

Lundquist College of Business
Strategic Diversity Plan
June 15, 2007

Lundquist College of Business Vision/Mission

Vision

The Charles H. Lundquist College of Business will be internationally renowned for excellence in business education and research drawing strength from its links to Pacific Rim neighbors and distinctive qualities of Oregon culture: innovation, sustainability, active lifestyles, financial stewardship, and respect for individuality and diversity within an increasingly global community.

Mission

The College is an integral part of the state's flagship AAU university, which is a liberal arts, public, research institution. The College's mission is to:

1. Provide outstanding undergraduate education that combines a strong foundation in the liberal arts, excellence in traditional business disciplines and experiential opportunities drawing on the strength of Oregon's distinctive qualities.
2. Support economic development by offering master's programs associated with signature centers derived from Oregon's distinctive qualities, and by providing expert services to the Oregon community and beyond.
3. Contribute to the advancement of business knowledge through scholarship and doctoral programs in accordance with the research mission of the university.

Organizational Structure

We implement this mission via disciplinary research and education in accounting, decision sciences, finance, management, and marketing combined with experiential education and interdisciplinary research in our signature themes of entrepreneurship/innovation, securities analysis, sports business, and sustainable supply chain management. Transition from disciplinary to experiential education is supported by leadership education focused on communication, teamwork, ethics, and personal leadership development. The disciplines are organized by departments and governed by an academic council. The signature themes and leadership are organized by centers and governed by a professional council.

The college has two associate deans: academic affairs and professional affairs; and four assistant deans: external affairs, operations, undergraduate programs and graduate programs. Each department has a head and each center has an academic director and a managing director. The department heads, associate dean for academic affairs, associate dean for professional affairs and assistant deans for undergraduate and graduate programs form the Academic Council. The center academic and managing directors plus the director of career services are joined by the two associate deans and assistant dean for external affairs on the Professional Council.

College Diversity Snapshot

1. **Students:** The undergraduate program participates in a number of outreach recruiting events with prospects from underrepresented groups and attempts to influence who matriculates into the College. We have the ability to improve the diversity of our admitted student population by focusing our efforts on freshmen and sophomores. However, the College is ultimately constrained in its efforts to impact the diversity of admitted students at the junior level by the overall makeup of the undergraduate population.

At the graduate level, we recruit students for the Ph.D., MBA and MAcc programs. Historically, we have had mixed success in attracting women and international students in these programs. We have had little success in attracting students from underrepresented ethnic groups.

2. **Faculty:** We currently count 17 women, five Latino/Latinas and one African-American among our faculty of 66. Further, faculty from these groups have held leadership positions including department heads, associate deans and dean.
3. **Officers of Administration:** We have 22 OA's, of whom 12 are women, one is Asian, and one is Latina.
4. **Staff:** We have 21 classified staff, 17 of whom are women.

Diversity Value Statement and Definition

We value diversity because we value the fundamental right of each student, faculty and staff member to work in an environment that allows her/him to attain her/his potential, free from harassment, and because we recognize that a focus on diversity enhances excellence in our education and research programs.

The ways in which we value diversity ultimately help us define diversity. On one hand, creating an environment in which all of our members can thrive means we must define diversity in terms of groups that have typically been underrepresented and marginalized – groups defined by race, ethnicity, gender, sexual orientation, disability. (This list is not meant to be exhaustive.) Focusing on these areas also supports the second value stated above – that of enhancing our excellence in education and research programs.

That second value also requires that we expand our definition of diversity. Enhancing excellence in education and research programs means cultivating diversity of thought in the College. Diversity of thought does flow from the diverse groups described above but it also comes from other groups not so easily defined. We must challenge ourselves to identify those other groups. For instance, how could we encourage students who might not normally major in business – students who major in Philosophy, Journalism, English, etc. – to participate in business discussions? Are there ways to characterize these students and target them more strategically? How could we attract more non-traditional students, older students who have been in the work force? These are examples of two

“groups” who might not fit the traditional definition, or even get us “credit” for diversity building, but who would truly represent our stated value of excellence in education.

