UNIVERSITY ADVANCEMENT DIVERSITY PLAN 2007-08

FINAL

June 15, 2007

Note to readers: The plan was developed using a template that was provided by the Office of Institutional Equity and Diversity. The template emphasizes short-term achievable steps that can be evaluated and monitored. In the sections that follow, you will see goals and action items that include ways to measure progress, the person or unit responsible for the action item, and dates when action is expected or required on the item. This plan is intended to be a living document subject to modifications and adjustments. As approved by the Provost's office, the plan will be evaluated and updated continuously with an annual required progress report to the Provost.

To read the University of Oregon Diversity Plan or for information this planning process, please see http://vpdiversity.uoregon.edu/.

Questions? Committee members are available to answer questions and discuss the plan. Please feel welcome to contact any of the committee members with comments or questions.

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Overview of University Advancement Diversity Action Plan

Diversity Action Plan Summary: *The University Advancement Diversity Plan is intended to be a plan that Advancement managers and staff members will use regularly, update annually, and subject to continuous review. The plan emphasizes achievable action steps that provide a common framework for Advancement employees to use in discussing work projects. It includes strategies for staff members to gain a greater understanding of diversity issues and to further their professional development.*

    I.   Process for developing the plan:

A committee of ten University Advancement staff members developed the University Advancement Strategic Diversity Action Plan over a five month period. Vice President for Advancement Allan Price and his leadership team established the diversity planning committee that developed the plan, and reviewed the plan at key stages. Multiple opportunities were provided to all Advancement employees to learn about, review and participate in the plan's development. The plan calls for the establishment of an on-going University Advancement Diversity Committee and the inclusion of goals and action items in University Advancement work plans.

The process for developing the plan was inclusive and broad-based. Vice President for Advancement Price appointed the University Advancement Diversity Planning Committee in October 2006 with staff members representing each administrative unit of Advancement and different aspects of University Advancement functions. The committee was drawn from employee pools that included classified staff, officers of administration, and administrators. The committee generally used discussion and consensus to arrive at the plan.

The Committee met bi-weekly through the fall to develop a plan and more frequently as subcommittees. Committee members also participated in information sessions hosted by the University of Oregon Office of Institutional Equity and Diversity (OIED). Regular updates about the University of Oregon's diversity planning process were provided at departmental staff meetings. The plan was reviewed by Advancement leadership and disseminated to all Advancement employees by e-mail in January. Committee members followed up with calls to all Advancement staff members to alert them to the opportunity to comment on the plan. Comments were conveyed through web

submissions, e-mail, phone calls, and meetings. The committee also held an open forum February 14 to provide Advancement staff with the opportunity to comment on the Diversity Plan.

The committee members wish to express our appreciation to the University of Oregon Diversity Advisory Committee for the thoughtful and helpful notes from reviewers. The reviewers' efforts to understand and improve University Advancement's plan was commensurate with our committee's effort to develop the plan. The Committee received the Reviewers' comments and carefully considered the comments. The final plan incorporates changes and clarifications to the document based on the review.

The plan encompasses the six main points that the University of Oregon Diversity Plan requires each unit to address. Those points are:

1. Developing a Culturally Responsive Community
2. Improving Campus Climate
3. Building Critical Mass
4. Expanding and Filling the Pipeline
5. Developing and Strengthening Community Linkages
6. Developing and Reinforcing Diversity Infrastructure

While the committee began its work by developing goals and action items for each required point, the committee quickly concluded that organizing the plan by University Advancement functions prevented duplication of action items and made the plan more reader-friendly. The Six Main Points are included within the University Advancement Diversity Plan although assembled in a way that works well for University Advancement.[1]

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[1] Note to University Diversity Advisory Committee: One of the reviewers of the March plan asked for greater explanation of about how this plan's organization reflects the Six Main Points that are included in the university plan and are required for inclusion in unit plans. For example, *Point 1: Developing a Culturally Responsive Community* and *Point 2: Improving Campus Climate* connect to most areas of Advancement's mission and especially to our plan's *Infrastructure I: Leadership and professional development*, *Infrastructure Section II: Recruit and retain a diverse workforce*; *and Infrastructure Section III: Provide effective communication. Point 3: Building Critical Mass*

The plan also uses the University of Oregon definition of diversity: "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."[2]

After receiving the Diversity Advisory Committee's review of the University Advancement draft plan, the comments were considered, modifications were made to the plan, and it was resubmitted for final adoption.

