around people who are not of my culture or ethnic background.

51% Strongly Agree 34% Agree 11% Neutral 2% Disagree 2% Strongly Disagree

3. I have had the opportunity to be exposed to different cultural perspectives in my workplace.

20% Strongly Agree 31% Agree 40% Neutral 7% Disagree 2% Strongly Disagree

November 13, 2006

TO: Campus Operations Employees

FROM: George Hecht, Director

SUBJECT: Diversity Survey

In May 2006, the University Senate approved the University of Oregon Diversity Plan. An important component of that plan is the requirement that each academic and non-academic unit develop a strategic action plan for achieving greater diversity within their unit.

The Campus Operations Diversity Action Plan Development Team has prepared an employee survey designed to provide an understanding of our department's cultural climate at this point in time. The results of this survey will form the basis for discussion of action steps to be included in the final strategic action plan document. Our action plan will be submitted for approval in March 2007 to the provost, vice provost, and the Office of Institutional Equity and Diversity (OIED).

The UO Diversity Plan calls for an ongoing effort. In addition to an annual activity report from each unit, a two-year review and a five-year progress report are planned. This will provide additional opportunities for our employees to participate in the process.

Completing the survey is voluntary; however, I hope that everyone will take a few minutes to ensure that their voice is heard.

Thank you for participating in this survey. Be assured that all responses will remain anonymous.

Members of the Diversity Action Plan Development Team are:

Jeremy Chambers, EH&S

Johnny Earl, Custodial Services

Tim King, Exterior Team

Susan Osterman, Purchasing/Stores

Greta Pressman, Team Leader

Chris Silva, Payroll

Mo Soleimani, Central Power Station

Candice Woyak, Zone B

In reflecting on the past year, rate how closely you agree with the items in this survey, based on your perception and thinking.

A. THE UNIVERSITY OF OREGON:

- | | | | | | |
|--|--|--------------------------------------|-------------------------------------|-----------------------------------|---|
| 1. Provides a comfortable work place atmosphere for me. | Strongly
Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly
Agree
<input type="checkbox"/> |
| 2. Provides growth and advancement opportunities equally to all employees. | Strongly
Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly
Agree
<input type="checkbox"/> |
| 3. Seems to actively attempt to hire people from a variety of backgrounds. | Strongly
Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly
Agree
<input type="checkbox"/> |
| 4. Provides training and other opportunities to promote multicultural understanding. | Strongly
Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly
Agree
<input type="checkbox"/> |
| 5. Creates an equal opportunity work environment for all employees. | Strongly
Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly
Agree
<input type="checkbox"/> |

B. CAMPUS OPERATIONS:

- | | | | | | |
|---|--|--------------------------------------|-------------------------------------|-----------------------------------|---|
| 1. Respects the differences and similarities of all employees. | Strongly
Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly
Agree
<input type="checkbox"/> |
| 2. Supports diversity in the workplace. | Strongly
Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly
Agree
<input type="checkbox"/> |
| 3. Does a good job of providing job opportunities to people from a variety of backgrounds. | Strongly
Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly
Agree
<input type="checkbox"/> |
| 4. Does a good job of providing growth and advancement opportunities to people from a variety of backgrounds. | Strongly
Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly
Agree
<input type="checkbox"/> |
| 5. Campus Operations has non-discrimination and non-harassment policies that are enforced. | Strongly
Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly
Agree
<input type="checkbox"/> |

C. THE WORK ENVIRONMENT:

- | | | | | | |
|--|--|--------------------------------------|-------------------------------------|-----------------------------------|---|
| 1. I understand Facilities Services/EH&S rules and policies for the following terms: | | | | | |
| a. Discrimination | Strongly
Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly
Agree
<input type="checkbox"/> |
| b. Harassment | Strongly
Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly
Agree
<input type="checkbox"/> |
| c. Racism | Strongly
Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly
Agree
<input type="checkbox"/> |
| d. Diversity | Strongly
Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly
Agree
<input type="checkbox"/> |
| 2. If I were to witness any of the above acts in the workplace, I would know what to do. | Strongly
Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly
Agree
<input type="checkbox"/> |

CAMPUS OPERATIONS DIVERSITY SURVEY

November 2006

- | | | | | | |
|---|---|--------------------------------------|-------------------------------------|-----------------------------------|--|
| 3. I think diversity enriches Facilities Services/EH&S by having people from different backgrounds working together. | Strongly Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly Agree
<input type="checkbox"/> |
| 4. I think diversity slows down Facilities Services'/EH&S's progress as a result of differences that arise among people from diverse backgrounds. | Strongly Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly Agree
<input type="checkbox"/> |
| 5. I understand that I am entitled to a work environment free from any form of harassment. | Strongly Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly Agree
<input type="checkbox"/> |
| 6. My belief is that supervisors and managers take steps to ensure that acts of harassment do not take place. | Strongly Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly Agree
<input type="checkbox"/> |
| 7. I would feel safe taking complaints of any form of harassment to someone in Facilities Services in authority. | Strongly Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly Agree
<input type="checkbox"/> |

D. Indicate whether your campus experience has changed your behavior in any of the following ways:

- | | | | | | |
|---|---|--------------------------------------|-------------------------------------|-----------------------------------|--|
| 1. I stop to consider whether the language I am using may be offensive to others. | Strongly Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly Agree
<input type="checkbox"/> |
| 2. I feel comfortable working around people who are not of my culture of ethnic background. | Strongly Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly Agree
<input type="checkbox"/> |
| 3. I have had the opportunity to be exposed to different cultural perspectives in my workplace. | Strongly Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly Agree
<input type="checkbox"/> |

E. Rate how closely you agree with the following statements:

- | | | | | | |
|--|---|--------------------------------------|-------------------------------------|-----------------------------------|--|
| 1. I have a good job. | Strongly Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly Agree
<input type="checkbox"/> |
| 2. I would recommend that a friend seek employment with my organization. | Strongly Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly Agree
<input type="checkbox"/> |
| 3. Overall, my organization rates as the best place I have worked. | Strongly Disagree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Neutral
<input type="checkbox"/> | Agree
<input type="checkbox"/> | Strongly Agree
<input type="checkbox"/> |

Comments: (not required)

Please check one of the following: I am -

Classified <input type="checkbox"/>	Student <input type="checkbox"/>	O.A. <input type="checkbox"/>	Temp <input type="checkbox"/>
--	-------------------------------------	----------------------------------	----------------------------------

Campus Operations
New Employee Orientation
Diversity Information & Materials

A. From: Page 5, Facilities Services Work Rules (5/16/01)

PROHIBITED BEHAVIOR

In our opinions, certain behavior cannot be tolerated. Committing any of the following acts may be cause for disciplinary action ranging from reprimand to dismissal, depending on the severity of the particular situation:

5. Harassment of employees, students or the public based on sex, race, color, marital status, religion, national origin, age, disability, or sexual orientation. Harassment includes verbal remarks, jokes, physical contact or other conduct which creates a hostile or intimidating work environment.

B. Each employee receives a copy of the UO Affirmation of Community Standards (1/7/02) which states in part: "We affirm our respect for the rights and well-being of all (UO Community) members."

C. Harassment and Discrimination Policy and Training Manual - "It's About Respect"
Table of Contents:

- What is it? Harassment in the Workplace
- What do I do now? Harassment & Discrimination Complaint Procedures
- From a Student's Perspective
- But I didn't mean it like that!" Intent vs Perception
- Personal Behavior Checklist Worksheet
- If you have been accused of sexual harassment
- Retaliation
- Supervisor's Responsibilities and Checklist
- Contact Information
- References

For complete copies of these materials, contact Chris Silva, 346-2284, csilva@uoregon.edu

University of Oregon
Campus Operations

Employee Training Programs
Related to Discrimination, Harassment and/or Diversity Issues
5-year History

2002-03

Harassment and Discrimination training for all classified and unclassified employees

Conflict Resolution Skills

2003-04

Harassment and Discrimination training for all employees hired since previous training

2004-05

Harassment and Discrimination review, Maintenance and Operations crews

2005-06

Harassment and Discrimination training for all employees hired since previous training

Diversity, Construction Team

2006-07

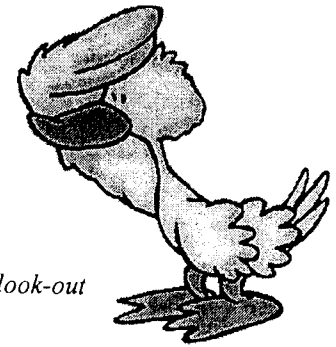
Intervening in inappropriate behavior for all Officers of Administration

Harassment and Discrimination review for all classified employees

University of Oregon

Facilities Services

News and Information



A letter from Director George Hecht to all Campus Operations employees

I am writing to tell you about a new initiative soon to be undertaken by Campus Operations. As you probably know, the university senate recently approved a Five Year Diversity Plan for the University of Oregon. As a continuation of that effort, we have an opportunity to create a diversity action plan specific to Campus Operations.

What do we mean by diversity? The university's Diversity Plan states that diversity is "Differences based on race, 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."

A departmental diversity action plan seeks to lay out a do-able plan of action for the recruitment, retention, and professional development of a diverse work force.

Your help is needed

I have asked Greta Pressman to facilitate the development of a diversity action plan for our department. Our goal is to have this Campus Operations plan developed by a team of employees: classified staff, supervisors, and student workers. With your help, the plan will be developed over the next 3-4 months.

If you are interested in working on the Campus Operations diversity action plan, contact Greta at gretap@uoregon.edu, or at 346-2275 indicating your interest, by Friday, September 8. To view the newly approved UO diversity plan, go to: <http://vpdiversity.uoregon.edu/>. A paper copy of the plan may be obtained from Greta Pressman.

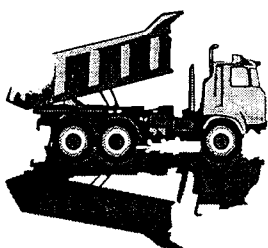
Thank you for your interest in this important work.
George Hecht
Director

Dumpsters on the Move

Drop boxes for wood and metals recycling and large-volume trash disposal are now all located together west of the Central Power Station.

In addition to the drop boxes, Jerry Henry will soon be setting up a covered and locked non-ferrous metals recycle area with a padlock keyed to a mechanical room key.

Recycling coordinator Jim Fleck will place a cardboard recycle



dumpster in this area as well. And, metals recycler Doug Howell will park a trailer for disposal of all refrigeration units and large plumbing fixtures.

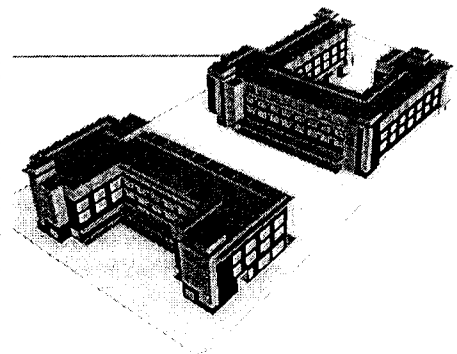
A big thanks to Jerry Henry for cleaning up and organizing this area west of CPS, which seems to accumulate stuff faster than the average home garage!

The relocation effort was coordinated by Tim King, who says a few simple rules need to be observed:

1. Do not dump anything on the ground. Contact Tim King if you are unsure where something should go or if you need help loading items into the drop boxes.
2. Do not allow contractors to use the dumpsters without checking with Tim King, as servicing these boxes is a Facilities Services expense.
3. Contact Jerry or Tim if you need to stage any materials in this area.

New Residence Hall Nears Completion

Much more than just a dormitory, the university's first new residence hall in over 40 years is set to open in time for Fall Term. The Living Learning Center integrates traditional living and dining areas with spaces for academic classes, study groups, faculty advising, and performance areas.



The 202 resident rooms will be occupied mostly by freshman students, plus a few sophomores, with a total capacity of 387 students.