Diversity is a critical component of excellence in business education. Our graduates will enter an increasingly diverse work place where they will be asked to lead teams consisting of people of many nationalities, ethnic backgrounds, and genders. Each person will bring her/his unique critical thinking style, work style, leadership style and value system. These differences will be the potential strength of the team and a challenge for the leader. Our students will be competing with graduates from schools such as USC and Michigan that have extensive experience with diverse teams. Our learning environment must provide each of our students the tools and experiences necessary to compete effectively during their careers.

A diverse cohort of faculty and students also contributes to the research agenda. Researchers from different backgrounds bring different perspectives to research discussions. For example, one might hypothesize that consumer behavior would be different in white, Latino and African-American communities. Even in a technical area such as operations research or finance, we would expect researchers from different backgrounds to approach problems differently. Hence teams that are diverse have more problem solving tools from which to draw.

Initial Diversity Planning Committee

Helen Gernon, Associate Dean for Professional Affairs (Chair)

Adrian Michael Ades, undergraduate student

Heather Bottorff, Academic Advisor, Undergraduate Programs

Ron Bramhall, Instructor, Leadership and Communications

Ben Cannon, undergraduate student

Lynn Kahle, Ehrman Giustina Professor of Marketing

Rebekah Lambert, former Administrative Manager, Accounting Department

Andrew Verner, Assistant Dean of Graduate Programs

Point 6 of this Plan calls for creating a permanent committee or other body with overall responsibility for diversity efforts in the College. This committee is the “committee” frequently referred to as the Responsible Entity for implementation of Plan Goals and Action Items. This Committee is to be created by November 2007.

Diversity Strengths and Challenges

The College has several strengths relative to diversity: diverse faculty, strong and improving gender diversity, good relationships with minority supporting organizations within the community, and a relatively benign climate.

The faculty has 66 faculty members. Of that group there are 49 men and 17 women, six members of underrepresented groups, and eight international faculty. Each search committee is designed to be diverse and each pool is reviewed for its diversity before invitations to interview are issued. Of the five faculty members hired in FY06, two were international and two were female.

Roughly one quarter of all international alumni of the university are Lundquist graduates. We are far less than one quarter of the overall alumni base.

According to the College Annual Scorecard, the entering undergraduate student body is 34% female and the entering graduate student body is 45% female. Our entering class of MBA students is 40% female. In 2004-05, we started a Women in Business Club that has grown in membership each year. We have strong relationships with CentroLatino Americano in Lane County and the Hispanic Metro Chamber in Portland. We have done student and faculty work for both organizations. We are starting our second year of working with CentroLatino. Our Leadership in Action Practicum, operated through the College's Leadership and Communication Center, will place a team of students on a continuation project for the organization based on the recommendations from last year's student team. The executive director, Jorge Navarro, wants the students to explore ways to make the organization more financially stable.

The faculty of the Leadership and Communication Center conducted a one-day workshop for the Hispanic Metro Chamber in Portland on Leadership Styles and How to be a Leader of Change. The faculty will return in the spring to work with the participants on presentation skills and how to create effective, persuasive presentations.

Since 2005, the lead instructor for the Oregon Young Scholars Program (OYSP) has been from the College. He has been instrumental in the success of this program, a summer program for high school students of color. Due in part to the College's contribution, the university was able to bring in a new class of 10 students in 2006 in addition to the returning class of 16 from 2005. The College organized the activities and designed the integrative piece that resulted in an exceptional experience for these students. A Ropes course and community service day were added to the curriculum. Student and parent comments indicate this program has been a life-changing experience for many of these students.

We have had little distress over climate issues. We believe this can be attributed to the willingness of faculty and administrators to address issues when they arise. While we understand that it would be unwise to conclude from this relatively benign climate that we have no climate issues, we feel it is a positive factor for the College.

Diversity challenges in the College include low ethnic diversity in students entering the College and enrolling in graduate programs, declining numbers of international students in both undergraduate and graduate programs, and relatively low numbers of women in the undergraduate program.

Addressing these challenges will require additional resources. While our External Affairs Office already has made great strides in identifying donors for diversity-related student scholarships, additional efforts will be required to fund some of the action items listed below. The College will also work with the Office of Institutional Equity and Diversity to identify possibilities for cost sharing with other departments and schools.