II.   University Advancement's Mission and Guiding Principles: Diversity Value Statement

A commitment to diversity is at the core of University Advancement's mission and is central to all of the strategies Advancement professionals use to promote and support the University of Oregon.

Adopted in 2002, the current mission statement of University Advancement states that "University Advancement serves the University of Oregon by building and strengthening relationships with diverse constituencies that encourage investment in and support of the university, its programs and initiatives."

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obviously is embedded in *Infrastructure Section II: Recruit and retain a diverse workforce*, but also is enabled by *Infrastructure I: Leadership and Professional Development. Point 4: Expanding and Filling the Pipeline* depends upon successful execution of *Infrastructure I: Leadership and professional development* and also *External Relations Section I: Fundraising and Student Access (Scholarships).* Point 4 is also achieved through *Infrastructure III: Provide effective communication* and *External Relations Section II: Community connections, university boards, awards, and events. Point 5: Developing and Strengthening Community Linkages* occurs when University Advancement successfully implements its communication, fundraising and external relations goals as described in the last three sections of the plan. The staff that is capable of carrying out the goals and action items in those sections must also benefit and engage in on-going professional development and growth (as described in the first two sections of the plan).

[2] See appendix for OIED guidance

III. University Advancement's primary objectives, adopted at the same time as the mission statement, are to "position the university strategically in the minds of our various constituencies; and acquire the public and private resources to finance the strategic directions of the university."[3]About University Advancement (organization and resource statement)

University Advancement is a campus-based service unit of more than 110 full and part-time employees. University Advancement staff members work in offices in Portland and Eugene with many staff members traveling regularly around the state, to Salem and Washington, D.C., and to meetings and events with current and prospective university supporters throughout the United States and beyond. University Advancement supports central communications efforts through *Oregon Quarterly,* materials produced by Development Communications and Creative Publishing, and by the Office of Public and Media Relations. University Advancement also serves as the central web content provider for the main university web page.

University Advancement enjoys a strong base of support from its vice president who stands behind the mission statement of the division, and who is dedicated to implementing the university's Diversity Plan. This "top down" leadership is crucial to all elements of University Advancement's action plan. The smaller size of the division and individual work units provide a good environment for effective education, training and when appropriate, change. University Advancement units hold regular staff meetings that will allow the diversity trainings/professional development forums to be readily scheduled, manageable and conducive to strengthening Advancement's infrastructure. University Advancement's in-house professional design and web division when combined with the skills of its external relations officers (development, communications, public affairs, government relations, and marketing) give Advancement many of the tools necessary to be especially effective in supporting the university's diversity plan.

Units within University Advancement include the Office of Development (Annual Giving, Corporate & Foundation Relations, Development, Donor Relations, Gift Planning, Portland and Regional Development programs, Research and Prospect Management, and Special Events), Public and Government Affairs (Creative Publishing, Development Communications, KWAX, State and Federal Affairs, Public and Media Relations, and Trademark Management). The

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[3] From the University Advancement Mission statement adopted 2002 (see appendix)

University of Oregon Alumni Association, with its separate board of directors, reports to the vice president of University Advancement. The Associate Vice President of Institutional Affairs also reports to the Vice President of University Advancement. University Advancement is also the university's connection to the University of Oregon Foundation, a separate 501c (3) organization.[4]

University Advancement has some special organizational circumstances that the plan attempts to address. For example, Constituency Development Officers (CDOs), although contracted through the Office of Academic Affairs, report dually to their college dean and the Associate Vice President of Development. They generally share offices with the school or college that supports them. CDOs must implement goals and action items from both the University Advancement Diversity Action Plan and their respective schools or college's diversity action plans. Likewise, the University of Oregon Foundation is integral to University Advancement's mission, but it operates as an organization that is legally separate from the University of Oregon. Because of circumstances like dual reporting and legally separate organizations and budgets, the plan uses strategies such as professional development forums, common calendars, and work plans as tools to hopefully align separate entities around shared goals and initiatives.