Project manager George Bleekman will continue to monitor the project during the post-construction phase

They're Headed Our Way

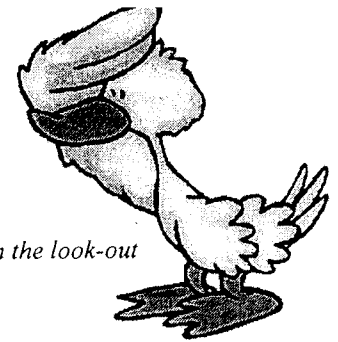
Watch out for all the ducks coming in for a landing on or before September 25. Fall term enrollment is expected to be very close to last year; between 20,300 and 20,400 students.



Facilities Services News and Information

November 2006

On the look-out



Charitable Fund Drive - Giving just a little can help a lot

Campus Operations employees are invited to a kick-off for the 2006 State of Oregon Employees Combined Fund Drive (CFD). Coordinator Cheryl Dumas encourages everyone to stop by the Facilities conference room on Friday, November 3, from 11:30 to 12:30. You can pick up your packet of information and pledge form, and enjoy a home-baked goodie.

As always, you can select from a list of many agencies and charities to receive part or all of your contribution. Whatever is important to you - you will find a CFD organization that shares your concern.

Any amount that you choose to give can make a difference in someone's life. For example, for \$1 a work day, you could buy one candy bar - **or** - 75 rides for low-income seniors or people with disabilities for grocery shopping and doctor appointments **plus** one month of safe shelter for a mother and child fleeing domestic violence.

If you can't make it to the kick-off, your packet will be delivered to your work place.

Work on Diversity Action Plan Begins

The Campus Operations Diversity Action Plan Development Team has begun the task of preparing a report and plan of action for achieving greater diversity in Facilities Services and Environmental Health & Safety.

As a big first step, the Team will conduct an employee survey designed to assess the organizational climate and identify challenges with regards to issues relating to equity and diversity. Every employee will be invited to participate in the survey.

The responses to the survey will help the team to determine issues and concerns to be addressed by the action plan.

Members of the Development Team are: Jeremy Chambers, Johnny Earl, Tim King, Susan Osterman, Greta Pressman, Chris Silva, Mo Soleimani, and Candice Woyak.

Approved by the University Senate in May 2006, the UO Diversity Plan instructs each campus unit to develop a strategic diversity action plan by March 2007.

Say Hello to . . .

Bill Beckett, environmental manager for EH&S. Bill's responsibilities include hazardous materials

handling and overseeing the university's compliance with various regulatory environmental agencies.

Congratulations to . . .

Rob Basto, who was recently promoted to the position of capital construction accounts services manager.

Again, Thank You . . .

To the numerous Facilities employees who helped during the past few months to prepare the Westmoreland apartment complex for sale - a very big THANK YOU!

Although he was unable to attend our celebration last month, president Frohnmayer sent his thanks to all: "(I) want everyone associated with the Westmoreland transfer to know of my deep appreciation of their hard work."

Our beautiful campus

Over the past 30 years considerable research has been done to understand the issues that impact a student's choice of a higher education institution. Last year, the Association of Physical Plant Administrators (APPA) set out to conduct a study of their own to determine the benefit of campus *facilities* in the recruitment process.

Here at the UO we have always known that our beautiful grounds, open spaces, and "collegiate-like" buildings are a priceless resource. The APPA study, with 13,782 students responding, confirms how important a campus' physical condition can be to a student's choice of school.

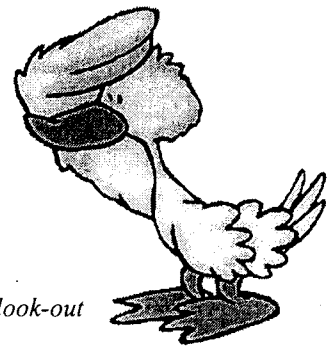
Two-thirds of the respondents indicated that the *overall quality of campus facilities* were "essential" or "very important" to their decision of where to enroll. Half felt that the *attractiveness of the campus* was "essential" or "very important."

Respondents were asked to pick the one facility that had the greatest impact on their decision. Number one was *facilities in my major* (30.5%).

The absence or poor maintenance of a facility is also important to potential students. More than one quarter (26.1%) indicated they had rejected an institution because it lacked a facility they felt was important. And 15.1 percent of the respondents rejected outright institutions for lack of open spaces.

Facilities Services News and Information

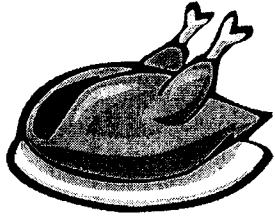
December 2006



On the look-out

Holiday Parties Set For December 14

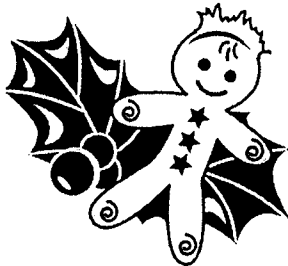
The annual Campus Operations holiday parties will be held on Thursday, December 14. The two events, one for day shift employees, and another for evening and night shift employees, give us all an opportunity to eat some very good food and relax with our co-workers for a while.



The festivities begin at noon for day shift employees. As always, there will be plenty of mouth-watering barbequed turkey courtesy of the Operations and Maintenance supervisors. Ham, mashed potatoes and gravy, veggie trays, plus soft drinks will also be provided. Employees are encouraged to bring a side dish or dessert to share.

Decorating the Stores Warehouse area begins about 9:00 in the morning of the 14th. Volunteers are welcome to stop by and lend a hand.

A pot luck party for evening and night shift employees begins 12 hours later at midnight. It will be held in the Gerlinger Hall Alumni Lounge. Here's a chance to show off your culinary skills!



Charitable Fund Drive - an update

Charitable Fund Drive coordinator Cheryl Dumas happily reports that this year's contributions total \$9,473. That's \$1,000 over what was raised than last year.

The 2006 State of Oregon Employees Combined Fund Drive benefits hundreds of local and state organizations.

Thank you so much to all of you who were able to contribute!

Diversity Survey Results Being Reviewed by DAP Development Team

In December the Campus Operations Diversity Action Plan (DAP) Development Team will be analyzing the results of the recently distributed Diversity Survey. These results will form the basis for discussion of specific action steps to be included in the Campus Operations strategic plan.

The results of the survey will be given to all

Campus Operations employees, along with the full strategic action plan document at the time it is submitted to the Office of Institutional Diversity and Equity in March 2007.

If you did not receive a survey please contact Greta Pressman or Chris Silva as soon as possible so that your opinion can be included in the survey results.

Hello to

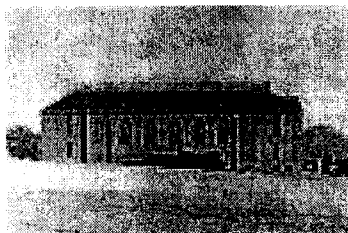
Gary Wood, new Property Specialist in Stores. Gary will be working with Frank Haworth, doing receivables, stock organizing and parts pick-up. He begins his new job on December 4.

Welcome to Facilities!

Congratulations to

Rose DeBono, newly hired Supervising Architect for Design Services. Rose began working in Facilities as a drafter in 1983. She was promoted to Design Services Supervisor in 1986, and then in 1993 she gave up that position to work parttime so she could spend more time with her family. It's great to have her back leading Design Services.

Addition to Music Building Begins Spring 2007

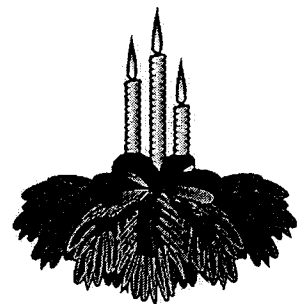


North side view of Music Building, 1921.

The next big construction project on campus will be an addition to the Music Building. Darin Dehle, capital construction manager, said that construction is slated to begin in the Spring of 2007.

Two additions totaling 29,000 square feet will more than double the current, very crowded, space.

However you celebrate -
presents under a tree,
lighting candles, walking in
the snowy woods - may
you and your families and
friends enjoy this wonderful
time of the year.



HUMAN RESOURCES

Strategic Diversity Action Plan

June 2007

The staff members of Human Resources are excited about these initiatives designed to create a workplace that will support the university's diversity strategic directions. This draft will be revised and updated as the diversity planning and review process continues.

I. Human Resources' Mission

Human Resources' mission is to support the teaching, research and public service mission of the University of Oregon by providing a comprehensive human resources program to university department managers, supervisors and employees. Human Resources' programs and services serve the university's mission by recruiting, retaining, and supporting high-caliber faculty and staff. HR partners with the campus community to meet for a wide range of employee needs, including benefits, compensation, employment, employee relations, training and development, work and family services, and recognition programs. This office is also responsible for ensuring HR compliance with a wide range of state and federal laws, university policies, and three collective bargaining agreements.

The staff of Human Resources is deeply committed to providing excellent service to the campus community by ensuring a partnership that assists departments in creating and maintaining a respectful, inclusive, and professional work environment. We value the unique contributions, skills, abilities, talents and life experiences that each individual brings to the collective workforce.

II. Organization Chart

The attached organization chart shows how the work of Human Resources is structured and the reporting lines of staff members. Human Resources reports to the Vice President for Finance and Administration.

III. Diversity Value Statement

The University of Oregon Diversity Plan defines diversity as "Differences based on race, 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."

Human Resources is committed to providing support to diverse constituencies and will continue to work to ensure the worksite is a welcoming, inclusive and supportive environment that respects and values the unique contributions, skills, abilities, talents and life experiences of all employees in our workforce.

The work of Human Resources is particularly relevant to university diversity strategies because of its influence on virtually all employment decisions for classified employees and its many services for unclassified employees.

IV. History of Diversity Efforts

Human Resources' staff members historically have worked to incorporate principles of fairness, equity and diversity in all its programs and services. Appendices A - C outline specific efforts to support and promote greater diversity both on campus and in the surrounding community.

V. Plan Development/Process

The development of the HR Strategic Diversity Action Plan began with a commitment to provide opportunity for the broadest participation possible at every stage of planning. As a result, all staff members of the department have been and will continue to be included in conversations about the plan's content as the planning process progresses. As a first step, five focus group meetings were held from October 18 to November 13 to allow for a safe, confidential and respectful dialogue between staff members on the topics of diversity and equity. The groups identified challenges and proposed ways to improve service to the campus community and the public and foster a welcoming and inclusive approach and atmosphere in Human Resources. In addition, potential initiatives were suggested that could to support diversity efforts on campus.

In January, small work groups based on work focus and functionality met to refine and augment the diversity goals and action items proposed in this draft and to identify measures to evaluate the success of each specific action item. The goals in this plan reflect suggestions made by staff members in discussions held last fall and conversations held with each work group in January. Next, action steps and measurable outcomes were identified, prioritized, reviewed by the Human Resources administrative staff. Next this plan will move forward in the university review and implementation, followed by assessment and refinement as necessary.

As mentioned above, Human Resources programs affect in some way the employment of nearly all UO employees. It is important, therefore, that the plan development include campuswide perspectives from all levels of the organization. While considerable collaboration has occurred within Human Resources in preparing this strategic plan, more work is needed to gather broader input on Human Resources' potential to improve campus climate.

A similar process occurred at the Vivian Olum Child Development Center, a program that is part of Human Resources. The VOCDC plan is forwarded with this document.

VI. Resource Statement

The time, money and resources necessary to support this strategic plan will be best determined once the action items have been finalized and prioritized.

AREAS OF EMPHASIS

Point 1 – Developing a Culturally Responsive Community

Goal #1

Foster an environment within Human Resources that is inclusive and in which employees are valued and treated with respect.