The College will annually review the plan laid out below and make adjustments in the goals and action items as determined by progress to date, existing resources, and changes in the environment.

Point 1: Developing a Culturally Responsive Community

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

A culturally responsive community recognizes that students, faculty, and staff come from a variety of cultural backgrounds and that these cultures are reflected in how we view and experience the world. It works to understand the commonalities that exist between people of different backgrounds and also recognizes and celebrates their differences. A culturally responsive community ensures that all individuals have full opportunity to participate and succeed.

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

While a deeper environmental scan is needed, the College has done some work in this area:

- The College Professional Code of Conduct emphasizes the “dignity of all people” and “mutual respect.”
- The Women in Business Club was established in 2004 to provide “support, encouragement, and guidance to female students within the settings of business and academia.” A similar club for business students of color was started a few years ago, but did not take hold.
- The International Business and Economics Club provides “students with the opportunity to actively explore the world in its growing interdependent state.”
- The Undergraduate Program employs two Support Services Mentors who work with students from underrepresented groups, including students of color. This program has been very effective.
- The Dean’s Undergraduate Student Advisory Council discussed at length the issue of diversity within the College. Students of color shared their feelings and perspectives and an important discussion took place. These discussions will be resumed in 2007-08.

Many College courses do not include the explicit study of issues related to diversity. Indeed, some diversity issues are seen as “taboo” and discussions tend to go around them, rather than engage them. The College needs to enable faculty with the tools necessary for them to feel comfortable discussing these topics.

However, all Marketing and International Business courses touch on diversity in some way. There are examples, as well, of courses in which some diversity issues are directly addressed, including the core undergraduate courses BA 352 (Leadership and Communication) and MGMT 321 (Managing Organizations), and the required MAcc course ACTG 610 (Developing the Business Professional). Other courses that touch on some diversity issues include BA 351 (Cross Cultural Business Communication), BA 365 (Cross Cultural Negotiations), MGMT 415 (Human Resource Management) and MGMT

623 (Negotiations). However, the diversity topics discussed in all of these courses tend to be focused on issues of international, rather than domestic, diversity.

There are no formal mechanisms in place for dealing with issues of bias or exclusion that may arise (See Point 6 of this plan).

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

Strengths

- Existing course content dealing with international diversity issues is strong, ex. BA 352.
- Willingness of faculty to respond to diversity issues when raised.
- Less distress over diversity issues than other units within the university.

Challenges

- Some diversity issues seen as “taboo,” particularly domestic ones.
- No mechanisms in place for dealing with issues of bias or exclusion.
- Some faculty members unsure of how to address and incorporate diversity issues in course development.
- Some faculty depend exclusively upon one or two students of color to speak up whenever a diversity issue is raised.
- Additional resources needed to implement the goals and action items in this plan.

<i>Goals/Action Items</i>	<i>Measures of progress</i>	<i>Responsible entity/ Accountability</i>	<i>Timeline for implementation</i>
<i>GOAL #1: Promote a culturally responsive community by ensuring that all College materials affirm the College’s vision for, and commitment to, diversity and the challenges and opportunities that such diversity brings to our community</i>			
ACTION: Develop methods to ascertain whether a faculty member effectively engages students from diverse backgrounds and experiences whenever feasible	Documented changes	Dean/Academic Council	Fall 2008

<p>ACTION: Review and revise (as needed) College vision, mission, and code of conduct to ensure that they reflect a culturally responsive community</p> <p>Note: ACTION item related to putting a mechanism in place for dealing with issues of bias or exclusion is addressed in Point 6</p>	<p>Documented changes</p>	<p>Dean/Committee</p>	<p>Spring 2008</p>
<p><i>GOAL #2: Improve LCB faculty's, students', and staff's knowledge of issues related to diversity</i></p>			
<p>ACTION: Provide teaching effectiveness workshops on issues of diversity to faculty</p>	<p>1. # of workshops provided to faculty 2. # of faculty participating in workshops</p>	<p>Dean/Committee will determine how such workshops will be promoted in order to ensure attendance</p>	<p>Provide workshops as needed in the 2007-08 academic year</p>
<p>ACTION: Provide workshops on issues of diversity to all students, using established student clubs and groups to help market the workshops</p>	<p>1. # of workshops provided to student clubs and groups 2. # of students participating in workshops</p>	<p>Dean/Committee</p>	<p>Provide workshops as needed in the 2007-08 academic year</p>