According to the University of Oregon Office Of Affirmative Action, 69% of University Advancement's workforce is made up of women and 9.3% of the workforce members are people of color.[5] This compares to the AAEOE benchmark for the available workforce for the "external affairs" job group of 41% women and 8% people of color. This does point to success in our current recruitment and retention practices; it is the hope that this plan will build on these successes.

With the installation of a new Vice President for University Advancement in 2001 and the subsequent kick-off of Oregon's most ambitious fundraising campaign, University Advancement has been in a period of intensely focused work, growth, and review with changes to almost all aspects of the organization including: new procedures in the Office of Development beginning in 2002; the realignment of government affairs and media relations into a single department (Office of Public and Government Affairs) in 2005; the inclusion of Institutional Affairs as an aspect of University Advancement's portfolio in 2006; and the development and implementation of *Transforming Lives* throughout this period.

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[4] See organizational chart (see appendix)
[5] See October 2006 Diversity Strategic Planning Data Request (see appendix)

IV.   History of Diversity Efforts at University Advancement

This plan is University Advancement's first formal effort to develop a common diversity plan throughout University Advancement although a commitment to diversity is embedded in much of Advancement's work and in its current mission statement and primary objectives. Historically, all employment searches are conducted in close consultation with the Office of Affirmative Action. The Advancement workforce is unusually involved in community organizations both professionally and on their own time.

Some University Advancement units already address diversity issues as formal components of their work plans (e.g., UOAA). For example, the UOAA carefully considers elements such as age, gender, race and ethnicity, geography, and occupational background as an element of balancing board membership. The Office of Public and Government Affairs is charged with securing public resources for the university. In coordination with higher education associations such as NASULGC, AAU, and ACE, the university's state and federal legislative agendas have for decades closely monitored and advocated for need-based student aid, federal programs that provide access to groups that experience barriers to higher education, and other access programs that are essential to a public university. The Office of Development's fundraising goals include an ambitious effort to raise $100 million for student access (e.g., scholarships, fellowships). Communications offices regularly highlight diverse individuals and programs in campus communications vehicles and develop materials for campus units to use for student recruitment.

The committee's environmental scan found that awareness of campus diversity trainings and bias response resources is mixed among University Advancement employees. Many staff members desire greater dialogue and professional development about diversity issues. Many University Advancement employees regularly make judgments about how to portray the diversity of the university campus in written and visual materials and report a need to develop greater confidence in their judgment. Many staff members worry whether they are sufficiently cognizant of diversity resources that would improve their performance and effectiveness.

V.   University Advancement Diversity Action Plan – Key Themes:

 Several themes and ideas within the University Advancement Diversity Action Plan caught the attention of University Advancement's workforce during the review and comment part of the planning process. Those issues will be subject to close and continuing review and discussion as the plan is implemented. Many staff members resonated to the idea that "time" and "leadership" are key components to the successful implementation of the university's diversity plan, and those concepts and concerns are purposefully addressed in our plan.

Leadership: The committee discusses the role of leadership in several places in the plan, including "top-down leadership". While University Advancement is run in a collegial, team-oriented way with inclusive planning processes and most managers using goals and action items in formal or informal work plans, we are a service unit. As a service unit with many demands on the division's resources, decisions about what to prioritize are generally determined for our unit by campus priorities and campus leadership. At the same time, the appetite for Advancement's services sometimes seems insatiable and there are situations where modest additions to Advancement's workload result in substantial results. The committee included language about "leadership" purposefully to recognize that resources and priorities flow from the institution's priorities. *Time:* The last five years have been a period of intense engagement for University Advancement. The *Oregon Campaign*, rapid changes to communication and marketing vehicles, including the web, changes in philanthropy, new international opportunities, and uncertainty about the availability of public resources, particularly state and federal funding for enrollment, infrastructure, student aid, and research grants, require the application of skill and attention by external relations officers. As work units adopt new priorities, the plan tries to make clear that part of the process *must* be ongoing dialogue and evaluation that may involve the need for additional resources or changes to current procedures.