Action Items

- Review and revise HR mission and values statements using a collaborative process to ensure it reflects values of diversity and equity in customer service, policy interpretation. Consult with OIED.
Measurement: Completed mission statement.
Timeline: October 1, 2007
Responsibility: Linda King

- Identify and offer training sessions or facilitated discussions for Human Resources staff members that strengthen their understanding of diversity and improve their ability to interact effectively with diverse audiences; identify learning opportunities for HR staff members and allocate resources toward providing these opportunities. Potential development opportunities for HR staff members include:
 - Conduct customer service training that focuses on issues of diversity, privilege and respectful environment and how they affect customer service in HR (using either in-house or outside facilitator).
Measurement: Training session designed and presented for HR staff members
Timeline: October 1, 2007
Responsibility: Linda King and Cris Cullinan

 - Hold question and answer sessions with members of the OIED to get individual perspectives on how HR might build a welcoming environment. In later years, extend to facilitators from the community based on input from HR staff members.
Measurement: Q & A sessions held at least quarterly at HR all-staff meetings that assist HR staff in working more effectively, inclusively and respectfully with members from diverse populations
Timeline: Throughout 2007 and 2008
Responsibility: Linda King

 - Arrange for a presentation by Chicora Martin on gay and lesbian concerns and especially the unique issues facing transgendered individuals.
Measurement: Session held
Timeline: October 1, 2007
Responsibility: Linda King

- Ensure that performance appraisals for all Human Resources employees include an assessment of their work in dealing with diverse members of the community and in applying rules and policies fairly and with sensitivity to the impact on diverse populations.
Measurement: Completed performance appraisals that include these criteria.

Timeline: Implemented for all performance appraisals conducted after March 1, 2007.

Responsibility: Linda King and supervisory staff in Human Resources.

- Ensure that hiring process for and orientation of new HR employees incorporates departmental expectations on welcoming and respectful communication.

Measurement: New language in posting for positions in Human Resources; orientation checklist that includes expectations.

Timeline: July 1, 2007

Responsibility: Linda King, Chris Lonigan and Joan Walker

Goal #2

Provide services to job applicants, university employees and other visitors to Human Resources that assist with special challenges in written, verbal, and visual communication.

- Solicit and gather information regarding how HR services can be more accessible, helpful and welcoming.

- Convene a group of community leaders and experts on the subject to discuss office appearance, webpage, employment application and procedures, and other topics as appropriate.

Measurement: Meeting held, data collected and feedback compiled, report discussed and action steps created. Further consultation with community group on action steps.

Timeline: July 1, 2008

Responsibility: Linda King and administrative staff as appropriate

- Explore ways to improve services to applicants and employees with limited English language skills.
 - Assess need for services (e.g., frequency, languages, etc.)
 - Identify translation services available both on campus and in the community;
 - Obtain cost estimates of providing service;
 - Consult with IDEC on community partnerships.

Measurement: Assessment conducted to determine frequency and nature of need for translation services; research available translation services; prepare cost estimates; identify resources.

Timeline: July 1, 2008

Responsibility: Linda King and Assistant Director

- Explore ways to better serve those whose disabilities make it difficult to access HR information:
 - Ensure that TTY equipment used in HR is current and that staff are trained to use it.

Measurement: Four members of reception staff receive training on TTY.

Timeline: July 1, 2007

Responsibility: Joan Walker

- Provide reading assistance and accommodation to employees and applicants who are illiterate; publicize service.

Measurement: Service publicized on webpage and other recruitment materials.

Timeline: July 1, 2007

Responsibility: Chris Lonigan

Goal #3

Provide assistance, services, and programming for the campus community that supports the university's strategic directions outlined in the *Diversity Plan for the University of Oregon*.

Action Items

- Continue and augment professional development programs for university faculty and staff designed to improve the ability to interact respectfully and effectively with diverse members of the University community; review current training offerings and new employee orientation programs to ensure that diversity principles are incorporated as much as possible.
 - Review and expand current offerings specific to issues of equity, inclusion, privilege and diversity; check current curricula to ensure infusion of these issues into content.

Measurement: Review each course offering for relevant content with HR administrators and OIED in consultation with OAAEO and Bias Response Team (and others) to ensure issues are current and pertinent; revise courses accordingly.

Timeline: July 1, 2008

Responsibility: Cris Cullinan
 - Check with OIED on a regular basis to see what issues are surfacing that should be addressed in HR training.

Measurement: Meet with OIED to discuss issues that should be covered in HR conduct workshops at least once every two months for first year; finalize notes and shared.

Timeline: July 1, 2008

Responsibility: Cris Cullinan
 - Coordinate as needed with CoDaC regarding HR training; assist CoDaC with training as needed.

Measurement: Meet with CoDaC to explore ways that HR and CoDaC can coordinate their efforts.

Timeline: Begin meetings fall term 2007.

Responsibility: Cris Cullinan
 - Post prominently announcements of activities, workshops and other campus events related to advancing the goals of the UO Diversity Plan; annually update and expand the HR online training guide to include department names and links related to non-HR workshops or events related to goals of the UO Diversity Plan.

Measurement: Work with OIED to identify and publish activities on HR bulletin boards and in HR publications (such as training guide).

Timeline: June 1, 2008

Responsibility: Cris Cullinan in consultation with OIED
 - Research ways to provide training and development to employees who do not have access to a computer in the normal course of their jobs as a way to underscore our interest in their career development needs.

Measurement: Identify positions and contact supervisors regarding the best way to contact employees; assess training needs and arrange appropriate opportunities.

Timeline: June 1, 2008

Responsibility: Cris Cullinan and Kathy Cooks

- Promote the completion of annual performance appraisals for classified staff and officers of administration that include an assessment of ability to work effectively with diverse populations.
 - Review and revise performance appraisal instruments to ensure that they include criteria that appraise leadership performance with regard to diversity (for OAs) and ability to interact respectfully and discuss relevant professional development opportunities for continued growth (for both OAs and classified employees).

Measurement: Performance appraisal instruments reviewed and revised.

Timeline: October 1, 2007

Responsibility: Assistant HR Director
 - Conduct random audits of completed appraisals to ensure that evaluations are fair and avoid unfair or illegal comments (e.g., attendance for FMLA reasons).

Measurement: Audits conducted monthly.

Timeline: Start by October 1, 2007

Responsibility: Assistant HR Director
 - Add content to the performance appraisal section of the supervision course regarding the evaluation of employees based on the ability to work effectively with diverse populations.

Measurement: Supervision course curriculum modified.

Timeline: September 1, 2007

Responsibility: Cris Cullinan
 - Offer template that provides supervisors with suggested criteria and language for appraising performance in the areas of diversity.

Measurement: Template prepared and available on website.

Timeline: September 1, 2007

Responsibility: Assistant HR Director and Cris Cullinan
- Provide orientation programs that include information on the diversity of the university community, the expectation of effective and respectful interactions, and resources for obtaining the necessary skills.
 - Review material in supervision course related to orientation to make sure this is effectively addressed.

Measurement: Supervision course curriculum modified.

Timeline: September 1, 2007

Responsibility: Cris Cullinan, Joan Walker, and Chris Lonigan
- Explore the feasibility of conducting a survey that would solicit ways that Human Resources could improve its services in meeting campus diversity needs; specifically target “diversity communities.”

Measurement: Consult with OIED regarding other information-gathering and evaluative efforts for possible collaboration; identify survey topics.

Timeline: July 1, 2008

Responsibility: Linda King and Alana Holmes

- Contact employee assistance program (EAP) provider to assess expertise in working with employees experiencing isolation or other problems associated with cultural changes or diversity issues; incorporate this information in EAP materials.
Measurement: Contact with EAP and materials revised.
Timeline: September 1, 2007
Responsibility: Karen Logvin
- Encourage HR staff members to participate in UO and community committees that deal with diversity issues.
Measurement: Discussions at administrative and all-staff meetings on appropriate activities and committees.
Timeline: Ongoing
Responsibility: Linda King
- Conduct a comprehensive review of the HR website in an effort to make it more welcoming, barrier-free, and a positive recruitment and retention tool for faculty and staff.
Measurement: Assess current website and identify necessary changes; identify resources (e.g., web designer) to modify; train staff to keep website current.
Timeline: March 1, 2008
Responsibility: Linda King, Assistant Director, and David Lechnyr

Point 2 – Improving Campus Climate

Goal #1

Understand better the challenges university departments face in meeting their diversity goals to create Human Resources initiatives that will better support campus efforts.

Action Items:

- Identify and carry out strategies to collect this information from university departments; possible activities include: surveys, focus groups, evaluations of classified searches.
Measurement: Strategies determined and carried out (e.g., survey conducted)
Timeline: November 1, 2007
Responsibility: Linda King and Assistant Director
- Discussions with CSTDAC, union representatives, Office of Administration Council to brainstorm challenges and possible remedies.
Measurement: Meetings held with campus groups
Timeline: November 1, 2007

Responsibility: Linda King and Assistant Director

Goal # 2

Identify ways that Human Resources can contribute to university-wide strategic diversity initiatives to create an inclusive environment.

Action Items:

- Support improvements to complaint processes in which issues of equity are raised.
 - Informal dispute resolution: Consult on process for informal resolution, especially those involving classified employees, including meeting with unions as appropriate and assisting with written instructions and flowchart preparation.

Measurement: Continue regular meetings with SEIU and GCIU and informal resolution process; consult with OAAEO as appropriate.

Timeline: Ongoing

Responsibility: Alana Holmes
 - Single- complaint process: Assist OAAEO, OIED and others in assessing the feasibility of single-complaint process, especially with regard to collective bargaining law and labor contracts.

Measurement: Consultation as needed.

Timeline: Based on OAAEO and OIED timeline.

Responsibility: Alana Holmes and Linda King
 - Canvas the participants in the supervision course, Preventing and Dealing with Sexual Harassment, and Leadership in Student Supervision, where we cover the complaint processes, to learn how these processes could be improved.

Measurement: Discussions held during these trainings.

Timeline: June 1, 2008

Responsibility: Cris Cullinan

- Explore ways to include Human Resources' activities and programs (such as training opportunities) with OIED Events Calendar and other information sharing mechanisms. Conversely, work with OIED in sharing information, coordinating events and publicity related to training

Measurement: Meet with OIED to discuss collaboration

Timeline: September 1, 2007

Responsibility: Linda King and Cris Cullinan

Goal #3

Explore ways to create a welcoming environment and positive first impression to visitors to HR.

- Provide writing table and chairs in elevator lobby for those completing applications.
- Explore possibility of offering wireless access to non-UO applicants and application printing services.
- Obtain art work that reflects a welcoming atmosphere.
- Post fliers advertising diversity programs or activities in public view.
- Review office physical space to ensure compliance with disability accessibility.

Measurement: Determine need and feasibility of proposal; determine cost and identify resources to create a more useable, welcoming space.

Timeline: July 1, 2008

Responsibility: Joan Walker, Chris Lonigan, and Linda King

Goal #4

Research best practices in human resources that support the campus community to be more welcoming to underrepresented populations

Action Items

- Research practices and programs of other universities. For example, review training and development opportunities available on other campuses to see what HR could add to offerings related to equity, privilege, inclusion and the creation and maintenance of a respectful and welcoming environment; consult with PSU and OSU on their programs. Research CUPA-HR website for ideas.

Measurement: Research and contact OSU, PSU, some or all comparator institutions and CUPA-HR for information. Create an action plan for UO.

Timeline: January 1, 2008.

Responsibility: Linda King and administrative staff

Point 3 – Building Critical Mass

Goal #1

Expand our outreach and recruitment to create more diverse applicant pools that include underrepresented populations.

Action Items

- Explore ways to post university positions more widely within local community, including efforts to identify effective ways to reach diversity-related organizations; partner with local organizations to attract greater diversity and to meet with potential applicants that represent diverse backgrounds.

Measurement: Convene a group of community leaders from agencies such as El Centro Latino to solicit input on best way to attract applicants of color.