Point 2: Improving Campus Climate

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

One key goal of this plan is to improve the College climate for diversity. In particular, efforts by faculty, students, OAs, and staff to enhance their abilities to work and learn in a diverse community should make the College a more welcoming and productive place for all of us. Building a critical mass and expanding and filling the pipeline will also improve the climate by increasing diversity within the College.

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

The College Code of Conduct is distributed to every class at the start of each term. This document appears to increase sensitivity to diversity among many people in our community.

In keeping with President Frohnmayer’s China Initiative and with financing from a US Department of Education grant, the College and the Center for Asian-Pacific Studies launched its Engaging China program in 2006. Following a spring-term lecture series, which was open to the local community, and summer readings assignments, a group of about 20 MBA students plus faculty traveled to China in Summer 2006 to study sports marketing. This year, a similar group will travel to China to study entrepreneurship and sustainable supply-chain management. The Warsaw Sports Marketing Center hopes to make such a trip an annual feature for MBA students in Sports Business. These study tours and other efforts by the college to promote international travel and study abroad enhance awareness of and appreciation for the diversity among people.

In 2006-07, the College has undertaken a series of initiatives designed to enhance the diversity climate:

- The Oregon Young Scholars Program has been funded again for summer 2007.
- Leadership in Action is in development phase for Spring 2007.
- The College made a day-long presentation on Leadership Styles and Leadership Practices to the Hispanic Metro Chamber Leadership Program.
- The College contributed \$2,500 support to the national Ph.D. Project.
- The Women in Business Club has 74 members. Forty to forty-five members regularly attend meetings (as compared to 35 last year).
- Speakers from underrepresented groups have been invited to the College to give talks. The Accounting Department alone has invited three African-Americans to present academic seminars. Other areas have invited Asian, Indian, and South African speakers. The majority of invited speakers are female.

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

Strengths

- Few open complaints about climate.
- Distribution of the Code of Conduct does seem to set tone for the College.

Challenges

- Absence of open complaints may mask persistence of problems.
- Need to clarify dispute prevention actions and dispute resolution process for when controversies arise (See Point 6 of this plan).
- Need to receive recognition for efforts accomplished.
- Additional resources needed to implement the goals and action items in this plan.

<i>Goals/Action Items</i>	<i>Measures of progress</i>	<i>Responsible entity/ Accountability</i>	<i>Timeline for implementation</i>
GOAL #1: <i>Improve community awareness about diversity efforts</i>			
ACTION: Collect and distribute information about diversity efforts	Information distributed.	Dean/Committee	Spring 2008

GOAL #2: <i>Build a College environment that is knowledgeable of and receptive to diversity initiatives</i>			
ACTION: Assess current environment through self survey	Completed survey.	Dean/Committee	Spring 2008
ACTION: Discuss and share results, identify areas for improvement	Responding to benchmarks.	Dean/Committee	Fall 2008

Point 3: Building Critical Mass

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

The College embraces the UO definition of critical mass. We would like to increase the critical mass of underrepresented groups in all categories (faculty, instructors, OAs, staff, and both undergraduate and graduate students). This objective is in line with the College vision statement.

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

Undergraduate Students

In 2004, we experienced a drop in the number of women entering business programs.

The College's relatively new Women in Business Club (started in 2004-05 to reverse the decline) appears to have helped produce an increase in undergraduate women enrollment figures and may have helped improve the number of women entering the Master of Accounting Program (see chart below). Measuring the success of the Women in Business Club may help in deciding if the program could/should be replicated for other underrepresented groups. In 2006, the number of minority students entering the undergraduate program is 16%, six percentage points down from the 2000 level of 22% and two percentage points up from the 2005 level. We are working on maintaining this increase.

