



May 13, 2008

Dear Colleagues:

Attached is a summary of progress reports for the Diversity Strategic Action Plans generated by each unit on campus. I want to thank all of you involved in these efforts across campus for your serious and creative engagement with this process and particularly want to acknowledge the leadership and dedication of Charles Martinez and his office in this effort. This work has gone forward within the context of both the OUS board requirements and our own goals related to institutional diversity. The wide ranging and substantive initiatives and accomplishments reflected in this document enhance our work in improving our academic quality. They also provide us an opportunity to bring our best efforts to one of the most searching domestic problems we face today.

The purpose of the progress reporting requirement and this summary is to reflect on our collective efforts to put words of support for diversity into action. This summary report details some of the innovative activities occurring on campus during implementation of the SAPs and highlights some of the ongoing challenges that we commit to overcoming as our efforts advance. The progress reporting is designed to be an honest reflection of our efforts. In critically examining the efforts across units, we have an opportunity to learn from one another about innovative and promising practices as well as to share and brainstorm about common challenges. This summary report allows the entire campus community to share in this success and to address boldly the ongoing challenges and next steps.

Sincerely,

Dave Frohnmayer  
President

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**University of Oregon**  
**Diversity Strategic Action Plans**  
**Progress Report Summary**  
**2007-2008 Academic Year**

May 13, 2008

**Background**

Following the adoption of the Diversity Plan for the University of Oregon in May 2006, each college, school, and administrative unit on campus developed and adopted strategic action plans (SAPs). Implementation of those SAPs began in the fall of 2007. The timelines released by the President following adoption of the UO Diversity Plan stipulated that the first formal progress report to the university senate and the larger campus community would occur during the spring 2008. The purpose of this document is to provide a summary of trends in patterns in the activities and progress reported by units during the 2007-2008 academic year.

**Progress Reporting Requirement**

Language adopted in the UO Diversity Plan describes the general requirement for unit leaders to report progress on their SAPs:

Every year, each school, college, and administrative unit, and the ASUO Executive will submit to the Vice Provost for Institutional Equity and Diversity and to the Provost an activity report describing that unit's activities relating to diversity during that year. The Provost will set the beginning date for these reports and may set different dates for different units, depending upon the state of each unit's Strategic Action Plan. Each May, the Provost will submit a written report to the University Senate, outlining what has been accomplished and what remains to be accomplished under the Strategic Action Plans and articulating the goals and objectives to be addressed over the next academic year. The Provost and the Vice Provost for Institutional Equity and Diversity will also present summary information about yearly progress in an open meeting of the Senate (p.9-10).

**Reporting Units**

For the purposes of developing and implementing SAPs, 16 academic and administrative units were identified: Office of the President, Office of the Senior Vice President and Provost, Office of the Vice President for Finance and Administration, Office of the Vice President for Research and Graduate Studies, Office of the Vice President for Student Affairs, Office of the Vice President for University Advancement, College of Arts and Sciences, Lundquist College of Business, College of Education, School of Architecture and Allied Arts, School of Journalism

and Communication, School of Law, School of Music and Dance, Associated Student Union, Athletics, and UO Libraries.

### **SAP Development and Organizing Elements**

The Diversity Plan called on each college, school, and unit to develop an SAP that: (1) provided details and data (where appropriate) about the specific diversity challenges to be addressed in their plan and why these targets are most appropriate; (2) included detailed descriptions of the specific actions to be taken to address those diversity challenges; and (3) provided information about the measurable markers of progress to be assessed during implementation. The university plan also described six main points to be addressed in each strategic plan including: (1) Developing a Culturally Responsive Community, (2) Improving Campus Climate, (3) Building a Critical Mass, (4) Expanding and Filling the Pipeline, (5) Developing and Strengthening Community Linkages, and (6) Developing and reinforcing Diversity Infrastructure.

Each of these units developed and adopted a unit SAP during the 2006-2007 academic year, with support and assistance from the Office of Institutional Equity and Diversity (OIED) and the University Diversity Advisory Committee (DAC).

