

**University of Oregon
Strategic Diversity Action Plan**

Office of the Provost

July 25, 2007

I. Mission and Guiding Principles of the Office of the Provost

The provost, as chief academic officer for the university, provides leadership on matters that impact academic programs, research, and engagement involving faculty, students, and staff across the university. The provost oversees the quality of programs of instruction and research in collaboration with vice presidents, academic deans, vice provosts, and other university leaders and faculty. In addition, the provost is responsible for oversight of academic and budgetary planning and priorities.

The provost helps ensure the quality of the faculty by providing leadership in matters related to faculty recruitment, retention, development, promotion, tenure, and working environments. The provost also works to ensure the quality of student learning in collaboration with deans, department heads, and faculty and with the encouragement of collaborative initiatives in undergraduate education. The provost also coordinates recruitment and admissions for undergraduate and graduate programs, investment in educational technology and related academic infrastructure, international affairs and outreach, and community engagement.

Academic quality is the cornerstone of our identity as a flagship public research university and one of 62 members of the Association of American Universities. Commitment to quality is defined in the university's mission statement, "a community of scholars dedicated to the highest standards of academic inquiry, learning and service." We are dedicated to educating the next generation of leaders and citizens, graduates who are intellectually curious, engaged in the life of the mind, knowledgeable of themselves and the world, and committed to making a differences in their communities. In order to build and sustain academic quality and serve future generation of Oregonians we must recognize changing demographics, pay attention to issues of access and affordability, and be willing to hold ourselves accountable for setting high expectations and meeting them.

II. Organizational Structure

The Office of the Provost includes seven vice provosts, each responsible for providing leadership in areas essential to implementation of the academic mission. (An organizational chart for the Office of the Senior Vice President and Provost is attached.) These include: Vice Provost for Academic Affairs, Vice Provost for Academic Affairs and Community Engagement, Vice Provost for Undergraduate Studies, Vice Provost for Graduate Studies and Associate Dean of the Graduate School, Vice Provost for International Affairs and Outreach, and Vice Provost for Information Services and Chief Information Officer. Each Vice Provost has developed a Strategic Diversity Action Plan for his or her areas of responsibility. These draft plans are attached with the exception of the plan for the Vice Provost for Graduate Studies and Associate Dean of the Graduate School which is embedded within the plan developed by the Vice President for Research and Dean of the Graduate School. The Vice Provost for Institutional Equity and Diversity, as director of the Office of Institutional Equity and Diversity, developed a Strategic Diversity Action Plan through his leadership of the university-wide planning effort in 2005-06. This effort generated the Diversity Plan for the University of Oregon, the document that forms the basis of our individual and collective efforts.

In addition, the Wayne Morse Center for Law & Politics and the Robert D. Clark Honors College, units reporting directly to the Senior Vice President and Provost, have prepared a statement of diversity accomplishments and plans, which are also attached.

Other units reporting to this office, including the university's schools and colleges, and vice presidents for finance and administration, research and graduate studies, and student affairs have submitted separate plans.

III. History of Diversity Efforts in the Office of the Provost

The Office of the Provost has played a significant role in supporting diversity efforts across the university. Many of these efforts are described in the attached plans. They include, for example, support for the identification, recruitment, and retention of a diverse community of faculty, staff, and students; support for curriculum development; support of efforts to enhance teaching effectiveness, to include professional development workshops; academic support for student learning designed to address the needs of underrepresented students and international students; efforts to expand and fill the pipeline; support for research and creative activity that address and intersect with questions of diversity; and programming designed to engage diverse community populations.

The Office of Institutional Equity and Diversity (OIED), led by the Vice Provost for Institutional Equity and Diversity, plays a university-wide leadership role in advancing the University of Oregon diversity agenda during the past several years. OIED's mission statement describes its role as "advancing the University's efforts to realize the principles of equality of opportunity and freedom from prohibited discrimination for all members of the university community and to foster acceptance of diversity as an affirmation of

individual identity within an inclusive and welcoming environment.” OIED has worked in collaboration with individuals and units across the university to support our diversity goals.

IV. Resource Statement

The most valuable resources human beings and institutions possess are time and creativity. Specific timeframes for the implementation of goals contained in this plan will be addressed as action items are finalized. Implementation of agreed goals will require collaboration with, and coordination of, efforts supported by schools, colleges, and other units across the university.

As we pursue the diversity agenda, the Office of the Provost is committed to the investment of monetary resources consistent with our ambitions. This plan includes an initial commitment of funding over the next three fiscal years (2007-2010) to support, on a competitive grant basis, initiatives generated by Schools, Colleges, departments, and related units essential to the delivery of our academic mission. The appropriate level of annual funding will be determined pending finalization of Strategic Diversity Action Plans across the university

V. Plan Development

The Vice Provosts’ Council, which meets monthly and is chaired by the Senior Vice President and Provost, has served as the vehicle for discussion of the concept of diversity as it relates to our academic mission and for the development of Strategic Diversity Action Plans within each Vice Provost’s area of responsibility.

Initial conversations focused on the goals of the University of Oregon Diversity Plan, approved in May 2006, and the role of units within the Office of the Provost in achieving our diversity goals. Each Vice Provost consulted with staff or constituent units in the development of a plan for his or her area of responsibility. Because of the diversity of Vice Provost portfolios, structure of their units, and scope of responsibilities, the approach to this consultation varied.

A number of the Vice Provosts and/or members of their staff attended Strategic Diversity Action Plan workshops sponsored by OIED in fall 2006 and winter 2007.

Subsequent meetings of the Vice Provosts' Council provided the vehicle for presentation of initial concepts and plans by each Vice Provost and collective discussion and feedback. This group will continue to meet to discuss plans, specific action items, and progress achieved during the 2007-2008 academic year.

VI. Diversity Value Statement

The world University of Oregon students will inherit is increasingly pluralistic and diverse. The University of Oregon must reflect the pluralism and diversity of our society—in our campus community, the curriculum, the nature of research and creative activity, and engagement with the communities we serve in Oregon and beyond. We must achieve this goal to ensure our students are prepared for success in their careers and professions, responsible citizens of their community and the world, and ethical stewards of our natural and social environments.

VII. Definition of Diversity

The mission statement of the University of Oregon includes the following fundamental value: “a dedication to the principles of opportunity for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community.”

The Diversity Plan for the University of Oregon “affirm[s] the University’s commitment to equity, to diversity, and to the development of faculty, students, officers of administration, and staff who will participate effectively in a global society.”

The Office of Institutional Equity and Diversity’s Statement of Guiding Principles, Mission and Vision defines diversity in a way that “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.”

VIII. Goals and Action Steps

The attached plans, developed by units within the Office of the Provost, propose goals and action steps that collectively address and support the areas of emphasis identified in the Diversity Plan for the University of Oregon: developing a culturally responsive community, improved campus climate, building critical mass, expanding and filling the pipeline, developing and strengthening community linkages, and developing and reinforcing diversity infrastructure. Taken together with plans developed by Schools, Colleges, and other units, these plans offer a roadmap that will enable us to achieve our collective diversity goals.

The goals and actions presented below are intended to support and supplement local efforts across the university. They presume accountability at the unit level and are designed to demonstrate the Provost's commitment to, and accountability for, implementation of the University of Oregon's diversity agenda.

Goal 1: Enhance the recruitment, retention, and academic success of a diverse student body, including students from low-income circumstances and under-represented populations, who are attracted by the unique opportunities offered by the University of Oregon.

Areas of Emphasis: Culturally responsive community, campus climate, building critical mass, expanding & filling the pipeline, leverage community linkages, and enhance diversity infrastructure.

Indicators of Progress: Increase in percentage of entering freshmen and transfer students from low-income and under-represented populations; improvement in retention and graduation rates consistent with performance of the UO's AAU public sector peers.

Action Step 1A: Assess UO programs designed to identify well-qualified and diverse student populations early, recruit and admit these students, and maximize yield. Optimize existing programs and consider new strategies, including the preparation of Spanish-language materials.

Responsibility: Office of the Provost, in collaboration with Enrollment Services.

Timeline: Assessment conducted by early fall 2007. New strategies introduced to impact recruitment of fall 2008 class.

In spring 2007 the provost restructured the reporting relationship of the office of admissions, the office of scholarships and financial aid, and the office of the university registrar, shifting these units from the Office of the Vice President for Student Affairs to the Office of the Vice President for Finance and Administration, on an interim basis. The purpose of this restructuring is to facilitate review of the operations of these units, with an emphasis on assessing the effectiveness of UO recruitment programs and strategies, including our financial aid strategies, in recruiting high performing students.

Action Step 1B: Assess financial aid and scholarship programs and resources to determine effectiveness in recruitment of students from low-income and under-represented populations. Optimize existing programs and develop plan to ensure all well-qualified Oregon students are able to attend the University of Oregon regardless of background or means.

Responsibility: Office of the Provost, in collaboration with Enrollment Services and Financial Aid & Scholarships and University Advancement.

Timeline: Assessment completed by late summer 2007. Plan developed by fall 2007.

The university is committed to more effective communication regarding the availability of both need-based and merit scholarships, timely award of scholarships, and greater transparency in the packaging process. In addition, a working group appointed by the provost and vice president for finance and administration is developing a plan that will enable all well-qualified Oregon students who are admitted to the university to attend regardless of means. A decision on scope of the program and timetable for implementation is expected in late summer 2007 for possible implementation in fall 2008.

Action Step 1C: Develop Strategic Housing Plan that addresses, among other issues, the needs of diverse student populations. Incorporate consideration of these needs in future decisions about renovation and new construction of residence halls and other residential options.

Responsibility: Office of the Provost, through Housing Strategic Planning Group and with broad campus input.

Timeline: Plan completed for presentation to State Board of Higher Education in October 2007.

In the conjunction with approval of the sale of Westmoreland Village in 2006, the Oregon State Board of Higher Education charged the University of Oregon to develop a strategic housing plan that will address current and future needs of undergraduate and graduate students at the university, with an emphasis on serving the growing diversity, broadly defined, of our student population.

The increasing diversity of our student population, including growth in the number of international students, students from non-traditional age groups, veterans, and other dimensions of diversity that enrich the educational experience of all students suggests the need to assess the extent to which residential options, including traditional residential halls, suites, apartments, and other options, meet the changing needs of students. National data indicate the quality, availability, and variety of student housing have a dramatic impact on decisions students make about enrolling in a college or university. In this increasingly competitive marketplace, we must ensure the housing inventory and other residential options meet the needs of current and future students.

The provost established a Housing Strategic Planning Group in fall 2006 and charged the group to think broadly about the role of the residential campus environment in support of academic excellence and student learning, to assess the quality, availability and variety of existing housing stock, and to make recommendations concerning future investments in student housing. The working group is broadly representative of the diversity of the university, enabling the voices of international students, graduate students, and students from underrepresented groups, along with faculty, staff, and campus administrators, to be heard in this process. Final recommendations are expected in September 2007.

Action Step 1D: Enhance academic support for students, including development of a Student Learning Neighborhood at the university's front door. The neighborhood will integrate existing support units and programs, including ALS, OMAS, academic support for student athletes, career services, and health and counseling, as well as residence hall-based resources and programming. Responsibility: Office of the Provost, in collaboration with Student Affairs, Finance and Administration, University Advancement. Timeline: Initial planning completed by fall 2007. Implementation ongoing.

Our diversity goals cannot be met simply by enhancing the recruitment of students from underrepresented groups. The university has an obligation to provide academic and other support services that enable all students to be successful. We believe the creation of a defined neighborhood dedicated to student learning, in which programs and services at the university's "front door" and in nearby residence halls are co-located, will enhance the visibility of these services and make an important statement about our commitment to student learning and success. Possible construction of a new arena and alumni center, as well as future renovation of Oregon Hall, provide significant opportunities in this campus neighborhood.

Goal 2: *Enhance the recruitment, retention, and development of faculty from under-represented groups, with an emphasis on tenure-related faculty ranks.*

Areas of Emphasis: culturally responsive community, campus climate, building critical mass, expanding & filling the pipeline, enhancing diversity infrastructure.

Indicators of Progress: Increase in percentage of faculty from under-represented groups among the tenure-related faculty ranks. Increase in percentage of faculty from under-represented groups among the senior faculty ranks. Benchmarks will include performance of the UO's AAU public sector peers.

Action Step 2A: Revise the Underrepresented Minority Recruitment Program, providing clear guidance to deans, department heads, and faculty on the availability and use of funds to enhance the quality and diversity of the faculty.

Responsibility: Office of the Provost, in collaboration with deans and the Office of the General Counsel.

Timeline: Revised policy implemented spring 2007.

The revised Underrepresented Minority Recruitment Program, which is posted on the university's website at http://appointments.uoregon.edu/UMRP_Info.htm, clarifies the purpose of the program, requires development of a plan for use of funds by departments, which must be approved by the Office of the Provost, and adds a reporting requirement on the use of the funds.

Action Step 2B: Review dual career policies and practices in terms of their impact on the recruitment and retention of faculty from under-represented groups. Revise as necessary to enhance effectiveness of this tool.

Responsibility: Office of the Provost.

Timeline: Assessment completed fall 2007. Recommendations for consideration winter 2008.

Action Step 2C: Identify best practices in mentoring of junior faculty. Create an information resource for information sharing, using the web and other vehicles.

Responsibility: Office of the Provost.

Timeline: Assessment completed fall 2007. Information resource created by spring 2008.

Goal 3: Increase resources dedicated to, and ensure institutionalization of, diversity-related initiatives focused on the six areas of emphasis included in the Diversity Plan of the University of Oregon, particularly in the schools, colleges, and other units that support the academic mission of the university.

Areas of Emphasis: culturally responsive community, campus climate, building critical mass, expanding & filling the pipeline, strengthening community linkages, and enhancing diversity infrastructure.

Indicators of Progress: Increase in the development and institutionalization of diversity-related initiatives in the schools, colleges, and related units that address specific goals and action plans.

Action 3A: Establish a Provost's Diversity Initiative Grants Program to fund, on a competitive and matching basis, grants to schools, departments, colleges and other units that support the academic mission of the university to enable implementation of projects and action plans in support of the diversity agenda. Commit seed funds for fiscal years 2007-2010.

Responsibility: Office of the Provost.

Timeline: Ongoing.

Action 3B: Conduct workshops for constituency-based development officers designed to inform them about diversity-related development opportunities and enhance their effectiveness in engaging diverse populations of alumni and friends of the university.

Responsibility: Office of the Provost, in collaboration with Academic Deans and University Advancement.

Timeline: Planning in fall 2007. Workshops introduced beginning spring 2008.

Action 3C: Assess potential benefits of recruiting a development officer dedicated to the university's diversity agenda, working in collaboration with constituency-based development officers assigned to units across the university.

Responsibility: Office of the Provost, in collaboration with Academic Deans and University Advancement.

Timeline: Assessment, including review of practices at AAU public sector peer universities, in fall 2007 and winter 2008. Decision expected in spring 2008.

Office of Academic Affairs Academic Personnel

Description of this Responsibility Area

The Office of Academic Affairs falls under the immediate direction of the Senior Vice President and Provost. Its areas of responsibility are distributed between two vice provosts (Tomlin and Warpinski). This document addresses the areas of responsibility within the portfolio of the Vice Provost for Academic Affairs (Tomlin). In brief, the areas of responsibility for this section of Academic Affairs include: faculty and academic personnel issues, including academic appointments, faculty recruitment and retention, including shared responsibility for the Underrepresented Minority Recruitment Program (UMRP), faculty review (including post-tenure review), the promotion and tenure process, sabbaticals and leaves, non-tenure track faculty appointments, emeritus faculty, courtesy appointments, the Tenure Reduction Program (TRP), teaching evaluation and recognition, grievances, and all other faculty and unclassified personnel matters. It also includes special projects and academic initiatives as directed by the Provost.

This area of Academic Affairs is small in its immediate staff—just the Vice Provost and a key Executive Assistant—but the interplay with other areas of the institution is pervasive, touching routinely all other academic offices on campus, including the deans of all of the schools and colleges; the vice presidents, especially the VP Research and the VP for Finance and Administration; the other vice provosts; and a wide array of other academic and administrative offices.

The commitments to the UO diversity plan presented below are central to UO efforts to diversify our faculty. This is manifested in our efforts to recruit and to retain faculty from underrepresented groups, to encourage the larger campus community in its engagement with the faculty we recruit, to create and promulgate creative directions for faculty development that support all faculty, and to ensure that our commitments to diversity and our commitments to academic excellence remain strategically intertwined.

The diversity action plan presented below focuses its initial energy in broadening faculty recruitment efforts, in developing greater effectiveness in faculty retention, and in looking for additional ways to support faculty development. It also commits to the development of institutional information that permits the transparent empirical examination of the extent of our successes and failures in the development of a diverse faculty, something that is presently difficult to achieve.

The impact of our efforts addresses most directly and pervasively the following key points of the UO diversity plan (in order of impact): Point 3-Building Critical Mass; Point 1-Developing a Culturally Responsive Community; and Point 6-Developing and Reinforcing Diversity Infrastructure. They also contribute, though less directly or immediately, to the remaining three key points: Point 2-Improving Campus Climate; Point 4-Expanding and Filling the Pipeline; and Point 5-Developing and Strengthening Community Linkages.

For the sake of transparency and completeness, this report is organized by responsibility areas, with a description of component activities in each, the current environmental scan for each, the opportunities and challenges in each, proposed action items and their associated resource implications (effort and finances), and their impact on pertinent Diversity Plan points (Points 1-6).

Strategic Diversity Action Plan

Faculty Recruitment

Faculty recruitment includes a complex array of processes largely carried out at the department and program level under the immediate direction of the academic deans with support and oversight from the Office of the Provost and the Office of Academic Affairs. These processes include academic planning, resource allocation and financial planning, definition and articulation of prospective appointments, specific advertising and recruitment activities, applicant reviews and interviews, formulation and negotiation of competitive offers, and completion of appointment agreements with new faculty. The Office of Academic Affairs sustains a critical role in oversight of the faculty recruitment process including formal approvals to proceed at critical junctures in the overall process.

Environmental Scan. Historically, the UO has been competitive in its faculty recruitment efforts overall, with strong success in recruiting our first choices across all fields and schools and colleges, despite resource limitations. At the same time, there is a strong sense that the UO has not been successful in the recruitment and appointment of faculty of color, this reflected in the current make-up of the tenure-related ranks.

There are associated opportunities and challenges in this critical area of UO development. Since we have been successful academically, there will be some who will question whether any changes or additional directions in our faculty recruitment efforts are

not needed or might be counterproductive to the quality we have been able to achieve. There are others who see the current make-up of the faculty as representative of systemic failure to recruit effectively.

There are opportunities across all the areas of faculty recruitment described above. In particular, Academic Affairs can play a significantly more active and positive role in the identification and solicitation of applicants from prospects, and it can play a positive role in working with academic programs, through their deans, to formulate faculty opportunities and to shape faculty offers to improve long-term the diversity of the tenure-related ranks of UO faculty.

GOALS AND ACTION ITEMS: FACULTY RECRUITMENT

GOAL 1. Increase the number of faculty from under-represented groups appointed in tenure-related positions as well as in NTTF positions. The UO will have succeeded in this vital area if it can enhance the diversity of the UO faculty while sustaining or improving the quality of all faculty appointments.

These broad goals cannot be met without valid and reliable data on faculty appointments at the UO, at comparable AAU public institutions, and more general data on local, regional, and national trends in the diversification of the U.S. population. Consequently, these goals will require additional effort and resources from Institutional Research, the Office of Affirmative Action and Equal Opportunity, and the Office of Academic Affairs. To this end,:

ACTION ITEM 1. The Office of Academic Affairs, in collaboration with OAAEO and Institutional Research, will carry out an empirically rigorous bi-annual analysis of the diversity of the UO faculty.

GOAL 2. The Office of Academic Affairs will improve the numbers of faculty from under-represented groups who apply for UO tenure-related positions.

ACTION ITEM 2. The Office of Academic Affairs will provide central support for collaborative advertising in publications and web outlets aimed at under-represented candidates [e.g. *Diverse*]. Academic Affairs has begun work with OAAEO to identify prospective outlets and to formulate a strategy for their use in recruitment.

This effort will have been successful if it results in a pattern of applications from candidates of color that exceeds recent patterns of application seen without this effort.

ACTION ITEM 3. The Office of Academic Affairs will fund centrally an initiative for searches whose demographics meet or exceed predictions for the numbers of possible candidates in a given area. Academic Affairs will provide resources for one additional visit per such search. There will be no restriction on the use of these funds for candidates from underrepresented groups.

This effort will have been successful if the pattern of applications improves in fields that have not been successful in meeting demographic projections for a particular field.

ACTION ITEM 4. In collaboration with OAAEO, the Office of Academic Affairs will create a web-based information source with current contact details for departments to use in recruitment. Such a site will be augmented with additional information as our experience expands.

ACTION ITEM 5. The Office of Academic Affairs will create opportunity for engagement with the search process beyond an initial interaction with OAAEO. Academic Affairs will develop information and ideas in support of faculty efforts to identify, review, and interview outstanding candidates from underrepresented groups.

ACTION ITEM 6. The Office of Academic Affairs will send faculty and faculty leadership to events in which recruitment of faculty from under-represented groups is a goal. One purpose of this action item is to enhance networking between UO faculty leadership and professional networks of faculty of color.

ACTION ITEM 7. The Office of Academic Affairs will host a visit by two national experts on building a diverse faculty during the upcoming academic year [\$15,000]. We will target as participants department heads of departments planning searches for next year.

GOAL 3. The Office of Academic Affairs will increase the number of opportunities that might be attractive to faculty from under-represented groups.

ACTION ITEM 8. The UO will update and improve the UMRP. This has been completed. The revised policy and associated procedures are posted on the web.

ACTION ITEM 9. The UO will create additional endowment supported appointments for senior scholars, tying these to programmatic efforts that can attract senior scholars from underrepresented groups.

GOAL 4. The Office of Academic Affairs will improve the numbers of faculty from under-represented groups who apply for and are hired into appointments as NTTF. This goal recognizes that the faculty of the UO is composed not just of tenure-related appointments but includes a substantial proportion of non-tenure track instructors and research associates (NTTF). Current efforts to improve the structure of NTTF appointments—in particular the creation of a more deliberate career track requiring national searches—should

result in a higher quality NTTF faculty. As a search moves from local or regional scale to national the demographics of the candidate pool changes significantly, increasing its diversity as well as the quality of the pool for any academic appointment.

ACTION ITEM 10. The Office of Academic Affairs will increase the number of national searches for career-related instructors and research appointments.

Faculty Development

Faculty development involves a large number of opportunities and activities directed at enhancing the academic and professional success of UO faculty. This includes opportunities that target or include untenured faculty in the midst of early career development, tenured faculty looking further to improve their contributions to the university, and non-tenure track faculty serving in either instructional or research roles.

Responsibility for faculty development opportunities is widely dispersed across the university. There are faculty development opportunities in support of research sponsored by the Office of the Vice President for Research and Graduate Studies. There are faculty development activities for instruction and teaching sponsored by the Teaching Effectiveness Program (TEP) within the office of the Vice Provost for Undergraduate Studies. Opportunities for cultivation of expertise in instructional technology are sponsored and supported by the UO Libraries and by the Vice Provost for Academic Affairs and Community Engagement. The Vice Provost for International Affairs and Outreach also sponsors international opportunities for faculty development. Efforts to incorporate these into diversity plans will be reflected in the associated diversity plans.

Within the Office of Academic Affairs there are two complementary areas of faculty development: (1) faculty development activities associated with general readiness for Promotion and Tenure or promotion to professor, and (2) faculty development activities aimed at supporting UO diversity efforts.