The Undergraduate Program employs two Support Services Mentors who work with students from underrepresented groups, including students of color. This program has been very effective. Students report that they welcome the support they receive from the mentors through the process of applying to the College.

The Undergraduate Program needs to continue to work closely with INROADS, an organization which works to increase ethnically diverse employees in corporate management in the U.S. and helps to change the way these candidates gain access into the business world. By supporting and promoting the INROADS program, our students of color gain access to summer internships, business mentoring, and permanent employment.

% of women students entering	2000	2001	2002	2003	2004	2005	2006
Undergraduate	42.0%	46.0%	42.0%	43.0%	36.0%	39.0%	34.0%
Masters	39.0%	35.0%	41.0%	31.0%	29.0%	38.0%	45.0%
Ph.D.	25.0%	32.0%	31.0%	20.0%	22.0%	50.0%	45.0%
% of minority students entering	2000	2001	2002	2003	2004	2005	2006
Undergraduate	22.0%	20.0%	17.0%	20.0%	14.0%	14.0%	16.0%
Masters	5.9%	8.9%	7.5%	5.0%	12.0%	13.0%	15.0%
Ph.D.	0.0%	0.0%	12.5%	0.0%	0.0%	0.0%	11.0%
% of international students entering	2000	2001	2002	2003	2004	2005	2006
Undergraduate	14.0%	13.0%	15.0%	19.0%	14.0%	8.0%	8.0%
Masters	26.8%	32.5%	31.0%	27.0%	22.0%	20.0%	15.0%
Ph.D.	75.0%	62.5%	62.5%	40.0%	25.0%	30.0%	56.0%

Graduate Students

In terms of the three underrepresented groups of students for which Building Critical Mass is a focus (ethnicity, race and gender), the College has seen improvements in terms of women entering the MBA, MAcc, and Ph.D. programs.

To stem the drop in international MBA students from East Asia, the Assistant Dean for Graduate Programs attended MBA recruiting fairs last fall in Tokyo, Seoul, Beijing, Shanghai, and Taiwan. He intends to visit the Asian recruiting fairs again in fall 2007 and may expand our international recruiting efforts, as they appear to have helped increase the number of international MBA applicants. He is also working with the UO International Admissions Advisors by providing fact sheets and brochures to take on recruiting trips.

We have done the following to attract Latino MBA students:

- One of the four students profiled on our MBA website is Mexican-American.
- This student was featured in a series of three ads that ran two years ago over an 8-week period in *The Oregonian*, *Willamette Weekly*, and *Portland Mercury*.
- Ads have been placed in the *Oregon Quarterly* (UO alumni publication).
- The program has advertised in *Hispanic Outlook in Higher Education*.
- At a meeting with the Executive Director of the Hispanic Metropolitan Chamber, ways of channeling more Latino students into our undergraduate and graduate programs were discussed.
- The Oregon MBA is represented in *The Hispanic Students' Guide 2006*, put out by Hobson's in collaboration with the National Society of Hispanic MBAs (NSHMBA), with a one-page program profile and a one-page student profile.

The MBA program just concluded an agreement with a Seattle area donor for two MBA diversity scholarships of \$5,000 each, to be awarded annually for the next five years in conjunction with merit scholarships for recruiting purposes.

In addition, the MBA Program will initiate contacts with the Portland and Seattle chapters of the National Societies of Black and Hispanic MBAs to explore ways of channeling more minority students into our program.

Given limited resources and the non-existent return on investment thus far, options are limited. It's a Catch 22; you need a critical mass to attract more students, and you have to attract more students to build a critical mass. There is a consortium of MBA programs that recruits minority students collectively and offers generous scholarships, but that has been closed to newcomers for many years.

The 2006-07 MAcc class demographics are as follows: 50% women, 17% International students and 9% Hispanic. Future plans include strengthening the MAcc program's visibility to UO undergraduates through participating in program's such as Duck Days that target freshman and sophomores and programs that target minorities. The purpose of this participation is to educate these students about the accounting profession and the UO program. In addition, ties with schools such as Southern Oregon University will be strengthened to encourage their faculty to identify minority candidates for the MAcc.