### **SAP Progress Reporting Guidelines**

OIED provided units a detailed set of guidelines for progress reporting in January 2008. In general, the purpose of progress reporting is to provide a record of activities, accomplishments, and notable challenges related to implementing specific actions contained in units' SAPs during the year. Information contained in progress reports is designed to mark campus-wide trends in diversity activities, identify and disseminate innovative practices, identify cross-unit collaboration opportunities, identify shared challenges in implementing diversity goals, and maintain transparency and accountability for activities related to SAPs. Ultimately, progress report information is designed to facilitate feedback to campus stakeholders about successful efforts and ongoing challenges in our collective efforts to realize diversity goals.

Units were asked to include the following information in their brief 5-page progress report:

- **Summary of Activities.** Provide an overview of the main actions that were addressed during the year. If actions specified in the adopted SAPs were modified or if new actions were undertaken during the year, describe these revisions along with the reasons for modification. Also, describe any actions specified in the SAP to be taken up during the year that were not pursued and the reasons for this.
- **Progress and Results.** Describe the activities directed toward specific actions during the year and the results obtained. Describe the results of any planned analyses (qualitative or quantitative) related to program outcomes. Background information for specific program activities, flyers, marketing materials, etc. may be included in appendices. Describe any unanticipated consequences and any challenges encountered. If technical problems were encountered in carrying out particular activities, describe any modifications.
- **Impact.** Describe the aggregate impact of unit efforts towards the goals of SAPs.

- Future Plans. Summarize plans to address ongoing and/or new activities related to the SAP during the next year. Include any important modifications to the original plans.

### **Status of Progress Reports**

Progress reports from all 16 units were received by OIED in April 2008 and were considered during the review for this summary. Prior to submission, and during the current academic year, each unit received individual outreach from OIED to meet and discuss progress on SAPs prior to the report submission, and regular progress updates were provided by unit leaders in Leadership Council meetings and during weekly meetings of the President's Small Executive Staff.

### **Summary of Progress Reports**

#### **Overview**

Campus units have been busy and productive during this first year of implementation of unit SAPs. While most campus units had some preexisting diversity infrastructure, many units have worked to further develop and/or reinforce that infrastructure during the current year. Dissemination of information, establishment of committees, assigning responsibilities for diversity initiatives were all common activities across units during the reporting period. Beyond such basebuilding activities, units have been actively engaged in diversity professional development activities; developing diversity scholarship in terms of course offerings, conferences, symposia; facilitating efforts to enhance the diversity of the campus workforce and student body; conducting community collaborative projects; and facilitating efforts to increase pathways to college among students from underrepresented groups. Individual engagement in these activities is becoming more widespread; themes of diversity are more fully integrated into campus activities, policies, and decision making processes; and there is an increasingly broad sense of shared commitment to advancing institutional diversity goals.

In addition to these many strengths, there continues to be numerous challenges related to our diversity efforts. For example, while the contextualized focus of the SAPs on activities within individual units has created a broader base of ownership for diversity efforts, this approach also may promote isolation and lack of coordination of efforts across units. As work on the SAPs continues, more mechanisms to promote cross-unit collaboration are needed. Other major challenges that require greater focus moving forward include the need to better coordinate and enhance accessibility of professional development activities across campus, the need for a stronger focus on evaluation, and the need to more effectively identify and share promising practices.

Overall, there is much reason for optimism as campus efforts have begun to turn words of support for diversity into action. While critical consideration and discussion about the best methods for advancing our diversity goals will continue to be (and should be) part of the ongoing engagement process on campus, there is no questions that the campus is on a path towards lasting change.

## **Summary of Unit Activities**

This section summarizes major activities of units during the 2007-2008 academic year organized by each of the six major content areas that are addressed in the UO Diversity Plan. In addition to the general summary information for each content area, specific examples of unit actions are provided to illustrate the types of activities underway in each area. The examples should not be viewed as a comprehensive listing of all efforts, nor should activities excluded from the lists of examples here be viewed as less important or noteworthy.