The first area includes an array of workshops on promotion and/or tenure for several audiences – untenured faculty, associate professors, department heads, and NTTF. Also included in this area are activities and workshops tied into New Faculty Orientation (NFO). All of these activities represent good moments to cultivate engagement with issues in diversity, in particular in providing improved support to faculty of color.

The second area is a new one for Academic Affairs. During the next year, Academic Affairs will sponsor and host, in collaboration with OIED, OAAEO, and CoDAC, at least one major faculty development opportunity focused on engaging faculty on issues of diversity at the UO and nationally.

Environmental Scan. Diversity efforts in faculty development in Academic Affairs have been missing, although strong efforts in new faculty orientation and in promotion and tenure contribute to the development of all faculty, including faculty of color. The efforts to enhance faculty development in general, stimulated in part by the intention to enhance the retention of faculty of color, does serve the interests of the UO by improving support for all faculty.

GOALS AND ACTION ITEMS: FACULTY DEVELOPMENT

GOAL 5. The Office of Academic Affairs will increase the set of faculty development opportunities that prepare faculty to work in a diverse academic setting.

ACTION ITEM 11. The Office of Academic Affairs, in collaboration with CoDAC and OIED, will sponsor an ongoing Summer Diversity Workshop aimed at examining with tenure-related faculty critical issues and ideas surrounding diversity issues in the U.S. and at the UO in particular. Academic Affairs will provide central support for such a workshop modeled on the structure and format of our successful IT workshops. Participants will be recruited from tenure-related faculty and career NTTF. Participants will complete a one-week workshop for which Academic Affairs will provide a \$1,500 summer stipend. A budget for this has been pre-approved at \$30,000, sufficient to support 15-18 participants along with some support to CoDAC for workshop costs.

The workshop will have proven successful if it succeeds in getting faculty engaged with issues of diversity and in encouraging robust intellectual discussion of diversity issues at the UO and more broadly. It is hoped that participating faculty will take the content of the workshop to other colleagues and to their departments for further dissemination.

ACTION ITEM 12. Academic Affairs is responsible for New Faculty Orientation (NFO), which includes both a two-day event in the fall and a number of focused workshops throughout the academic year. In collaboration with OIED and CoDAC, the Office of Academic Affairs will sponsor a special NFO event on diversity during the first year of appointment. [No special funds needed].

ACTION ITEM 13. Last year, the Vice Provost attended a diversity conference put on by AAC&U Conference and found its workshops on faculty recruitment and retention of great value in thinking about diversity matters at the UO. The Office of Academic Affairs is prepared to fund some faculty participation in the next AAC&U diversity conference or similar academic conference.

GOAL 6. The Office of Academic Affairs will create mentoring opportunities for faculty aimed at supporting research and teaching efforts on the way to promotion and tenure and developing leadership opportunities for faculty post-tenure.

ACTION ITEM 14. The Office of Academic Affairs will initiate this year an ongoing faculty leadership development seminar or brown bag series. The series will help recently tenured faculty understand more about “how the university works”; for example, how faculty appointments are made, how budgets and funding works, how ideas are generated and decisions are made administratively, and so on.

ACTION ITEM 15. The Office of Academic Affairs will create a critical writing support retreat twice a year [Fall and Spring]. The retreat will bring a group of 10-12 tenure-related faculty together for an intensive research writing experience—completion of a draft article or chapter. Such retreats at other universities have resulted in sustained collaborative writing groups after the retreat, leading to stronger research profiles for the participating faculty.

Faculty Retention

Faculty retention is complicated and critical to the success of the UO and to our success in diversifying our faculty. Our efforts to keep the fine faculty we have already recruited is essential to the overall mission of the university and to our agenda for academic excellence. Faculty retention efforts must be directed in two complementary directions: (1) creation of conditions for professional success that minimize the perceived need or desire to pursue external opportunities; and (2) development of effective retention actions when a colleague is pursuing external opportunities.

At the UO, there has been an emphasis, not at all unreasonable, on comparative faculty salaries as the principal source of dissatisfaction among faculty considering of the prospects.

It is important to understand that the issue of faculty salary is just one component, *albeit* one essential and critical component, of the

overall professional profile and set of opportunities that university faculty consider in decisions about which institutions to join. The decision to join the UO faculty represents a significant life commitment to those who come here—faculty do not ordinarily think about moving from place to place. Leaving is a big deal and usually costs the faculty member a full year of productivity and multiple thousands of dollars, even when they move on to an apparently better opportunity.

Therefore, the basis for a decision to come to Oregon as well as a decision to leave is always larger than any single factor. And, it is always a comparative problem—how UO and Eugene stack up against competing institutions and communities. Overall, the factors that contribute to these decisions include:

PERSONAL CONCERNS: Will my family flourish if we go to Oregon?	PROFESSIONAL CONCERNS: Will I be able to see my academic aspirations—my best work—unfold at Oregon?
SALARY: what is my salary today and what are the prospects for its predictable improvement based on my abilities and performance?	RESOURCES: are there sufficient resources in place and sufficient prospects for their cultivation that I can accomplish my professional goals in research and teaching?
BENEFITS: does the benefits package provide adequate protection for me and my family and will these benefits be there later when I most may need them?	INFRASTRUCTURE: is the academic and physical infrastructure sufficient to support my work and what are the prospects for sustaining and improving that infrastructure? Computing, library, support staff, office space, lab space.
RETIREMENT: does the retirement package provide a long-term income that permits me and my partner or spouse to live well?	RESEARCH OPPORTUNITIES: does this institution support and encourage scholarly research? Includes: professional travel, summer and ad hoc research support for junior faculty, development opportunities, etc.
HOUSING: what can I afford to buy in this community?	TEACHING OPPORTUNITIES: does this institution provide the support needed to sustain my best teaching? Load, GTFs, support staff, paper, photocopy...
EDUCATION: how well will my kids be educated in the local public schools?	WORK EFFORT: how much of my effort is devoted to my primary work v. how much of my effort is devoted to creating/chasing resources?
COMMUNITY: will I and my family enjoy citizenship in a vibrant, safe, and embracing community?	COLLEAGUES: will I have colleagues who inspire and support what I'm doing?
	EXCELLENCE: what is the level of commitment to excellence and quality in research and teaching? At what level do I get to compete?

Historically—meaning the past twenty years at least, the UO has been able to compete well with those institutions that our faculty can and do get recruited by: Stanford, Colorado, UCSB, Wisconsin-Madison, Minnesota, Illinois, UT, UNC, Duke, Brown, Berkeley. We have also successfully drawn faculty away from such schools: UCLA, USC, Duke, Michigan, others. Historically, we have a good track record of fending off external offers, a reasonable estimate is .750, but this has declined to about .500 in recent years. Historically, the constellation of factors that worked for us at the UO included: Colleagues, Excellence, Research Opportunities, and Benefits, Retirement, Housing, Education, and Community. Historically, those that worked against us included: Salary, Resources, and Infrastructure. Teaching Opportunities and Work Effort were probably pretty much neutral.

At the current moment, almost all of the positive factors now work against us. Housing costs, which used to be entirely affordable with lower Oregon salaries, now look more like those of Boulder or Houston and have climbed considerably over those in the mid-West. Retirement benefits, which used to guarantee a solid post-professional life, are no longer significantly better than those offered by our competitors and for more senior faculty are perceived to have been unfairly reduced—that the State reneged on its business deal. Public education for our children is perceived to have declined in quality. Faculty worry about our commitment to academic excellence, reflected in continued decline in State support for higher education. Faculty who have been here also worry about work effort. In the past faculty entrepreneurial efforts—essentially discretionary efforts to pursue external resources, including Summer Session teaching and programs that we exported, generated resources that could be invested in new ideas and initiatives. These kinds of efforts are increasingly essential to backfill budgets the State does not support. Overall, the worry we must share together as we address sustaining and building excellence in our faculty is not only about salary, about salaries today, it is really about the prospects faculty see for the long-term achievement of their personal and professional aspirations. If we are to operate more like a business, and we already do, then we must keep those best practices in mind: this includes that you take the best care you can of key professionals in the organization by paying attention to their needs and interests in their families and their profession.

So, the decision to move elsewhere is not triggered exclusively by salary but by a constellation of factors that increasingly conspire to make competing offers more attractive than they had been earlier.

Environmental Scan. There is an enduring impression that the UO suffers greater retention losses of faculty of color than we do for the faculty as a whole. It is certainly the case that we have lost important colleagues after a period of successful service at the UO, and that it is certainly the case that we can improve our retention efforts to sustain appointments of faculty of color. During AY 2003-04, at least five of 20 resignations that occurred were faculty from underrepresented groups. Given the difficulty we experience in their recruitment, it is important to observe that their departure in the end is tied to their perception that they will do better professionally and personally at other places.

Looking at retention cases involving faculty of color at the UO, there are cases that involve matters we can contribute directly to improving at the UO – matters of salary, research opportunities, campus climate, and partner opportunities. And, there are cases that involve matters to which our contributions may be more indirect – the demographics of the Eugene community, for example. In at least two cases, one a failed recruitment and one a failed retention case, the individuals involved expressed that their decisions were tied entirely to the absence of a vibrant community of professional men or women with whom they could build enduring friendships outside of the UO.

Efforts in this area must target both matters that arise when external offers are pending (acute retention) and in anticipation of such offers (pre-emptive retention). They must address primarily local conditions we can control directly, and they should engage larger issues of community that affect the sense of community and well-being all faculty should readily be able to cultivate and enjoy.

GOALS AND ACTION ITEMS: FACULTY RETENTION

GOAL 7. The Office of Academic Affairs will include in its analysis and reporting on diversity in UO faculty (see **Action Item 1**) information on faculty retention. The information will address the question of the extent to which UO retention losses and successes for faculty of color differ from retention losses and successes for faculty in general.

GOAL 8. The UO will increase the likelihood that faculty we have recruited will remain at the UO.

ACTION ITEM 16. The Office of Academic Affairs will work with the academic deans to create a more rapid response for faculty exploring external opportunities. The principal responsibility for the formulation of counteroffers must continue to reside with the academic deans. Academic Affairs nonetheless plays a role in supporting counteroffer efforts and will work to ensure that faculty find their concerns addressed in a timely manner.

ACTION ITEM 17. The Office of Academic Affairs will conduct a review of the effectiveness of UO response to the need for spousal and partner support. We will move away from actions that temporize on spousal and partner issues with short term fixes to the formulation of concrete plans we can communicate plainly, one way or the other to recruited faculty or to faculty with external offers.

ACTION ITEM 18. The Office of Academic Affairs will include in the re-design of its faculty information site more dynamic information regarding support for the diversity of cultural needs and expectations of our faculty.

ACTION ITEM 19. The Office of Academic Affairs will work with OIED to cultivate a more robust and responsive Academic Affairs connection with external communities and allies.

Academic Affairs and Community Engagement Diversity Action Plan

Academic Affairs and Community Engagement at the University of Oregon during 2006-2007 covered five formal reporting units, as well as the broad oversight of UO academic endeavors in the Portland area, plus the administration over some aspects of the university's instructional support environment.

The **Vice Provost for Academic Affairs and Community Engagement** is charged with *the identification and administration of the UO's goals related to the dynamic interaction of our academic mission within our larger community. Community Engagement at the University of Oregon, broadly defined, describes teaching, learning, scholarship, outreach and partnerships, which engage our faculty, students and community in mutually beneficial and respectful collaboration. The interactions sought and fostered through these efforts may address community-identified needs, deepen students' civic and academic learning experience, and enhance the quality of life within the community while strengthening the institution through mutually beneficial application of knowledge.*

- **Continuing Education (CE):** UO Continuing Education serves both working adults and lifelong learners through a variety of education opportunities including graduate courses, professional development certificate programs in Portland and Eugene, and lifelong learning institutes in Central Oregon and the greater Eugene/Springfield area.
- **Jordan Schnitzer Museum of Art (JSMA):** The University of Oregon Museum of Art is a premier Pacific Northwest visual arts center for exhibitions and collections of historic and contemporary art. The museum continues a long tradition of bridging international cultures and offers a welcoming destination for discovery and education centered on artistic expression that will deepen the appreciation and understanding of the human experience. We engage diverse communities through innovative, interpretive programs in a newly expanded museum within a major university setting.
- **Labor Education Research Center (LERC):** The Labor Education and Research Center (LERC) at the University of Oregon was established in 1977 by an act of the Oregon Legislature. LERC's founding was promoted by an alliance of unions, legislators, university faculty, labor relations professionals, and community leaders who believed that workers and unions in Oregon needed a specific program granting them access to the resources and expertise of the state's higher education system. LERC's mission is to provide direct, hands-on education, training, and consultation to workers and unions at the grassroots level; to encourage creative and critical thinking that empowers working adults to participate meaningfully in workplace and community affairs; to conduct applied research on vital social issues related to work, employment, and labor relations; to make Oregon's workplaces safer by providing educational programs and conducting research on occupational safety and health issues; to connect the university to the broader community by making its resources more readily available to working Oregonians and labor organizations; and to expand public awareness of Oregon's rich labor, working-class, and labor relations history.
- **Museum of Natural and Cultural History (MNCH):** The University of Oregon Museum of Natural and Cultural History was established to further the general mission of the University by enhancing public knowledge of the history and anthropology of Oregon and the broader world. This is accomplished through the preservation of objects illustrative of and significant to natural history contributing to knowledge by

promoting and facilitating research in appropriate fields and providing access to this knowledge for the Oregon public, through furtherance both of formal instruction in the campus setting and of public education outside the boundaries of the University's curriculum.

- **Oregon Bach Festival (OBF):** The Oregon Bach Festival exists to inspire audiences through the art of music by providing the highest-level performances and innovative educational opportunities, involving a broad-based community of audiences, donors, and musicians in a manner that assures the long-term sustainability of this internationally renowned program.
- **University of Oregon Portland (UO PDX)** The partnership between the University of Oregon and the City of Portland dates back to the founding of the university. Although the UO main campus has always been in Eugene, the state's flagship university has been improving the lives of Portland-area residents throughout its history. The UO School of Law opened in Portland in 1884 and the medical school followed in 1887. In 1914, the UO's school of commerce and industrial survey was established in the Rose City to research markets for Oregon products.

In 1987, the University of Oregon Portland Center opened at 722 Southwest Second Avenue (at Yamhill) in the Yamhill Historic District's Willamette Block Building. By 1996, the university was leasing about one-third of the building, and in 1997, the university purchased the Willamette Block property. Today, the UO's service to the state through programs in Oregon's largest city is continuing to grow. The university is increasing its presence in Portland by expanding academic programs, investing in redevelopment of a new UO facility in Old Town, and furthering an agenda to increase collaboration with other universities in serving Portland-area residents

COMMUNITY ENGAGEMENT DIVERSITY WORKING GROUP

Curt Lind, Director, Continuing Education

Sandra Gladney, Associate Director, Continuing Education

Lawrence Fong, Associate Director, Jordan Schnitzer Museum of Art

Bob Bussell, Director, Labor Education Research Center

Jon Erlandson, Director, Museum of Cultural and Natural History

Royce Saltzmann, Director, Oregon Bach Festival

Pam Palanuk, Executive Assistant, Academic Affairs and Community Engagement

POINT 1: DEVELOPING A CULTURALLY RESPONSIVE COMMUNITY

Define what this focal area means to your areas.

This point provided the means to reflect upon the ways in which our units contribute to the whole through the acquisition of relevant skills, and thoughtful evaluation of the impact units have on the larger community through our programs.

Among our units we are uneven in the consciousness with which we focus attention to this area. Intrinsically certain units, such as the museums, make a significant contribution through the nature of their core collection and the manner in which their programming reflects that collection. Other units do not necessarily have such a structure and therefore need to make a concerted effort to assure that choices they make reflect institutional goals in this area.

Identify some of your units' strengths and challenges in this area.

Sample Strength:

With a variety of public programs that focus on the cultural and natural history of Oregon and the Pacific Northwest, the Museum of Natural and Cultural History (MNCH) is one of the region's foremost centers for research, education, and public interpretation related to the diverse cultural history of our state. We offer extensive programming (exhibits, lecture and film series, publications, etc.) related to the Native American history of the Pacific Northwest, for instance, as well as the creation of multiethnic/multicultural communities in the region after European Contact. We also curate, display, and research anthropological collections that highlight the cultural, artistic, and technological contributions of societies around the world. Through such programming, including the Margaret Mead Film Festival, we expose students, staff, and community members to a broad range of topics related to cultural diversity and sensitivity. In planning, developing, and offering such diverse cultural programming, MNCH personnel also consult and collaborate with a diverse array of community members, including members of the Native American, Asian American, African American, Latino American, and international communities. We strive to offer a variety of perspectives in our lecture series, public events, and exhibitions, stressing that there are a variety of ways to view both historical and modern issues.

Sample Challenge: JSMA - Exhibition Interpreters (EI) provide frontline services to the audience. After extensive training the EI's offer a variety of tours of the art museum galleries and art studio activities to both public school groups and special tours. They often are in the collections galleries during public events such as openings and receptions related to the large changing exhibitions. JSMA sees great potential to begin targeted recruiting to what is now a predominantly female, Caucasian pool of EI's specifically to increase membership from Latino and Asian populations. The museum will work to create a more welcoming and supportive environment by partnering such recruits with current EI's to assist in dealing with transportation limitations and facilitating an appropriate training program.

GOALS/ACTION ITEMS	MEASURES	RESPONSIBILITY	TIMELINE
GOAL #1: To expand the capacity of the associated units (CE, JSMA, LERC, MNCH, OBF) to contribute to the promotion of knowledge and cultural understanding.			
ACTION: Increase understanding of the impact of our current programs on our community as it pertains to cultural responsiveness.	Survey of participants in all areas.	Each unit Director	Ongoing.
ACTION: Develop coherent plan to address findings in survey to address deficiencies in scope of programming.	Work with volunteers, boards, internal committees as initial focus groups to sample responses to outcomes of this	Each unit Director.	2007-2008 planning for 2008-2009 program commitments

	planning process.		
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GOAL #2: Recognize the synergies that exist among and between the various reporting units in furthering the University's Diversity agenda and build upon them.			
ACTION: Meet quarterly as a council of directors to review unit based program plans.	Call meeting	Vice Provost AACE	Quarterly beginning Fall 07
ACTION: Identify opportunities for collaboration with special attention towards increasing the breadth and depth of our offerings.	Distribute priorities to unit based committees, staff, boards, volunteers.	Unit Directors.	Fall 07 and ongoing.
ACTION: Commit human and monetary resources to execute plans.	Create budget. Set staffing priorities.	Unit Directors with Vice Provost for AACE	FY 09

GOALS/ACTION ITEMS	MEASURES	RESPONSIBILITY	TIMELINE
GOAL #3: To increase representation of African American, Latino and Asian communities within the pool of Exhibit Interpreters at the Jordan Schnitzer Museum of Art and in Audience Services of the Oregon Bach Festival.			

ACTION: Target recruitment activity toward desired audience.	Working with internal resources (CoDaC, OIED, etc) develop plan to disseminate information to target communities.	Unit Director and Volunteer/Audience Services Coordinator.	Academic year 07-08
ACTION: Identify mentor E.I.'s and Usher/guides.	Seek volunteers from existing ranks.	Education director and volunteer/Audience coordinator	Academic year 07-08
ACTION: Assess and manage special needs, such as transportation, education tools, etc. that will support recruits.	Assemble policies & procedures.	Volunteer coordinator	Academic year 07-08.

POINT 2: IMPROVING CAMPUS CLIMATE

Define what this focal area means to your specific area.

We adhere to University's commitment toward improving our ability to work, learn and engage respectfully and effectively in a diverse community.

Identify some of your units' strengths and challenges in this area.

Challenge: To the extent that some units involve presenters at professional development workshops who are practitioners in their area of expertise and not trained specifically to address how to work with adult learners or diverse audiences we have work to do.

Program coordinators from UO work with these practitioners to assist the instructors in defining learning objectives and planning appropriate learning activities, as well as to prepare them for the teaching environment of the adult learners within the specific program area. An opportunity for improvement is to capture the verbal practice of orienting presenters and turn it into a written document. An outcome could be two pages of orientation: one addressing program specifics, the second addressing values and principles of the UO teaching and learning environment.

Strengths: Part of Oregon Bach Festival's mission is programming repertoire from diverse cultures. This stems from the philosophy that music builds bridges across differences in language, politics, race and religion. In 2000 the Festival's theme was 'Music Beyond Boundaries' with performances by resident choirs from Cuba, Israel, Sweden and Uganda. The following events occurred during one festival: the visiting choirs combined with the Festival choir in a performance

of Beethoven’s Ninth Symphony conducted by Miguel Harth-Bedoya; each choir performed music native to their own country; and each choir offered a free public workshop that focused on their unique style of music which included teaching songs to the audience. In the 37-year history of the Festival, choirs have also been featured from Japan, Korea, Latvia, New Zealand, Taiwan, Germany and Venezuela. Study guides are provided to all audience members.

Challenge: OBF study guides should be available in multiple languages and for the visually impaired.

GOALS/ACTION ITEMS	MEASURES	RESPONSIBILITY	TIMELINE
GOAL #1: To assure that all staff and volunteers are trained to handle occasions when culturally based conflict occurs.			
ACTION: Assess current baseline	Work with OIED to develop a tool to survey staff and volunteers in all associated units.	Each unit Director (CE, JSMA, LERC, MNCH, OBF)	Start in Fall 2007.
ACTION: Based on assessment outcomes, develop plan to incorporate necessary training.	Driven by data collection, work with all appropriate units (HR, OIED, CoDac, etc.)	Each unit Director	Ongoing
ACTION: Incorporate accountability for ongoing staff development in this area as part of annual evaluation of director	Include in annual goals report and self evaluation.	Vice Provost for AACE	Annually

GOAL #2: Be more accessible to diverse populations within our larger community through multi-lingual informational materials.

ACTION: Assess the visitorship and audiences for our various programs to identify populations that would most benefit from immediate action.	Develop survey that assesses language needs. Interview volunteer staff to identify their experience with encounters that inhibited by language barriers.	Directors of all units, Education directors where present, Audience services providers when present.	Fall 2007 and ongoing.
ACTION: Identify specific materials that would initially best serve the populations previously identified as first priority. Work through priorities.	Assemble existing materials in English.	Education directors, marketing directors, unit directors	Fall 2007 and ongoing.
ACTION: Locate resources to accomplish translation. Consider offering all websites with multi-language options.	Create budget, allocate staff time, seek volunteers.	Education directors, marketing directors, unit directors.	Fall 2007 and ongoing.

POINT 3: BUILDING CRITICAL MASS

Note: Our areas incorporated any responses that might have been directed into this area into in Points #1, #2 and #4

Define what this focal area means to your specific unit.

Our units interpreted this Point as specific to student and faculty recruitment. As such, no reporting units see this as an area of potential significant impact.

Identify some of your unit's strengths and challenges in this area.

See A (above).

The Vice Provost needs to work with the units to re-shape their understanding of their role in this regard.

GOALS/ACTION ITEMS	MEASURES	RESPONSIBILITY	TIMELINE
GOAL #1: To re-orient the areas within Academic Affairs and Community Engagement so as to accept responsibility for making a contribution towards building critical mass.			
ACTION: Consider the role of the audience (whether live performance, viewers of an exhibit, tour participants, workshop attendees) as participants/members of the larger university community	Conduct a census of the 'audience'	Marketing directors, Directors.	FY 08
ACTION: Assess the demographics of the above.	Analyze census data	Marketing directors, Directors	FY 08
ACTION: Create realistic goals to expand the audience demographic based on findings.	Set target numbers and measure progress	Directors	FY 09

POINT 4: EXPANDING AND FILLING THE PIPELINE

Define what this focal area means to your specific unit.