Benchmarks: Some University Advancement employees voiced concern about whether the suggested benchmarks, such as the generation of new reports, will be useful or instead unnecessarily time-consuming. The committee recommends retention of the reporting benchmarks in recognition that the action plan is a work in progress that will evolve. As a first foray, reporting benchmarks will be a tool to prompt regular discussions about the diversity plan.

The plan also makes permanent a University Advancement Diversity Planning Committee. The purpose of the committee will be to assist with implementation and review of Advancement's diversity plan and to provide a stable and knowledgeable forum for Advancement staff to use as a resource as we move forward with implementing the plan. The Committee may also serve as an initial point of contact for other campus units with diversity initiatives that have an interest in coordinating with University Advancement. We foresee a committee with staggered terms that will include representatives from each University Advancement department, classified and unclassified employees, and are representative of the breadth of the division. Current members of the Diversity Planning Committee have been invited to make up the membership of the on-going committee.

VI.   Implementing the University Advancement Diversity Plan

At an early training session for individuals charged with developing diversity plans, Vice Provost for Institutional Equity and Diversity used a stair case analogy to illustrate the importance of developing achievable goals and action items. The committee frequently referred to the stair case analogy when we questioned whether our plan is sufficiently ambitious and commensurate to the university's plan. The timing and sequencing of some of the plan's action items reflect a strategy of first ensuring that staff members are well-grounded in the university's diversity plan and Advancement's role in moving that plan forward. Therefore, action items associated with planning and goal setting, professional development, and internal communication are sequenced before action items that move Advancement towards greater engagement with external audiences.

To begin implementation of the plan, the co-chairs of the University Advancement Diversity Planning Committee will meet with Advancement's AVPs and managers with responsibility for implementing action items. Members of the on-going planning committee will be organized into teams to be a resource for Advancement staff as the unit begins implementing each section of the Advancement plan.

University Advancement also depends upon other units – particularly deans and administrators – to set priorities for the university. To engage in diversity enhancing fundraising activities, for example, will require coordination and communication among top university leaders to prioritize projects and opportunities.

University Advancement Infrastructure Section I: Leadership and Professional Development

Primary Objective: *To create and nurture an environment and culture within University Advancement that encourages an awareness of, commitment to, and ongoing engagement with the University Advancement Diversity Action Plan.*

Context: The following set of goals addresses changes to University Advancement leadership structure that will create the conditions for Advancement to effectively implement its own plan and to contribute in essential ways to the university's plan. These goals speak to the accountability measures that will help Advancement leadership meet its benchmarks.

These goals are informed by University Advancement's commitment to creating learning opportunities for advancement staff members to promote and participate in a culturally-responsive community. The goals below are a set of baseline "tools" for creating such a community. But, the goals and activities that will flow from on-going implementation of Advancement's plan will also result in dialogue, self-discovery, and other learning opportunities that will further inform and change leadership's approach to ongoing management of University Advancement and its diversity plan.

We recognize that the University of Oregon leadership is providing and fostering top-down leadership to make the campus climate welcoming to all. To promote a diversity-friendly campus climate, we recognize that staff members need the time and resources to make diversity a priority and that university commitment is manifest in form of time, commitment, and prioritization. Staff must participate in the development of ideas, implementation that makes sense in an individual's daily work, and in honoring a staff member's own experiences and diversity. Time and tools should come from the top-down. Ideas and approaches will come from all reaches of Advancement.

Time is an important theme in this section – in order for staff members to dedicate the time and attention that is necessary to create significant change, they must be given the time to succeed at their daily duties, as well as the time to commit to improving campus climate through discussion of issues, the development of actions that pertain to individual teams, and for meetings with central diversity staff and experts to address important issues. Ultimately, staff members who succeed at meeting their daily responsibilities will also succeed at incorporating an appreciation and understanding of diversity as an aspect of their professional growth and development.