### **1. Developing a Culturally Responsive Community**

The UO Diversity Plan describes a number of areas for action in this area including development and implementation of diversity professional development opportunities for faculty and staff, enhancement of teaching effectiveness, creating more inclusive classroom environments, integrating issues of diversity into coursework, and integrating diversity questions into student course evaluations.

**Summary.** This content area received significant attention in unit SAPs and activities during the 2007-2008 academic year. Many units created and sustained diversity committees to guide work in this area, and more generally to provide stewardship of SAPs. A number of units developed, administered, and/or disseminated results of constituent surveys to better understand work and needed progress in this area. Development and implementation of diversity professional development opportunities was widespread for faculty and staff across campus. Many academic units enhanced course offerings in diversity related scholarly areas. Information has been disseminated to departments about recommendations for integration of diversity/inclusion questions into student evaluations. Some units have provided incentives to faculty developing diversity for courses and for developing new diversity-related program initiatives. While effort in this area is widespread, some units continue to be largely in the “planning stage” in this area. This may be particularly true for units without functioning and representative SAP steering committee or unit diversity committees.

#### **Examples:**

- OIED and the Office of Senior Vice President and Provost created the Innovations in Diversity and Academic Excellence program. The competitive award program provides financial resources directly to academic leaders and faculty to support development of new initiatives that directly address diversity goals in unit SAPs. The program made six awards of up to \$12K to three academic units during the first award cycle in Winter 2008. The initial program is expected to continue for at least three academic years.
- In collaboration with OIED and the Center on Diversity and Community (CoDaC), the Office of Academic Affairs conducted multiple professional development workshops for new faculty and for existing faculty across campus focused on teaching effectiveness in multicultural environments and on understanding the legal and scholarly landscape of diversity in higher education.

- Within the Office of Senior Vice President and Provost, Undergraduate Studies engaged in a comprehensive survey of current diversity offerings through course evaluations for Freshmen Seminars, Transfer Seminars, and FIGs.
- The College of Arts and Sciences (CAS) launched an African Studies minor in Spring 2007.
- CAS anticipates approval for establishing a Queer Studies minor in Fall 2008.
- Expanding existing efforts, the College of Education (COE) engaged in a series of professional development workshops for classified staff in instructional programs and conducted facilitated sessions with the COE leadership group focusing on climate for diversity, and ways to improve professional development opportunities.
- The COE has engaged in an extensive process to refocus the Teacher Education program with an emphasis on social justice and the English for Speakers of Other Languages (ESOL) endorsement.
- In collaboration with the Office of Senior Vice President and Provost, the COE has initiated a new open rank search for a scholar in Teacher Education with expertise in Native American education.
- The School of Architecture and Allied Arts (AAA) collaborated with OIED through CoDaC to conduct a series of intensive seminars focusing on developing a strong multicultural organization.
- The Graduate School now explicitly requires information on diversity-related activities as part of the Program Review Self-Study for departments.
- All departments within the Division of Student Affairs provided cultural competency workshops for staff. The Diversity Action Committee for Student Affairs also offered multiple professional development opportunities for staff throughout the division with nationally respected diversity consultants.
- The Lunquist College of Business (LCB) established a diversity committee that was broadly representative of unit constituencies and the committee is engaged in planning for a number of activities related to developing a culturally responsive community.
- The Athletics Department is forming a Diversity Action Plan Team to monitor the needs, required actions, and confront the challenges of the unit SAP in monthly meetings.
- The Associated Students of the University of Oregon (ASUO) formed a coalition to campaign for the departmentalization of Ethnic Studies.
- The UO Libraries set aside funds to be used for acquiring non-English language and area studies materials across disciplines.
- The School of Law asked each faculty member to include in her or his annual report to the Dean a description of how that faculty member incorporates diversity issues into courses and a list of diversity professional development activities attended. The School of Law also has created a diversity award for one or more faculty, staff, or students.
- OIED, CoDaC, Human Resources, Office of Student Life, the Counseling and Testing Center, and the Office of Affirmative Action & Equal Opportunity (AA&EO) have all provided many diversity professional development opportunities throughout campus at the request of specific units. Currently, these offices have begun meeting

together under OIED's guidance to: (1) catalog the types of offerings available, (2) develop more effective methods for communicating about professional development opportunities across campus, (3) assess the campus demand for professional development, and (4) develop and implement workshop evaluation tools.