Multiple areas within Academic Affairs and Community Engagement actively work in the community to enhance the experiences of students in K-12 broadening their exposure to ideas and issues that expand their awareness of and appreciation for higher education.

Identify some of your unit's strengths and challenges in this area.

Strength:

On-line courses at the undergraduate level allow students more flexibility, especially those with limited financial needs who must structure education around their need, or the pressure upon them, to earn an income.

Challenge: Through expansion of the UO's on-line learning offerings, and specifically through targeted growth in degrees offered on-line, significant gains could be made increasing access and expanding the pipeline. Increased opportunity to advance the completion of degrees in populations that are least likely to be able to attend a resident program of 4 or more years will add significantly to empowerment of such populations and further change the demographic of our

degreed population. Currently the UO is behind most other OUS institutions with limited opportunity (offering two distance ed masters degrees, and no formalized process or program at the undergraduate level although there are a hand full of courses that offered both in their traditional form as well as on line).

Strength: MNCH has hired and provided training for a number of students and employees from under-represented groups over the years.

Challenge: Conscious continuation of these efforts can help expand the pipeline of suitable candidates for future openings on the museum staff.

Strength: JSMA conducted over 4000 tours for school children in Lane County, Linn County and Benton County over the past academic year.

GOALS/ACTION ITEMS	MEASURES	RESPONSIBILITY	TIMELINE
GOAL #1: Expand offering of on-line courses to offer opportunity for coherency and proficiency in areas aligned with general education requirements.			
ACTION: Identify faculty to function as advisory committee to guide work.	Set schedule. Convene meeting.	Provost, Vice Provost for Academic Affairs in consultation with Vice Provost for Undergraduate Studies	Begin work in fall of 2007.
ACTION: Identify funding to support conversion of 3 courses per year to on-line delivery.	Creation of a budget	Director of Continuing Education, VP AACE	Summer 2007.
ACTION: Seek out best practices among peer institutions.	Assemble case studies	VP for AACE, Director of	Fall 2007
GOAL #2: Create formal mentorship plan for MNCH to support future professional development of under-represented groups within the discipline.			

ACTION: Identify senior staff to support program as mentors	Develop roster.	Director	FY 08
ACTION: Develop guidelines and benchmarks for mentor program		Director and Senior Staff	FY08
ACTION: Assess field for future needs		Director	

POINT 5: DEVELOPING AND STRENGTHENING COMMUNITY LINKAGES

Define what this focal area means to your specific unit.

By mission, most of the units reporting via this document exist to not only contribute directly to academic mission of the university but to direct attention to the ways in which the academy and the community are strengthened by interactions that bring them in direct contact.

If we are attending to the commitment of the university to adhere to “core values structured around equality, opportunity and pluralism,” then we are in a unique/special position to channel these values into the community through our programs.

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

Strength: JSMA continues to target school considered underserved, or Title-1 schools that receive federal support. The museum meets needs in this area through tour and post tour programs, ArtsBridge outreach programming and awarding scholarships to students for after school classes and summer camps. Ten-percent of the students enrolled in these studio classes receive scholarships, and thirty-five percent of the participating schools receive discounts on fees. JSMA donors are strong underwriters of such efforts.

Strength: Twice monthly JSMA conducts tours to groups with visual, emotional and developmental disabilities. The tours create environments for participants to learn and engage in life skill activities. Special Exhibit Interpreters are trained to facilitate these special audiences drawn from Lane Community College, and Life Skills Classes in Cottage Grove.

Challenge: Funding for any programs that increase access for those in our community with special needs (whether financial or physical or otherwise) is not sufficient, so funds are being sought from the National Endowment for the Arts to support programs which target Title 1 schools, and rural communities while a separate grant is sought from the NEA to serve general visitors with disabilities.

Strengths: Efforts underway are beginning to develop capacity in the area of immigration. LERC is spearheading a UO report on the immigrant experience in Oregon in collaboration with other disciplines and centers. When complete this report will offer a comprehensive view of immigration in Oregon and will be

disseminated to a wide group of stakeholders. LERC’s advisory board is made up of community leaders with strong roots in the immigrant community. After assisting in shaping the research, this body will aid in its dissemination and implementation.

Challenge: Closer relations between unions and community-based organizations that work with immigrants could be fostered, especially in areas such as Eugene and in the greater Portland metro region. Currently LERC has developed a curriculum on immigration that was presented to City of Eugene employees which will become the basis for growing outreach to immigrant workers and their communities outside of the local area.

Strengths: JSMA , MNCH and OBF– There are almost 300 volunteers that annually contributed tens of thousands of hours of service, largely as our public interface. The volunteer corps of all three units offers one specific target for immediate attention (See Point #1, Goal #3). In the past and to the present day, no efforts have been made to seek out volunteers with any plan for representing diverse populations. Each unit experiences enthusiastic response to their volunteer needs, they are natural attractors – but of a fairly homogenous group. Even small gains in this area will reap significant results and do so more rapidly than we can accomplish through the limited means we have for changes in staffing.

GOALS/ACTION ITEMS	MEASURES	RESPONSIBILITY	TIMELINE
GOAL #1: Secure external funding to support programs that serve to increase service to our larger communities, with particular attention to underprivileged populations.			
ACTION: Complete current cycle of grant submittals	Submit grant applications	Unit Directors	Within stated deadlines.
ACTION: Seek additional funding sources through foundations, private sponsorships, etc.	Create list of sources.	Unit Directors, program directors and development officers.	Ongoing
ACTION: Set target goals for funds to dedicate.	Develop budget	Directors.	Annually

POINT 6: DEVELOPING AND REINFORCING DIVERSITY INFRASTRUCTURE

Define what this focal area means to your specific unit.

Units reporting saw this function as largely external to their focus with the exception of physical accommodations.

Identify your unit's strengths and challenges in this area.

Strength: Continuing Education -The Baker Downtown Center is home to the Osher Lifelong Learning Institute (OLLI) with over 430 members aged 55 and over. All aspects of the facilities have been addressed to make the space safe and supportive of the needs of an aging population including building entrances and classrooms that are well equipped to accommodate a variety of needs for physically challenged participants.

June 2007

Clark Honors College: Diversity Action Plan

I. Description of Unit's Mission

A committee of distinguished faculty members, under the chairmanship of Earl Pomeroy, proposed the formation of an Honors College to the faculty of the College of Liberal Arts in 1958. In its written recommendation, the committee stated that the purpose of the College should be to “provide the best possible liberal education, both general and specialized” for a community of high achieving students. The committee envisioned a “four-year program leading to the degree of B.A. (Honors College).” The Clark Honors College (CHC) pursues this purpose in the context of a larger research and teaching mission of the University. Courses in the CHC are designed to fulfill the University’s goal, detailed in its mission statement, “of helping the individual learn to question critically, think logically, communicate clearly, act creatively, and live ethically.”

The Clark Honors College opened September 1960, making it the oldest Honors College with a four-year curriculum at a public institution. In its 47-year history, the HC has served as a magnet for high achieving students. The initial student body numbered 260. As a result of the expansion plan two expansion plans, the size of incoming classes was raised to 100 students per year, then in 1993, to 150 students per year. And as a result of more admitted students choosing to come to the CHC, the student body now hovers between 600-700.

II. Organizational Structure

The Robert D. Clark Honors College operates under the authority of the Provost. This structure is designed to increase the visibility of the Honors College and provide greater coordination with the Office of Undergraduate Studies in admissions, recruiting, and scholarship support, while at the same time retaining close academic affiliation with the College of Arts and Sciences. The Director of the Honors College reports to the Provost, and works closely with the Vice-Provost for Academic Affairs. Supervisory authority for curricular, personnel, and related budgetary issues, is delegated to the Dean of the College of Arts and Sciences, with the usual administrative and faculty review processes internal to CAS. An Honors College Alumni Advisory Council actively supports diversity issues.

The Director of the Clark Honors College is responsible for implementing the Diversity Plan.

III. History of Diversity Efforts in the Clark Honors College

The CHC has had a longstanding commitment to diversity. Diversity issues for the college can be divided into three areas: curriculum, faculty composition, and student body composition. These three areas are obviously closely interrelated, and years of effort have culminated in reasonable success in two of the three areas.

At least since the late 1980s there has been a diversity committee consisting of a faculty member and usually a handful of interested students. Nevertheless, because of the very small number of resident faculty (two literature professors, one historian, and one professor of rhetoric), which is also responsible for running the entire College, diversity efforts until the year 2000 were, unfortunately, inconsistent, and often interrupted when the faculty member organizing the committee was on research or sabbatical leave. The main areas of concern for the committee from the late 1980s through the 1990s were recruitment and curriculum. In order to recruit students who would add to the diversity of the CHC, the committee attended a variety of recruitment fairs and programs sponsored particularly by the UO Office of Multicultural Affairs and work with admissions to find and contact students who would contribute to the diversity of the CHC. Some success was achieved, but it was, for reasons mentioned above, difficult to sustain.

In terms of curriculum, the CHC sought to recruit UO faculty members from outside the CHC to teach courses in the college that would satisfy the multi-cultural requirement. Otherwise, the core CHC curriculum, as established at its founding, focused on the “Western” World: year-long, lower division courses on Western Literature were required for CHC students. All CHC faculty were committed to including voices that had not traditionally been heard in the lower-division classes. And Professor Henry Alley developed a series of upper-division colloquia on Literature by and about Gay Men, and both he and Professor Francis Cogan taught courses on women writers. But with the constraints of the inherited curriculum and too few faculty, there were obvious limits to the range of possible experimentation.

In the year 2000, however, the Honors College was finally given permission to fill the first of three faculty positions (promised since 1993 when the CHC student body was expanded by fifty percent), and things began to improve. The addition of these three new faculty members over the next three years opened many new possibilities.

The first step was taken in 2000, immediately following the hire of a second historian. The history faculty applied for and won a Tom and Carol Williams Fellowship for the expansion of the History curriculum. The challenging conversion process took a good two years, but the result was a transformation of the History sequence from a History of the Western World to Historical Thinking in a Global Framework.

The new History curriculum required faculty with expertise outside of Western History. The second hire of a History faculty member, accordingly, was of a professor of Modern Chinese History; and when the Director managed to cobble together the funds for a fourth historian, we were able to hire a historian of the Caribbean and Atlantic World.

The expansion of the History curriculum was followed by a similar expansion of the Literature curriculum in the direction of Thinking about Literature in a Global Framework, and had similar consequences for the new faculty hires. Two new literature professors were added. One of these is a professor of Jewish literatures in North Africa and Latin American; the other was a professor

of modern Indian literature (who has since taken another job, but whose position has been filled with a Professor whose specialty is on Russian cultural relations with Asia and Korean literature).

There are now nine tenure-related resident faculty members in the CHC. Of these, a majority is female, one is African-American, and one gay. Faculty from Brazil and Korea strengthen our international perspectives.

The Clark Honors College is committed to support programming that enhances our students' understanding of the multicultural world of globalization that they inhabit. In support of this goal, and with funding from the Underrepresented Minority Recruitment Plan, two of our junior professors created a Thinker-In-Residence Program, the idea of which is to house in the Honors College for a week someone who has thought and written about matters pertaining to diversity. In April, 2006, they brought Vijay Prashad of Trinity College in Connecticut as the Thinker-in-Residence. Dr. Prashad is very much a public intellectual, the author of several books on contemporary political economy and race in America. Dr. Prashad presented several events: 1) a public lecture entitled "Ethnic Studies Inside Out: an analysis of the limitations of ethnic studies in neo-liberal times"; 2) a workshop for student activists on the corporatization and racialization of the university; 3) a faculty discussion on immigration and politics in the contemporary United States; and 4) a student seminar on the connections between people of African and Asian descent in the United States. All were well attended.

We have, in short, been successful in our diversity efforts in the areas of curriculum and faculty composition. But despite some sporadic successes, it has proven much more difficult to achieve diversity in the student body, which is our main area of concern at present (this is a problem typical of Honors Colleges and programs). Our figures are incomplete, but the big picture is clear. We have some 600 students, many of whom decline to report ethnicity. Of those who do, 50 are Asian or Asian-American. 2 are African-American. 8 are Hispanic or Hispanic-American.

IV. Resource Statement

We have approximately \$40,000 available (from under-represented minority recruitment funds) to spend in the next several years for diversity programming and recruitment. Many of our faculty apply other Clark Honors College research and travel funds to diversity purposes, but this amount varies with the professor. I estimate that we will spend an additional \$10,000 each year in this way. Other resources include a commitment to diversity from our faculty, staff, and existing student body.

V. Diversity Committee and Plan Development

The Chair of the Diversity Committee was appointed by the Director. Because the CHC is monumentally understaffed, because the faculty is small, and because all faculty members are committed to such an important matter, the committee itself is essentially a committee of the whole. The Faculty Diversity Committee will also be working with the Honors College Student

Association whose governing board will organize meetings in which students can express and exchange their opinions on relevant matters.

In 2007-08, we will reconstitute our Diversity Committee to include three professors, two students, and one staff member. They will be appointed by the Director after consultation with Members of the Honors College community.

As noted above, the most pressing issue at this time is adding diversity to the student body. Proposals that we are considering are:

- An Admissions Officer/Recruiter or to have even stronger representation in the Admissions Office.
- Identifying prospective students who would expand our diversity early enough to invite some to visit the Honors College.
- Establishing ties to various efforts by the Office of Institutional Equity and Diversity to “fill the pipeline.”
- Working with UO admissions to identify students who would bring diversity to the CHC.
- Establishing partnerships with high schools (e.g. in Springfield, Bethel district, Woodburn area) with diverse student bodies and encouraging applications to the CHC. This might include CHC faculty and student visits to the schools, perhaps giving talks as well as meeting more informally with students; or organizing a visiting day for students to come to the CHC.
- Developing exchanges with other honors colleges in the United States and abroad. We have one Honors College exchange at present, with the Scholars Program of the National University of Singapore. There are other possibilities to explore. For instance, the University of Oregon already has an exchange program with Hunter College, part of the City University of New York. Using that initial connection to develop a relationship with Hunter's Macauley Honors College would bring the diversity of New York City to the Clark Honors College and to Eugene. Other exchanges with honors colleges at state universities in major metropolitan areas across the country, including Los Angeles, Toronto, Chicago, and Miami, would further enhance diversity.
- Secure ongoing support for diversity programming, such as the Thinker-In-Residence. We propose to use some of our budget to use as matching funds with other programs to jointly sponsor diversity-related speakers and other events. This would engage the Honors College more deeply in diversity activities across campus, as well as use resources more efficiently.
- Involving the CHC Alumni Board, which has often expressed its concern about diversity issues, in a variety of ways (most notably through the Internship and Mentorship program that alumni have established for Honors College students—this might be expanded to include internships for high school students interested in attending the CHC; but also in institutionalizing the Thinker-in-Residence Program.

VII. Diversity Value Statement

To paraphrase Lawrence Levine in his book *The Opening of the American Mind*: to seek diversity in our curriculum, faculty, and student body is not political correctness, it is a social necessity. The better the community we create within the honors college can mimic the world, the better our students are prepared to be citizens of the world after they graduate. To this end, as the next section shows, we understand diversity as a broad and inclusive concept, incorporating all individuals who might help balance our largely white, middle-class, Oregonian student body.

VIII. Diversity Defined

We accept the UO Diversity Plan Definition as “differences based on race and ethnicity, national origin or citizenship, gender, religious affiliation or background, sexual orientation, gender identity, economic class or status, ability or disability.

We have no systematic set of measures for diversity within the Honors College. We are a small unit, and it is obvious enough if we have gained or lost faculty and staff diversity. This is a greater problem when it comes to student diversity. We have identified student recruitment as our major goal, although we only have a poor measure even of ethnic diversity, and no usable figures at hand for economic or even regional diversity. Thus we are reluctant to promise in an arbitrary manner that we will achieve 15% increased diversity in the next two year period, until we are able to say 15% more of what. A first step must be to develop a more comprehensive set of measures of current performance. We have assigned staff member Carol Giantonio the task of pulling together data in a more systematic manner. This will permit us to formulate realistic markers and timelines in conversation with Admissions and OIED.

The University of Oregon Information Services Strategic Diversity Action Plan

Information Services

Information Services (IS) is the central information technology (IT) organization for the university. Units that are part of this organization include Academic Services, Administrative Services and Operations, Network Services, and Telecommunications. In addition to these units the division is the home to the Advanced Network Technology Center (ANTC) and the Network Startup Resource Center (NSRC). All of these units report to the Vice Provost for Information Services and Chief Information Officer, who reports to the Senior Vice President and Provost. An organization chart and other relevant information about the division are available off of the university IT homepage at <http://it.uoregon.edu>.

Information Services does not have a history of diversity initiatives. Prior to the arrival of the current Vice Provost the division had not attempted to create a diversity action plan. To begin this process an internal standing committee was formed with representatives from each of the units identified above. That standing committee has been meeting now for the past year to discuss diversity issues relevant to our division and the campus. It is our intent to have this committee not only guide the creation of a division action plan, but serve as an advisory committee to the Vice Provost on matters which may need immediate attention within the division.

We realize that this initial draft of an action plan is very rough and will need to be developed throughout the coming year. While we are committed to diversity principals within our division, we are also committed to exploring ways we can partner with other campus units to fulfill the diversity goal of the institution. Looking for ways that

information technology could be used to increase communication or help break down barriers is something that is of great interest to many in our division. We look forward to exploring these opportunities and hope that the emphasis on campus in the days to come will be on seeking ways to help units work together toward the common goals that we all desire.

Point 1: Developing a Culturally Responsive Community

A. What this focal area means to our unit

Information Services is a small but diverse unit with regard to the backgrounds and experiences brought by our staff. Within our unit we have a somewhat international presence which brings with it diversity of ethnicity, national origin and citizenship, and religious affiliation. Our desire is to create a work environment where all individuals that are part of our unit, or with whom we interact, are treated fairly and with respect.

B. What we have learned from our environmental scan

We believe that in many respects Information Services is a place where cultural differences are celebrated. This may be the result of the longstanding tradition of hiring employees from different international backgrounds, or the practice of traveling internationally by many of our staff to be involved in initiatives such as the NSRC noted above. Yet we recognize that there are areas where work is needed, such as in being sensitive to gender and other differences.

C. Our unit's strengths and weaknesses

Our strength is the exposure many have had to multi-cultural environments, as well as having several staff from different cultural backgrounds. Our weakness is that like many IT organizations, our division has a long history of being very male oriented. This is especially true in units like Network Services, where the lack of females in graduating classes that traditionally supply this field (i.e., computer science, engineering) limit diverse pools from which to draw new employees.

Goal 1:

Continue to empower an IS Diversity Working Group that can review current and future diversity initiatives for the division, as well as advise the Vice Provost on current diversity issues.

Action & Review:

This committee will continue to develop the diversity action plan and report regularly to the Vice Provost / CIO.

Responsibility:

Assistant to the Vice Provost / CIO

Timeline:

Ongoing

Point 2: Improving Campus Climate**A. What this focal area means to our unit**

Because of the international aspects of our staff, IS has an appreciation of cultural dynamics that affect the campus as a whole. We recognize the need to create a campus climate where everyone is welcomed and treated with respect. While we know that this must start within our own division, we understand that it is our responsibility to seek to improve the larger university community as well.

B. What we have learned from our environmental scan

In the past IS has participated in several activities that sought to improve the campus climate. These have included events sponsored by the Cultural Forum, the Admissions Office, Student Affairs, and Office of Institutional Equity and Diversity. It is our desire to continue to seek ways to be involved in these campus wide initiatives, and engage our staff in efforts to improve the campus climate with respect to diversity issues.

C. Our unit's strengths and weaknesses

Our strength in this area is a willingness to be part of the campus community and participate in activities and programs. If there is a weakness it might be that because of the nature of our work we are sometimes seen as only being interested in technical issues. The intended outcome of this perception is that we may not be included in non-technical conversations. Unfortunately this not only hinders IS staff, but also the campus which is not able to benefit from IS staff involvement.

Goal 2:

Seek ways to involve the IS division in the larger efforts toward improving campus climate at the university.

Action & Review:

The IS Diversity Working Group will explore what opportunities are present for IS staff to be engaged in improving campus climate and advertise and encourage IS staff to become involved in these activities.

Responsibility:

IS Diversity Working Group

Timeline:

Ongoing

Point 3: Building Critical Mass

A. What this focal area means to our unit

Building critical mass implies that that the university will be successful in diversity efforts in the coming years such that formerly underrepresented groups will be part of the basic fabric of our student body, faculty, and staff. We see this as a goal that we can participate in not only in seeking diversity within our own division, but also in using IT resources to assist the entire campus in seeking this outcome.

B. What we have learned from our environmental scan

Within our own division we realize that we have several diversity challenges within our workforce. While we have a diverse workforce with regard to international representation, our racial diversity is not necessarily characteristic of diversity within the United States. We also are challenged with regard to gender diversity in some units such as Network Services and senior management positions.

C. Our unit's strengths and weaknesses

The profile of the IS division at the University of Oregon is similar to what one would find at other research universities within our peer group. This observation is made after a review of data gathered for several national studies on IT organizations in higher education. Building critical mass for us will be difficult given the limited diversity in race and gender from university majors that prepare students for careers in IT related areas. Yet we are committed to enhancing the diversity of our workforce in the future.

Goal 3:

Take pro-active steps to create a more diverse candidate pool for positions within the Information Services division.

Action & Review:

Seek new advertising opportunities to attract interest from prospective candidates from underrepresented groups. This may be done through published materials or Internet websites. We may also seek the assistance of search firms who can help us identify candidates from underrepresented groups in national search opportunities.

Responsibility:

Information Services Directors & the Assistant to the Vice Provost / CIO

Timeline:

Ongoing

Point 4: Expanding and Filling the Pipeline

A. What this focal area means to our unit

Besides the goal of seeking underrepresented staff for our own positions, Information Services believes it can help other university units expand and fill the pipeline for students, faculty, and staff. We seek ways to be engaged in this activity using information technology resources.

B. What we have learned from our environmental scan

Preliminary scans have shown that other universities are taking steps to use the Internet, internal web sites, and other information technology rich resources to attract and retain diverse populations. We believe that a study of “best practices” might prove useful for our own universities efforts in this area.

C. Our unit’s strengths and weaknesses

The decentralized nature of the University of Oregon discourages joint projects such as the creation of a special website for underrepresented populations. Budget restrictions as well as the lack of qualified staff in some areas (e.g., web development) are also a hindrance to these efforts. Yet there is strong desire to make use of these tools.

Goal 4:

To explore how other universities use information technology resources in their diversity efforts.

Action & Review:

Review resources at the EDUCAUSE Center for Applied Research, the Chronicle of Higher Education, and other venues to identify “best practices” in this area. Work with other divisions within the university (e.g., Admissions, International Affairs) to see funding for projects to improve our use of IT resources in recruitment and other efforts.

Responsibility:

IS Diversity Working Group

Timeline:

Report to the Vice Provost / CIO by June 30, 2008

Point 5: Developing and Strengthening Community Linkages

A. What this focal area means to our unit

One of the primary goals of a public university is to serve the public good. While we don't participate directly in many of the university's efforts in this area, we believe we can play a supportive role in several respects.

B. What we have learned from our environmental scan

Much of the communication with the public happens as a result of IT infrastructure provided by the IS division. This communication includes Internet web services, the campus radio station, and a variety of resources that make use of the data network backbone.

C. Our unit's strengths and weaknesses

Our strength in this area is a very solid IT infrastructure that is capable of supporting a number of technologies. If there is weakness it is a lack of knowledge of the ways we could partner with other campus units to make use of this IT infrastructure in specific projects.

Goal 5:

Explore ways we could partner with other campus units in developing and strengthening community linkages.