Since Fall 2005, the College has participated in the Ph.D. Project (funded by and in partnership with KPMG) that has been important for building critical mass of minority students at the doctorate level. This project attracts and nurtures students from target populations to business Ph.D. programs. The College completed a mailing to some 25 potential students who listed the northwest as a region of interest. The College talked with more than twenty potential applicants and sent follow-up messages to those candidates. Two applied; one failed to meet our admission standards, and the other is still being considered.

Faculty

Participation in the Ph.D. Project should eventually lead to greater diversity among tenure-track position candidates. The Project is helping to attract more top quality minority students to doctoral programs. The number of minority candidates in applicant pools should increase once these students graduate from Ph.D. programs. The College may want to consider hiring our own doctoral students to fill tenure track positions.

% of women	2000	2001	2002	2003	2004	2005	2006
Tenure-track faculty and instructors	16.0%	16.0%	20.0%	18.0%	21.0%	26.0%	28.0%
Invited to campus on recruiting trips	0.0%	44.0%	15.0%	58.0%	44.0%	27.0%	54.5%
% of minorities	2000	2001	2002	2003	2004	2005	2006

Tenure-track faculty and instructors	16.0%	14.0%	14.0%	12.0%	14.0%	15.0%	15.0%
Invited to campus on recruiting trips	20.0%	44.0%	31.0%	31.0%	31.0%	18.0%	31.8%

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

Strengths

- Recruitment and retention of women graduate students and faculty.
- Creation of Women in Business Club (program for undergraduate students) in response to fewer women entering the UG program.

Challenges

- Demographics of Eugene and Oregon.
- Demographics of the candidates from which the College has to choose for tenure-track faculty. The number of qualified faculty from underrepresented groups available to be hired is extremely small.
- Good quality MBA graduates are hard to recruit into the Ph.D. program because of opportunity cost (Minority MBA’s command high salaries in private sector).
- Perception that math requirement is a barrier to enter undergraduate program.
- Difficulties in transferring from undergraduate minor to major degree program.
- Additional resources are needed to implement the goals and action items in this plan.

<i>Goals/Action Items</i>	<i>Measures of progress</i>	<i>Responsible entity/ Accountability</i>	<i>Timeline for implementation</i>
<i>GOAL #1: Increase efforts to recruit and retain faculty, OAs and staff of color</i>			
ACTION: Identify barriers to recruiting and retaining faculty, OAs and staff of color	Written report	Dean/Committee	Fall 2008
ACTION: Ensure that job postings are going out to diverse outlets. Work with the University (HR, Affirmative Action, OIED) about places to advertise and how the job advertisements are written	Pre-/post-comparison about placements of ads, diversity of pool, diversity of candidates hired.	Dean/Committee	Fall 2009
<i>GOAL #2: Increase efforts to recruit and retain students of color</i>			

ACTION: Identify barriers to recruiting and retaining students of color	Written report	Program Directors	Fall 2008
ACTION: Develop a plan to reach out to students of color using information gathered from the report on identifying barriers	Completed plan	Assistant Dean of Undergraduate Programs	Fall 2008
ACTION: Develop a plan to reach out in more significant ways to pre-business majors and minors (for instance, address perceptions of math requirement)	Completed plan	Assistant Dean of Undergraduate Programs	Fall 2008
ACTION: Develop relationships with Portland & Seattle chapters of Hispanic & Black MBA Societies	Contact made; meetings held	Assistant Dean of Graduate Programs	Fall 2007

Point 4: Expanding and Filling the Pipeline

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

The College has chosen to use the University's definition for this point. The excerpt below was especially relevant and will be kept in mind as goals are formulated for this point.

Academic preparation, community support, and encouragement towards higher education are not equally distributed throughout the youth population in Oregon. This structural inequality is a core source of the persistence of diversity challenges at the University. Outreach, support, and encouragement of underrepresented and underprivileged students at the K-12 level is a practical necessity in order for the University to reach its goals

Please note that the definition used for this point focuses on an undergraduate pipeline. Any recruitment goals for graduate and Ph.D. programs are covered in Critical Mass (Point 3).