## 2. Improving Campus Climate

As described in the UO Diversity Plan, every member of the University community has the responsibility to make the University a supportive and inclusive place. Work by faculty, students, officers of administration, and staff to improve their abilities to work and learn respectfully and effectively in a diverse community should make the University a more welcoming and productive place for all of us.

**Summary.** A number of units engaged in focused activities related to improving campus climate related to diversity. Some units engaged in formal interviewing/surveying of students to better understand the current climate for diversity on campus. Other units have established open forums or town halls to encourage discussion about the diversity climate. More efforts have been underway to involve students directly in diversity committees and in advisory capacities within units. A number of units have focused attention on enhancing communications about diversity supports and program offerings.

### Examples:

- The Division of Student Affairs through University Housing has developed and expanded its "Count Me In" campaign designed to broadly engage students across campus to support inclusive living and learning environments and community norms of respect for diversity.
- UO Libraries has created a more comprehensive website to provide information about activities of the Library Diversity Committee and campus-wide diversity information.
- The School of Law has conducted multiple town halls to discuss the climate for diversity.
- The School of Music and Dance developed and disseminated a Culture and Climate Survey that is now integrated into the school's student exit interview.
- The Office of University Advancement Diversity Committee has developed an advancement diversity webpage designed to provide information about unit and campus-wide diversity efforts.
- University Advancement through Public and Media Relations has begun working with OIED to create a strategic diversity communications plan to aggregate and disseminate campus-wide diversity information to constituencies on- and off-campus.
- The COE has initiated and is continuing a comprehensive exit survey of graduates that includes 1-, 3-, and 5-year post graduation follow-up and interviews with stakeholders specific to diversity.
- The Office of the President, under the direction of the president, engaged the campus community with collaborators from around the state to present honorary degrees to students of Japanese American descent who were interned in 1942.

- OIED has launched conversations with the AA&EO and other campus units to pursue the feasibility of streamlining the complaint/grievance process related to concerns about discrimination and harassment.

### 3. Building a Critical Mass

The development of a critical mass of persons from underrepresented groups is critical to cultivate and maintain a campus environment that embraces diversity and to provide our students with the tools to become global citizens. Building diversity across our faculty, students, officers of administration, and staff will benefit our University in countless ways. Increasing the diversity of our faculty is important to provide our students with role models and to secure the scholarly and intellectual benefits that a diverse faculty will bring to the University. Equally important is the recruitment and retention of undergraduate and graduate students from diverse backgrounds and experiences.

**Summary.** Unit effort in this area has been strong during the current academic year. Units are engaged in a broad range of activities designed to enhance the diversity of the UO workforce and student population while maintaining best practices and the highest standards of academic quality. Importantly, institutional goals in these areas should not be measured against arbitrary thresholds or quotas. Rather, progress in building a critical mass is marked by demonstrating growth in the diversity of the campus. Growth in building critical mass is best viewed as a means to an end rather than an end unto itself.

With this in mind, it does appear that progress is being made in some areas in terms of enhancing the diversity of faculty, staff, and students on campus<sup>1</sup>. For example, between the 06-07 and 07-08 academic years, numbers of student admits to the UO have risen about 32%. During that time student admits grew 52% among Latino students, 37% among African American students, 23% among Asian students, 22% among American Indian/Alaskan Native students, and 31% among white students. The effect of such growth in admissions in terms of actual enrollment will not be determined until Fall 2008. In terms of faculty and staff, data from AA&EO show that between October 2006 and October 2007 the representation of people of color increased from 11.89% to 12.51% among all employees counted for affirmative action purposes. There were increases in representation, both numeric and percentage, of all protected race/ethnic groups during this period of time. Among the tenure-related faculty job groups, the percentage representation of people of color increased in 7 of 9 job groups and remained constant in two. The percentage representation of people of color did not decrease in any tenure-related faculty job groups.