Action & Review:

Review other campus diversity plans to look for opportunities where IT resources might be useful in addressing unit projects. Seek discussions with these units and look for partnership opportunities for the coming year.

Responsibility:

IS Diversity Working Group

Timeline:

Report to the Vice Provost / CIO by June 30, 2008

Point 6: Developing and Reinforcing Diversity Infrastructure**A. What this focal area means to our unit**

It is important that all employees associated with our division understand the diversity commitment of the university, and the policies and processes related to this commitment. It is also critical that we continue to explore how we might develop and build on this initial action plan for the years to come.

B. What we have learned from our environmental scan

We have strived to have proper policies and processes in place for hiring as well as orienting new employees. Yet it is clear that we could improve our human resource infrastructure with attention to diversity issues. Likewise the

formation of the IS Diversity Working Group has begun a dialogue that needs to continue in the days to come, and to also include many others from our division.

C. Our unit's strengths and weaknesses

Our strength has been a willingness to make use of whatever resources are available in other university offices to improve our human resource processes. We will seek to continue to make use of campus resources as we implement our action plan in the coming year. Yet we are hindered by having such a small staff that it is difficult to keep our processes up to date and adequately engage in dialogue with other campus units on these important issues.

Goal 6:

Become familiar with the variety of materials available at the University of Oregon regarding diversity initiatives, and seek to participate in contributing toward the diversity infrastructure for the university.

Action & Review:

Take action to increase resources to our new employees at the time of their new hire orientation, as well as to our existing employees on an ongoing basis.

Responsibility:

IS Diversity Working Group

Timeline:

Report to the Vice Provost / CIO by June 30, 2008

International Affairs

Strategic Diversity Action Plan

International Affairs Composition

International Affairs at the University of Oregon consists of five units; International Student and Scholar Services, Study Abroad Programs, International Advancement and Alumni Relations, the Mills International Center, and AHA International.

- **International Student and Scholar Services:** Each year, the staff in International Student and Scholar Services administers programs and services for about 1500 international students from nearly 90 countries and for around 200 international faculty members and scholars. These services include oversight of visa programs, planning and coordinating orientations, advising, administering scholarships, coordinating Friendship Family programs, and managing the International Cultural Service Program, a scholarship program in which international students provide presentations to local schools and community organizations in return for scholarship assistance.
- **Study Abroad Programs:** More than 25% of undergraduate students study abroad sometime during their time at the UO. In 2005-06, 941 UO students participated in study or internships abroad. Staff responsibilities include program and budget development, student advising, orientations, and program evaluations for more than 140 programs in around 80 countries. This unit also manages Fulbright and other scholarships for study and research abroad.
- **International Advancement and Alumni Relations:** The UO has a long tradition of strong alumni relations, and has had an international alumni program for the last 30 years. Currently there are over 13,000 international alumni. The International Affairs and the Alumni Association jointly publish *International Alumni News*, an annual UO publication sent to all international alumni. President Dave Frohnmayer and other university officials periodically visit alumni in their home countries. The UO also has more than 6,000 alumni from its study abroad programs. The International Affairs sends the newsletter *FlashBack Beyond Your Borders* to these alumni each year.

- **The Mills International Center:** Located in the Erb Memorial Union, the Mills International Center serves more than 11,000 students, faculty members, and community guests who visit the center annually to attend international events, watch international news and other programming, read international newspapers, and use the extensive travel library. The center is also an informal gathering place for students, faculty and staff members, community members, and is known on campus as “a meeting place for the world.”
- **AHA International:** A study abroad program provider that merged with the UO in 2003. AHA collaborates with over 35 U.S. universities to offer students, faculty members, and institutions international opportunities in fourteen countries and 20 cities throughout Europe, Latin America, Oceania and Africa. AHA sends roughly 1200 students and 25 U.S. visiting faculty members abroad each year.
 - **AHA Mission Statement:**
AHA International offers students, faculty members, and institutions opportunities to develop intercultural competence through international experience and education.

We support the development of a global perspective for

- *students by providing supportive, academically challenging international experiences*
- *faculty members by maintaining infrastructure abroad that offers them the opportunity to teach and network internationally in ongoing academic programs*
- *institutions of higher education by engaging them in collaborative initiatives worldwide*

International Affairs Diversity Working Group

Joy Killgore, Program Coordinator for Study Abroad (Co-Chair)
 Shun Yanagishita, Study Abroad Assistant Coordinator (Co-Chair)
 Terri Gureno, Assistant Vice Provost for International Affairs and Outreach
 Arista Hickman, Study/Intern abroad returnee, (Fall term 2006)
 Jamie Hoag Barnett, Program Coordinator for Study Abroad

Amy Hunter, Assistant Director of Communications, AHA

Wayne Kingsbury, Community Member, Friendship Foundation for International Students (FFIS)

Magid Shirzadegan, Director of International Student and Scholar Services

Cari Vanderkar Moore, Associate Director of Study Abroad Programs

Point 1: Developing a Culturally Responsive Community

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

The staff of International Affairs understands that developing a culturally responsive community means ensuring that our staff is striving toward an active and ongoing process of self-reflection, learning, skill development and adaptation that enables us to engage effectively in a culturally diverse community and world. International Affairs provides services to help promote diversity on and off campus. On campus refers to faculty/staff/students and off campus refers to the Friendship Foundation for International Students (an independent 501(c)(3) that works collaboratively with International Affairs on programming for international students), alumni, AHA-affiliated partners, AHA study abroad participants, study centers abroad and other community groups.

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

We have several programs related to developing a culturally responsive community, though we have not measured how effective these programs are. We need to survey staff, community members and students to find out the effectiveness of our current programming and services.

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

Nearly all of our unit’s programs intrinsically promote international diversity, particularly in terms of national origin and citizenship, and exist to help develop a culturally responsive community.

Goals/Action Items	Measures of progress	Responsible entity/ Accountability	Timeline for implementation
GOAL #1: Find out how successful our current programs related to developing a culturally responsive community are.			
ACTION: Write and administer annual survey to beneficiaries of programs. Start with specific programs such as *CIEE or **OUS for Study Abroad and ISO for ISSS. Provide an incentive for students to complete the survey (raffle for gift certificate, etc.)	Analyze the data on the surveys. How successful are our current programs? Compare data annually. (Survey & data analysis)	Diversity Committee responsible for collecting data from directors of programs being surveyed	ISO survey in progress, continue current survey. Write SA survey in summer 2007. Administer survey in fall 2007.

<p><i>*Council on International Education & Exchange</i> <i>**Oregon University System</i></p>			
<p><i>ACTION: Analysis of AHA student evaluations to study the trends, student response rate, etc. and a modification of the evaluations to include assessments of students' development toward cultural sensitivity</i></p>	<p>Collection of data, research analysis</p>	<p>AHA executive director</p>	<p>In progress (findings to be published) and ongoing.</p>
<p><i>ACTION: Write and administer survey for FFIS – both for community volunteers & students who participate in programs</i></p>	<p>Collection of data, research analysis</p>	<p>FFIS Coordinator</p>	<p>Design survey in summer 2007 Administer survey in fall 2007.</p>

<p><i>GOAL #2: Assess diversity/cultural competency baseline for staff.</i></p>			
<p><i>ACTION: Diversity Committee to work with OIED to design an assessment tool for International Affairs staff. (Institute an annual diversity training for our staff)</i></p>	<p>Ask for OIED staff to help interpret assessment.</p>	<p>Diversity Committee with guidance from OIED</p>	<p>Start in 2007-08 and ongoing.</p>
<p><i>GOAL #3: Help staff to engage effectively in a culturally diverse community and world.</i></p>			
<p><i>ACTION: Encourage staff to attend relevant training through other departments and organizations: such as HR, CoDAC, OIED, NCORE, SIETAR, MIUSA,</i></p>	<p>Have staff reflect on training in either self-evaluation, discussion with supervisor or short</p>	<p>Supervisors in each unit</p>	<p>Start in 2007-08 and ongoing.</p>

<i>NAFSA, etc. Require staff to attend at least one training session each year.</i>	presentation.		
<i>ACTION: Advocate for more funding and information regarding off-campus professional development opportunities</i>	Create list of opportunities and increase participation	Professional Development Committee	Start Fall 2007.

Point 2: Improving Campus Climate

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

International Affairs is dedicated to making campus (i.e., Eugene, Portland and international locations) a safe and accessible place for international and internationally minded students, staff, faculty, alumni, donors, etc. As such, all members of International Affairs can and should strive to “improve their abilities to work and learn respectfully and effectively in a diverse community” (UO Diversity Plan, 26). Not only must we, in our own interpersonal interactions, be respectful and sensitive, but we must also strive in our outreach to incorporate recognition of and sensitivity to the experiences of all groups.

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

Both international students and study/intern abroad returnees bring various cultural perspectives to campus that provide learning opportunities for students, scholars, faculty members, staff and community members. Their international experiences contribute to an on-campus atmosphere that is conducive to preparing students to be effective participants in a global society (per the UO Mission Statement). The philosophy of International Affairs is that the more intercultural opportunities we can provide to students, the more global perspectives will be represented on campus. This may lead to a more respectful and culturally sensitive campus community.

We are working closely with our students to advise and inform them about the campus community, but we need to work more strategically with facets of the campus community to address some of the existing challenges mentioned below.

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

Strengths – We are a dedicated staff with a wide range of cross-cultural training and experiences (both personal and professional). Additionally,

- We are a staff composed of 36 women and 10 men. Within the UO definition of diversity, as a group, we self-identify ourselves as: white/Caucasian, black, Gay, Asian, Hispanic, Middle Eastern, queer, Chinese, straight, Japanese, and bicultural.
- Together, our staff have studied, lived or worked abroad in approximately 31 different countries on six different continents.
- Although English is our common language, our staff collectively speaks 26 languages in various degrees of fluency.

Challenges –

- Time for training (both ourselves and to train others)

- Administrative and financial obstacles
- Barriers to international opportunities (e.g. study abroad)
 - Financial
 - Academic: credits, programmatic requirements, lack of widespread support for study abroad, etc.
 - Infrastructure: AHA facilities abroad are not always equipped to accommodate the needs of all diverse student groups.
- International students are often perceived and considered separate from “regular” study body
 - Exchange students receive separate advising from some academic departments;
 - Unable to pre-register like domestic incoming students,
 - Unable Challenging for international students to participate in IntroDUCKtion due to timing of programming (July), visa challenges, and expense of traveling early;
 - Separated from domestic students during Week of Welcome, etc.

Goals/Action Items	Measures of progress	Responsible entity/ Accountability	Timeline for implementation
<i>GOAL #1: Improve awareness and acceptance of international community (international students, scholars, and internationally-minded populations) across campus to address and alleviate some of the barriers that our international students face on campus.</i>			
<i>ACTION: Meet with departments to address perceptions of international students and scholars to academic departments, senior administration and service units</i>	Barriers are reduced	Director of ISSS	Academic year 2007-08 and ongoing.
<i>ACTION: Post international and study abroad returnee statistics for public access. Distribute annual report summary to campus community.</i>	Campus community informed	Communication officers	Ongoing.
<i>ACTION: Build on and create more opportunities to integrate international students and scholars on campus (Freshman Seminar,</i>	Increased participation	Director of ISSS	Academic year 2007-08 and ongoing.

<i>International Scholars Reception, etc.)</i>			
<i>ACTION: Work with Admissions to introduce a simpler way to admit international exchange students.</i>	Survey incoming students to gauge the difficulty of entering the university.	Collaborative effort with many departments on campus, Graduate school and Admissions.	Academic year 2007-08 and ongoing.
<i>GOAL #2: Enhance AHA infrastructure abroad to support students with diverse needs</i>			
<i>ACTION: Assess current facilities and plan for improved services and develop a list of resources for students with diverse needs (e.g., ASL interpreters, disability organizations for each AHA site)</i>	More students with diverse needs served	AHA Area Directors	Ongoing.

Point 3: Building Critical Mass

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

International Affairs recognizes the need as outlined in the UO diversity plan to “develop a critical mass of persons from underrepresented groups... to cultivate and maintain a campus environment that embraces diversity.” In the case of International Affairs, this includes staff and students, based on nationality and citizenship, and also those underrepresented as defined in our field (e.g., more men studying abroad, students from the sciences studying abroad, and in general, more people with diverse economic backgrounds).

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

Our unit resembles the national trend of international education in which there are far more women than men in the field, with over three-quarters of our staff being women. People of color represent approximately 1/5 of the International Affairs staff. Additionally we do not send many students abroad from underrepresented groups. The countries represented by international students and scholars could be expanded.

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

One of our major challenges in “building a critical mass” is the fact that the field of international education and exchange consists predominantly of “white” / Euro-Americans. Also a large number of our staff is recruited from within the university and the larger Northwest region that is not ethnically diverse. Furthermore, since there is a rather narrow pool of diverse faculty and student body at the UO, very few of our study abroad participants come from underrepresented populations. \ Since there are fewer students of color studying abroad, there are fewer people of color pursuing careers in international education.

While the profession attracts many interested and experienced candidates, retaining quality candidates presents a challenge due to lower level salaries. Lower level salaries also present a barrier to members of underrepresented groups who wish to enter the profession.

Another challenge is attracting more staff from different places of origin and citizenship. Since 2001 and the implementation of Patriot Act, the United States Citizenship and Immigration Services (USCIS) requires that all International Student Advisers (Designated School Officials) be either U.S. citizens or permanent residents of the U.S. This ruling poses a major barrier to pursuing a

career in international education for international people living in the U.S. Because of these issues, it has been challenging for International Affairs to attract a diverse applicant pool.

Goals/Action Items	Measures of progress	Responsible entity/ Accountability	Timeline for implementation
GOAL #1: Increase the diversity of the pools of candidates for positions within International Affairs.			
ACTION: Advertise in bigger and more diverse markets. This will require a greater commitment of resources.	Ask applicants where they found the advertisement.	Vice Provost	Next job announcement in 2007.
ACTION: Critically examine if all of the qualifications are necessary (i.e., master's degrees, Ph.D.). For example, look at relevant experiences, both professional and personal, and not just educational level. Help create larger pools by not mandating restrictive qualifications. Applies to GTF positions as well.	Increase in the number of applicants from underrepresented populations	Directors of the units and search committees	Next job announcement in 2007.
ACTION: Modifying job descriptions to allow noncitizens to be able to work as an international student advisor.	Increase the number of applicants and staff from non-immigrant populations.	Directors of each unit.	Next job announcement in 2007.
GOAL #2: Educating staff on search committees about the value and benefits of creating a more diverse workplace.			
ACTION: Work with Affirmative Action, OIED and/or Human Resources to develop a "best	Increased awareness among staff of "best	Office Manager	Next search in 2007.

<i>practices in hiring” fact sheet guide</i>	<i>practices in hiring”</i>		
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Point 4: Expanding and Filling the Pipeline

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

International Affairs, like the University as a whole, is dedicated “to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community” (UO Mission Statement). Thus, expanding and filling the pipeline means ensuring that members of underrepresented groups have access to international education. Access comes in the form of affordability, preparedness, knowledge and motivation. Another of the UO’s goals is to develop “a faculty and student body that is capable of participating effectively in a global society” (UO Mission Statement).

International Affairs is committed to this goal and is working to increase international education opportunities for and access to students, staff and faculty through study, internship, teaching and research opportunities abroad. A crucial component of this is increasing international student and scholar enrollment as well as study abroad participation. Another key element for expanding and filling the pipeline is to reach out to K-12 students to help teach them the importance of international education and diversity.

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

Through the environmental scan, International Affairs assessed strengths, weaknesses, opportunities and challenges within the area of expanding and filling the pipeline. Programs such as the International Cultural Service Program (ICSP), Foreign Language and International Studies Day (FLIS) presentations by International Affairs staff members and orientation events represent opportunities to connect with area K-12 students.

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

Strengths:

- We continue to foster relationships with international alumni that help with our recruiting efforts.
- Our study abroad returnees and ICSP students help get the word out to the community (through tabling, presentations, Overseas Study Peer Assistants and other events/activities) to increase the number of students coming through our office.

Challenges:

- Funding is a continuous challenge. We need more funding in the form of scholarships to help recruit diverse study abroad participants and international students.

- Besides funding, there are structural barriers (such as time and staffing) to becoming more involved or leading such recruitment efforts.
- Initiating new outreach efforts will take away from staff time needed for current students. To alleviate this potential challenge, we will enlist the help of student workers and volunteers as much as possible.

Goals/Action Items	Measures of progress	Responsible entity/ Accountability	Timeline for implementation
GOAL #1: Increase and retain applicants from underrepresented groups for study abroad programs			
<i>ACTION: Increase marketing efforts toward underrepresented groups of students. Work more closely with and have targeted outreach with relevant offices. For example, OMAS, Disability Services, Student interest groups, etc.</i>	Track diversity of applicants and those who make inquiries.	AHA Director of Communication, Study Abroad Publicity team	During the academic year 2007-08 (focus on students with disabilities). In subsequent years we will focus on additional underrepresented groups.
<i>ACTION: Make efforts to follow up with students who inquire or apply for programs.</i>	Increase underrepresented students and follow-up with those who chose not to participate.	AHA communications team, SA management team	Immediately.
<i>ACTION: Work to improve program offerings that focus on diverse learner needs</i>	More student diversity in study abroad	AHA ED and Director of SA	Ongoing.
GOAL #2: Improve outreach to elementary and secondary educational institutions to increase awareness of international diversity and encourage participation in international programs			

<i>ACTION: Advocate for increased university support and funding for the International Cultural Service Program (ICSP).</i>	More students receive scholarships, more students at the UO and presenting at schools/community orgs.	ICSP Director	Ongoing.
<i>ACTION: AHA staff to visit local high schools when attending study abroad fairs. (Targeting more diverse populations.)</i>	AHA application can include a questionnaire specifically asking if this is the way they found out about AHA programs.	Director of Communications AHA	Start in Fall 2008.
<i>ACTION: Introduce idea to enhance presence of international programs at UO Admissions booths during domestic recruitment fairs.</i>	Increase incoming student inquiries	Director of SA & Office of Admissions	Start small in 2007-08 and increase every year.
<i>ACTION: Work with local high schools/immersion schools about getting their students interested in going abroad as well as the ICSP program</i>	Find out when they apply if they found out about study abroad through our high school presentations.	OPAs and ICSP students.	Start Fall 2007 and continue each term.

Point 5: Developing and Strengthening Community Linkages

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

The staff of International Affairs understands this goal to include developing both on- and off- campus community relationships to help promote diversity. To us, community means all of the constituents we serve and represent.

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

For the most part, we are visible on campus to many other departments and groups. We provide information to students and faculty that want to study and teach abroad. We have programs like the International Cultural Service Program (ICSP) that talk to the community about international topics, culture, identity and much more; they are cultural ambassadors for the UO. We have a community organization linked to our office, Friendship Foundation for International Students (FFIS), which helps our international students when they first arrive at the UO. Our office also supports international student groups and study abroad returnees as well. Since AHA International merged with International Affairs we now maintain UO infrastructures overseas that interact with communities abroad, through UO staff overseas, UO faculty teaching abroad, and UO students living and studying abroad.

There are some campus groups and departments that are unaware of International Affairs. A closer linkage should be developed with these departments and offices. International Affairs should facilitate more connections with different units, campuses and departments (faculty, staff, students).

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

Strengths:

- International Affairs has a strong partnership with FFIS, a community-based nonprofit organization that offers programming for international students. This partnership helps promote international cultural diversity and awareness to the 500+ member organization.
- ICSP is an innovative program that builds awareness of international cultures to the community and connects the UO with K-12 schools in the community.
- International Affairs has access to new and more diverse communities through the AHA International merger and the acquisition of its facilities abroad.
- Through our other study abroad partnerships, CIEE, SIT, ACTR, IUSI, we are able to offer more diverse learning opportunities to students.

- The IRC provides over 200 events each year that are free and open to the public. Its international subscriptions and guidebooks are also available. These resources help build knowledge of international diversity to the broader community.

Challenges:

- A large number of faculty and staff are unaware of our programs and services, such as ICSP or FFIS.
- We have limited resources, particularly in terms of time and space, to work on all these efforts.
- We have not yet fully integrated and utilized the AHA facilities abroad to support culture-learning/diversity initiatives in communities overseas, primarily due to the newness of the relationship and our limited institutional capacity.

Goals/Action Items	Measures of progress	Responsible entity/ Accountability	Timeline for implementation
GOAL #1: Reach out to campus community to promote and utilize our programs and resources. (i.e., ICSP, Study Abroad Returnees)			
ACTION: Attend departmental faculty and dean's meetings and present our programs and services.	Perform an annual evaluation with them after they utilize our programs. Talk to the faculty	VP for International Affairs and directors.	Within two years. By Fall 2009.
ACTION: Develop an internationalization strategic plan	Campus community support of the plan.	Vice Provost for International Affairs	Within two years, by Fall 2009.
ACTION: Expand FFIS programs and provide opportunities for excursions. Also increase the diversity of families that participate in FFIS. Decrease the strict rules so that more can be done. Increase the percentage of students who utilize the FFIS.	Survey FFIS members (host families, conversation partners, students who utilize program).	FFIS Coordinator and FFIS steering committee.	Summer 2007 and ongoing.
GOAL #2: Strengthen relationship with Eugene and Springfield Mayors and City Councilors			
ACTION: Give presentation at City council meeting regarding International Affairs services and programs.	Meet or survey members of the city council.	VP of Int'l Affairs and directors.	Start planning summer 2007. Implement Fall 2008.

<i>ACTION: Meet once a year with Eugene and Springfield Mayors to keep them informed of our office.</i>	Survey members the next time you meet with them.	VP of Int'l Affairs and directors.	Start planning summer 2007. Implement Fall 2008.
<i>GOAL #3: Increase community awareness of international issues.</i>			
<i>ACTION: Research ways to improve AHA program access for continuing education students</i>	New programs that attract continuing education students from the community at large (e.g. Education programs for Teachers)	AHA Area Directors and Director of Communications	In progress, ongoing.
<i>ACTION: Have an International Affairs booth at community events (e.g., Fiesta Latino and Asian Celebration)</i>	Increased FFIS membership, donors and inquiry.	VP and directors.	Immediately.

Point 6: Developing and Reinforcing Diversity Infrastructure

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

To International Affairs this means ensuring that our constituencies are informed about the diversity infrastructure at the University of Oregon and that our internal infrastructure meets the needs of diverse audiences. To help with this, International Affairs should include diversity information into our protocols, policies, training packets, and all marketing collateral that the office produces. We also consider ourselves a resource for other units' diversity implementation needs, particularly in relation to aspects of international diversity. We are dedicated to completing our unit's Strategic Diversity Action Plan in line with the UO Diversity Plan mandate and hope that our plan can be a resource for other units.

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

International Affairs has not yet fully incorporated diversity information and language into our protocols, policies and marketing collateral. We have started the process to include diversity language in our materials, yet we need to carefully review all materials to ensure that the process is completed.

International Affairs has not adopted official mission and vision statements. These statements should also include language about our commitment to diversity.

International Affairs realizes that some entities on campus are unfamiliar with the services and programs we offer. We need an International Affairs Communications Plan to formulate a strategy on improving information dissemination to the campus community.

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

Strengths:

- International Affairs is committed to diversity and to ensuring that staff, students and faculty are aware of the diversity infrastructure in place.
- International Affairs works with diverse communities, which is useful in learning about additional resources for our target audiences nationally and internationally.
- Our collaborations with international institutions can be helpful in identifying new ways of developing and reinforcing diversity infrastructure (e.g., replicating successful models)

Challenges:

- Institutional capacity is limited. There are limited resources (in terms of time, staff and financial resources) available for building on existing infrastructure.
- There may be an assumption that our staff is already training about the university's diversity infrastructure.
- Ensuring that all staff understands the need for developing and reinforcing infrastructure.
- It is difficult to represent all diverse voices in infrastructure.
- Cultural norms overseas sometimes limit the ability of AHA sites abroad to build a more diverse infrastructure to support student needs.