Goals	Measures of progress short / long term *(Describe the methods you will use to measure the success of the action items and note the time frames involved.)*	Responsible entity / Accountability [6] *(Clearly specify who will be responsible for the implementation of this action item.)*	Timeline for implementation *(outline the expected time frame for beginning and / or completing your action item.)*
1. Develop and adopt policies and procedures to create a working environment that is diverse, inclusive, and equitable. 2. Develop and maintain an infrastructure to promote an ongoing commitment to the Diversity Action Plan (DAP), ensuring this plan is a "living document". 3. Promote top-down leadership within Advancement departments to create the necessary environment for commitment to the Diversity Action Plan to flourish.			
Action #1 Require Associate Vice Presidents (AVPs) to establish Diversity Action Plan-related diversity goals and action items in their annual goals and work plans.	*Assess annual University Advancement goals to determine if supportive of DAP	Vice President for Advancement Allan Price Assistant Vice President for Advancement Greg Stripp	September 2007[7]
Action #2 Conduct semi-annual review and update of AVP	*Production of semi-annual status report of	VP and AVPs.	January 2008

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[6] Note to reviewers: Generally, this plan limits individuals and offices named in the "responsible entity" section to University Advancement staff members. This was an area of discussion for our committee in the development of our plan. We concluded that our plan could not list or obligate individuals or offices outside of Advancement to carry out action items. It is assumed that University Advancement staff will look to university resources such as OIED, the Bias Response Team, Human Resources, etc., to implement action items such as professional development forums. However, in response to the reviewers comments, we now indicate areas where we expect to work especially closely with OIED. We also include deans and other university leadership under "responsible entity" when current procedures and practices are already in place (e.g., setting fundraising or government relations priorities).

and division diversity-related goals and action items. Review and publish results.	UA DAP including qualitative and quantitative assessment. *Report posted on UA website.	Creative Publications posts status report	
Action #3 All units and departments to include diversity-related topics in regular staff meetings in order to communicate the various aspects of and efforts related to the DAP.	*AVP evaluations.	AVPs, Unit heads	October 2007
Action #4 Create and commit a section of the existing University Advancement employee newsletter for coverage (e.g. unit successes and challenges, listing of resources, stories, guest columns) of implementation of the University Advancement diversity plan.	*Click through rates on emailed link to newsletter and features; *track number of returned suggestions for content/stories.	Creative Publications/Media Relations, newsletter editor.	October 2007
Action #5 Provide UA staff members with the time necessary to meet both their ongoing responsibilities as well as the time to dedicate to diversity initiatives outlined in this report.	*AVPs and Diversity committee members to poll staff members of respective departments formally (annual) and informally (as regular discussion item) during staff meetings; informal evaluation.	AVPs and unit heads, Diversity committee members.	January 2008
Action #6 Ensure that UO's definition of diversity is fully	*Definition is part of all orientation packages	Advancement Operations	October 2007

understood by all UA staff and the related constituencies with which we interface, and is distributed and posted thoroughly and consistently.	and is posted in division work areas.	Coordinators, Nancy Fish – UA Operations Coordinator (UAOC)	
Action #7 Include definition of diversity, diversity-related tools and contacts, and the UADAP in all orientation materials.	*Review of all unit/department orientation materials	UAOC, unit heads	October 2007
Action #8 Include diversity programming and UADAP updates in all UA retreats (both at department and division level).	*Annual review of retreat agendas	AVPs, unit/department heads, OIED	June 2008
Action #9 Make diversity resources readily available and visible to departments and division for presentations/ discussions. Provide Advancement staff with a department-based interface for securing resources, if desired.	*Inclusion of speakers and materials in staff meetings, retreats, and other professional development forums	AVPs, unit heads, Diversity committee, OIED,	October 2007
Action #10 Establish standing UA diversity committee, and ensure that committee maintains representatives from all UA work groups, and continues to monitor and evaluate a "living" UADAP.	*Annual appointment of diversity committee members	VP, AVPs	July 2007
Action #11 UA diversity committee meets semi-annually with AVPs to discuss diversity issues. For the 2007-08 action plan, the VP's Summer Planning meetings with Advancement staff will include diversity plan action items.	*Report of meetings	VP, AVPs	September2007