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<sup>1</sup> Per the adopted UO Diversity Plan: "Efforts to build critical mass in this section are focused on race, ethnicity, and gender. It should be noted that different categories of diversity have different histories and require different strategies to build critical mass. The narrowing of focus in this section reflects the clear, immediate and legally sanctioned need for developing critical mass in these particular groups and recognizes as well the differences between building critical mass in faculty and staff and building critical mass for students. The university remains dedicated to pursuing long-term commitment to equality of opportunity, ability and disability access, and true pluralism (p. 27).



**Examples:**

- In January 2008, the University of Oregon, drawing on academic and administrative leadership throughout campus, announced the creation of PathwayOregon, a program designed to enhance access and academic success for Pell-eligible students. The program provides both financial aid and academic support to students who might not have an opportunity to attend the UO in the absence of a well-defined program enabling them to do so. Approximately 400 students have qualified for Pathway Oregon for fall 2008.
- Through the Office of Finance and Administration, the Office of Admissions continues to be engaged in a host of activities designed to increase the number of students for underrepresented groups including: UO Connections, Embracing the Future, On-Site Admissions Programs, and Oregon Native Education (ONE) Day.
- Through the Office of Research and Graduate Studies, the Graduate School continues to provide financial support and mentorship for graduate students from underrepresented groups through the Promising Scholars Award.
- The Diversity-Building Scholarship recognizes undergraduate and graduate students who enhance the educational experience of all students by sharing diverse cultural experiences. The Diversity-Building Scholarship is a tuition-remission scholarship with awards ranging from partial to full tuition and fee waivers. The amount of each award is determined by the UO Diversity-Building Scholarship Committee. Scholarships are renewable.
- Within CAS, the Department of English established a graduate fellowship for an incoming graduate student intending to specialize in the intersecting issues of race/ethnicity, (post) coloniality, (post/late) modernity/globality in the twentieth century.
- Within CAS, the Department of Philosophy is renewing its Minority Recruitment Initiative which invites college seniors to campus to interest them in graduate studies in philosophy.
- Within CAS, numerous departments (e.g., Chemistry, Biology, Geography) are either continuing or have launched initiatives to support enhanced efforts to recruit graduate students from underrepresented groups.
- The Office of International Affairs has collaborated with academic leaders in colleges and schools to enhance representation of international students in academic programs.
- The Provost, Office of Academic Affairs, and OIED have collaborated with deans and academic department leaders to implement the refined Underrepresented Minority Recruitment Program (UMRP) procedures, to review proposals, and to ensure consistency with the intent and goals for the program.
- Office of Finance and Administration, AA&EO has provided extensive training and support to search committees in their efforts to recruit diverse pools of applicants.
- The Office of Finance and Administration has supported increased efforts to provide translations of job announcements in languages other than English.
- CAS leadership collaborated with a number of academic departments and central administration to create a cluster hire of five new faculty in African and African-American Studies. To date, two positions have been filled as part of this search.

- UO Libraries requires search committee final reports to include information about the contribution of potential candidates to the goals of diversity (broadly defined).

#### 4. Expanding and Filling the Pipeline

We need to make the University a destination for the best and brightest students graduating from Oregon high schools. To ensure that these students reflect the diversity of our state and to encourage students with diverse backgrounds and experiences to attend the University, we need to provide support and encouragement to K-12 students. Our goals should be to prepare K-12 students to apply to and succeed in higher education, particularly at the University.