Timeline: January 1, 2008

Responsibility: Cris Cullian – arrange contacts; HR administrators

- Explore alternative advertising venues that might reach a more diverse audience (e.g., Oregon Daily Emerald and Eugene Weekly).

Measurement: Conduct cost benefit analysis and identify additional resources needed.

Timeline: January 1, 2008

Responsibility: Chris Lonigan

- Analyze how new employees, especially those who represent diverse populations, learned about UO jobs; provide this information to hiring departments electronically. Assess current recruiting and hiring processes for effectiveness in attracting diverse applicants; build on successes and address challenges with new initiatives.

Measurement: Set up a reporting process that tracks new hires of color and how they learned about the vacancy and provides information to hiring supervisors and departments.

Timeline: March 1, 2008

Responsibility: Chris Lonigan and David Lechnyr

- Participate with OAAEO committee established to create a directory of outreach and recruitment resources.

Measurement: Attend meetings as scheduled by OAAEO and participate fully.

Timeline: Ongoing

Responsibility: Chris Lonigan and Alana Holmes

- Research opportunities for career fairs held across the state that target underrepresented populations and give UO more visibility across the state.

Measurement: Identify potential career fairs (including UO Career Center Career Fair); determine costs of participating; identify resources to fund; explore partnerships with other Eugene-Springfield agencies; attend fairs.

Timeline: June 1, 2008

Responsibility: Chris Lonigan, Alana Holmes, and Assistant Director

- When presenting at national and regional conferences (e.g., NCORE), highlight UO's commitment to equity and inclusion; consider taking recruitment announcements to those conferences to advertise openings.

Measurement: Preparation of materials and attendance at conference.

Timeline: June 1, 2008

Responsibility: Cris Cullinan in consultation with OIED

- Explore ways to provide applicants with more information about a search, particularly those with a “soft deadline;” obtain contact information for non-classified searches to improve quality of response when applicants contact Human Resources.

Measurement: Meet with OAAEO to discuss ways to provide greater information.

Timeline: September 1, 2007

Responsibility: Linda King

- Review information such as the “How to Apply” sheet for quality, accuracy and readability for different populations.

Measurement: Review sheet with different audiences (supervisors, potential applicants, etc.) to ensure accuracy and clarity; revise as appropriate.

Timeline: January 1, 2008

Responsibility: Chris Lonigan

- Identify UO benefits (such as staff fee rate) that might be attractive to diverse populations; provide a link to the work and family services webpage from the “Jobs” webpage as a way of attracting potential employees with benefits program and other services.

Measurement: Provide link.

Timeline: March 1, 2007

Responsibility: Chris Lonigan and David Lechnyr

Goal #2

Pursue initiatives aimed at retaining diverse faculty and staff.

Action Items

- Research ways to create programs that encourage retention of underrepresented faculty and staff.
Measurement: Identify and attend conferences (such as NCORE) that offer professional development opportunities on this topic; share information and implement programs as feasible; identify resources.
Timeline: July 1, 2008
Responsibility: Linda King in consultation with Russ Tomlin
- In cooperation with OIED and OAAEE, offer the workshop "Understanding Institutionalized Privilege and Building Culturally Competent Leadership," designed specifically for UO. to promote greater understanding of UO faculty, staff and student experiences on a daily basis.
Measurement: Explore interest with OIED and OAAEO in collaborating on presentation; design training and present.
Timeline: March 1, 2008
Responsibility: Linda King, Cris Cullinan with representatives of OEID and OAAEO.
- Research interest and feasibility of exit interview process; ensure that information coming from departing employees is reviewed, reported appropriately and problems addressed.
Measurement: Meet with representatives of OIED and OAAEO in identifying need and creating process; implement process that includes feedback mechanism.
Timeline: July 1, 2008
Responsibility: Linda King and Assistant Director with OAAED
- Offer support for the “Faculty and Staff of Color” group; assist in identification of employee-related issues; explore with group the idea of sponsoring social opportunities that bring people together who are interested in supporting a more welcoming environment and that provide opportunities for networking.

Measurement: Attend meeting of Faculty and Staff of Color to explore possible ways to collaborate and support its activities.

Timeline: July 1, 2008

Responsibility: Karen Logvin and Kathy Cooks

- Explore affordable child-care options that address needs of low-income faculty and staff; examine current programs for ways to offer their services at lower cost.

Measurement: Research practices at other universities and colleges; identify resources needed to implement best practices.

Timeline: July 1, 2008

Responsibility: Karen Logvin

- Continue and expand, as appropriate, recognition programs that acknowledge all kinds of contributions to the university; promote departmental recognition activities to support inclusivity at all levels of the organization.

Measurement: Encourage departments to acknowledge and reward inclusive behaviors; prepare model recognition program for departments to follow.

Timeline: March 1, 2008

Responsibility: Karen Logvin and Kathy Cooks

Point 4 - Expanding and Filling the Pipeline

Goal #1

Support campus efforts to attract students that represent diversity as found in the *Diversity Plan for the University of Oregon*.

Action Items

- Continue and expand collaborations with departments serving student parents and nontraditional students (Office of Student Life, Graduate School, Nontraditional Student Union, ASUO Women's Center).

Measurement: Hold ongoing meetings with these offices to identify opportunities for collaboration.

Timeline: Ongoing

Responsibility: Karen Logvin

- When presenting at national and regional conferences (e.g., NCORE), highlight UO's commitment to equity and inclusion; consider taking student recruitment materials to these conferences whenever appropriate.

Measurement: Gather appropriate materials to take to conference; attend conference.

Timeline: June 1, 2008

Responsibility: Cris Cullinan in consultation with OIED and Admissions

- Contact area high schools in effort to get students to consider UO for both employment and academics; partner with Admissions and Career Center.

Measurement: Continue to work with high schools; contact LCC and high school culinary programs for food service employment.

Timeline: June 1, 2008

Responsibility: Chris Lonigan

Point 5 – Developing and Strengthening Community Linkages

Goal #1

Identify ways to partner with community employers and agencies on diversity recruitment to the Eugene-Springfield area.

Action Items

- Contact Lane County Human Resources Director group to determine if there is interest in partnering on this activity.

Measurement: Contact convener to get item on a quarterly meeting and conduct discussion.

Timeline: January 1, 2008

Responsibility: Linda King

- Continue participation in WorkNet to attract a broader, more diverse applicant pool.

Measurement: Continue participation and expand involvement if possible.

Timeline: Ongoing

Responsibility: Chris Lonigan

Goal #2

Improve communication of available services in community for university faculty and staff.

Action Items

- Research community connections for possible partnerships (e.g., El Centro Latino, Directions, domestic violence agencies, etc) to attract greater diversity and provide support within the campus community.

Measurement: Research and assess agencies that would be of most interest and benefit to UO employees; contact those deemed most beneficial to explore potential partnerships.

Timeline: June 1, 2008

Responsibility: Alana Holmes and Cris Cullinan

Point 6 – Developing and Reinforcing Diversity Infrastructure

Goal #1

Support OIED efforts to create an infrastructure for the university's diversity efforts as appropriate.

- Support OIED in recognition activities (such as the MLK annual award) that acknowledge work that advances the university's diversity initiatives.

6/18/07

Appendix A

HISTORY OF DIVERSITY EFFORTS

Training and Development

Over the last 15 years, Human Resources' leadership has developed programs designed to support the university's efforts to build a diverse, equitable, welcoming and respectful working and learning environments. To illustrate this history, training and development initiatives and programs have been grouped under the relevant UO Diversity Plan points. Since many of the same initiatives and programs address the first two points, these will be listed together.

Course Development and Delivery Specific to Equity Needs and Diversity Initiatives

The Human Resources Training and Development Administrator has designed and delivered many course campus-wide that are specifically focused on developing a culturally responsive environment and improving the campus climate. These include Preventing and Dealing with Sexual Harassment; Hiring for Cultural Competence; Creating a Respectful Environment; and various courses addressing the university's responsibilities under the Americans with Disabilities Act. In addition, numerous professional development workshops in preventing discrimination and harassment and developing truly inclusive and respectful work environment have been customized and presented for university departments.

Curriculum Infusion

Issues related to race, ethnicity, sexual orientation, gender, socioeconomic class, disabilities, and other diversity areas are specifically woven into the curriculum – design, handouts, and exercises – of otherwise more generic courses. The 44-hour Supervision Course, for instance, devotes most of its first three sessions - 16 hours – specifically addressing supervisors' responsibilities for providing a both a discrimination and harassment-free and an inclusive, respectful and welcoming working environment. The remainder of the course explicitly emphasized these issues as it covers hiring, feedback, professional development, working with the collective bargaining agreement, and promoting a healthy environment. Such curriculum infusion is also evident in other courses: Leadership in Student Supervision, the Difficult Communication series, and the Customer Services series.

Workshops Providing Clear Information about UO Systems for Responding to Discrimination and Harassment

Staff members in Human Resources work closely with the Office of Affirmative Action and Equal Opportunity to ensure that courses provide clear, up-to-date information on UO policies regarding harassment and discrimination. Professional development resource manuals are regularly

updated, and exercise case studies are modified to reflect the most current issues nationally and on campus.

The Food for Thought series is offered at noon Mondays throughout the year. It provides opportunities of faculty, staff, administrators and students to listen to recorded keynote speeches by such leaders as Cornell West, Michael Eric Dyson, Anita Hill, B.D. Wong, Nikki Giovanni, N. Scott Momaday, Ephraim Issac, Chief Wilma Mankiller and Juan Williams, to name a few. This series also provides opportunities to view complete video series and other taped programs, such as *Race: The Power of an Illusion*; *Slavery and the Making of America*; *The New Americans*; *Islam: Empire of Faith*; and *The Laramie Project*.

National Conference Presentations Highlighting UO Values and Training and Development Work

Cris Cullinan, the Training and Development Administrator, has presented workshops at national conferences that highlight the university's commitment to educational and workplace equity and excellence. She has been a major presenter at the annual National Conference on Race and Ethnicity in Higher Education (NCORE) for more than 10 years, and has been a member of their National Advisory Committee since 2004. Workshops and institutes that she has led for NCORE include: Institute for Diversity Trainers; Institute on Class Issue; Hiring for Cultural Competency; Understanding Institutionalized Privilege and Developing Culturally Competent Leadership; and various workshops highlighting UO's approach to supervision training. In addition, she has worked with UO International Program Office in presenting at NAFSA, the international educators' conference.

These workshops and presentations make a strong statement, both in their existence and in their content, about the university's commitment to providing a truly equitable, cultural competent and inclusive environment. Such national exposure of the university's value can assist in attracting faculty, administrative, staff and students who seek these values in a higher education institution.

Work with Local Community

The Training and Development Administrator has served on IDEC, the Interagency Diversity and Equity Coalition, for three years and held the position of chair for one year. While working with IDEC, she participated in designing the workshop, "Understanding Institutionalized Privilege and Developing Culturally Competent Leadership." Administrators and teachers in all three school districts have attended versions of this workshop specially designed to address K-12 issues.

Appendix B

HISTORY OF DIVERSITY EFFORTS

Recruitment and Selection

Since the university system separated from the State of Oregon Department of Administrative Services in 1995, Human Resources has developed and adapted recruiting procedures and strategies to improve the caliber and diversity of applicants. Examples of these changes include:

- The establishment of the *Jobs* web page for both classified and unclassified positions.
- Development of an application form specifically for UO, available in both hard copy and online.
- Creation of a 24-hour telephone line that informs applicants with more limited resources without Internet access about classified job vacancies.
- Linking information about UO classified job openings with the State of Oregon Employment Department.

An OUS evaluation conducted in 1997 showed that the number of applications from women and minorities increased between 1994 (before the implementation of university-specific recruiting procedures) and 1997 (after its implementation).