University Advancement Infrastructure Section II: Recruit and retain a diverse workforce

Primary Objective: *To provide the tools necessary to recruit and retain a diverse University Advancement workforce*

Background: This set of goals and action items relates to University Advancement hiring practices, and to the cultivation of highly skilled employees effective at operating within a diverse environment and acquiring resources from diverse constituencies. The action items involving recruitment range from increasing the knowledge of those who manage employment searches to an ambitious "grow your own" program that is designed to cultivate new employees who are broadly skilled.

Goals	Measures of progress short / long term *(Describe the methods you will use to measure the success of the action items and note the time frames involved.)*	Responsible entity / Accountability *(Clearly specify who will be responsible for the implementation of this action item.)*	Timeline for implementation *(outline the expected time frame for beginning and / or completing your action item.)*
1. Increase number of applicants from diverse pools that specifically include ethnic, racial, and gender diversity. 2. Develop employment and retention opportunities for potential applicants who may not have traditional experience required for specific positions. 3. Increase recruitment from existing UO student body. 4. Provide education and tools to University Advancement human resources staff to enable them to better connect diverse applicants with the			

Eugene/Springfield community.			
Action #1 Refine and regularly evaluate "standing" affirmative action advertising lists unique to specific University Advancement departments and professional levels.	*Advertising lists reviewed on annual basis. *Internally track responses of job applicants.	UAOC and unit operations coordinators	October 2007
Action #2 Create a complete inventory of professional organizations related to University Advancement professional staff; assess and evaluate employment services of these organizations; and include in all searches where appropriate.	*Assess breadth of advertising placements compared to previous year. *Internally track responses of job applicants.	UAOC, unit heads.	October 2007
Action #3 Provide central pool of opportunity funds to enhance job advertising, candidate travel, and relocation cost budgets.	*Track number of fund requests and measure number searches using opportunity funds for activities listed.	VP, Asst. VP	July 2007
Action #4 Implement (make at least one hire) in development Grow Your Own Program.	*Employee hired.	AVP Development	January 2008
Action #5 Evaluate expansion of Grow Your Own Program to balance of UA division.	*Detailed evaluation of program potential and recommendation delivered to VP.	AVPs for UOAA and PGA.	January 2008
Action #6	*Recurring budget	VP	June 2008

Provide central funding for expansion of Grow Your Own Program (if approved).	allocation.		
Action #7 Expand recruitment for entry-level positions to include UO students and recent graduates (e.g. Career Center, academic departments, ASUO student groups, UOAA student alumni association, AGP calling program).	*Measure increase in number of applicants and hires from UO student groups.	AVP of UOAA, Director of Annual Giving, UAOC, UOAA student alumni association	January 2008
Action #8 Work with central administration to develop "resource guide" and provide expertise to ensure all searches provide all applicants with an experience demonstrating diversity of the university and the Eugene/Springfield community.	*Development of resource guide *Consider responses from applicants about their visits to UO	UAOC, unit operations coordinators, UO Human Resources	October 2008
Action #9 Design comprehensive resource packet/orientation materials and deliver to all new hires within one week of hire.	*Development and distribution of packet; *survey new hires/recipients on value of packet.	Operations coordinators, Diversity committee	January 2008

University Advancement Infrastructure Section III: Provide effective communication about the University of Oregon Diversity Plan

Primary Objective: *To assist the University of Oregon through advance planning in the communications aspects of implementing the university diversity plan.*

Background: This set of goals is two-pronged: First, given the external focus of University Advancement, we need to make communication about diversity issues a priority, including planning for external communications in the event of incidents of bias; second, ensure that University Advancement staff members understand issues of bias from an external relations standpoint as well as the recourse available in the event of their own experience involving bias.