**Summary.** Many academic units have been engaged in pipeline activities previously, and a number of such efforts have been continued or expanded during the current academic year. As suggested in the UO Diversity Plan, such pipeline efforts have focused more frequently on establishing pathways to college earlier in a young person's life (i.e., middle school or earlier). As such programs continue to be developed across campus, more collaboration across units and within the K-12 system are likely to enhance institutional efforts in this area. Also, more effort to consider long-term evaluation of such programs would be helpful as these efforts mature.

#### Examples:

- The School of Journalism and Communication (SOJC) launched an initiative with Jefferson High School in Portland, an inner-city high school, to develop a web-based, multimedia high school journalism project that would offer a model for SOJC students to work with high school students of color.
- In CAS, the Department of Physics participates actively in the UCORE program, which brings community college students, many who are first-generation college students, to campus for a summer research program.
- In CAS, the Department of Economics, along with other departmental partners, has continued and expanded the Summer Academy to Inspire Learning (SAIL) program to include 20 new students from Springfield Middle School in 2007 and 11 returning students from 2006 in a week-long program in economics, psychology, and neuroscience.
- Now entering its fourth year, OIED in partnership with numerous academic departments continues to run the Oregon Young Scholars Program (OYSP), which is a multi-year intervention program for underrepresented minority and low-income middle-school students. The program includes an intensive 10-12 day residential component each year and cohort-based learning in specific academic disciplines. During summer 2008, the program is expected to include 40 students.
- The ASUO and student initiatives through the Multicultural Center continue to support specific programs to enhance access to higher education among underrepresented students in K-12.

## 5. Developing and Strengthening Community Linkages

As a public institution the University serves the public. The University should be seen as a resource and should provide opportunities for people outside the University. The University should be both a leader and a listener. By working together, the University and external communities can find ways to address changes within the state. The University, the Eugene/Springfield community and the State of Oregon will all benefit from increased connections.

**Summary.** As part of efforts in other areas, many units enhanced external community outreach activities. Some units continue to be largely in the planning stage for launching such community connections. More collaboration in this area is likely to be useful across campus. Genuine community relationship building will take time, and the campus is well positioned to advance the base-building work for such partnerships. Collaboration across units will allow units to draw on the established relationships and the credibility of existing relationship to forge new partnerships.

### Examples:

- The Office of the President and OIED continue to facilitate the President's Native American Advisory Board, which provides invaluable counsel to the University in creating new opportunities for academic collaborations with Oregon's tribal communities, and for addressing issues of recruitment and retention of Native American students and faculty.
- The COE established and continued an active Community Diversity Advisory Board.
- The Office of the President and OIED continue to actively participate in the Diversity and Human Rights Consortium and Interagency Diversity and Equity Coalition along with school districts and other government and public service organizations.
- Through OIED, the University is a charter member of the National Association of Diversity Officers in Higher Education, which brings national level consulting resources and best practices to campus diversity efforts.
- Through the Office of University Advancement, the UO Alumni Association has engaged in a year-long planning process to develop its own vision for connecting with diverse alumni and constituencies and is working with OIED directly on this initiative.
- Throughout unit SAP progress reports, descriptions of innovative academic programs, symposia, and conferences throughout the colleges, schools, and research centers under the Office of Research and Graduate Studies attest to the widespread creation and implementation of events that draw diverse constituencies to campus.

## 6. Developing and reinforcing Diversity Infrastructure

Together with central administration, OIED, deans and academic leaders, and the Senate 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.

**Summary.** A number of units established new diversity committees, refocused or repopulated existing committees, assigned leadership for diversity, and/or hired diversity-related administrative positions during the review period. While these efforts are essential to sustaining campus progress on diversity goals, more collaboration across committees and between individuals charged with diversity leadership will enhance synchrony of efforts across campus.