New Employee Orientation

Human Resources offers New Employee Orientation for new classified employees five times a year. This half-day session includes speakers from a variety of UO departments who share information important for all employees. This includes a presentation by the Director of Affirmative Action and Equal Opportunity. This orientation is open to anyone who would like to attend and many new officers of administration participate.

Job Fairs

In the past, Human Resources has coordinated participation in the Urban League Job Fair in Portland. This is a large job fair targeted for the minority community. The last year the University participated was 1999. In earlier years, we collaborated on a booth with other local public agencies (Cities of Springfield and Eugene, Lane County, LTD, EWEB, LCC) in an attempt to interest Portland job seekers in a broader array of Eugene/Springfield area jobs.

HR staff members have represented UO at annual high school job fair for the local community and have shared information about UO admissions; discussed possible careers connected to certain majors; and described how to

IDEC Leadership for the Diversity and Human Rights Coalition

As noted above, the HR Training and Development Administrator spent three of the past four years as a member, past chair, and past training leader, for the Interagency Diversity and Equity Coalition (IDEC). This organization is composed of members from the signature public agencies of the Diversity and Human Rights Consortium: University of Oregon; Lane Community College; 4J, Springfield and Bethel School Districts; Eugene Water and Electric Board; the cities of Eugene and Springfield; Lane County; and the Lane Educational Service District.

The IDEC Training Leadership group has provided versions of the leadership workshop described above specifically designed for the following groups: Eugene City Counselors, City of Eugene supervisors and other employees, school district administrators and teachers, EWEB supervisors, as well as other DHRC agency groups.

Appendix C
HISTORY OF DIVERSITY EFFORTS
Recognition and Work and Family Services

RECOGNITION

Martin Luther King, Jr. Award

The MLK, Jr. Celebration was initiated and designed in the early 1990s as an educational event for the campus community to be sponsored in turn by colleges across the academy. The celebration included was the Martin Luther King, Jr. Award for classified employees. When the annual symposium could not be sustained, HR assumed responsibility for continuing the award, which included an annual recognition ceremony and celebration honoring faculty and staff whose various abilities and achievements uphold and exemplify the ideals supported by Dr. Martin Luther King, Jr. Over the years, the award was expanded to include officers of administration and faculty members. In 2006 and 2007, the newly created Office of Institutional Equity and Diversity became the sponsoring department with the goal of enhancing the importance and visibility of the event across the campus community.

WORK AND FAMILY SERVICES

Work and Family Services (WFS) became a program of Human Resources in early 1991. Originally conceived as a short-term initiative to put in place a child-care program for UO faculty and staff, it has grown into a comprehensive array of services and programs that facilitate gender equity and support the UO's ability to recruit and retain the most qualified staff and faculty.

Past efforts include coordinating the promulgation of the following UO policies to support those most challenged by balancing work and personal life:

Title: University Support for Parent-Initiated Child Care in the Workplace

The University is committed to helping employees balance their work and family responsibilities. To support their efforts, the University asks each department to consider proposals for employee-initiated child care arrangements in the workplace and to respond equitably.

Title: Family Support Policy

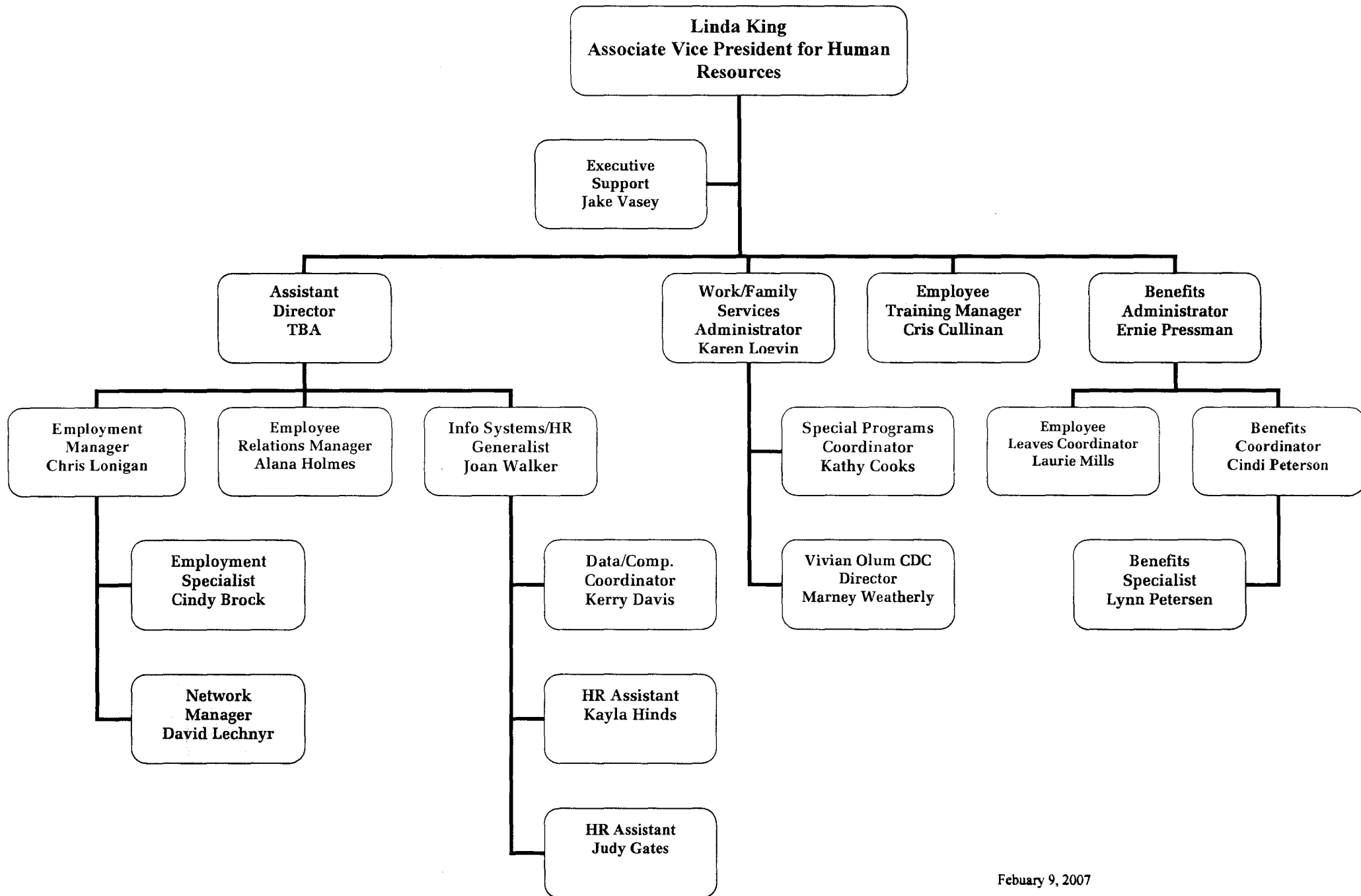
Recognizing the vital role the family plays in the well-being and productivity of its students, staff and faculty, the University of Oregon is committed to helping its members balance their work, educational and family responsibilities. This policy sets forth guidelines to meet the

locate and apply for current UO job openings.

Community Outreach

UO has been an active participant in Worknet since its inception in 1999. This is a monthly forum coordinated by the Lane Workforce Partnership for representatives from local employers, agencies and schools that assist individuals looking for work, and job seekers. During the networking, employers share information about job opportunities with the 25 - 30 job seekers attending. This information is also disseminated to all clients of the participating agencies. The community agencies include: Goodwill, St. Vincent de Paul, Job Corps, state departments (Veteran Affairs,, Employment), agencies that specifically assist individuals with disabilities (Alternative Work Concepts, Oregon Commission for the Blind, State Vocational Rehabilitation, Pearl Buck Center), as well as high schools and colleges.

Human Resources Organizational Chart



University of Oregon – Vivian Olum Child Development Center
Strategic Diversity Action Plan
February 2007

I. Vivian Olum Child Development Center Mission

The mission of the Vivian Olum Child Development Center is twofold: to provide comprehensive high quality programs of early childhood education and care for the children of University of Oregon faculty and staff; and to offer faculty and students interested in the development of young children a setting for observation, participation and research. In doing so, the center's goals include providing a foundation of experiences that foster the growth and development of children, and offering a safe and nurturing environment for children and families.

II. Organization Chart

The attached organization chart shows how the Vivian Olum Child Development Center is structured and the reporting lines of staff members. The center is a program under Human Resources.

III. Diversity Value Statement

In addition to the center's statement on anti-bias education which is defined here in Section IV, the VOCDC follows the following diversity guidelines established by the National Association for the Education of Young Children (NAEYC): "The early years are the time to begin helping children form strong, positive self-images and grow up to respect and get along with people who are different from themselves. We know from research that between 2 and 5 years of age, children start becoming aware of gender, race, ethnicity, and disabilities. During this time they also begin to absorb both the positive attitudes and negative biases attached to these aspects of identity by family members and other significant adults in their lives. If we want children to like themselves and value diversity, we must learn how to help them resist the biases and prejudices that are still far too prevalent in our society."

IV. History of Diversity Efforts

The Vivian Olum Child Development Center has established a commitment to anti-bias education. We look at the contribution each individual makes to our diverse community as being important. The following information is part of our parent and staff handbooks and is shared when new staff and families enter the program.

Children with developmental differences, families of all configurations, people of different races, and parents and staff with different belief systems are all welcome here. Teachers strive to insure that all aspects of our curriculum are inclusive, allowing for the recognition, inclusion and comfort of our diverse community of families. Although learning is individualized, teachers keep in mind that children

are learning to be part of a group. Respect for others and practice in seeing other points of view are important aspects of this process for adults and children alike.

Staff members are also expected to proactively challenge their personal assumptions. . Enriching the lives of children with respectful acceptance and appreciation of differences and similarities is an ongoing stated goal of the teaching community. Teachers strive to provide books, materials and experiences throughout the year that reflect diverse cultures that children may not likely see, as well as those that represent their own family lives and cultures.

V. Resource Statement

The Vivian Olum Child Development Center budgets a modest amount annually for staff development.

VI. Plan Development

For 2006-07, the Vivian Olum CDC diversity action plan includes:

Fall term

- Discussion at the Lead Teachers/Director meetings of the UO's Strategic Diversity Action Plan and how it relates to a program of early childhood education.
- Student staff training on developmentally appropriate ways to resist bias, using "Teaching Young Children to Resist Bias", which promotes examination of our own attitudes and behaviors as they relate to children and families and guidelines for responding to children's statements and questions.
- All staff training on methods for counteracting bias through providing materials and equipment appropriate to the age group (including books, dolls, toys, dress-up props, photos, pictures, music) that project diverse racial, gender, and age attributes.

Winter Term

- All center staff training on analyzing children's books for sexism and racism. Bias based on gender, race, handicap, or social class creates serious obstacles to all young children's healthy development. Following this training staff and students will be asked to analyze the center's library of children's books. After identifying and culling any books in which bias is detected, the director will facilitate small group discussions around this topic with classroom teachers and the UO student teacher aides.
- Annually we review our previous year's goals and set goals for the upcoming year. Goal setting includes generating ideas about building and maintaining inclusive communities. This year our annual goal will focus on our shared responsibilities to continue our education on topics of diversity and assessment.

University's commitment to support members of the campus community with family responsibilities and is intended to encourage consideration and reasonable accommodation.