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

The College has participated in multiple University sponsored K-12 programs such as Connections, ONE Day and Embracing the Future for the past several years. We hope to

continue our association with these activities in years ahead with increased contributions from faculty.

In addition to our involvement in admissions sponsored K-12 events, the College has taken part in the Oregon Young Scholars Program during the summers. Due in part to the College’s contribution, the University was able to bring in a new class of 10 students in 2006 in addition to the returning class of 16 from 2005. The College organized the activities for the students and designed the integrative piece that resulted in an exceptional experience (as reported by students and parents) for these students.

The College forged a relationship with the Hispanic Metro Chamber. This relationship presents multiple benefits to both parties, including attracting students associated with this organization to the College. Special consideration for our Community Excellence Award is given to students receiving scholarships from the Hispanic Metro Chamber. These awards range from \$1200 to \$1500.

While there have been no recent formal environmental scans conducted in this particular area, we have had informal conversations with students through advisors and mentors about perceived roadblocks to entering the business school. We have received consistent feedback indicating that the current math requirement is perceived as such a barrier. Also, the structure of the minor program discourages interested students from switching to the major because they could lose coursework in the process.

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

Strengths

- Current involvement in several admissions events such as Connections, ONE Day and Embracing the Future.
- Successful participation in the OYSP for the past two summers.
- Relationship with Hispanic Metro Chamber of Portland.

Challenges

- Perception of math requirement.
- Difficulties in transferring from undergraduate minor to major degree program.
- Limited number of high schools to work with – important not to overwhelm them with duplicate requests from individual colleges.
- Additional resources needed to implement the goals and action items in this plan.

<i>Goals/Action Items</i>	<i>Measures of progress</i>	<i>Responsible entity/ Accountability</i>	<i>Timeline for implementation</i>
<i>GOAL #1: Recognize faculty/staff involvement in K-12 activities</i>			
ACTION: Expand service definition in the evaluations for faculty/staff/OAs to include involvement in K-12	Inclusion of this item in evaluation forms	Dean	Fall 2008

activities on campus or in the community			
ACTION: Compile and disseminate a list of possible on campus or community volunteer programs	List created and disseminated	Dean/Committee	Fall 2008

<i>GOAL #2: Enhance participation in current programs</i>			
ACTION: Expand College involvement in OYSP summer program	Increased numbers of students involved in program/students returning for consecutive years in program	Dean/Committee	Summer 2007 and 2008
ACTION: Participate in admissions sponsored events such as Connections, ONE Day, and Embracing the Future, highlighting the importance of taking math all the way through high school	Participated in at least 3 admissions sponsored events	Assistant Dean of Undergraduate Programs	Ongoing

Point 5: Developing and Strengthening Community Linkages

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

Links to the community reflect the values stated in the Diversity Values and Definition Section. As part of a public institution, we aspire to be a responsible and inspirational link to the community. The community should be able to look to us as a valuable resource, and we should, in turn, always be mindful of what we can gain from the community. With regard to diversity, however, we must be more strategic in what we contribute to the community and how we tap into the community to make ourselves stronger.

We define the community geographically – the immediate area (UO, Eugene/Springfield, outlying cities) and Portland are our strongest existing links. We also define the community categorically– industries (e.g. Sports Business), nations (e.g. China), partners (e.g. PSU and OSU partners in Oregon Executive MBA), friends (e.g. alumni, donors).

Our links to the community should directly support our stated value – ensuring an environment that allows everyone to achieve her/his full potential, and that enhances our excellence in education and research programs. Links to the community should contribute to the goals of the other five points of the diversity plan and to the specific

goals of the College. The purpose of this section is to better define the goals of Community Linkages with regard to achieving diversity.

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

A cursory environmental scan reveals many potential community links, both internal (e.g. OMAS, CoDaC, Disabilities Services, LGBTQA, BSU, MECHA, NASU, College Clubs) and external (e.g. CentroLatino, Oregon Disabilities Commission Technical Assistance Center). The actual number of community linkages is low, however, and these lack strategic focus.