Goals/Action Items	Measures of progress	Responsible entity/ Accountability	Timeline for implementation
GOAL #1: Ensure that all new students, staff, and faculty are aware of internal non-discrimination policies, procedures and protocols relating to diversity issues, etc.			
ACTION: Include diversity language in International Affairs promotional materials.	Invite staff from OIED to review our materials and provide feedback.	Publicity staff in all units for promotional materials.	By the end of the 2007-08 academic year, all materials should contain appropriate language.
ACTION: Develop orientation packet for new employees that includes Strategic Diversity Action Plan.	Increased awareness of Diversity Plan among staff.	Office manager	By summer 2007.
GOAL #2: Develop a core vision/mission that includes diversity language.			
ACTION: Ask an outside consultant to help facilitate this process. (ie. Cris Cullinan from HR or Robin Holmes)	Ask all staff to review the vision/mission to see if it fits their needs. Ask for feedback from students and other offices on campus.	VP for International Affairs and Leadership Council.	Work on it during summer 2007. Adopt new mission/vision by end of 2007-08 academic year.

<i>ACTION: Schedule internal retreats/meeting designated for strategic planning. Include internal and external constituencies (AHA, IA, current students- both international and domestic, FFIS and alumni).</i>	Qualitative methods, informal interviews.	Vice Provost and Leadership Council.	During the academic year, 2007-08.
<i>GOAL #3: Increase campus community knowledge regarding International Affairs services and programming related to diversity.</i>			
<i>ACTION: Develop a communications plan that includes campus outreach, both at home and abroad.</i>	Ask OIED staff to review document to ensure that diversity-related messages/planning is appropriate.	Vice Provost and Leadership Council.	During the academic year 2007-08.
<i>ACTION: Incorporate OIED-identified best practices into ongoing communication efforts.</i>	Work with OIED staff to ensure that best practice is appropriate for our office.	Communication Officers at IA and AHA.	Ongoing.

University of Oregon
Strategic Diversity Action Plan
For the Office of Institutional Equity and Diversity (OIED)

The University of Oregon's Office of Institutional Equity and Diversity (OIED) was established in 2002. Since 2005, the Office has been under the leadership of Vice Provost Charles Martinez, who also serves as the university's chief diversity officer. OIED's primary function is to provide central leadership for campus-wide diversity efforts and to prioritize initiatives that serve the diversity goals and education mission of the institution. OIED brings together an administrative management staff that includes Assistant Vice Provosts Carla Gary, Emilio Hernandez, and Tom Ball to facilitate collaboration on diversity initiatives throughout campus. OIED has lead the development and implementation of the University of Oregon Diversity Plan, and represents the University and its diversity programs to external audiences. This office is housed in the office of the Senior Vice President and Provost.

OIED oversees the activities of the Office of Multicultural Academic Support (OMAS), the Many Nations Longhouse, and the Center on Diversity and Community (CoDaC).

The Office of Multicultural Academic Support (OMAS) is dedicated to offering a holistic approach to achieving academic success at the University of Oregon. Staff members strive to meet this challenge by providing a caring atmosphere in which students find encouragement, community, and motivation to excel at the University of Oregon. OMAS support services include academic advising; a student resource library of information on scholarships, fellowships, internships, and employment opportunities; graduate school information; and tutorial assistance including selected courses in math and writing. Facilities include a computer laboratory with word processing software, Internet connections, and a typewriter to complete applications.

The Many Nations Longhouse is part of a larger initiative that makes the University of Oregon a regional and national center for Native American education and research. The initiative encompasses and coordinates many programs and ideas forged at the UO over the past decade to learn from and serve the Native American communities

and individuals of the Northwest. The longhouse is a community center traditional to many Native American peoples in the Pacific Northwest and around the country.

aC is a learning organization committed to promoting research and best practices on issues of racial diversity, equity, and access.

CoDaC fulfills its mission through [research](#), [professional consulting services](#), [outreach programs and public events](#), and [information networks](#).

Point 1: Developing a Culturally Responsive Community

<i>Goals/Action Items</i>	<i>Measures of progress short / long term</i>	<i>Responsible entity / Accountability</i>	<i>Timeline for implementation</i>
<u>Goal 1:</u> Develop and support efforts to enhance professional development activities for faculty that map onto to unit goals, enhance cross-cultural effectiveness, and contribute to an overall campus climate that invites open conversation and a positive learning environment for all.			
<u>Action #1</u> Work with CoDaC to create and deliver varied models for faculty professional development that address issues such as increasing student engagement, handling difficult conversations, incorporating diversity content into curriculum, etc.	Program utilization; curriculum and descriptions of professional development components; baseline and post-assessment of content knowledge and satisfaction	OIED / CoDaC	Ongoing
<u>Action #2</u> Collaborate with necessary units to pursue feasibility of creating a certificate program that will provide incentive for instructional faculty to participate in professional development	Certificate program or other incentive program is developed	OIED / Academic Affairs	June 08

Action #3 Work with Academic Affairs to create initial professional development and orientation programs for new faculty	Programs developed and implemented in collaboration with Academic Affairs	OIED / CoDaC /Academic Affairs	Fall 07 – Spring 08
Goal 2: Develop and support efforts to provide educational experiences that enhance UO students’ knowledge and skills in cross-cultural communication, diversity leadership, and contribute to an overall campus climate that invites open conversation and a positive learning environment for all.			
Action #1 Continue and enhance participation of OIED and OMAS in IntroDUCKtion! and other orientation activities for students.	Activities tracked; program feedback	OIED / OMAS	Ongoing
Action #2 Continue OIED participation in UO courses, RA training, student advising, FIG programs and other core academic activities.	Activities tracked; program feedback	OIED / OMAS /CoDaC	Ongoing
Action #3 Implement OIED Social Justice and Diversity Leadership Institute that has been under development in collaboration with UO partners during the 06-07 year.	Program description; attendance; program feedback	OIED / OMAS	Spring 08
Action #4 Work with Undergraduate Council and other appropriate committees to review the UO multicultural requirement per UO Diversity Plan.	Activities tracked; process developed; course offering refined	OIED / Undergrad Council / Senate / Others	Ongoing; reassess time Spring 08
Action #5 Collaborate and consult with UO Senate and appropriate committees in reviewing student evaluations with an emphasis on evaluating the teaching environment for student	Activities tracked; process developed; items developed and implemented	OIED / Senate	Senate activity occurred AY 06-07 Ongoing; reassess time Spring 08

engagement and diversity per UO Diversity Plan.			
Action #6 Support programmatic efforts by departments, colleges, and schools to strengthen the scholarly rigor of diversity content of course offering (e.g., development of a queer studies minor, strengthening the ethnic studies program, etc.).	Activities tracked; programs developed and described	OIED	Ongoing
Goal 3: Develop and support efforts to enhance professional development activities for officers of administration that map onto to unit goals, enhance cultural effectiveness, and contribute to an overall campus climate that invites open conversation and a positive learning environment for all.			
Action #1 Increase involvement of OIED in OA orientation to inform OAs about OIED, program resources, and professional development opportunities.	Activities tracked	OIED	Ongoing
Action #2 Work with HR and other units to support and enhance current training efforts that support the diversity goals of the university.	Activities tracked	OIED	Ongoing
Action #3 Continue to provide direct workshop/training support to administrative units that address institutional diversity issues.	Activities tracked; program evaluation	OIED	Ongoing

Point 2: Improving Campus Climate

<i>Goals/Action Items</i>	<i>Measures of progress short / long term</i>	<i>Responsible entity / Accountability</i>	<i>Timeline for implementation</i>
Goal 1: Improve campus communications about OIED and other diversity resources to improve access and visibility of campus-wide services			
Action #1 Conduct a review and upgrade of OIED's website	New content	OIED / Communications	Ongoing; Initial design to be completed Fall 07
Action #2 Work with campus communications to create a recurring newsletter to describe OIED and OIED affiliate programs and ongoing activities.	Newsletter developed and disseminated; content feedback	OIED / Communications	Spring 08
Action #3 Work with UO Advancement to improve internal and external communications about campus diversity efforts, programs, and progress.	Activities tracked	OIED / Advancement	Ongoing
Goal 2: Connect OIED more directly to students to improve assessment of campus climate for diversity, to improve communication, to identify new initiatives, and to better direct resource to student needs.			
Action #1 Work with student unions and the ASUO to create and sustain an OIED student advisory group that includes wide representation of students from diverse backgrounds.	Activities tracked; attendance; meeting action items	OIED	Fall 07
Action #2 Continue and enhance participation in student union activities via MCC office hours, attending student union meetings, and hosting events that welcome students. Use such events to	Activities tracked	OIED / OMAS	Ongoing

better connect students to the central administration.			
Action #3 Collaborate with campus constituencies to create and implement a multi-method campus climate assessment model to be conducted every two years per UO Diversity Plan.	Activities tracked; method developed; data collected, summarized, and disseminated	OIED / CoDaC / Others	Spring 08 – Spring 09
Action #4 Collaborate with AA&EO, Office of Student Judicial Affairs, the Student Conduct Committee, and the University Senate to pursue the feasibility of streamlining the complaint/grievance process related to concerns about discrimination and harassment per the UO Diversity Plan.	Activities tracked; process developed; new policies procedures developed and implemented	OIED / AA&EO / Others	Spring 09

Point 3: Building Critical Mass

<i>Goals/Action Items</i>	<i>Measures of progress short / long term</i>	<i>Responsible entity / Accountability</i>	<i>Timeline for implementation</i>
Goal 1: Improve capacity of campus units to recruit and hire a diverse staff and faculty.			
Action #1 Continue to collaborate with AA&EO, HR, and other units to provide consultation to units and departments in their efforts to widen the reach of search pools to better recruit candidates from diverse backgrounds.	Activities tracked; evidence of enhanced diversity in pools	OIED / AA&EO / HR	Ongoing

<p>Action #2</p> <p>Continue to collaborate with AA&EO, HR, and other units to provide consultation to units and departments in their efforts to construct diverse search committees.</p>	<p>Activities tracked; evidence of enhanced diversity in search committees</p>	<p>OIED / AA&EO / HR</p>	<p>Ongoing</p>
<p>Action #3</p> <p>Continue to collaborate with Academic Affairs and the provost to maintain and strengthen the Underrepresented Minority Recruitment Program (UMRP) and ensure consistency with the intent and goals for the program.</p>	<p>Activities tracked; feedback from candidates and department chairs; evidence of program effects on increasing diversity</p>	<p>OIED / Academic Affairs</p>	<p>Ongoing</p>
<p>Action #4</p> <p>Support innovative efforts by colleges and schools to recruit diverse faculty.</p>	<p>Activities tracked</p>	<p>OIED</p>	<p>Ongoing</p>
<p>Goal 2: Improve efforts to recruit and retain a diverse undergraduate and graduate student body.</p>			
<p>Action #1</p> <p>Collaborate with the Graduate School to help identify strategies to recruit potential students from diverse backgrounds (e.g., participate in McNair Graduate Conference, New Horizons events, etc.).</p>	<p>Activities tracked; greater diversity of graduate school applications</p>	<p>OIED / Graduate School</p>	<p>Ongoing</p>
<p>Action #2</p> <p>Support and enhance OMAS efforts to enhance information and pathways to graduate school among UO students from underrepresented groups (e.g., advising, scholarship information, admissions process support, supporting GRE and other admission test prep., etc.).</p>	<p>Activities tracked; increased student applications to graduate school</p>	<p>OMAS / OIED</p>	<p>Ongoing</p>
<p>Action #3</p>	<p>Activities tracked; new</p>	<p>OMAS / OIED</p>	<p>Ongoing; consider new</p>

Support and enhance OMAS efforts to retain and graduate undergraduate and graduate students. Consider initiating summer bridge and mentoring programs to further these efforts.	programs developed; improved retention rates		program initiatives to b Fall 08
Action #4 Continue to collaborate with Office of Admissions to enhance institutional efforts to recruit undergraduate students from tribal and other diverse communities.	Activities tracked	OIED /Office of Admissions	Ongoing
Action #5 Support efforts by the Office of Advancement to secure resources that enhance scholarship funding to increases access and promote campus diversity.	Activities tracked; scholarship funds enhanced	OIED / Office of Advancement	Ongoing; reassess Spring

Point 4: Expanding and Filling the Pipeline

<i>Goals/Action Items</i>	<i>Measures of progress short / long term</i>	<i>Responsible entity / Accountability</i>	<i>Timeline for implementation</i>
Goal 1: Develop and implement best practices and innovative strategies to support pathways to college among K-12 students.			
Action #1 Continue to support, grow, and ensure sustainability of OIED's Oregon Young Scholars Program (i.e., residential longitudinal intervention program for middle-school students).	Activities tracked; program evaluation; funding stream enhanced; future student enrollment	OIED	Ongoing
Action #2	Activities tracked	OIED	Ongoing

Support and increase involvement of OIED with LCC's Rights of Passage program.			
Action #3 Support OMAS's Reach for Success program in a manner that better aligns the program with offices that have primary responsibility for recruitment and outreach (e.g., Office of Admissions).	Activities tracked; attendance; participation of other units; program evaluation; future student enrollment	OIED	Ongoing; new collaborative administrative model developed by Spring 08
Action #4 Continue to offer consultation and support for efforts by student unions, academic departments, and the Office of Admissions to create pathways to college for K-12 students. Emphasize support for programs that intervene early in the pipeline.	Activities tracked	OIED / OMAS	Ongoing

Point 5: Developing and Strengthening Community Linkages

<i>Goals/Action Items</i>	<i>Measures of progress short / long term</i>	<i>Responsible entity / Accountability</i>	<i>Timeline for implementation</i>
Goal 1: Enhance the ability of the UO to become a more effective bridge to the interest of diverse external communities throughout Oregon and beyond			
Action #1 Assess possibility for continuing to support the important role that the Diversity Advisory Committee has played in advancing the UO Diversity Plan and communicating efforts to	Activities tracked	Office of President	Ongoing; reassess Spring

the larger community.			
Action #2 Continue to support the UO's involvement in the local Diversity and Human Rights Consortium and Interagency Diversity and Equity Coalition along with school districts and other government and public service bodies.	Activities tracked	Office of President / OIED	Ongoing
Action #3 Collaborate with the Office of Advancement and the Alumni Association to explore methods for creating stronger community advisory linkages and a more involved alum of color base.	Activities tracked	Office of Advancement / OIED	Ongoing
Action #4 Continue to maintain strong visibility of the UO in the emerging National Association of Diversity Officers in Higher Education. National efforts should also include scholarly publications and presentations that describe UO's promising practices and models.	Activities tracked; presentations; publications	OIED	Ongoing
Action #5 Maintain strong communication ties with external community stakeholder groups through OIED events (e.g., Annual Community Open House) and participation in external events hosted by community groups (e.g., NAACP, Human Rights Commission, Urban League, Hispanic Metropolitan Chamber, etc.).	Activities tracked	OIED	Ongoing
Action #6 Continue to work with the President's Native American	Activities tracked	OIED	Ongoing

Advisory Board to communicate about UO activities and to more fully address the needs and concerns of Oregon's tribes.			
Action #7 Provide consultation and support efforts by colleges, schools, and units to establish stronger linkages with external constituencies.	Activities tracked	OIED	Ongoing

Point 6: Developing and Reinforcing Diversity Infrastructure

<i>Goals/Action Items</i>	<i>Measures of progress short / long term</i>	<i>Responsible entity / Accountability</i>	<i>Timeline for implementation</i>
Goal 1: Strengthen diversity leadership by ensuring that 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			
Action #1 Disseminate sustainable mission statements for OIED and OIED units that better integrate OIED efforts with efforts initiated and directed by colleges, schools, and units.	Activities tracked	OIED	Ongoing
Action #2 Provide an ongoing consultative role for other units as unit Strategic Action Plans become implemented.	Activities tracked	OIED	Ongoing
Action #3 Provide mechanisms for units to collaborate and share best	Activities tracked	OIED	Ongoing

practices about diversity efforts.			
Action #4 Establish a process for progress reporting for the Strategic Action Plans in collaboration with the provost and campus leadership.	Activities tracked; process developed and disseminated	OIED / Provost	Ongoing; first formal r to occur Spring 08

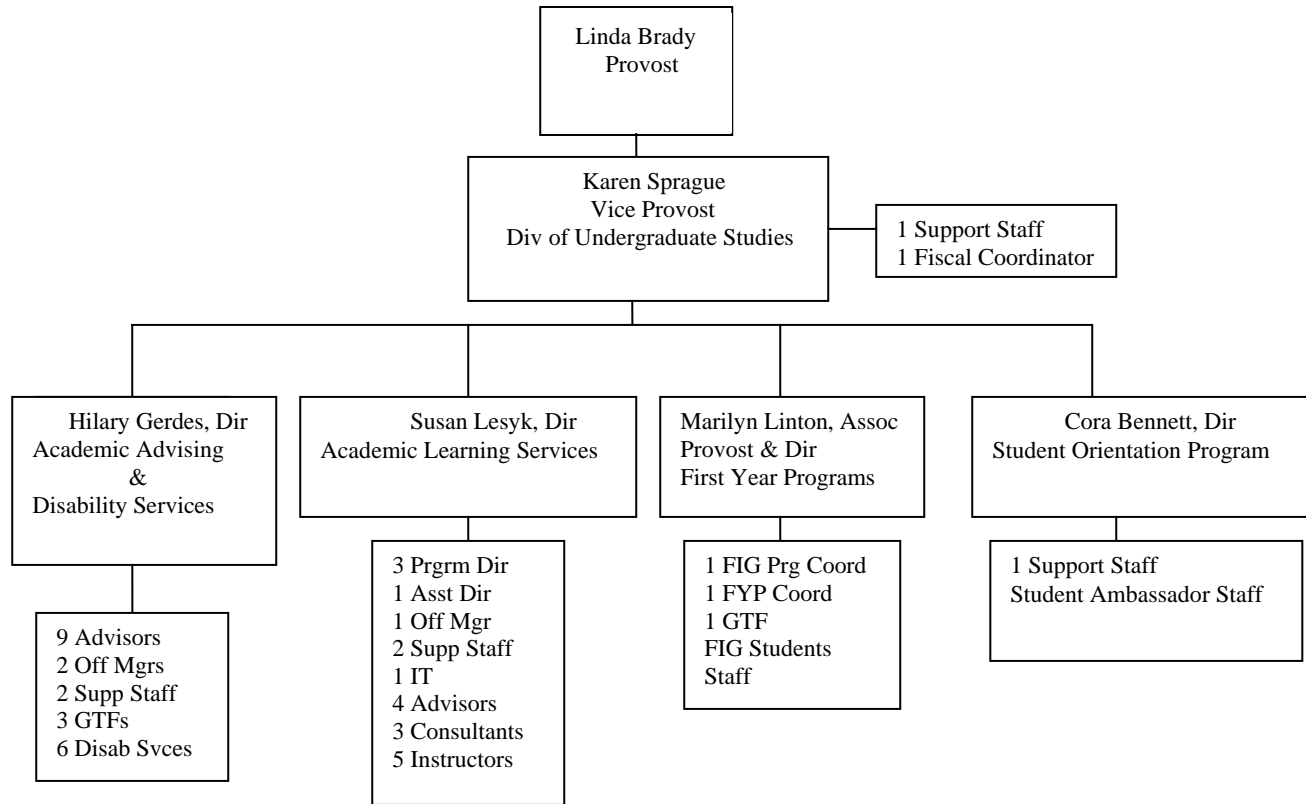
University of Oregon Strategic Diversity Action Plan

For: Undergraduate Studies - Overall

I. Description of the Undergraduate Studies mission and guiding principles

The job of Undergraduate Studies is to introduce students to the University -- that is, to the world of ideas. We work to attract strong prospective students – those who are curious and intellectually vigorous, regardless of their cultural background or socio-economic circumstances. In encouraging prospective students to study at the University of Oregon, we make it clear that we take students seriously – expecting that each of them has interesting questions and perspectives to contribute to our community of inquirers. We try to convey the idea that membership in this community is very special, but that it depends only on interest and the willingness to make a conscientious effort, not on intellectual sophistication or social privilege. Once here, we encourage all students to take on academic challenge, and we contribute key elements of a campus culture that fosters intellectual engagement and long-term success by students with diverse interests, personalities and backgrounds. Specifically, we provide orientation for new students, special opportunities for first-year students to work in close association with faculty, and academic advising and aids to learning for all students. Each of these programs fosters an appreciation for human diversity, recognizing that the variety and richness of human experience is an essential part of the education of undergraduates.

II. Organization structure / Unit org. chart



III. History of diversity efforts in unit

Diversity efforts within Undergraduate Studies as a whole began in AY2000/01, when the office was created. These focused initially on the diversification of the First-year Programs student staff, which was found to be unusually homogeneous with respect both to cultural and ethnic background and to academic interest. Other diversity efforts have been embedded in the individual units within Undergraduate Studies –and in most cases, pre-dated the re-organization that brought them together.

IV. Resource Statement

The funds that support diversity efforts within Undergraduate Studies are part of the regular budgets that support the units within it. At present, these funds are inadequate to fully support programs for first-year students and the expanded outreach efforts that are described in several of the unit plans (e.g. Orientation, First-year Programs, and Academic Advising). It seems likely that creative fund-raising could generate support for FIGs, Freshman Seminars and other specialized enterprises that appeal to donors. These additional funds would maximize the effectiveness of those programs and also free up support for the ambitious outreach proposals that are high on our priority (and enthusiasm) list, but presently beyond our financial capacity.

V. Detail process for plan development and describe committee

Each of the units within Undergraduate Studies developed its own Action Plan, based on internal conversations and/or formal meetings. In several cases, the creation of the Action Plan was the most recent step in a long history of diversity efforts. The detailed plans and their genesis are attached. In addition, the unit Directors, and staff within units are sharing ideas to identify action items on which we can collaborate.

VI. Diversity value statement

Please see the description of Undergraduate Studies' Mission in Part I above.

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

We describe diversity much as the UO Diversity Plan does, namely, '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.' To this statement, we would add differences based on academic interest and experience.

Note: This section focuses on a few key initiatives that emerge from the plans of individual Undergraduate Studies units and involve collaborations among them.

Point 1: Developing a Culturally Responsive Community

Unit Relevance:

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

As is clear from what the individual units have written, this area is central to our work for and with undergraduate students. A culturally responsive community must exist if education is to be more than training, and the students and staff in our unit are catalysts in its formation.

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

Please see what the individual units have learned. On balance, we have been effective in this area, but the initiatives below should make us more so.

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

Please see statements by individual units.

Goal #1	Measures of progress short / long term <i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i>	Responsible entity / Accountability <i>(Clearly specify who will be responsible for the implementation of this action item.)</i>	Timeline for implementation <i>(outline the expected time for beginning and / or completion of action item.)</i>
Improve the education we offer staff and students.			
Action #1 Share the innovations of Orientation, Academic Learning Services and First-year Programs to improve the diversity education for all Undergraduate Studies staff and student assistants.	Course materials or written descriptions of successful activities are available to everyone; instructors have collaborated to introduce new material or approaches in their training courses.	Unit Directors and Vice Provost for Undergraduate Studies	Summer 2007 during training for residential FAs. Fall 2007 for staff through UGS Spring 2008 during training for all FAs
Action #2	Additional lines of	Unit Directors of FYP,	Fall 2007 and Winter 2008

Collaborate with OMAS to enhance recruitment of FIG FAs, Multicultural Recruiter Ambassadors (MCRs) and Tutors for ALS. For example, DBS students might be interested in serving as tutors.	communication with potential recruits developed.	Orientation and ALS	

Point 4: Expanding and Filling the Pipeline

Unit Relevance:

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

Through our work to attract, encourage and retain a diverse student body, we are filling the pipeline that will shape society through its supply of future leaders and creators. We thus have a direct role in ensuring that the full range of human perspectives, experiences and talents will be available to meet the challenges of the future.