Other achievements include

- Development and implementation of the Vivian Olum Child Development Center, a program dedicated to providing on-site early childhood education and care for faculty and staff families.
- Establishment of the McKenzie Hall Parent and Baby Co-op to facilitate the success of parents returning to work or school, and to ease the financial burden of infant care.
- Establishment of lactation support rooms for faculty, staff and students who are nursing mothers.
- Ongoing collaborative work with non-traditional student programs to meet the growing need for services for this student population that includes older students, returning students, low-income students, parents and single mothers and fathers.
 - Collaborated with the Director of the Office of Student Life to implement a new position, Coordinator of Non-Traditional Student Programs.
 - Worked with student leaders to establish new Non-traditional Student Union, continuing to serve on its Advisory Board
 - Ongoing work with ASUO Women's Center non-traditional student advocate
- With the Graduate School, establishment and oversight for a graduate teaching fellow position dedicated to development of services and programs for graduate students with family responsibilities.

Amendment to the Vivian Olum Child Development Center Diversity Plan
June 2007

The review and assessment by members of the UO Diversity Advisory Committee provided valuable advice regarding needed revisions to the VOCDC diversity plan. Unfortunately, the current center director recently resigned and plans to recruit a new director are underway. In order to modify the plan to not only incorporate the suggested revisions, but also to insure leadership commitment and involvement, it will be important that the new director play a role in the changes. For that reason, the plan has been modified to include a process that begins this summer with center staff and concludes in the fall with the involvement of parents and the new center director. The process will be initiated this summer by Karen Logvin, the UO's work and family services (WFS) administrator, who supervises the center director and provides oversight for the center's programs and policies.

June 2007

- Assign to the UO's work and family services (WFS) administrator, the responsibility for reviewing and approving the center's action plan and goals, including the development of an environmental scan and allocation of sufficient resources to support identified goals as they are developed.
- The WFS administrator will establish an Action Planning Committee formed from the Lead Teachers group which currently meets weekly with the center director.

July-August

- The Action Planning Committee will develop and implement an environmental scan.

August

- Agenda for bi-annual all-staff retreat will include discussion of environmental scan results.
- Establish staff work groups at retreat to draft goals based on the "six areas of emphasis" found in the UO Diversity Strategic Plan.

To reflect the mission of the center, goals must reflect at least the following elements:

- Child Curriculum
- Classroom Environment
- Parent-Staff relationships
- Teacher training

- UO student worker training
- Center operating policies

October 2007

- The new center director will join the center's action plan committee, and assume leadership of the planning effort with Karen's guidance.

November 2007

- Results of environment scan and drafted goals will be reviewed and discussed by the Center's Parent Advisory Council (November is first meeting of the year).

January 2008

- Agenda for all-staff retreat will include review and assessment of current goals, with amendments as necessary, including measurement and implementation timeline.

University of Oregon
Office of Institutional Research
Diversity Strategic Action Plan

March 15, 2007

Guiding Principals for the Office of Institutional Research

The Office of Institutional Research provides management information and analytical support to the University's decision makers, enhancing strategic planning and policy-making processes. We serve as the chief information clearinghouse for the University and conduct research on students, faculty, and staff to promote on-going institutional self-assessment. Institutional Research also fulfills the University's compliance reporting requirements at both the federal and state levels. Specifically this office:

- Provides the highest quality data, information, and analytical services.
- Anticipates our customers' needs and exceed their expectations.
- Provides institutional research and assessment data and data analysis to departments and units throughout the University community.
- Organizes and conducts other institutional assessment programs, including assessment of student learning and student activities, both independently and in collaboration with other departments.
- Provides institutional assessment results and analysis to administrative units, academic departments, and offices providing student support services.
- Serves as consultants to other University offices, departments, and individuals on institutional data collection and analysis matters.

The Office of Institutional Research plays a central role in the research and assessment of the University's progress toward meeting its diversity goals:

- *Planning and Analysis.* The office provides a wide range of information that enhances the institution's ability to make effective decisions within the context of diversity. For example, a major component of the *Program Review* process includes trend data on ethnicity and gender.
- *Faculty and Staff Studies.* The office conducts a variety of studies that evaluate the equity of compensation by gender and ethnicity. In addition, the office provides information about the ethnic and gender diversity of units on campus or among specific groups of employees.
- *Student Studies.* The office provides analytical support for enrollment management including enrollment patterns and trends based on gender, ethnicity, and income. This office also provides extensive analysis regarding the effectiveness of financial aid programs that assist students of color, low income students, and first generation college students. Retention and graduation information provided by the office sustains a variety of self-assessment efforts as campus programs monitor progress toward their diversity goals.
- *Communication.* The office coordinates the submission of information that tracks diversity on campus and disseminates information regarding students, faculty and staff through the *University Profile*. In addition, we participate in many data sharing

consortiums, which allows the University to compare its progress against similar institutions.

Mandate

The Diversity Plan for the University of Oregon was adopted and issued by President Frohnmayer on May 14, 2006 and adopted by the University Senate on May 24, 2006. The plan provides a set of principles to guide the University as it nurtures the development of a more culturally responsive community.

A central element of the Diversity Plan is that each college, school, and unit develop its own Strategic Action Plan. Given the small size of the Office of Institutional Research, the office's entire staff participated in the development of our unit's plan.

Institutional Research Staff:

J.P. Monroe, Associate Director
Guihua Li, Associate Director
Andrea Larson, Senior Research Analyst
Sherry Stahl, Management Analyst
Dee Rawson, Administrative Program Specialist

The Office of Institutional Research is uniquely positioned to help the University achieve its diversity objectives. Our office regularly provides information and analysis to the campus community on a wide range of diversity issues. From studies of students to faculty compensation, our office can provide a detailed and nuanced view of our community. Providing demographic information about our students or staff is just the first step. For us, being culturally responsive means understanding the linkages between diversity and other aspects of university life.

Our unit's goals reflect not what we think we are already doing to support diversity on campus — though, these activities are numerous. Rather, given the six elements of the *UO Diversity Plan*, our plan focuses on the additional activities we can undertake to help ensure its success.

Areas of Emphasis

1. Developing a culturally responsive community

Goal #1

Assist in educating the campus community about the new *UO Diversity Plan*.

Because the *UO Diversity Plan* represents an organic and evolving initiative, fostering an ongoing climate of self-assessment is vital to the plan's success. Institutional Research can

support a culture of evaluation by providing information and the analytical tools necessary to meet the goals of the plan.

Action items:

1. Meet with the Office of Institutional Equity and Diversity to identify a strategy for the year following release of the Diversity Plan.
2. Support the office's informational and analytical needs in the process of increasing awareness and acceptance of the plan.

Measurement:

Promote campus-wide awareness of the diversity goals by providing data that supports self-assessment activities.

Timeline:

Initiative begins with the approval of the *UO Diversity Plan*. Have concrete steps in place for the 2007-08 academic year.

Responsibility:

Associate Director of IR

Goal #2

Plan and participate in diversity training and educational opportunities.

In an effort to broaden the perspective of our office, there should be regularly scheduled diversity and training opportunities.

Action items:

1. Assess where the staff feels there is the need for training.
2. Schedule at least one training per year in IR.
3. Schedule at least one training per year in partnership with other offices on campus.
4. Follow-up each training with group discussion about how the training informs and affects the work that we do.

Measurement:

Develop a schedule of training opportunities.

Timeline:

Initiative begins immediately; ongoing.

Responsibility:

Administrative Program Specialist

2. Improving campus climate

Goal #1

Provide institutional research and assessment support to the activities of Business Affairs Office's employee survey.

Institutional Research can offer expertise in the development and analysis of an employee survey that will provide a sense of the campus's climate around diversity issues.

Action items:

1. Meet with Laura Hubbard to support the design, administration, analysis, and dissemination of results of the new employee survey.
2. Consult with HR concerning other efforts in this area.
3. Include items in the survey that help assess the diversity climate on campus.

Measurement:

Completion of the survey in collaboration with BAO and HR.

Timeline:

Initiative begins May 1, 2007; end not yet determined.

Responsibility:

Senior Research Analyst

3. Building critical mass

Goal #1

Highlight diversity goals and efforts in the *University Profile*.

The *University Profile* is an important vehicle for communicating our diversity objectives. The *Profile* should feature what we hope to accomplish and highlight our successes as we move forward with the plan.

Action items:

1. Propose a new section in the *University Profile* that emphasizes the University's efforts to recruit a more diverse student and employee population.
2. Coordinate this effort with the Office of Institutional Equity and Diversity

Measurement:

Addition of new section to the *Profile*.

Timeline:

Initiative begins immediately; ends with the publication of the new *Profile*.

Responsibility:

Management Analyst

4. Expanding and filling the pipeline

Goal #1

Assess our efforts to attract a more diverse admission pool.

As an institution, we are committed to the goal of increasing the diversity of our student population, and we commit resources to achieve that end. However, we lack a comprehensive evaluation system that tests whether our efforts are sufficient to achieve our goals. For example, how effective is the current mix of institutional aid that we offer to students in our efforts to attract a more diverse pool of students? Institutional Research will take steps to more closely monitor the effectiveness of these efforts.

Action items:

1. Meet with Martha Pitts to discuss the development of measures that can be used to assess the University's efforts to attract a more diverse student population.
2. Create a template that helps communicate these efforts to key constituencies on campus.

Measurement:

A set of key indicators developed in coordination with Admissions and Financial Aid.

Timeline:

Initiative begins June 1; ends December 15, 2007.

Responsibility:

Associate Director of IR

Goal #2

Provide an assessment of how Freshmen Interest Groups (FIGs) enhance the retention of a more diverse student population.

The FIGs efficacy in the area of student retention and academic performance are now well documented. There is some evidence that the program may be especially beneficial for students of color.

Action items:

1. Meet with Karen Sprague to discuss the development of measures that can be used to assess the effectiveness of the program in the retention of students of color.

Measurement:

Analytical support for the assessment of FIGs effectiveness in the retention of diverse students.

Timeline:

Initiative begins June 1; ends December 15, 2007.

Responsibility:

Associate Director of IR

5. Developing and strengthening community linkages

No goals at this time.

6. Developing and reinforcing diversity infrastructure

Goal #1

Develop measurable indicators of progress in each dimension of the diversity framework.

Historically, Institutional Research has provided information and analysis about the University's progress toward meeting its objectives and goals. We need to expand these activities to include key elements of the diversity plan.

Action items:

1. Meet with the Office of Institutional Equity and Diversity and work out a strategy for tracking progress on the plan by developing key indicators.
2. Support the office's informational and analytical needs.

Measurement:

A set of key measures developed in coordination with the Office of Institutional Equity and Diversity.

Timeline:

Initiative begins June 1; ongoing.

Responsibility:

Associate Director of IR

Goal #2

An inventory of the work that IR is currently doing to support diversity efforts around campus.

Because the Office of Institutional Research interacts with many campus decision makers, units, and programs on a variety of diversity issues, it is important that the office develops an inventory of these activities and relationships. For example, looking at ethnicity is routinely part the retention and graduation analysis that we do each year; however, it's not labeled as a diversity study, per se. We need to gain a better understanding of what information we are gathering and how it is being used around campus.

Action items:

1. Develop a comprehensive list of reports and analyses that relate to diversity.
2. Detail how the information is being used.
3. Evaluate the any unmet needs.

Measurement:

Produce a document that details the office's current diversity activities.

Timeline:

Initiative begins immediately; ends September 1, 2007.

Responsibility:

Entire staff

Goal #3

A survey of the work that other IR offices are doing to support diversity efforts at other campuses.

Knowing what other IR offices are doing in this area would also be helpful. A survey of our peer institutions would give us an idea about what areas need further attention and would help guide future initiatives.

Action items:

1. Survey other IR units to identify analyses that are being conducted around diversity issues.
2. Detail how the information is being used.

Measurement:

A document that details peer IR offices' current diversity activities.

Timeline:

Initiative begins immediately; ends December 1, 2007.

Responsibility:

Management Analyst

Resources

The Office of Institutional Research will have a better understanding of the resource needs and staffing implications as we move forward with these initiatives.