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

Strengths

- Ability to provide timely, relevant value to the organizations we work with. This affords us the opportunity to quickly build community linkages.
- Connections with organizations that are valuable resources in diversity building. While these connections are in the early stages and tenuous, needing more cultivation, they are good starting points.
 - OYSP
 - Centro Latino
 - Hispanic Metro Chamber of Portland
 - HIV Alliance
- Links with several departments across campus (Philosophy, PPPM, CIS) that are valuable resources in our diversity building efforts and speak to our ability to reach across campus.

Challenges

- Human capital in the College is stretched to the limit with multiple major initiatives under way.
- Efforts made to link with the community are scattered and lack strategic direction.
- Additional resources are needed to implement the goals and action items in this plan.

Increased efforts to improve Community Linkages must be strategically linked with both our stated values with regard to diversity building and the overarching goals of the College’s diversity plan. We prefer a targeted approach. As such, the following goals are merely starting points.

We recommend that the University identify a community liaison to more effectively and efficiently support campus-wide Community Linkages goals.

<i>Goals/Action Items</i>	<i>Measures of progress</i>	<i>Responsible entity/ Accountability</i>	<i>Timeline for implementation</i>
<i>GOAL #1: Connect with Community as related to other Points</i>			
ACTION: Identify groups	List of relevant	Dean/Committee	Spring 2008

related to Filling the Pipeline. (e.g. help communicate to potential target students the importance of math)	groups		
ACTION: Identify groups related to Building Critical Mass. (e.g. help recruit and retain more students of color)	List of relevant groups	Dean/Committee	Spring 2008
<i>GOAL #2: Strategically increase the breadth and depth of our Community Linkages</i>			
ACTION: Deepen existing linkages (OYSP, Centro Latino) to forge more strategic and ongoing relationships	Evidence of contacts	Dean/Committee	Fall 2008
ACTION: Begin dialogue with new Community Groups to better understand their needs	List of groups and evidence of contacts	Dean/Committee	Winter 2008

Point 6: Developing and Reinforcing Diversity Infrastructure

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

The vision of the College includes “respect for individuality and diversity within an increasingly global community.” This vision is very much in accord with the University mission of “equality of opportunity and freedom from unfair discrimination for all members of the university community and acceptance of true diversity as an affirmation of true identity within a welcoming community.” This particular focal area entails creating the organizational wherewithal (structure, policies, resources) for protecting members of our community from discriminatory treatment and for facilitating/promoting the other diversity goals and objectives spelled out previously in this document.

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

While the College vision explicitly embraces “respect for individuality and diversity,” this goal has not yet been incorporated into its organizational structure and policies. It is unclear who bears direct responsibility for developing diversity initiatives and for dealing with diversity grievances. At the same time, members of the College community are largely unaware of diversity-related resources across campus.

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

Strengths

- The College vision statement, adopted in 2006, reflects commitment by the institutional leadership to build structure and implement policies aimed at improving cultural competency throughout.
- Paucity of complaints suggests absence of systemic problems.

Challenges

- Diversity infrastructure within the College is insufficiently developed.

- Awareness of campus-wide resources is weak among faculty, staff, and students.
- Additional resources are needed to implement the goals and action items in this plan.

<i>Goals/Action Items</i>	<i>Measures of progress</i>	<i>Responsible entity/ Accountability</i>	<i>Timeline for implementation</i>
<i>GOAL #1: Develop organizational structure for dealing with diversity grievances and initiatives</i>			
ACTION: Create standing committee or other body with overall responsibility for diversity	Faculty approval of appropriate motion	Dean	Fall 2007
ACTION: Name members of such committee or body	List of members announced	Dean	Winter 2008
<i>GOAL #2: Develop written policies and procedures for considering and resolving diversity-related grievances</i>			
ACTION: New committee will formulate College- specific rules in accordance with existing campus infrastructure	Faculty approval of policies and procedures	Dean/Committee	Fall 2008
ACTION: Publish policies and procedures on diversity-related grievances	Inclusion in course-related materials (e.g. syllabi) and/or student handbook	Program Directors/ Associate Dean for Academic Affairs	Fall 2009