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

This area is one where we think we can make a significant new contribution. We have begun to reach out to community college students and to high school students in Eugene and beyond, and the reception we've had inspires us to do more.

Goal #1	Measures short / long term <i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i>	Responsible entity / Accountability <i>(Clearly specify who will be responsible for the implementation of this action item.)</i>	Timeline for implementation <i>(outline the expected time for beginning and / or completion of action item.)</i>
<p><i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i></p> <p>Increase number of under-represented students interested in the UO.</p>			
<p>Action #1</p> <p>Extend current high school visits by FYP to Portland and Salem-area high schools. Include Orientation and Advising</p>	Determine number of students from visited HS who apply to UO.	FYP, Advising, and Orientation Directors	Begin in Winter and Spring 2008.

staff when possible.			
Action #2 Expand current visits by UO Academic Advisors to community colleges.	Visits over the past year to Lane Community College have been very successful – as judged by the number of students who sign up for appointments and by the feedback from both faculty and students at LCC. We will use these same measures to determine the success of similar initiatives at other colleges.	Director of Academic Advising	Begin in Fall 2007.

Point 5: Developing and Strengthening Community Linkages

Unit Relevance:

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

Undergraduate Studies plays a role in presenting the university to the public. It is our particular responsibility to show entering students and their parents that the university is not remote and mysterious and that they will feel welcome and comfortable as members of our community.

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

We are successful in welcoming many people into our community, but could do a better job with some groups – Spanish-speaking parents, for example.

Goal #1	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
<i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its</i>	<i>(Describe the methods you will use to measure the success of</i>	<i>(Clearly specify who will be responsible for the</i>	<i>(outline the expected time for beginning and / or co</i>

<i>relevance to achieving the stated goal.)</i>	<i>the action items and note the time frames involved.)</i>	<i>implementation of this action item.)</i>	<i>your action item.)</i>
Communicate more effectively with the Spanish-speaking families of new students.			
Action #1 Create orientation materials (hard copies and Power Points) in Spanish.	Key orientation material for parents translated into Spanish.	Orientation Programs, with help from the Office of Admissions.	Planning will begin the summer (2007), with the goal of completing the translations by Spring.
Action #2 Offer parent orientation programs in Spanish in the Salem-Woodburn area.	# of Spanish-speaking family-members who attend orientation.	Orientation Programs, with help from OIED to make appropriate contacts in the Salem-Woodburn area.	Planning will begin the summer (2007), with the goal of offering the program next summer (2009).

University of Oregon Strategic Diversity Action Plan

For: Student Orientation Programs

College / School / or Unit

I. Description of the unit's mission / guiding principals

It is the mission of Student Orientation Programs to introduce new and prospective students and their families to the university's intellectual environment. In addition, we seek to improve the quality of the new student experience by providing assistance with academic, personal, cultural and social adjustments to the university, demonstrating the University of Oregon's commitment to teaching, learning, and scholarship in a diverse environment.

II. Organization structure / Unit org. chart

Student Orientation Programs is a unit of the Division of Undergraduate Studies and reports to the Vice Provost for Undergraduate Studies. Student Orientation Program has two full-time staff, the director and the administrative coordinator, four part-time paraprofessional student directors, and 25-45 student staff members (dependent on time of year).

III. History of diversity efforts in unit

1. In 2001, we formed the Multicultural Recruiter-Ambassador (MCR) staff to support the institution's efforts to recruit diverse populations, particularly self-identified students of color and students who traditionally have had little to no access to higher education. MCRs are a group of students with special interest and training in recruiting underrepresented prospective students. MCRs fulfill the regular duties of each Student Ambassador while focusing their energies on multicultural students. In addition to their regular duties, MCRs also support the recruitment efforts of the Assistant Director for Multicultural Recruitment in the Office of Admissions by coordinating nine Connections events annually.
2. We provide information to all new students about the services, such as OMAS, the BRT, LGBTESSP, Disability Services, etc., that are available on campus. We have historically done this in the following ways: we provide the *Student Handbook* to every new undergraduate student, which contains information about services for students, including locations, office hours, phone numbers, and websites; we offer informational sessions and special meetings during orientation that highlight several programs; we highlight resources during our annual production of *A Quack Line* and provide opportunities for representatives of these programs and services to be available for new students during receptions, tabling events, and information meal times.
3. We provide extensive training in diversity and cultural awareness to all staff (student and full-time) employed by Student Orientation Programs. Training includes various methods, including: discussion of current events, news articles, and statistics; small group activities such as an accessibility activity, case studies, etc; written assignments on intercultural competence; large group activities that allow staff members to examine their own cultural heritages, share with others, and discuss issues.
4. We purposefully recruit, hire and train very diverse student orientation staffs because we want all students to have a knowledgeable current student at IntroDUCKtion or Week of Welcome to identify with. We believe this will help in the retention of all new students.

5. In 2003 - 2005 we made a more deliberate effort to get more underrepresented and first-generation students to IntroDUCKtion. We focused our efforts specifically on Oregon self-identified students of color who weren't registered for IntroDUCKtion. We made phone calls and sent emails to these students and discussed the benefits of attending IntroDUCKtion. In cases where transportation or affordability of housing restricted students' ability to attend, we either provided transportation and/or waived housing fees.

IV. Resource Statement

V. Detail process for plan development and describe committee

VI. Diversity value statement

Diversity is important to our department because we serve nearly every new undergraduate student to the university. We play a key role in the acclimation and development of new students. Additionally, we serve as the student voice in recruitment efforts for the University of Oregon. Diversity is important amongst our staff; awareness and respect of diversity and knowledge of campus resources related to diversity are important to our work in serving our constituents and meeting their individual needs.

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

Diversity encompasses individual differences with regard to one's race and ethnicity, heritage or nationality, sex, gender identity, religious affiliation and views, sexual orientation, socio-economic status, ability or disability, age, and political ideology.

Areas of Emphasis...

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

Point 1: Developing a Culturally Responsive Community

Unit Relevance:

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

Staff members in Student Orientation Programs understands that developing a culturally responsive community requires all staff members to regularly develop and assess their cultural awareness and sensitivity in order to better serve our constituents. Our constituents are defined as prospective students and their family members, admitted students and their family members, and the university's population of new students and their family members. Creating a culturally responsive community requires student staffs where all members are actively and aggressively trained to identify and respond appropriately to the needs of each constituent they serve in a manner consistent with serving a culturally diverse audience while providing useful and appropriate information about the university's programs and services. This means that we must recruit, hire, and train diverse students who are capable of working in diverse settings and allowing constituents to learn about the university from students with whom they can identify. Creating a culturally responsive community also requires clear policies and processes for grievances.

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

Our review of this point reveals that staff members, while initially reluctant to engage in dialogue and self-assessment with respect to cultural awareness, responded quite positively once engaged on a regular basis. They understand the importance of cultural awareness in the execution of their work. They also readily acknowledge our training's relevance in their lives both in the classroom and in their work/studies post graduation. Staff members have also cited that the SOP staff is amongst the most diverse groups they encounter at the university. In addition to training, we inform both our student staff members and our constituents about options for grievances, such as the Bias Response Team. In cases where grievances have been formally registered, we have responded in accordance with the recommendations of the Bias Response Team. This has led to responses that were appropriate to each incident.

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

One challenge is creating sufficiently diverse student staffs that effectively reach culturally diverse students. Additionally, because our work is cyclical in nature, our staff turnover rate is significant, meaning that training methods begin anew each year and require aggressiveness on our part to prepare staff quickly and well. As a strength, however, this high turnover rate allows us to provide excellent training to more students. Other strengths include having staff members who are adept at serving each of our constituents in a positive and effective manner, no matter the person's background, and providing positive and open learning environments for staff

members and constituents alike. Our training and service methods are themselves diverse in that we strive to be able to serve constituents who are not only culturally diverse but also are diverse in sexual orientation, age, ability, and socio-economic status.

	Measures of progress short / long term	Responsible entity / Accountability	Timeline for implementation
Goal #1			
We will continue, refine and expand current training methods for all staff members. Training methods will include discussion, activities, written assignments, and self-assessment.			
Action #1 Continue to provide staff training manual to Ambassador Staff and begin to provide similar manual to Student Orientation Staff members as part of training. Manuals include information about policies and procedures for airing grievances and requires each staff member to acknowledge receipt and understanding of manual. We will also begin to include the Statement of Community Standards.	Debrief the manual with the Ambassador Staff and the Student Orientation staff during regular staff meetings; identify questions or issues and actively seek input from appropriate university entities.	The director of Student Orientation Programs and respective student director staff members will be responsible for reviewing and updating manual. They will also disseminate manuals in a timely manner so all staff are aware of policies and procedures during training period and before formal execution of duties is expected to begin.	Review of 2007-8 Ambassador Training Manual is currently underway. Creation of the 2008 Student Orientation Staff manual will begin in September 2007 with completion and dissemination in April 2008.
Action #2 Update methods for all training components including the campus accessibility activity, discussion activities, and self-assessment tools.	We will survey staff members on learning outcomes and usefulness of training. Surveys will be anonymous and confidential. Staff will be asked to comment on all aspects of training each cycle.	The director of Student Orientation Programs and respective student director staff members will be responsible for surveying staff and adjusting training methods accordingly.	The first assessment will take place in August after IntroDUCkTion. Improvements to training will be made from September to March and implemented in April. The first assessment for the Ambassador staff will

			take place in January. Improvements will be made to Ambassador training from June to August and be implemented in September 2008.
Goal #2			
We will expand and improve the breadth and depth of our dialogue with new and prospective students concerning the UO's Statement of Community Standards. We will consider the university's expectations of student behavior, as well as the resources available to all students to air grievances.			
Action #1 Beyond inclusion of the UO's Community Standards in the annual publication of the Student Handbook, each student orientation staff member will discuss community behavior and grievance outlets, such as the Bias Response Team, with new students in a small group setting during IntroDUCKtion.	Orientation staff members will be debriefed to ascertain the understanding of students in the small groups; questions and issues will be identified; appropriate resources and input will be sought to resolve these questions and issues	Director staff will be responsible for providing opportunity and training for such discussion to occur and staff members will be responsible for executing those discussions.	This is already in place for IntroDUCKtion 2007, which takes place in July.
Action #2 We will work with the Office of Multicultural Academic Support, the Office of Student Life, and the ASUO Multicultural Center to provide more opportunities for new students and families to learn about programs and services available to underrepresented students during IntroDUCKtion.	Assessment of specific program will be done each session by participants beginning this July. Each year such programming is offered, we will survey participants to gauge effectiveness of the programming.	Director of student orientation programs will be responsible for logistical support of such programs, including publicizing programs to IntroDUCKtion participants. Members of the staffs in OMAS, OSU and the MCC will	This is already in place for IntroDUCKtion 2007. The logistics of future programming will depend on assessment outcomes.

		be responsible for executing programming itself.	
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Point 2: Improving Campus Climate

Unit Relevance:

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

Through both its recruitment and orientation programming and events, Student Orientation Programs serves nearly 24,000 constituents each year, most of whom are not full members of the university community. Additionally, we collaborate with nearly every academic and student service department on campus. It is in our best interest to recruit, hire, and train student staff who are either already skilled at, or are receptive to training and development in working effectively in diverse settings. It is essential that our staff and programs introduce all new and prospective students to the university in a respectful manner. As with goal #2 in Point 1, improving campus climate also means expanding orientation programming that introduces new students to the resources available to them and the importance of community standards of behavior.

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

Our environmental scan shows too little programming that makes students aware of the cultural, ethnic, academic, and social resources, programs, and services the university has for them. On the other hand, we have a robust tradition of showing our expectation that students challenge themselves on a daily basis to work in a more diverse environment. This theme permeates everything -- from our initial welcome presentation and video, to our entertainment and our information fair.

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

While our programming and staff training have been culturally sensitive for a long time, we can do more to showcase important resources by opening up the ASUO MCC during IntroDUCKtion and thus allowing new students to be introduced directly and authentically to this staff.

	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
Goal #1			
Please see Goal # 2 in Point 1.			
Goal #2			
It is our goal to increase involvement of cultural and ethnic student unions and associations in orientation programming.			
Action #1 We will make a more active effort to recruit student organizations to be involved in orientation programs such as the student activities fair which occurs during each orientation event.	In September 2007 with Week of Welcome and Duck Preview, continuing to IntroDUCKtion in July 2008, progress can be measured by increased attendance by student groups at events, which are designed to showcase ways students can get involved and be aware of resources and programs available.	The director of Student Orientation Programs and respective student director staff members will be responsible for creating timelines. Student director staff will actively attend club/organization meetings to discuss and confirm participation from groups.	Our first efforts are beginning now for Week of Welcome, specifically InterMingle. Efforts for Duck Preview will begin concurrently with the start of fall classes and each program will include more active recruitment of student groups' participation.

Point 3: Building Critical Mass

Unit Relevance:

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

For Student Orientation Programs, developing a critical mass means recruiting and maintaining a group of underrepresented student staff members. This critical mass of staff will also offer to new and prospective students who come from traditionally underrepresented groups the chance to meet students with whom they can identify and relate as they acclimate to the University of Oregon.

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

Our environmental scan reveals that our student staffs are more diverse than the general student population at the UO. In each staff, 20% - 40% of the members self-identify as students of color. Our efforts here are intentional so as to serve the widest audience possible. We have found this to be very effective in recent years as more and more underrepresented students and families are coming to orientation programming.

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

While we have seen remarkable interest in SOP staff positions from underrepresented students over the last five years, this year has been different. More and more of our recruits have cited the financial burden of attending the university as too great for them to take on a low-paying summer job that provides only a month’s work. Also, our passive recruiting methods, like email and print ads, are not adequate.

	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
<u>Goal #1</u>			
It is our goal to expand the number of MCR-Ambassadors we have on staff and their efforts in recruitment of underrepresented students.			
Action #1 We will work with the Office of Admissions	This will be measured by	The director of Student Orientation	Discussions will begin in August with the

to formulate a plan to provide MCRs more direct access to prospective students through high school visits and college fairs.	numbers of events MCRs attend and the number of students they have access to.	Programs will work with the assistant director of Admissions for Multicultural recruitment and the associate director of Admission for recruitment.	Office of Admissions as they finalize their recruitment calendar for the year.
Action #2 We will work to more actively recruit and hire a larger number of MCRs who will increase the scope of our opportunities for outreach to prospective students who self-identify as underrepresented students.	This will be measured by the number of MCR applicants and hires.	Under the direction of the director of Student Orientation Programs, student directors will create a recruitment plan and execute it actively in student organizations more effectively.	Beginning in January 2008, we will begin active campaign to recruit MCR applicants for 2008-9. Hiring decisions will be made in May 2008.

Point 4: Expanding and Filling the Pipeline

Unit Relevance:

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

For Student Orientation Programs, expanding and filling the pipeline means ensuring that members of underrepresented groups have access to our programs. Access is promoted by affordability, preparedness, and marketing of our programs. We are committed to this goal and we're working to increase opportunities and access to our programs for underrepresented students.

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

With our aforementioned campaign to increase the attendance of resident students of color at IntroDUCKtion and our off-site program to Hawaii, we have already made great strides in providing increased access to our programs, though our scan shows more can be done both in expanding our offerings and modifying our current programs. Our resource limits with staffing and funding will be our greatest challenge in this area.

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

Our IntroDUCKtion Hawaii program has increased the number of students and parents we serve. Our efforts to register more students of color for orientation programs have yielded increased numbers, but those numbers are not adequate and underrepresented students (and their families) still do not have full access to these programs due to financial inability to attend, failure to appreciate of the importance of these programs, and competing work and family responsibilities.

	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
Goal #1			
It is our goal to build strong relationships with Oregon High School guidance counselors in districts and schools with high numbers of prospective first-generation college students. Our mission will be to work with these counselors in identifying first-generation students who are UO-bound. We will make visits to the schools whenever possible to discuss important dates, deadlines, and programs for students. We will work with the students to get them registered for IntroDUCKtion and eliminate transportation and housing problems much sooner.			
Action #1 Start working with Office of Admissions to identify school districts with potentially high numbers of students with little to no access to traditional methods of learning about orientation programs.	This will be measured by having a list of schools to target in the short term.	Director of Student Orientation Programs will coordinate with Office of Admissions to build a list of schools and guidance counselors to be in touch with.	Meetings will begin in August 2007 with Admissions to identify schools. and in September we will begin to address visit topics with Financial Aid, Housing, First-Year Programs, and

			Advising.
Action #2 Conduct visits to areas previously identified as a result of Action #1. Visits will be topical and may include Financial Aid and Scholarships, Academic Advising and the Office of Multicultural Academic Support, University Housing, and First-Year Programs.	Short term progress will be measured by the number of visits that are made throughout the year. Over the long term, progress will be measured by the numbers of students who register for programs.	Director of Student Orientation Programs will coordinate with the directors and staff of the various departments mentioned.	This will be initiated at the commencement of the 2007-8 academic year and take place throughout the course of the year.
Goal #2			
It is our goal to increase and diversify programming for non-traditional students. These might include evening and/or weekend orientation programming for new students who are non-traditional aged students, those with families, or transfer students taking full course loads at area community colleges.			
Action #1 Identify a good model for programming		Director and staff of Student Orientation Programs	We are currently looking at other institutions' models with the hope of having one program in place for July 2008.
Action #2 Implement program into orientation schedule for 2008.	Successful implementation	Orientation Programs staff and supporting departments.	The IntroDUCkTion Steering Committee will take up the issue at its first meeting for 2008, which will occur in November 2207.
Goal #3			
It is our goal to provide year long program to prospective and new resident students whose family's first language is Spanish.			

<p>Action #1 Identify a good model for programming</p>		<p>Director and staff of Student Orientation Programs</p>	<p>Beginning in September 2007 we will discuss options, logistics and implementation with colleagues at Oregon State University who have implemented some programs. Where collaboration is an option, we will do so.</p>
<p>Action #2 Implement programming</p>	<p>Successful implementation of education programming for prospective students is our short term measure. Successful implementation of recurring Spanish/bilingual orientation programming is our long term goal.</p>	<p>Orientation Programs staff and supporting departments.</p>	<p>Programming for prospective students will begin in January of 2008 and discuss financial aid, housing, first-year programs and orientation through to May 2008. Pending outcome, we would like to offer parent programming in Spanish at some point during the summer of 2008, potentially off-site.</p>

Point 5: Developing and Strengthening Community Linkages

Unit Relevance:

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

As mentioned in the discussion and goals of Point #4, it is in our best interest to have strong communication with parents, who may or may not have had their own college experience. Additionally, a fundamental partnership we must seek and maintain is one with high school counselors who work with prospective, admitted, and new students who come from traditionally underrepresented backgrounds.

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

We have found that while we have been able to get increased numbers of underrepresented students to attend orientation programming, their parents often do not accompany them. Hence, a vital link that students rely on for support during college goes uneducated about the resources these programs could suggest.

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

At this point, we have only challenges, though some are not so great. Our biggest challenge will be finding opportunities to make sure parents of underrepresented students have access to the information and resources that other parents who are attending IntroDUCKtion are getting. A major issue here will be staff and funding resources for our department and expected financial challenges for many of the parents we hope to serve.

	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
<u>Goal #1</u>			
It is our goal to build strong relationships with Oregon High School guidance counselors in districts and schools with high numbers of prospective first-generation college students. Our mission will be to work with these counselors in identifying first-generation students who are UO-bound. We will make visits to the schools whenever possible to discuss important dates, deadlines, and programs for students. We will work with the students to get them registered for IntroDUCKtion and eliminate transportation and housing problems much sooner.			

Action #1			
See action items in <u>Point #4:Goal #1</u>			
<u>Goal #2</u>			
It is our goal to provide year long program to prospective and new resident students whose family's first language is Spanish.			
Action #1			
See action items in <u>Point 4:Goal #3</u>			
<u>Goal #3</u>			
It is our goal to provide year long program to prospective and new resident students and their family members who may be having their first college experience.			
Action #1			
Actions in this case are similar to those listed in Goal#3 in Point#4.			

Point 6: Developing and Reinforcing Diversity Infrastructure

Unit Relevance:

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

Our mission statement includes diversity and we have policies and procedures in place both in training methods and in staff manuals. Our programming, publications, and websites have continually and purposefully been sensitive and respectfully of diversity.

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

This focal area is addressed through our development of diverse student staffs, orientation programming, etc. as outlined in Points 1 through 5, above. Limited resources and the small size of the permanent staff in Student Orientation Programs (see Undergraduate Studies organizational chart) precludes development of a more elaborate diversity infrastructure at this time.

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

	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
<u>Goal #1</u>			
<u>Goal #2</u> etc.			
<u>Goal #3</u> etc.			

University of Oregon

Strategic Diversity Action Plan for First-Year Programs

Point 1: Developing a Culturally Responsive Community

Unit Relevance:

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

First-Year Programs are designed to create welcoming communities for all entering students and to be responsive to the needs of individuals. The staff understands that the earliest experiences of first-year students are important in determining their engagement in the academic community and their success as students, and we therefore actively promote an inclusive community that is welcoming for all new students and responsive to their diverse needs and expectations. In the Freshman Interest Group (FIG) Program, we bring new students together with faculty and upper-class student mentors (FIG Academic Assistants) in small classes of no more than 25 students. In Freshman Seminars, first-year students take classes of 18-23 students on topics that reflect the different research interests of faculty, among them President Frohnmayer and Provost Brady.

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

National research on retention and academic success of students in higher education has shown that programs designed to bring first-year students in contact with faculty in small classes promote academic success (measured in GPA), persistence rates, and progress towards graduation. We were concerned that perhaps our FIG program was not effectively promoting the participation of students of color in this success. Research conducted by the UO Office of Institutional Research with our own students in FIGs shows that the linkage between the FIG program and academic success is very strong on our campus among the students of color as well as the broader participating student population.

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

The excellent students who serve as FIG Assistants (FAs) are a major strength of the FIG Program. Because they are expected to mentor all students in the FIG in their social and academic transitions to the UO, an awareness of and sensitivity to diversity is essential. FAs take a three-credit course during the spring term preceding the fall FIG and they are closely monitored by FYP staff in

weekly meetings during fall term. At least three weeks of the spring training are spent discussing diversity issues. An example of one of the activities that comprise this training was the visit this term (Spring 2007) by the Vice Provost for Institutional Equity and Diversity to the class to discuss a play about an alleged racial incident on a college campus.

Residential FAs take part in extensive additional training during the three weeks prior to the opening of fall term. Presentations on diversity issues are a regular part of that training. In addition, all FAs, residential and non-residential, participate in additional training from First-Year Programs staff during Week of Welcome. In fall term, all residential FAs are required to put on a complex-wide program on diversity.

We continue to make efforts to determine how successful these programs are in engaging new students in the academic community. Transfer Seminars are a particular focus, as they are still evolving. We are working with faculty and students in these courses to create a program that will welcome non-traditional students and other transfer students to the university community. Since the training period for the student assistants in the transfer seminars takes place in a short period of time, we have not included as much training on diversity issues as we have with the FIG Assistants. We plan to add a session in our training of Transfer Student Assistants (TAs) on building an inclusive community.