**Examples:**

- In collaboration with the president, OIED is leading and facilitating the work of the University Diversity Advisory Committee, which received a renewed charge from the president this year that emphasizes dissemination of best practices, consulting, and building cross-unit collaboration regarding work on SAPs.
- The COE hired a Diversity Coordinator to oversee diversity efforts related to the unit SAP, to set direction for new diversity initiatives, and to be a main point of contact for students, faculty, staff, and external community as it relates to these efforts.
- Under the Office of Finance and Administration, Campus Operations established a part-time diversity coordinator position to advance that unit's diversity efforts.
- The Division of Student Affairs continues to empower a productive Diversity Action Committee that has been in place for three years to direct activities related to its unit SAP.
- The Office of University Advancement Diversity Committee meets routinely with unit leaders and department heads to coordinate SAP efforts and to share information about the SAP with unit constituents.
- The ASUO established a broad-based Student Diversity Action Coalition, open to any interested student to help shape diversity initiatives within the ASUO, and to advise OIED in conjunction with the Multicultural Center.
- LCB reconstituted its diversity committee to be broadly representative and to include students, faculty, staff, and OAs.
- The Athletics Department is in the process of forming a new Diversity Action Plan team to steer its SAP efforts.
- AAA, UO Libraries, SOJC each has continuing and active diversity committees.

**Major Strengths Across Unit Activities**

Many strengths are noted in the SAP progress reports. Across plans, these include:

- All units have been responsive to the call to put their plans into action in various ways.
- There is widespread ownership of diversity efforts across units, rather than having responsibility for diversity activities sit on the shoulders of particular individuals within a unit.
- Many units have engaged active diversity committees.
- Units have made sincere efforts to demonstrate both progress and challenges related to implementation of SAPs.
- Innovation is high across campus, and many of these innovations are contextualized to meet specific goals within a particular unit.

- There is increased willingness to engage in critical discussions about diversity within units (including discussion about merits and weaknesses of campus efforts).
- Consistent with the definition of diversity in the UO Diversity Plan, units are directing efforts to enhance the climate for diversity beyond a narrow focus on race/ethnicity and gender.
- There is widespread understanding that our efforts are dynamic and will change as progress is made. Both SAPs and the UO Diversity Plan itself are viewed as living, fluid documents.

### **Ongoing Challenges and Future Directions**

In addition to the many strengths noted, a number of ongoing challenges and possible future directions are noted. These include:

- While the contextualized approach that underlies the SAPs is a strength, the accompanying challenge is that units may be isolated from one another in their efforts. More cross-unit collaboration is needed. More opportunities must be created for unit leaders to share information with one another, and more initiative should be taken by units to seek consultation from OIED and other sources of diversity expertise on and off-campus.
- In the context of other pressing issues faced by units (e.g., major construction, leadership searches, budget concerns, etc.), when diversity issues are not “hot” for a particular unit, momentum is lost and diversity initiatives are likely to slip in importance. This appears to be particularly true for units that may not have active and empowered diversity committees to provide stewardship of SAP efforts.
- Although it is to be expected based on the conditions within units, some units continue to be in a “planning” vs. “doing” mode with diversity efforts.
- More focus on evaluation of diversity efforts is needed. Evaluation should move beyond proxy variables (e.g., numbers of workshops held, number of faculty of color hires within a unit) to include the more complex outcomes that will allow units to accurately assess whether and in what ways their efforts are making a difference.
- OIED staff assigned to support SAP implementation in the various units will be scheduling time with unit leaders/and or diversity committees to provide additional unit-specific information about the review process and findings from this progress reporting period.
- Additional opportunities to share information from this summary report will be planned for fall 2008 in retreats and meetings with academic/administrative leaders, faculty, staff, students, and external community stakeholders.

### **Contact Information**

Copies of this report may be obtained electronically through OIED’s website at <http://vpdiversity.uoregon.edu>. Comments and inquiries about the report may be submitted to the OIED by email at [vpdivers@uoregon.edu](mailto:vpdivers@uoregon.edu) or by phone at (541)346-3175. Questions about diversity activities within particular units SAPs should be sent to the unit leaders directly (see <http://vpdiversity.uoregon.edu> for listings of unit contacts).