Department of Public Safety

Strategic Diversity Action Plan

I. Diversity Value Statement

The University of Oregon Diversity Plan defines diversity as “Differences based on race, 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.” The University of Oregon Diversity Plan continues, “All members of the University community share in the responsibility of creating and maintaining a learning and working environment that recognizes the value of diversity. All members of the University will benefit from increased diversity at the University and from the efforts to build a safe, inclusive, and just campus site.”

The Department of Public Safety (DPS) embraces this mandate, and realizes its unique role in fulfilling it. To DPS falls the responsibility of enforcement on campus, and with that the attendant responsibility of applying cultural competence in tense, complex, conflicting, and crisis situations, where time is limited and the reasonableness of individuals is sometimes impaired through substance use, political passion, their own biases and beliefs, or even crowd psychology. To be effective in these situations, DPS must have previously built a day-to-day foundation of respect, fairness, impartiality, and tolerance through its interactions with the campus community. DPS recognizes that it needs to be a campus leader in diversity tolerance and cultural competence, and that leadership in these areas will enhance public safety and create a model of fair and unbiased enforcement that is based on a thorough foundation of education and prevention.

II. Diversity and the DPS Mission

The Department of Public Safety plays an integral role in the university community by providing a safe, secure, and welcoming environment. Our mission is to foster a climate that encourages a free, open, and civil exchange of ideas, in support of the educational, research, and public service goals of the university. We recognize and promote the value of diversity and tolerance consistent with a spirit of responsible citizenship within an international community.

Specifically addressing the relationship of DPS staff to the University of Oregon Diversity Plan, it is clear that:

- DPS recognizes the clear intersection of campus-wide diversity action plans and its own departmental mandate.
- DPS staff has both knowledge and ownership of the DPS mission statement and the campus-wide Diversity Plan.
- Diversity tolerance and cultural competence is emphasized to all staff, both uniformed and non-uniformed, as well as student employees.
- DPS staff reviews the mission statement at least annually.

We recognize that the achievement of a department utilizing best practices in public safety will include a continuous department-wide emphasis on diversity tolerance and cultural competence, and ongoing training in diversity for all DPS employees.

III. Providing a Safe Environment on a Diverse Campus

In fulfilling our mission, we are an integral part of the campus community, and not a separate entity. The result, and the ongoing goal, is a Department that is diverse and culturally competent in the same degree as rest of the campus, and that participates fully in the campus-wide commitment to diversity and cultural competence.

DPS has an added responsibility to assist others in maintaining a culture of diversity on the campus through its enforcement responsibility. Through the exercise of this responsibility, DPS plays a unique role at a pivotal point in the timeline of diversity expression, namely, at times of civil protest and group demonstrations. DPS recognizes that civil protest has a place and purpose, and that in fulfilling that purpose, civil protest must not interrupt the freedom of others to pursue their own activities, and their right to protection of their property, including the public's right to the protection of public property.

DPS, through consistent emphasis and training, has a practice of respectful and non-confrontational interactions with participants and observers during protest, and a mission to enhance freedom of expression while respecting the rights of all. We maintain an environment free from intimidation and violence, and practice fairness and consistency regardless of our personal opinions.

IV. Recognizing the Value of Diversity and Tolerance

At DPS, prevention and education are primary components of our mission, which have equal importance to enforcement, and which dramatically reduce the element of enforcement required in our activities. We support each person, regardless of differences, by treating him or her fairly. We recognize the uniqueness of each person and his or her unique and essential contribution to the community. We understand that in protecting the rights of an individual, we are assuring the safety of the larger community. We understand that cultural competence and diversity tolerance come in to critical play when individuals perceive impingements on their safety and security, and we recognize that the primary tool to combat this is through education and prevention.

We encourage diversity by protecting people based upon their rights as citizens of the campus community, regardless of their differences. We continuously educate ourselves about the differences we may encounter. In the last three to four years, we have worked with various groups (American English Institute, International Students Association, Public Safety Advisory Group (PSAG) and others), to reach out and be certain that they are aware that DPS will not discriminate against them, and instead is there to serve them, and, where necessary, to protect them. We are aware that international students, and others from diverse cultures and backgrounds, may have different and negative experiences with the role of public safety officers, and may hesitate to contact them even when needed. We work consistently through outreach and

training to provide a different and positive experience of public safety officers before any need arises. We continue to seek additional involvement with on-campus leaders of these groups.

V. Diversity Training and Benchmarks

The Department of Public Safety recognizes that the process of creating and implementing a Strategic Diversity Plan is ongoing, and will not end with the approval of this plan. Training for the culturally competent public safety officer and DPS employee emphasizes prevention, education, and enforcement. Within these three fundamentals, diversity tolerance is emphasized and cultural competence is achieved.

The defining trait of well-trained DPS employees, clearly understood by all in the Department, is their fair, unbiased, and respectful treatment of all in the campus community and the wider society in the performance of their duties.

The Department of Public Safety provides on-going training for officers and employees, both within the department and through outside sources. This training is seen as essential and is supported by all staff. Through diversity training, DPS becomes prepared to interact with other campus departments and units as they, too, become more diverse. The resultant trust and sense of inclusion will enhance public safety through information, cooperation, prevention, and education.

Through commissioning, merit awards, and community awards, officers and DPS employees are rewarded for their proper actions in fulfillment of the DPS mission. These recognitions often involve situations where the officer or employee has demonstrated cultural competence and respect for diversity, and in no case would include the opposite. An example of this would be when a staff member recognizes a situation of difficulty dealing with a “diversity” issue re: language barrier and goes beyond the expected performance of duty to alleviate the issue at hand. This system of reward and recognition fosters awareness and encourages additional efforts to support and protect the widely diverse campus population.

VI. History of the DPS Diversity Action Plan

Changes in personnel at every level in the department have occurred during the development of the DPS Diversity Action Plan (DAP). There is recognition that the delay created by these changes does not need to impact the quality of the plan, nor its basis in participation of a variety of department employees. In fact, the acceptance of change, the flexibility to respond positively and move forward, while maintaining the contributions of past participants, is a strength which the department brings to the plan at its outset.

As part of the development of the Diversity Action Plan, a survey was developed and distributed to all DPS employees (**see Attachment A**). Time was set aside for the surveys to be completed at the time they were distributed. Anonymity was ensured by creating a drop box for the surveys. The completed surveys were tabulated (**see Attachment B**).

VII. Areas of Emphasis

1. Foster an environment within DPS that is inclusive and in which employees are valued and treated with respect.

Action Items:

- A. At each bi-monthly staff meeting the UO and DPS Diversity Policy will be reaffirmed.
- B. When each new employee meets with the Director, this commitment will be emphasized.
- C. The training officer will, at each training session, speak about diversity and our DPS mission statement.
- D. Conduct survey or information gathering effort (e.g., focus groups) to elicit ideas for new or improved services that will serve campus diversity needs.
- E. Research practices and programs of other universities.
- F. Review current DPS public space for potential changes in appearance that would create a more welcoming first impression to visitors.
- G. Work with the assistance of the Vice President of Administration and Finance to locate, acquire, and relocate DPS physical spaces to assist in our work efforts and improve our public perception and present a more welcoming space for prospective employees.

2. Building critical mass.

Goal #1

Expand our outreach and recruitment to create more diverse applicant pools that include under represented populations.

Action Items:

- A. Explore ways to post DPS position announcements more widely within the local community, and partner with local organizations to attract greater diversity. Direct position postings to groups cited in 3A below.

- B. Research opportunities for attendance at career fairs held in the local area and across the state that target under represented populations.
- C. Do fingerprinting of applicants who require background investigations on Sundays to accommodate applicants' potential work conflicts.

3. Expanding and filling the pipeline.

Goal #1

Support campus efforts to attract students that represent diversity as found in the diversity plan for the University of Oregon.

Action Items:

- A. Continue and expand collaborations with departments serving student parents and nontraditional students (Office of Student Life, Graduate School, Nontraditional Student Union, ASUO Women's Center, and Office of Veterans Affairs).

4. Developing and Strengthening Community Linkages

Goal #1

Identify ways to partner with community employers and agencies on diversity recruitment to the Eugene-Springfield area.

Action Items:

- A. Identify local agencies and resources that serve and support under represented individuals.
- B. Seek out community agencies/groups that sponsor events where interested DPS employees could volunteer their time and expertise. An example would be linking up with a community group such as Food for Lane County or Coalition for the Homeless to work together on a volunteer project.

5. Developing and reinforcing diversity infrastructure.

DPS will be at the forefront of reinforcing the diversity infrastructure.

Action Items:

- A. Closely monitor reports of actions by the campus constituents which are contrary to the "Diversity Mission Statement". All reports of hate crimes, gay bashing, harassment of persons of color, etc., will be immediately forwarded to the Vice President for Administration and Finance for further attention and action.

- B. Document and investigate hate/bias related incidents committed on campus.
- C. Work with and support Office of Institutional Equity and Diversity (OIED) efforts by developing a working relationship with OIED staff.

**University of Oregon
Department of Public Safety Survey**

Diversity Definition

“Differences based on race, 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.”

Cultural Competence Definition

“Cultural competence is an active and ongoing process of self-reflection, learning, skill development, and adaptation, practiced individually and collectively, that enables us to engage effectively a culturally diverse community and world. Cultural competence allows us to recognize that our statements, convictions, and reactions are conditioned by the culture in which we live. Cultural competence enables us to bring this knowledge to bear in our interactions so that we can participate respectfully and effectively in our pluralistic University, state, country, and world.”

1. Has our department defined or described diversity in the department’s mission and goal statements?

Yes No

2. On a scale from 1 through 5, please rate how important diversity seems to be in our department, based upon actions (i.e., hiring a diverse staff, ongoing diversity training and awareness, accomplishments and strategic direction, etc.).

Not Very Important

Very Important

1 2 3 4 5

3. On a scale from 1 through 5, please rate how responsive you feel our department has been in addressing diversity in general.

Not Very Important

Very Important

1 2 3 4 5

4. On a scale from 1 through 5, please rate how well our department has developed strategies to welcome students from various backgrounds, under-represented groups, or international students.

Not Very Important

Very Important

1 2 3 4 5

5. Definition: On a scale from 1 through 5, how “culturally competent” do you feel our department is?

Not Very Important

Very Important

1 2 3 4 5

6. How much of a priority is it for our staff to develop cultural competency skills in their work with students on campus?

Not Very Important

Very Important

1 ————— 2 ————— 3 ————— 4 ————— 5

7. On a scale from 1 through 5, how well do you think DPS has positively impacted the climate regarding diversity on campus?

Not Very Important

Very Important

1 ————— 2 ————— 3 ————— 4 ————— 5

Write In / Free Response

8. What challenges has our department faced in regards to diversity in the areas of:

a. Training?

b. Personnel / Hiring?

c. Implementing diversity initiatives?

9. What are some specific accomplishments / “best practices” that you feel DPS has achieved regarding cultural competency diversity initiatives, or campus climate? Please describe here and/or attach separate documents.

ENVIRONMENTAL SCAN

Survey results:

Survey results reflected the unique role of DPS on campus, with DPS employees experiencing diversity tolerance and cultural competence differently in two separate areas of interaction: intra-work group and in the larger community.

Generally, DPS employees feel that they have had to acquire diversity tolerance and cultural competence as part of their on-the-job experience dealing with a tremendously varied population encountered in the course of their duties. In this, they see themselves currently in the forefront of the campus in terms of recognizing the need for cultural consciousness, and responding appropriately. A major theme emerged, however, in the expression of strong desire for more training in this area, and disappointment that it had not already been made available.

Within the work group, employees felt that the hiring process, with selection committees being formed largely within the department, had lead to a relatively homogenous work group. It was noted that with female officers currently on board, the situation has improved, but there was a call to address the recruiting issues that create and maintain a status quo perceived by some as lacking diversity. It was noted that not one of the current officers is bi-lingual.

Finally, department employees looked to administration to provide revise recruitment procedures and make training available, but also to acknowledge the significant accomplishment of the current cultural consciousness of both officers in the field and office employees dealing every day with a diverse public.

