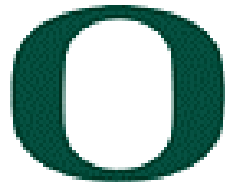


Diversity Strategic Planning Work Session

Diversity Advisory Committee



UNIVERSITY OF OREGON

History of Plan

- Phase I
 - Sep 2004 - May 2005
 - Initial Draft
- Phase II
 - June 2005 - Feb 2006
 - EDWG redraft
- Phase III
 - Feb 2006 - May 2006
 - Feedback and review
 - DAC
 - President and Senate approval

Upfront Matters

- Session designed to facilitate “getting started”
- Focus on questions (not answers) and examples (not prescriptions)
- DAC members are resources, not experts
- Diversity plan and SAPs are designed to be living documents
- Need to engage broad unit stakeholder constituency
- Need for more individualized consultation and support

Questions

- How will diversity initiatives be strategically prioritized at the central administrative level for funding?
- What will we get asked to give up to support diversity initiatives?
- What is a “unit”?
- Who gets a free pass?
- What if we already have a diversity plan?
- Who should be involved in the planning?
- Where do we get support/consultation for planning?
- What if there are disagreements during review process?
- What if we determine that we are doing just fine in terms of diversity?

Responsibility for Creating Plans

- Colleges
- Schools
- Vice presidential offices
- Library
- Athletics
- ASUO
- Office of the Provost
- Office of the President

Organizing Elements

- Data and details about specific strengths and challenges – environmental scan
- Description of specific targeted actions to be taken
- Identification of measurable markers of progress

Six Content Areas

- Developing a Culturally Responsive Community
- Improving Campus Climate
- Building Critical Mass
- Expanding and Filling the Pipeline
- Developing and Strengthening Community Linkages
- Developing and Reinforcing Diversity Infrastructure

Forming a Working Committee

- Shared responsibility of faculty, students, staff, officers of administration in unit
- Including external constituency base
- Diffuse responsibility to all, not the few
- Need to engage unit leadership
- Develop communication plan
- Address group process

Element 1: Strengths and Challenges

- Identify sources of existing data
 - Mission statements
 - Organizational charts
 - Past plans
 - Archival data
 - Institutional historians
 - Audit existing activities
- Consider prospective data collection
 - Survey
 - Focus groups
 - Interviews

Element 2: Strategic Actions

- Actions targeting specific challenges
- Identify what is doable
- Identify best practices
- Reallocation of energy/resources
- Identify proximal strategies that will lead to progress towards larger goals

Element 3: Progress Markers

- Tracking effectiveness (and ineffectiveness)
- Accountability focus
- Both qualitative and quantitative sources of data
- Focus on sensitivity in detecting short-term progress

Timelines

- Fall 2006: Strategic planning commences (if not already underway)
- Winter 2007: College, school, and unit plans are submitted to Provost and Vice Provost, OIED
- Spring 2007: College, school, and unit plans are revised and adopted

Review Process

- Reviewed by Provost, VP OIED, and DAC
- Designed to be collaborative
- Ongoing informal review as SAPs are developed
- Deans and unit leaders have discretion, subject to authority of provost

Avoiding Potential Pitfalls

- Marginalizing leadership
- Failure to recognize existing capacity
- Impression management
- Exclusion of key voices
- Addressing power and cultural dynamics during the planning the process
- All-or-nothing thinking
- Vision over action

End