<p align="center">Goal #1</p> <p><i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i></p>	<p>Measures of progress short / long term</p> <p><i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i></p>	<p>Responsible entity / Accountability</p> <p><i>(Clearly specify who will be responsible for the implementation of this action item.)</i></p>	<p>Timeline for implementation</p> <p><i>(outline the expected time frame for beginning and / or completing your action item.)</i></p>
<p>Action #1</p> <p>Insure that all students in FYP courses experience a welcoming and inclusive campus community</p> <p>Include questions on campus community (cultural</p>	<p>Read and analyze the responses to determine areas of</p>	<p>FYP staff, including the Director, the</p>	<p>End of Fall term 2007 (FIGs and Freshman Seminars), Winter</p>

responsiveness) on FIG, Freshman Seminar, and Transfer Seminar course evaluations.	success and those that need attention.	Program Coordinator, the FIG Advisor, and the Freshman Seminar Coordinator.	and Spring terms, 2008 (Freshman Seminars).
Action #2 Share the above information with FYP course instructors in the yearly FIG and Transfer Seminar meetings and in the spring Freshman Seminar workshops. Share the information with FAs in their training and in fall term meetings.	Discuss problem areas with individual instructors, suggest ways to improve classroom atmosphere. Continue to monitor student responses each term.	First-Year Programs Director, with the assistance of the Program Coordinator and Freshman Seminar Coordinator.	Spring term preceding AY 2008-2009.
Action #3			
Include diversity training in the Week of Welcome workshop for Transfer Seminar Academic Assistants (TAs) who assist in the Transfer Seminars.	Include ALS or OMAS in the training and ask for feed back.	First-Year Programs Director, with the assistance of the Program Coordinator and the FIG Advisor.	Week of Welcome, Fall 2007
Action #4			
FYP instructors will be asked to address with their students their commitment to creating a culturally responsive environment.	Discuss in the yearly de-brief meeting with each FYP instructor	First-Year Programs Director	Fall 2007
Action #5			
FYP professional staff will participate each year in one diversity training session organized by UO Housing for residential FAs	Discuss the effectiveness of the training during the regularly scheduled annual de-brief meeting	FYP Program Coordinator	Fall 2007

Action #6			
FAs will inform their FIG students about lectures on campus sponsored by units such as OMAS, CODAC, the ethnic student unions, etc.	Solicit feedback from FAs at individual weekly meetings during Fall term, and from returning FAs during preparation for Spring training course	FIG Advisor	Fall 2007
Action #7			
Request that Residential FAs participate in the Diversity Outreach Team organized by Residence Life	Same as for Action #6	First-Year Programs Director	Fall 2007

Point 2: Improving Campus Climate

Unit Relevance:

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

FYP efforts to improve campus climate involve outreach to prospective and new students as well as collaborations with campus colleagues.

Each year, First-Year Programs enrolls approximately 1400 entering freshmen in 59-60 FIGs, approximately 600 students in Freshman Seminars, and approximately 150 students in Transfer Seminars. To organize and offer our courses, we work collaboratively with faculty and staff in the schools, departments, and units across campus.

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

After consulting with the director of OMAS, FYP made the decision to add courses to FIGs that would increase their attractiveness to a diverse student body. Examples of these courses are Ethnic Studies 101, INTL 250 (Value Systems in Cross-Cultural Perspectives),

SOC 204 (Introduction to Sociology), SOC 207 (Social Inequality), and ANTH 161 (World Cultures). They expand the ways students can structure their general education and represent our effort to broaden the appeal of FIGs. In addition, we create a Transfer Seminar in Sociology and we offer two Freshman Seminars in International Studies.

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

Over the past several years FYP has made an effort to offer a variety of FIGs with general-education courses that satisfy the UO's Multicultural requirement. Below is a list of FIGs for fall 2007 that include courses that count toward this requirement:

Antiquite-Modernite

Bella Italia!

Geography of Power and Prosperity

Freedom of Thought

Camels and Cowboys

Carved from Conflict

Breaking the Wall

Unmasking Reality

Visual Tales

On location: Asia

Overseas Report

Cultural Encounters

Women Around the World

FYP has also expanded the number of Freshman Seminars that encourage diverse ways of thinking about social constructions. Below is list of Freshman Seminars for AY 2007-2008 that encourage a different way of understanding the human experience:

Buddhism Through Art

International Negotiation

Soccer and Society in Modern Latin America

Women's Fiction: Chick Lit Then and Now

Globalization: Connecting Here and There

Landscapes of Hollywood

A Dramatic View of Life

Perspectives in Chinese Language and Culture

Uncovering the Past of the Real “Wild West”
 Australia Through Autobiography
 History, Spirituality and Dance in Africa
 The French Mind
 Study Abroad in the U.S.
 Consuming Agendas – Food and Social Action
 Women Travelers: Their Life and Times

By and large, departments have been supportive of allowing FYP to use 100 and 200- level courses in FIGs. One of the major stumbling blocks to meeting the interest of students in Ethnic Studies courses is uncertainty with respect to departmental scheduling. Because teaching assignments for ES 101 are often made well past our deadline for program organization, it has been problematic to use this course in the FIG program.

Goal #1	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
<p><i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i></p> <p>Raise awareness of FYP staff members (professional and student staff) of diversity issues in order to be sure that we are treating all students who are enrolled in our programs sensitively and respectfully.</p>	<p><i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i></p>	<p><i>(Clearly specify who will be responsible for the implementation of this action item.)</i></p>	<p><i>(outline the expected time for beginning and / or completion of action item.)</i></p>
<p>Action #1</p> <p>Involve student staff from OMAS in meetings with FAs and professional staff members.</p>	<p>Debrief staff and FAs at weekly meeting sessions. Identify issues raised and effective ways to address them</p>	<p>FIG Advisor</p>	<p>WOW 2007 or fall term</p>
<p>Action #2</p> <p>Inform student staff about the Diversity Building Scholarship and encourage them to apply and to spread the word.</p>	<p>Check with DBS Administrators to learn whether the poll of</p>	<p>FIG Advisor</p>	<p>Spring training course for FAs, WOW training for Transfer TAs</p>

	applicants has enlarged		
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Point 3: Building Critical Mass

Unit Relevance:

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

The First-Year Program staff is composed of three female professional staff members, two of whom are first-generation college graduates. First-Year Programs makes an effort to build critical mass in its staffing by the FIG Academic Assistants it employs. As a result of concerted effort over the last 6 years, in Fall 2006, 17% of all FIG TAs and 30% of residential FAs were students of color.

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

We make every effort to ensure we have a wide recruitment search when filling professional staff positions. However, because our professional staff is so small, our best success in attracting a diverse pool of applicants is in the area of student hires.

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

Please see above.

Goal #1	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
<i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i>	<i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i>	<i>(Clearly specify who will be responsible for the implementation of this action)</i>	<i>(outline the expected time for beginning and / or completion of action item.)</i>

Maintain a vigilant approach to being inclusive in efforts to hire and retain professional and student staff.		<i>item.)</i>	
Action #1 Use list serves, community groups, newspapers, and other targeted resources to advertise open professional positions.	Track the number of underrepresented applications; identify the most effective means of advertising	Program Coordinator	When we have an open professional position to be filled.
Action #2 Communicate closely with student groups on campus to make sure the word about available student positions gets out to all students. Ask them to help FYP recruit student workers.	Track the number of responses from underrepresented groups; identify the most effective means of communicating with them	Program Coordinator	Fall term for FAs; when needed to fill student positions in the office.
Action #3 Use FAs and TAs extensively in the recruitment process, since many are already members of diverse student organizations.	Check to see if applicant pool of underrepresented groups grows; de-brief FAs and TAs on their efforts	Program Coordinator	When we have an open professional position to be filled.

Point 4: Expanding and Filling the Pipeline

Unit Relevance:

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

First-Year Programs seeks diversity in first-year and transfer courses by making sure that all students, including underrepresented students and international students, have equal access to FIGs, Freshman Seminars, and Transfer Seminars. All students who have been admitted to the UO receive a booklet in early April telling them about our programs and inviting them to request a FIG on line. We follow up in person, by meeting students at recruiting events both on and off campus and being an information source for prospective students and their families. We are also deeply engaged in recruiting a diverse professional and student staff.

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

Enrollment in FIGs is approximately equivalent to the presence of underrepresented students in the entering freshman class. We have not yet monitored the enrollment in Freshman Seminars or Transfer Seminars, but we are aware that we must be vigilant in our outreach efforts in all three programs in order to continue to attract a diverse student population.

Our scan indicates that international students tend to be underrepresented in FIGs, and this appears to be for a variety of reasons, including schedule conflicts and communication difficulties before these students come to campus. We are taking steps to correct this situation. For the past two years, we have put a statement in our brochure that goes out to all admitted students, *Chart Your Course*, that specifically targets international students.

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

FYP offers excellent leadership opportunities to students who become FIG and Transfer Academic Assistants. Many of the students in these positions, as well as those we hire as student coordinators, got their start as FIG, Freshman Seminar and Transfer Seminar students. In this way, we are filling our own pipeline through creating opportunities for a diverse group of students.

First-Year Programs can be particularly beneficial to underrepresented students, and we are aware that the most effective way to recruit is early contact with these students. We are concerned that some Oregon students and their families may not be participating in on-campus visits so that FYP staff can meet them. Ideally, we would travel to high schools attended by large numbers of underrepresented students. However, the FYP staff is already severely stretched by the 11 local high school visits we conduct each spring term.

Transfer Seminars are an excellent way to assist and engage transfer students, who are often non-traditional students, in the campus community. We need to continue to explore ways to expand communication with these students.

Goal #1	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
<i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item</i>	<i>(Describe the methods you will use to measure the success of the action items and note the</i>	<i>(Clearly specify who will be responsible for the</i>	<i>(outline the expected time for beginning and / or completing your action i</i>

<p><i>should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i> Improve FYP efforts to communicate with underrepresented students, to inform them about courses and engage them as student staff members (FAs and TAs)</p>	<p><i>time frames involved.)</i></p>	<p><i>implementation of this action item.)</i></p>	
<p>Action #1 Assess recruitment strategies and enrollment of under-represented students in FIGs and Freshman Seminars.</p>	<p>Analyze the data to determine whether we are successful in our recruiting efforts and pinpoint possible trouble areas.</p>	<p>First-Year Programs Director, with the assistance of the Program Coordinator.</p>	<p>Week 4 of fall term, 2007 and Freshman Seminars) of winter term 2008, week of spring term, 2008 (Freshman Seminars)</p>
<p>Action #2 Assess recruitment strategies and enrollment of under-represented students in Transfer Seminars.</p>	<p>Analyze the data to determine whether we are successful in our recruiting efforts and pinpoint possible trouble areas.</p>	<p>First-Year Programs Director, with the assistance of the Program Coordinator.</p>	<p>Week 4 Fall term.</p>
<p>Action #3 Increase communication and recruitment efforts with Oregon Community Colleges, and also UO Offices of Admissions, Academic Advising, and Academic Learning Services to see if FYP can join with these units in their outreach efforts.</p>	<p>Inventory joint-departmental recruiting programs; assess effectiveness of outreach to underrepresented groups; identify initiatives that can engage other departments in outreach efforts</p>	<p>First-Year Programs Director, with the assistance of the FIG Advisor</p>	<p>Fall 2007</p>
<p>Action #4 Develop lines of communication with high school counselors at rural or underserved schools to identify students who may not have access to computers to request FIGs online. Obtain updated list of high school counselors from Admissions; identify students and contact them individually</p>	<p>Track number of students contacted and follow-up on their enrollment in FIG program</p>	<p>FIG Advisor</p>	<p>Spring term 2008</p>
<p>Action #5 Send PDF of "Get Connected" (Transfer Student Brochure) to academic advisors at Oregon Community Colleges</p>	<p>Obtain updated list of CC advisors from Admissions</p>	<p>Program Coordinator</p>	<p>Spring term 2008</p>

Action #6			
Work with the Ford Family Foundation to identify Ford Opportunity Scholars, who are often non-traditional students	Track number of students who are identified		
Action #7			
Work with international recruiter in Admissions to be sure that international students understand the advantages of enrolling in a FIG and how to request a FIG on line.	Track number of international students enrolling in FIG program	First-Year Programs Director, with the assistance of the Program Coordinator.	Winter term 2008
Action #8			
To allow international students adequate time in their schedules to take required ESL courses, they will be permitted to take just one of the lecture classes, along with the FIG seminar, instead of both lecture classes and the seminar.	Check with ESL department enrollment roster and verify single lecture attendance with FIG instructors	FIG Advisor, Program Coordinator.	Winter term 2008

Point 5: Developing and Strengthening Community Linkages

Unit Relevance:

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

Our programmatic outreach includes meeting prospective students and their parents during recruiting events on and off campus and visits to local high schools to introduce FYP courses. A major outreach effort takes place during the month of July when the entire FYP staff and selected FAs participate in IntroDUCKtion. All of these outreach efforts throughout the year, in the form of both organized and informal meetings, help to establish a respectful and welcoming relationship with all incoming students and their families.

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

This is an area that has been quite successful, although limited in scope. For many high school students, the FIG Advisor is the welcoming face of the UO. She's the person they meet in several events before they come to campus (Duck Preview, Duck Days, high school visits), and one of the first people they see again during IntroDUCKtion and Week of Welcome.

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

High school visits to area schools by the FIG Advisor and FAs have been successful in making an early connection with individual students, including underrepresented students. A challenge has been the limited amount of off-campus travel FYP is able to do because the staff is so small. Nonetheless, the FIG Advisor has expanded her spring term visits to high schools in rural Lane County and in Corvallis. The response from counselors and students at these schools has been positive.

<p align="center">Goal #1</p> <p><i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i></p>	<p>Measures short / long term</p> <p><i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i></p>	<p>Responsible entity / Accountability</p> <p><i>(Clearly specify who will be responsible for the implementation of this action item.)</i></p>	<p>Timeline for implementation</p> <p><i>(outline the expected time for beginning and / or completion of your action item.)</i></p>
<p>Action #1</p> <p>Invite OMAS and OIP to suggest ways to help us improve our outreach to and interaction with prospective students and their families.</p>	<p>Identify students and families contacted through suggested ways</p>	<p>Director of FYP and professional and student staff</p>	<p>We will meet with the units during fall term</p>
<p>Action #2</p> <p>Work with OMAS and OIP to attract underrepresented students to apply as FAs.</p>	<p>Track growth in number of underrepresented student applications</p>	<p>FIG Advisor</p>	<p>Fall term 2007 for implementation in winter term, 2008.</p>
<p align="center">Goal #2</p> <p>Increase outreach to high schools and community colleges with large enrollments of underrepresented students.</p>			
<p>Action #1</p> <p>Attend Oregon Nights in Portland</p>	<p>Identify underrepresented students from area high schools and invite them to</p>	<p>FIG Advisor and Program Coordinator</p>	<p>Spring 2008</p>

	attend event; track who actually attends		
Action #2 Visit LCC and speak to transfer students and advisors	Track prospective transfer students who attend meetings; monitor if number of transfers grows	FIG Advisor and Program Coordinator	Fall 2007

Point 6: Developing and Reinforcing Diversity Infrastructure

Unit Relevance:

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

First-Year Programs is committed to developing and maintaining a campus community that is welcoming to all students. This involves close communication with our campus partners in order to determine what other units are doing to contribute to a positive and culturally sensitive environment. FYP makes every effort to learn from others and to coordinate work in order to be sure that we are responsive to the needs of the changing campus community.

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

We are aware of the efforts of some units on campus to create an inclusive community, but we could expand our list of campus partners. For example, we are familiar with Housing's programs on diversity, but are less aware of the efforts of the BRT. This is one campus partner we could use more.

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

We lack protocols to assess our own strength in these areas.

Goal #1	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
<p><i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i></p> <p>Make all FYP staff members aware of the importance of cultural responsiveness to our unit.</p>	<p><i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i></p>	<p><i>(Clearly specify who will be responsible for the implementation of this action item.)</i></p>	<p><i>(outline the expected time for beginning and / or completing your action item.)</i></p>
<p>Action #1</p> <p>Make a statement of this priority an explicit part of the hiring process for staff members.</p>	<p>Debrief interview team for assessment of applicant's understanding of the statement</p>	<p>Director and Program Coordinator</p>	<p>Used in next staff hiring</p>
<p>Action #2</p> <p>Include the University of Oregon Affirmation of Community Standards in information packet of all faculty and staff.</p>	<p>See above</p>	<p>Program Coordinator</p>	<p>Next staff hiring</p>
<p>Action #3</p> <p>As part of the annual performance appraisal, FYP staff will be asked to reflect on their personal and professional growth in regard to cultural sensitivity.</p>	<p>Debrief statement with employee during annual performance review; identify areas for growth</p>	<p>Program Director</p>	<p>Next annual review</p>

Office of Academic Advising/Disability Services Diversity Action Plan

History of Diversity Efforts

The Office of Academic Advising has been engaged in diversity planning discussions and activities for more than a year. Beginning in 2001 OAA/DS began to discuss ways to create a more welcoming and inclusive environment for students, faculty and staff. The portrayal of diversity, or lack there of in artwork, office décor, holiday messages, etc. was addressed. Concerted efforts were made to build a stronger relationship with OMAS advising staff, and OMAS advisers were invited to collaborate on outreach efforts, such as residence hall advising and spring advising events in the EMU. In 2005 the office began to look at how to assess and track the diversity of students who utilize the office.

The professional advising staff participated in a two term pilot project on cultural competency conducted by the Counseling Center during winter and spring term 2006. Readings and films were discussed, and engaged in-depth discussions took place with Counseling Center facilitators on the personal and professional aspects of diversity. Because space limitations did not allow for the full staff to participate, a half day session on cultural competency was later made available for those who were unable to attend the winter/spring pilot program. Readings on cultural competency were assigned to the group to read ahead of time to be discussed in this session. Annette Leonard from the Conflict Resolution Team facilitated this session.

Process for Diversity Plan Development

The OAA/DS Diversity Planning Team was created in Fall 2006. This group met regularly at least twice a month. The team examined the present services of the office, reviewed the UO Diversity Plan, and began to incorporate ideas from the Cultural Competency pilot project and the staff retreat, into an Office of Academic Advising Diversity Plan. This team consists of Lori Manson, Karen Kennedy and Terrie Minner. Additional feedback was sought in meetings with Graduate Teaching Fellows, an office co-manager, Disability Services staff, and student (undergraduate) front desk staff.

Academic Advising/Disability Services dedicated its one day Fall 2006 retreat to discussing the UO's Diversity Plan, and brainstorming ideas on how to develop a plan of action for our office. Robin Holmes facilitated this session and it was extremely helpful in setting the stage for further discussion and focus.

In March 2007 a full staff meeting was devoted to further discussion of the office mission, definition of diversity, and the development of a more concrete office vision statement.

The Diversity Planning team will continue to meet 1-2 times a month, in consultation with the director, to coordinate the implementation of the diversity plan action items. They will regularly review and update the action plan as needed, at least annually, to address current issues.

OAA DS Plan SP 07

Point 1: Building a Culturally Responsive Community

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

The Office of Academic Advising/Disability Services comes in contact with every new student and thousands of continuing students each year. We are engaged in an ongoing growing and learning process to strengthen our sensitivity to diversity issues. We strive to be accessible and welcoming to all students and to be sensitive to a wide range of individual needs and challenges. Our mission is to help students make responsible and informed decisions about their educational plans and their professional/life goals that are consistent with their values, interests, and abilities. This is most effectively accomplished within an inclusive environment and culturally responsive community.

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

Building a culturally responsive community involves many different facets and areas. OAA/DS has a high volume of student traffic. How welcome students or colleagues feel when they enter the office may relate to subtle messages found in artwork, holiday décor, or lobby magazines before they have any experience with an adviser. Efforts to be culturally responsive can be perceived through the initial office environment, including how diverse our front desk receptionist staff looks, how we work together as a team, as well as through individual experiences in advising and outreach programs.

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

We have an outstanding staff of professional academic advisers from various backgrounds and experiences, and are fortunate to have excellent student workers and Graduate Teaching Fellows. Many of our staff members have strong mental health backgrounds and have been engaged in diversity efforts through graduate programs and/or ongoing professional development experiences. Some of our

challenges lie in the fact that there is much variation among the staff regarding level of awareness, openness, and investment in diversity issues.

GOAL: To assess current OAA/DS environment and to increase awareness of and sensitivity to diversity issues.

Action	Progress Measurement	Responsible Entity/ Accountability	Timeline for Implementation
1. Assess student experience in the office. In addition to satisfaction items asked in 2003, add questions to look at office climate and sense of feeling welcomed and comfortable in the office.	Utilize AdvisorTrac to survey students after meeting with an adviser to request their feedback on their advising experience. From this information develop areas to target for future improvement and attention.	OAA Director Diversity Planning Team	Currently investigating AdvisorTrac survey capability. Implement survey by Fall 2008.
2. Foster and encourage individual commitment to professional development in areas that increase sensitivity and awareness around diversity issues. Participation in diversity events, workshops, and trainings, tailored to individual interests and areas of needed growth will be included in annual performance reviews.	The annual report will summarize the range and type of individual and collective staff participation in a variety of diversity related professional development activities. Annually each staff member will be asked to provide a self-assessment of perceived growth resulting from these experiences and to formulate new goals for the following year.	Each OAA and DS staff member will reflect on participation in diversity related activities in annual evaluation discussion with OAA Director	Annually.
3. Incorporate universal design principles in the physical environments and informational systems of OAA/DS to ensure that they are usable, sustainable and equitable for individuals	The accessibility and usability of lobbies, offices, and other university areas for orientations, advising, etc. will be evaluated. Specific recommendations will be made for actively integrating universal design.	DS staff Adaptive Tech Adviser OAA Director	Ongoing.

with disabilities and variations in abilities to minimize the need for specialized accommodations.	Informational materials created and distributed by OAA/DS and websites (in consultation with the adaptive technology adviser) will be reviewed to confirm that they are accessible or available in an accessible format.		
4. An office professional development team will more fully integrate diversity issues as a critical component of planned professional development opportunities. Each term time will be set aside for a diversity related topic retreat or workshop. Diversity training for front desk staff will be strengthened and the student staff will be included into full office opportunities when appropriate.	The professional development team will prepare a 2 year professional development calendar and will request regular feedback and input from staff.	Professional Development Team	Two-year plan will be presented to staff in Fall 2007.
5. Identify a specific mentor or welcome team for all newly hired staff, including GTFs.	After the first academic term in the position, request feedback from new employee (s) regarding transition to OAA/DS.	OAA/DS Directors	Ongoing as new staff are hired.

Point 2: Improving Campus Climate

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

OAA/DS is very involved with facilitating connections with students, faculty, staff, and parents. We play an important role in modeling accessibility and inclusivity in many different areas.

We recognize that this is an ongoing learning process and strive to foster an inclusive and open environment to improve campus climate. Each year OAA/DS provides academic advising to over 14,000 students, works with hundreds of teaching faculty, and

provides accommodations to many students with disabilities. All of these activities engage us with the larger university community and offer opportunities for our contributions and challenges, as well as our growth.

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

The traditional work schedule is sometimes problematic for students who need academic advising support. We have found much receptivity to our pilot program of expanding our availability into the evening and providing alternate locations for advising to better meet the needs of students.

There is much work to be done in the area of universal design as a concept that is understood and embraced throughout campus. We also have an important role to play in facilitating movement from the traditional disability medical model to a social model of disability.

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

We have strong relationships and ongoing collaborations with many offices, including Housing, Office of International Programs, First Year Programs, Orientation, academic departments, Student Life, Career Center, OMAS, and the Counseling and Testing Center. Significant efforts have been made over the past several years to strengthen partnerships and advising collaborations with OMAS, and to participate in programs like Reach for Success and the OMAS student retreat. Time, staffing, and resource constraints are challenges that limit the extent of our involvement.