**A Strategic Diversity Action Plan
for the
University Planning Office
June 13, 2007**

1. Mission.

The University Planning Office (UPO) manages the creation of places that support and enhance teaching, research, and public service activities at the University of Oregon.

The UPO provides services related to campus planning, project-design management, City of Eugene and Oregon University System coordination related to development, and space management. The office is the steward of the university's built environment and works proactively to ensure a beautiful and functional campus.

2. Organizational Structure.

The UPO reports to the vice president for finance and administration. It currently consists of the senior director; five planning associates, one of whom also serves as a space analyst; a research analyst; and an office assistant. These individuals comprise 6.75 FTE; all report directly to the senior director. An organizational chart is attached.

3. History of Diversity Efforts in the University Planning Office.

Past efforts

The UPO has been diligent in performing searches for internal vacant positions that will result in diverse candidate pools. During the review and selection process for new employees, we follow affirmative action guidelines. We also regularly employ two or three students in our office. While the search process for these is not as rigorous as for permanent employees, the results have yielded a strongly diverse representation of the student body. These students are from the fields they intend to pursue as professionals (architecture, landscape architecture, and planning); our office serves as mentors to them during their employment with us.

When hiring outside professional consultants for assignments such as conceptual design studies or planning and design services, we are equally diligent about performing searches that will result in a diverse pool of consultant firms from which to choose. These searches include, at a minimum, advertisements in minority publications, specifically *The Skanner* (Portland) and *The Portland Observer*, and, less frequently, *The Hispanic News* (Portland).

Our design process is heavily user driven, which allows each project to consider a wide range of criteria developed by widely diverse user groups. In this way each project can focus on and emphasize the values most important to the project itself.

Effectiveness

Our staff currently consists of three men and five women; as such we are over-represented by women. However, we do not currently have any employees that are not white and of European descent. We did have an employee of Chinese descent who left the office five years ago for a job in San Francisco. As noted above our student

employees tend to be representative of diverse backgrounds—including African and Asian. Most importantly we serve as mentors to these students during their time at the university.

In recent years we have hired consultants from a variety of ethnic and racial backgrounds including those of Native-American and African-American descent.

As for diversity in design, several projects have taken on the issue of how users from varying backgrounds can be accommodated by the built environment and how people from the dominant background can learn from alternative built environments. The most striking of these developments is the Many Nations Longhouse (Native American), which evolved out of a user/design process rich in diverse social and cultural values. As such, the building's presence plays a prominent role in providing opportunities for people to gain information about and participate in the expression of Native American traditions, values, and beliefs.

4. Resource Statement.

The UPO currently is funded by a combination of general funds and funds recovered from individual construction projects. We also currently have a very small percentage of our work funded by a grant. As designers and planners we are innately curious about the built environment and the processes that result in alterations to it; we have a high interest in understanding what it means to be a long-lived institution with recognized and established iconography in a world that demands change and innovation. The challenge is to change and innovate while not losing the legacy that represents 125 years of institutional history. This type of challenge fascinates planners.

5. Process for Plan Development.

Diversity planning has included the UPO staff in its entirety, with authorship of the plan assigned to the senior director.

As a group we began by evaluating our work over the last several years with an eye towards diversity issues. This took place over the course of several staff meetings and an annual retreat. The process resulted in a improved understanding of why diversity is important to us (among other things, because our served population as the entire, diverse university community); the definition of diversity we would use as we move forward with our action plan (see below), and what ideas we will include as actions in this plan. Finally, we determined that (1) we will all participate in future monitoring of our diversity plan, and (2) we will include diversity topics in the agendas as we make our annual visits to each vice president, dean, and director in which we discuss specific projects and campus development.

6. Diversity Value Statement.

The vision statement in the *Campus Plan*, which is the university's guiding document related to campus-planning processes and policies, and the UPO's mission statement (both printed below) are founded on meeting the needs of campus users and protecting the integrity and quality of the campus's built environment.

Diversity Value Statement: Understanding the relationship between the environment and the campus community's needs and expanding the learning opportunities of campus users depends on our understanding the diversity of the campus community.

UPO's mission – “ The University Planning Office manages the creation of places that support and enhance teaching, research and public service activities a the University of Oregon.”

Campus Plan Vision – “The University of Oregon’s campus will be responsive to the needs of its occupants, adaptable to emerging opportunities, and beautiful to behold.”

7. Definition of Diversity.

First and foremost, the development of an Action Plan means that, in implementing the UPO's mission and the *Campus Plan*'s vision, we, as a group, will learn more about diversity (in its diverse forms – physical, social, cultural, ethnic, sexual, ideological) and its relationship to and expression in the built environment. This represents for us an opportunity to learn more about an interesting facet of landscape and facilities design. As stewards of a public higher-education institution, we eagerly embrace opportunities to learn more about the craft of our work. As we continue to learn, we will apply our knowledge to the processes we oversee.

New knowledge potential: How to create spaces that accommodate a broad diversity of users. (Examples include those with differing mobility abilities, language use, cultural backgrounds, etc.)	Process to apply to: Design process
Different and better ways to communicate with the on-campus and off-campus communities including professional specialty consultants.	Plan development Design process

Mentoring students (especially those with diverse backgrounds) not only as our employees but also in the informal contacts that result in the execution of our various processes.	Student interactions
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Hiring consultants and staff with diverse backgrounds to place them in positions of leadership on the campus and make them a part of the interdisciplinary design teams.	Hiring process
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Inclusive processes that consider not only the participants but how the final product will fit into our existing campus and expand our knowledge of a world beyond the campus. For example, just what does it	Plan development Design process
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mean to design and build a campus that responds to diverse ideas and is still a cohesive campus welcoming to all?

Action plan –

The core elements of our Action Plan fall into four broad categories: external interactions, diversity and design processes, office interactions (i.e., inter-office relations), and consultant/staff recruitment. We are likely to rely heavily on regular office meeting times and existing available professional development options.

We plan to integrate systematic feedback on our progress in the following ways:

1. Each employee has a year performance evaluation, these offer opportunities for candid and private feedback on diversity issues.
2. We will dedicate some time each year at our yearly retreat to examining diversity issues.
3. Each year we meet with Deans and other directors who regularly initiate large development projects. We will set aside some time in each of these meetings to review our ideas about diversity and development and offer an opportunity for them to assess our efforts in these areas.
4. Many projects are subjected to a post occupancy review. This review will include the examination of diversity issues.
5. Periodically, we assess the health of the campus in terms of its physical development. In this way we hope to identify, pro-actively, areas for improvement or areas to preserve before individual projects are initiated. We will add diversity issues to these assessments.

We have expanded these categories and organized them around the six areas of emphasis within the university's diversity plan, indicating goals, actions, and measures of progress, responsibilities, and timelines.

1. Developing a Culturally Responsive Community.

Meaning

A culturally responsive community is aware of the cultural differences of its individuals. Its built environment is responsive to these individuals' needs. The greatest challenge here is to determine ways in which to be responsive to cultural diversity and still maintain (and even identify components of) the institution's historic/cultural integrity.

Current Status

Our broadly inclusive processes allow the values of diverse community to be reflected in the results. However, as staff, we should be able to remind individual groups of areas the broader community has identified as important, as well as ways in which these may be exclusionary, which groups also may wish to consider as they go about their work. Recently these areas of importance have included sustainability, trees, and transportation issues.

While the *Campus Plan* prescribes the process that allows user groups to direct the design of their projects, it does not single out diversity as an issue that should be expressly considered (see Developing and Reinforcing Diversity Infrastructure).

Current Strengths and Challenges

Individual groups' ability to set their own priorities is a strength; the challenge is our limited ability, depending on the project, sometimes to guide them towards the greater community's goals and sometimes to point out diverse opportunities for consideration, and then to help the user groups embrace these as their own.

	Measure progress	Responsible	Timelines
Goal: Establish diversity as a value each project should consider.			
Action: Include diversity issues in discussion relating to consultant selection and design.	Percent of design processes where discussed	Project Planners	Begin this immediately
Action: Explore the implications of a diverse built environment in the context of our campus and its existing forms.	Do environments honor the past while being responsive to all?	Planning Office Staff (Senior Director)	Series of conversations over the next 12 months.
Action: Consider adding diversity as an issue to be considered by each project as it is designed – perhaps as a pattern.	Included in <i>Campus Plan</i>	Campus Planning Committee (UPO Staff)	Consider for next year's work plan

2. Improving Campus Climate.

Meaning

Beyond our interactions with each other, we also interact with all sections of the campus community in the course of our work. Additionally we interact with off-campus consultants, governmental agencies, and community members.

Current Status

Our self-evaluation of past projects did not reveal any apparent deficits in our interactions, particularly around diversity efforts.

Current Strengths and Challenges

We are interested and eager to improve the ways in which we interact with each other, with our campus constituents, community members, and with our hired consultants.

	Measure progress	Responsible	Timelines
Goal: Improve the quality of our interactions with others in the areas of diversity.			
Action: As on-campus news items which include diversity arise, use these as discussions in staff meetings.	Four times a year discuss a news item.	Senor Director	Begin this immediately
Action; Use existing curriculum or invited speakers or facilitators to explore issues related to communications and interactions and diversity issues in staff meetings.	Four times a year.	Senior Director	Begin this immediately
Action: Take advantage of opportunities to place consultants of minority backgrounds in visible situations such as lectures or public appearances.	One opportunity for each consultant	Senor Director	As opportunities arise

3. Building Critical Mass.**Meaning**

Our unit recognizes the university's commitment to develop a critical mass of persons from under-represented groups. For us this means faculty, staff, and student employees.

Current Status

Our small staff is without minority representation and currently without student minority representation but is well represented by females.

Current Strengths and Challenges

We work hard to ensure deep pools from which to choose as we fill vacant positions (which are infrequent). Our turnover rate for student employees is much higher and this will provide future opportunities.

	Measure progress	Responsible	Timelines
Goal: Increase number of minority on staff including student workers.			
Action: Make every effort to fill vacant positions, including student positions, with diverse applicants.	Ensure that every search is well recruited.	Senor Director	Begin this immediately

4. Expanding and Filling the Pipeline.

Meaning

Our opportunity lies with minority student employees and in being good mentors to them so they effectively pursue their careers in the fields they have chosen. Successful mentoring requires awareness of and sensitivity to their diverse backgrounds.

Current Status

We are currently without student minority representation but have had several minority student employees in the past.

Current Strengths and Challenges

Our turnover rate for students is higher than for permanent employees, and this will provide opportunities in the future.

	Measure progress	Responsible	Timelines
Goal: Provide mentoring to minority student workers.			
Action: Be good mentors to minority student workers who will be entering the work force.	Check in with students periodically to assess their progress and see if help is needed.	Entire staff	Begin this immediately

5. Developing and Strengthening Community Linkages.

Meaning

By setting examples in planning processes (see Developing a Culturally Responsive Community) we can show other public agencies how to integrate diversity issues into the practice of planning and development.

Current Status

We regularly share our ideas with local practitioners who are motivated listeners because they would all like to work for the university.

Current Strengths and Challenges

Our strength in this area is our interest in learning and sharing what we learn with others. Our challenges lie in the time needed to do this.

	Measure progress	Responsible	Timelines
Goal: Share what we learn with other practitioners.			
Action: Present our work to local, regional, and national groups.	One presentation a year.	Entire staff	Begin this immediately

6. Developing and Reinforcing Diversity Infrastructure.

Meaning

Incorporate our ideas about diversity and the built environment into the regular processes involved in campus planning and assist in developing new ones as needed.

Current Status

We regularly update our plans to include new ideas.

Current Strengths and Challenges

Our strength is our interest in doing this. Our challenge lies in the time needed to do it.

See Developing a Culturally Responsive Community for our goals and actions for this point.