GOAL: Improve outreach efforts and strengthen relationships with other offices and departments who provide support to students.

Action	Progress Measurement	Responsible Entity/ Accountability	Timeline for Implementation
1. Printed and electronic materials should be cognizant and inclusive of all student groups and promote visibility of outreach efforts.	A marketing and PR plan to facilitate regular updates and wide dissemination of printed and electronic materials.	OAA Office Specialist OAA Director DS Office Specialist DS Director	OAA plan developed prior to Fall 2008. DS plan by Winter 2009
2. Offer academic advising at	Survey students who utilize	Adviser coordinating LLC and Knight	Surveys to be conducted Fall

alternate sites and with expanded hours. The pilot phase of this in the Living Learning Center and the Knight Library has been very successful. This will improve accessibility, especially for students who have competing time demands, such as work and family responsibilities.	alternate advising locations or extended hours to assess their experience.	Library advising	2007 through Spring 2008 and summary included in annual report.
3. Utilize the Disability Project for increasing educational awareness and individual support related to disability issues.	Continue annual budget request through ASUO and review program usage.	DS Director	Annually.

Point 3: Building Critical Mass

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

It is an ongoing challenge for us to attract qualified professionals who come from diverse backgrounds. We have been fairly successful in the diversity of staff in terms of disability, sexual orientation, and first generation college identification. We have a majority of women and recognize the need to have more men represented on our staff. We have been fortunate in recent years to have hired outstanding GTFs who significantly add to our racial/ethnic diversity. In addition, it is not unusual for us to have one or more GTFs who have specific research, teaching or practical experience centered on multicultural issues.

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

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

How to represent commitment to diversity as a value in job announcements and throughout the interview process is an important issue that we continue to be challenged by. Current salaries contribute to the challenges of attracting qualified diverse candidates to apply for positions or to relocate to Eugene.

GOAL: Increase diversity of the candidate pool for student, staff, and GTF positions.

Action	Progress Measurement	Responsible Entity/ Accountability	Timeline for Implementation
<p>1. Strengthen outreach efforts to recruit more diverse undergraduate students who are interested in our student employment opportunities. Develop a consistent hiring committee to standardize procedure for posting job description, evaluation of applicant pool and hiring of undergraduate student staff.</p>	<p>The student staff hiring committee will write a summary report to track where the position was posted, the applicant pool evaluated, and the students hired.</p>	<p>Chair of Student Staff Hiring Committee will submit a report to the OAA Director</p>	<p>Ongoing.</p>
<p>2. When posting a position OAA/DS will stress the importance of multicultural competencies and the value of experiences with diversity in the desired qualifications. Search committees will discuss how to expand the value of and appreciation for diversity, and how to recognize this in potential candidates through the evaluation and revision of interview questions.</p>	<p>Invite human resource expert to provide a workshop for staff to examine how we conceptualize diversity building in our hiring processes.</p>	<p>Search Committee Chairs OAA Director</p>	<p>Ongoing.</p>
<p>3. Grow scholars and future professionals by providing internship opportunities to graduate students. Support and be a resource for students in graduate programs completing projects on topics related to advising, access, and disability.</p>	<p>Continue to support four GTF positions (two in OAA, two in DS) and when relevant, assist students doing research or projects around issues of advising or disability.</p>	<p>OAA Director DS Director</p>	<p>Ongoing.</p>

Point 4: Expanding the Pipeline

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

Through advising and disability services we have a unique opportunity to guide, support, and influence large numbers of students coming from all types of diverse backgrounds. Although our primary focus is on UO students after they have been admitted, we work with many prospective students who in some cases are still trying to decide if college is even the right choice. We have been involved in several significant programs and initiatives to help build desire and interest to attend college (for students with disabilities, students of color, international students, and first generation college students).

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

We are limited in how much we can be directly involved in active recruitment activities. We have been very successful in reaching underrepresented students through programs that focus on accessibility, transfer student transitions, and supporting when possible programs organized by other offices, such as Admissions and OMAS. Once students are recruited the challenge becomes retention.

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

The work of OAA/DS is very important for many new students as they consider whether or not to attend the UO, or in some cases whether or not to stay at the UO. For decades, retention research has shown that for many students the connection with a caring individual, who often is an academic adviser, is a key to early adjustment and successful transitions into a university. Programmatic initiatives are important, but individual interactions with students are also very powerful. The biggest challenge is to balance competing needs for outreach/recruitment efforts with other important priorities.

GOAL: Continued involvement in programs that support access to the University.

Action	Progress Measurement	Responsible Entity/ Accountability	Timeline for Implementation
1. Continue participation in Embracing the Future, Reach for Success, and March to College to support recruitment of underrepresented middle school/high school	Maintain current level of participation.	OAA/DS Advisers	Ongoing.

students.			
2. Remain accessible to all prospective students and continue on-site advising at community colleges to support prospective transfer student populations.	Maintain current level of participation, and increase community college presence if resources allow.	OAA/DS Advisers	Ongoing.
3. Coordinate and/or participate on scholarship selection committees that build diversity, including Diversity Building Scholarship, Non-traditional student scholarships such as Edmundson Davis, George Bean, Todd Walcott, and scholarships for students with disabilities, such as the Pincetich and Hesser.	Scholarships coordinated by OAA/DS will evaluate selection committee membership and level of accessibility to application process and materials. Continue participation on a range of selection committees.	OAA/DS Advisers	Ongoing.
4. Provide support and advising to students selected for admission under special circumstances including Undergraduate Support Program and Disability Review Committee.	Maintain current level of participation and coordination. Examine current programs for effectiveness and efficiency.	OAA USP contact DS DRC contact	Ongoing.
5. Ensure that Admissions has information to provide to high school and community college counselors on issues related to disability and access to college.	Annual assessment of information being disseminated by Admissions. Provide additional materials as needed.	DS Director	Annually.

Point 5: Developing and Strengthening Community Linkages

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

OAA/DS recognizes our role as an important resource for communities on and off campus. Developing and strengthening community linkages means maintaining and developing relationships to remain visible, welcoming, and informative.

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

Most OAA/DS services are geared for and utilized primarily by the campus community. We do have some important connections, however, to communities outside the University via such roles as that of the Adaptive Technology Access Adviser and through

advising support offered on site at community colleges. Another example is the number of community members invited annually to share their experiences and expertise with students via informational workshops and courses offered through OAA.

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

The action items are already in place and we believe are important. It is important to consistently evaluate and further develop them when possible. OAA/DS websites are one of the primary resources community members on and off campus will access for initial information. The recent redesign of these sites will allow for more editing at the departmental level to ensure current information is posted in a timely way. Due to limited time, staffing, and resources, it will prove challenging to develop and expand on OAA/DS involvement in communities outside the University.

GOAL: Strengthen on and off campus community relationships to help promote diversity.

Action	Progress Measurement	Responsible Entity/ Accountability	Timeline for Implementation
1. Continue active role in LCC Transition Academy, a program designed for high school students with disabilities and their parents who want to learn more about college opportunities.	Participate on overall planning committee and be an active part of the community presentation team.	DS Director Adaptive Tech Adviser	Annually
2. Remain an active resource on issues of adaptive technology.	As time allows Disability Services, and particularly the Adaptive Technology Access Adviser, is available to provide information to support community efforts around adaptive technology.	OAA/DS Directors and Adaptive Technology Access Adviser	Ongoing.
3. Expand diversity of community professionals and students who are invited to speak in classes and workshops, including BI 199 courses (Introduction to Health Professions, Introduction to Dentistry), to support diverse applicants to	Include in the annual report the names of members of the community who have actively participated in these programs.	Designated OAA Adviser	Annually.

graduate and professional programs.			
4. Write articles for Connections (parent newsletter) coordinated through the Office of Student Life.	Once per month an article is submitted to the Director of Parent Programs to include in the Connections newsletter.	Designated OAA Adviser	Monthly.
5. Maintain and update OAA/DS website to ensure a welcoming, accessible and informative source of information.	The new format allowing department level editing should help with this process. Invite groups of students to review and give feedback on the site. This can be incorporated into the marketing/PR plan.	OAA Publications Specialist and OAA/DS Directors	Ongoing.

Point 6: Developing and Reinforcing Diversity Infrastructure

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

OAA/DS embraces and values diversity and is committed to supporting and upholding the points outlined in the Diversity Plan for the University of Oregon. OAA/DS will engage in ongoing assessment and evaluation to help ensure that the University community recognizes our dedication and commitment to diversity.

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

OAA/DS has been in discussions around diversity efforts and initiatives for the past five years as outlined in the overview. The Diversity Planning Team was created in fall 2006 to begin the process of assessing current OAA/DS efforts and to identify areas for attention.

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

OAA/DS has a committed team in place with plans to meet at least once per month. An additional goal is to bring more members to the team to include students and support staff. OAA/DS Directors and staff have established strong working relationships with many colleagues in departments and offices across campus, which will help maintain efforts to develop and reinforce infrastructure.

The Diversity Planning Team recognizes that we are in a learning process around diversity initiatives with staff members at various points in their development of awareness and sensitivity. The challenge is to continue to acknowledge and support this spectrum while also fostering growth and movement forward as a unified group.

GOAL: Continue to develop and strengthen OAA/DS commitment to a “learning and working environment that recognizes the value of diversity.”

Action	Progress Measurement	Responsible Entity/ Accountability	Timeline for Implementation
1. Include diversity initiatives and efforts in the annual report.	Annual report will reflect initiatives and efforts undertaken by OAA/DS staff throughout the year.	OAA Director	Annually.
2. Annual performance evaluations will include discussion of individual growth in diversity awareness and sensitivity.	Each staff member will participate in at least three diversity events/efforts per year. This will be discussed with OAA/DS Directors.	OAA Director	Annually.
3. Develop a core vision statement for OAA/DS which will reflect the mission to “foster an inclusive environment.”	Ask all staff to continue reflecting on our vision for OAA/DS to ensure development of a collaborative, inclusive and unified vision.	Diversity Planning Team	Work on OAA/DS vision statement in 07 (potential topic for fall retreat) to adopt by end of 07-08 academic year.
4. Diversity planning team will continue to meet on a regular basis and will collaborate with the professional development committee to ensure diversity initiatives are updated and evaluated on a consistent basis.	Diversity planning team will compile and maintain a journal of OAA/DS diversity efforts and report once per month in staff meeting.	Diversity Planning Team	Monthly.

Strategic Diversity Plan for Academic Learning Services Spring 2007

Last year ALS staff engaged in a 12-hour training program on cultural competency. Under the leadership of Robin Holmes, the training devoted some time to the process of “environmental scanning,” that is, assessing our department’s competencies in areas related to diversity efforts and challenges. These discussions became the groundwork for our diversity plan.

The overarching intent of our department’s diversity plan is **to ensure the *deliberate demonstration of our commitment to respect the rights, safety, dignity and essential worth of all individuals and to affirm and promote the diversity of backgrounds, perspectives, opinions, ideas, and cultural experiences of students, staff and faculty.***

The following goals, organized around the six points suggested for UO diversity plans, are assessed annually during staff retreats that focus exclusively on ALS diversity efforts.

Point 1: Developing a Culturally Responsive Community

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

ALS faculty and staff understand the importance of providing a welcoming and respectful environment for the students and faculty who participate in services designed to improve their learning and teaching skills. Students who participate in our TRiO programs are predominately low-income, first-generation students and students-of-color. Recognizing and affirming cultural differences among those seeking assistance in our offices, labs, and classrooms becomes critical in providing effective services within a culturally diverse community.

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

Participating in cultural competency training assisted in the process of evaluating our responsiveness to cultural differences. ALS faculty and staff are keeping journals of the day-to-day challenges, concerns, and achievements in developing competencies that lead to a more responsive community.

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

As a unit, our commitment to providing a culturally responsive community is strong. However, the process of examining our long-held assumptions, values, and beliefs, as well as resisting defensive perspectives will understandably be our individual challenges.

<u>Goal #1</u>	Measures of progress short / long term	Responsible entity / Accountability	Timeline for Implementation
<p>Enhancing cultural competency will be recognized and emphasized as an integral part of the professional development of ALS faculty and staff.</p>			
<p>Action #1</p> <p>Add a <i>Diversity Advisory Committee</i> to departmental committees.</p>	<p><i>Diversity Advisory Committee</i> will meet at least once a term to assess departmental efforts and progress toward goals and will debrief and engage faculty and staff at department meetings.</p>	<p>Director ALS will appoint this committee.</p>	<p>Beginning fall 2007 for one-year appoint.</p>
<p>Action #2</p> <p>Each year all ALS faculty and staff will read and discuss a common book (or other substantive material) related to diversity. (We are currently reading <i>Privilege, Power, and Differences</i> by Allan Johnson.)</p>	<p>Faculty and staff will join small discussion groups to encourage engagement and inquiry.</p>	<p><i>Diversity Advisory Committee</i> will suggest readings and assist ALS Director in organizing opportunities for discussion.</p>	<p>On-going with year end review</p>
<p>Action #3</p> <p>Faculty and staff will enroll in classes, attend events, or participate in activities that promote awareness and education regarding socio-economic, race, and cultural differences.</p>	<p>Involvement in these endeavors are recognized as part of employee annual performance appraisals.</p>	<p>All ALS faculty and staff</p>	<p>On-going with year end review</p>
<p>Action #4</p> <p>Educate faculty re: campus resources that respond to student concerns related to discrimination or intimidation, e.g., OMAS, Office the of Disability Services, Bias Response Team, a Student Life, and Counseling Center.</p>	<p>Activity will be included as part of staff meeting's agenda.</p>	<p>Directors of ALS, SSS, McNair</p>	<p>Beginning fall 2007</p>

Goal #2			
ALS faculty and staff will foster a culturally knowledgeable, sensitive and responsive community within the office, labs, classroom, and advising settings.	Measures of progress short / long term	Responsible entity / Accountability	Timeline for Implementation
Action #1 All publications, including syllabi for courses and workshops, will include a statement that expresses our department's commitment to fostering a culturally responsive community.	100% of course materials by spring 2009	ALS Curriculum Committee chair; Office Manager	Formative review spring 2008
Action #2 Materials used in classes and workshops will include underrepresented perspectives and voices.	100% of publications by spring 2009	ALS Curriculum Committee chair; all instructors	Formative review spring term 2008
Action #3 Evaluation forms for courses and workshops will be modified to expand opportunities for students to comment on teaching behaviors related to diversity and inclusiveness within the classroom.	100% of evaluation forms by spring 2008	ALS Curriculum Committee chair	Formative review winter term 2008
Action #4 TEP will review midterm evaluation forms for faculty to assess opportunities for them to receive student feedback in this area.	100% by spring 2008	ALS Curriculum Committee chair; TEP consultants	Formative review winter term 2008
Action #5 Training for tutors will include unit on contributing to a cultural responsive community.	100% by spring 2008	Curriculum Committee chair; Tutor Coordinator	Design module fall 2007

Point 2: Improving Campus Climate

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

As part of a campus that seeks to improve access and retention of students and faculty who have been historically underrepresented in higher education, ALS must provide a safe, confidential, respectful, non-judgmental, welcoming environment for students and faculty. In addition, we must be diligent in making sure that those who witness or are the targets of discriminatory or unacceptable behavior are provided support and referrals to campus resources that can assist with appropriate responsive processes.

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

Because we work with students from culturally diverse backgrounds, the importance of a positive, supportive, and safe campus climate is clear to our faculty and staff. We need to continue to assess our own knowledge and abilities in order to be proactive.

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

Our faculty and staff are diligent in making referrals for students who experience unacceptable behaviors. We need to ensure that our office conveys a multicultural and diverse orientation and context for students.

<u>Goal #1</u>	Measures short / long term	Responsible entity / Accountability	Timeline for Implementation
To improve the campus climate within the physical office of Academic Learning Services.			
Action #1			
ALS will conduct surveys to solicit student opinions about the campus climate within ALS; we will devote at least one meeting a year to discussing ways in which our office conveys a welcoming place for all students and faculty. (Examples of efforts implemented in the past couple of years include: photographs of students hang in the hallway leading to the main office to convey the	Conduct, collect, and assess student surveys.	ALS Environmental Committee; ALS Director	Begin process fall 2007 Assess survey results winter term 2008

<p>racial, age and cultural diversity of students using ALS services; a visual display area in the ALS main office—<i>Identity within Community</i>—highlights cultural, religious, and social events, programs, celebrations, lectures and readings that remind us of opportunities to learn more about the differences within our university and global communities.)</p>	<p>Measures short / long term</p>	<p>Responsible entity / Accountability</p>	<p>Timeline for Implementation</p>
<p>Action #2</p> <p>ALS will host a lunch open-house for all university students, staff and faculty.</p>	<p>Written invitations will be extended to offices and individuals, such as OMAS and McNair scholars, who add to the efforts to support diversity at the UO.</p>	<p>All ALS faculty and staff</p>	<p>Event held every term during dead week</p>
<p>Goal #2</p> <p>To attract more students of color, low income, and first generation students to become tutors.</p>			
<p>Action #1</p> <p>ALS and OMAS faculty and staff will meet at least once a year to discuss ways in which the offices can improve referrals and support for underrepresented students.</p>	<p>Arrange meeting with OMAS Director</p>	<p>Director ALS Directors TRiO Programs</p>	<p>By winter 2008</p>

Point 3: Building Critical Mass

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

Because of office works with many low-income, first-generation college students and those from groups underrepresented in higher education, ALS places high value on employing faculty and staff who share these attributes.

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

Currently the profile of ALS faculty and staff consist of 68% female and 14% underrepresented and 5% individuals with disabilities. Well over 60% of the students who use ALS services are themselves low-income, first-generation college, students with disabilities, older students or students-of-color.

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

We are a diverse group of faculty and staff and will continue to aggressively recruit to add more diversity. Low salaries are not even a regional draw and limited resources for recruitment restrict efforts.

<u>Goal #1</u>			
To attract persons underrepresented in higher education to ALS professional positions.	Measures short / long term	Responsible entity / Accountability	Timeline for Implementation
Action #1			
ALS will make concerted efforts to widen the recruitment net in order to notify, attract, and recruit applicants who are underrepresented in higher education.	Working with OIED and AA, ALS searches will use listservs, community groups, and other targeted resources to advertise job openings to nontraditional individuals.	Chair of search committee; Office Manager	From job announcement through closing of search.

Point 4: Expanding and Filling the Pipeline

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

The importance of expanding and filling the pipeline in higher education is a value shared among our faculty and staff and remains at the core of our mission to provide support for all students, especially those at risk for not succeeding in this academic environment.

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

The goals and objectives for two of our TRiO grants—Student Support Services and the McNair Scholars Program are 1) to retain and graduate low-income and first-generation students and students with disabilities at the undergraduate level and 2) to assist low-income, first-generation students and those from groups underrepresented in higher education in being accepted into doctoral programs. Both of these programs are intended to help expanding and filling the pipeline.

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

Although it is difficult to assess the impact of our efforts in this area, our faculty and staff have diverse socio-economic and racial backgrounds, and thus we are able to provide important mentoring to low-income and first generation students.

Goal #1	Measures short / long term	Responsible entity / Accountability	Timeline for Implementation
To increase the number of persons from underrepresented groups at the University of Oregon.			
Action #1			
ALS will participate in admissions programs, such as <i>Embracing the Future</i> , that help recruit students who would add diversity to the UO student population.	Participation is considered as part of employees' annual performance evaluations	Director ALS	Fall 2007

<p>Action #2</p> <p>ALS faculty and staff will serve on committees that review admissions applications and provide scholarships to non traditional students. (Currently four ALS instructors serve on the Diversity Scholarship Committee, one on Disability Review Committee, and one on Undergraduate Support Program admissions committee.)</p>	<p>Committee work is part of our work culture and is considered as part of employees' annual performance evaluations.</p>	<p>All faculty and staff</p>	<p>By spring 2008</p>
<p>Goal #2</p> <p>To increase the number of undergraduates, graduates, and professors from underrepresented groups in higher education across the country.</p>			
<p>Action #1</p> <p>ALS will continue to seek governmental funding, such as TRiO grants (Student Support Services and McNair Scholars Program), that provide academic, financial and personal support to nontraditional students (including low-income and first-generation college students, students with disabilities, and students ethnically underrepresented in higher education) and that encourage career aspirations to pursue PhD and join the professoriate.</p>	<p>Submit competitive grant applications for SSS and McNair funding.</p>	<p>ALS Director</p>	<p>As required for review funding by the Department of Education.</p>

Point 5: Developing and Strengthening Community Linkages

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

ALS serves many students who come from our immediate Eugene/Springfield area or who transfer to the UO from an Oregon Community college. The strength of community linkages affects perceptions regarding our academic community. In addition, good relationships soften a perceived town/gown split and demonstrate the relevancy and value of higher education within the larger local community.

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

Although as individuals ALS faculty and staff participate in the community and contribute to numerous social, economic, and cultural efforts, developing and strengthening community linkages has not been a high priority for our office.

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

This is an area that could use more attention to ensure effective and consistent communication. Coordinating services across institutions and off-campus groups will continue to be a challenge. Limited resources restrict our efforts in this area.

Goal #1	Measures short / long term	Responsible entity / Accountability	Timeline for Implementation
Action #1			
To inform those who might consider attending the UO about ALS services, especially those that low-income, first-generation students and students-of-color might find particularly helpful.	Coordinate with UO admissions and LCC regarding funding, publicity, enrollment, space, etc.	ALS instructor (currently designated as Becky Dusseau)	Early fall 2007
In collaboration with LCC, ALS will teach on a more consistent basis the transfer course that helps non-traditional students make the transition from a community college to the university.			

Action #2 ALS will participate in local high schools' Junior Night for parents of juniors and will offer low-fee SAT workshops to students.	Coordinate with area high schools and publicize SAT preparation alternatives.	Director and Associate Director	Winter 2008
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Point 6: Developing and Reinforcing Diversity Infrastructure

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

The infrastructure at the UO can be an invisible yet powerful factor in encouraging or discouraging efforts to communicate, support, and collaborate among diverse populations and disciplines. Policy manuals for the ALS components, such as the Teaching Effectiveness Program, tutoring program, SSS, McNair, have been written to explain policies and procedures for specific activities. These are written with an emphasis on the rationale and intended effect of established processes, especially those that relate to other offices serving non-traditional students, such as Financial Aid or OMAS.

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

Our relationships with other offices on campus are, for the most part, mutually supportive and effective. Changes in staffing and portfolios in campus offices (including our own) mean that we need to update our understanding of priorities, assumptions and program directions among departments and units across our academic community.

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

Our faculty and staff are eager to work collaboratively with other offices on campus to develop and reinforce diversity infrastructure. Inconsistencies in our efforts to update our knowledge of other campus programs on a regular basis can circumscribe our attempts in this area.

<u>Goal #1</u>	Measures short / long term	Responsible entity / Accountability	Timeline for Implementation
<p>To facilitate an infrastructure that supports and fosters cultural diversity at the UO.</p>			
<p>Action #1</p> <p>The Teaching Effectiveness Program will conduct workshops on issues related to diversity, including how faculty can use specific tools and techniques to assess their own behaviors as they relate to students' perception of their sensitivity to issues related to cultural, economic, and social diversity.</p>	<p>Number of workshops and participants; workshop evaluations</p>	<p>TEP staff will plan and implement.</p>	<p>Fall 2007</p>
<p>Action #2</p> <p>ALS faculty and staff will participate on committees or other programs that promote and support diversity among our students, faculty, and staff. (Currently, ALS has representation on CoDaC, LGBTQ, and the Non-traditional Student Union.)</p>	<p>Commitments will be made during ALS fall retreat; Committee work is part of our work culture and is considered as part of employees' annual performance appraisals.</p>	<p>All ALS faculty and staff</p>	<p>Fall 2007</p>