Advancement is externally-focused, and public perception greatly influences what we do and the decisions we make. There are many stories to tell about the university's success in meeting its mission, including many instances where the university's commitment to diversity advances the university's mission. University Advancement staff members must be proactive; making sure the university is well and thoroughly understood by diverse constituencies.

There will also be times when members of under-represented groups come forward with problems. Individuals are sometimes tempted to avoid negative publicity by making the least of controversial incidents and attempting to avoid, control, or limit discussion.

But a culturally-responsive community invites and encourages discussion about emotionally-charged issues, giving a voice to those who are marginalized and acknowledging the difficulty. Somehow, we must present the public image that we want to convey to our constituencies, even as we take an honest look at our diversity challenges.

How do we present ourselves in a positive light while shedding light on our challenges? The answer goes beyond this plan. The first steps are acknowledging the paradox and planning for effective communication.

Goals	Measures of progress short / long term *(Describe the methods you will use to measure the success of the action items and note the time frames involved.)*	Responsible entity / Accountability *(Clearly specify who will be responsible for the implementation of this action item.)*	Timeline for implementation *(outline the expected time frame for beginning and / or completing your action item.)*
1. External communicators, including public and media relations, government affairs, development officers, Creative Publications, and others with a responsibility for external communications, make communication about diversity a priority. 2. Respond openly to negative incidents, addressing the concerns of the community members involved and providing accurate information to stakeholders. 3. Create process that ensures immediate attention through individual discussion or referral in a non-threatening, collegial environment for all UA employees who may have a diversity or bias-related issue.			
Action #1 Develop a communications plan specifically addressing diversity issues.	Completion of plan.	Senior Director, Public and Media Relations	January 2008
Action #2 Provide Bias Response Team information to all UA employees.	Include resource information in forums, dissemination of diversity definition	Unit heads, UA Diversity Committee, Bias Response Team	October 2007
Action #3 Encourage unit heads and supervisors to participate in university-sponsored supervisor and	Track University Advancement participation in	AVPs, Unit heads	January 2008

diversity training sessions.	external trainings; participation part of individual work plans		
Action #4 Create an ongoing, semi-annual forum for UA employees to discuss diversity initiatives and to share experiences and knowledge.	Establishment of forum.	UA Diversity Committee, OIED.	January 2008, June 2008
Action #5 **Evaluate communications activities for opportunities to communicate with diverse constituencies**	Annual goals and evaluation for communications directors On-going evaluation	Senior Director, Public and Media Relations, Director of Development Communications, UOAA Communications, Integrated Strategic Marketing Committee (IMSC)	January 2008

External Relations Section I: Fundraising & Student Access (Scholarships)

Primary Objective: *To secure resources for scholarships and other initiatives to build the diversity of the University of Oregon student body*

Background: University Advancement is proud of its ambitious effort to secure resources for scholarship programs, a direction that was set for us by university leadership as a Campaign Oregon goal. We are also intensely aware of some of the financial and legal challenges associated with the designation of scholarship monies for specific groups or individuals with certain attributes. For example, development officers see a need for specific scholarship language and vernacular to use when discussing giving opportunities with donors and writing gift proposals. These goals and action items define the challenges and steps to advance our ongoing efforts to keep fundraising for scholarships a top priority. These action items also develop a model to identify and track other diversity related fundraising initiatives as those priorities are set by the provost, deans, and other academic and administrative leaders.[8]

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[8] Note to reviewers: Comments from the University of Oregon Diversity Advisory Committee suggest that our unit's efforts to highlight the importance of leadership, especially our decision to highlight scholarships as a fundraising priority, need further clarification. For example, in the area of fundraising, several reviewers expressed interest in seeing additional fundraising priorities, beyond scholarships, listed.

We have renamed this section to include "Fundraising" in the title and we have added an additional goal and two action items to External Relations Section I in response to the reviewers comments. New Action Items #6 and #7 calls for the development of an inventory of already identified fundraising priorities that will promote the university's diversity goals. However, fundraising priorities flow from processes that involve deans and other university leaders. Fundraising priorities are not set by University Advancement. We bring professional judgment to bear on the likely success of a fundraising priority and carry out actions to advance the priority, but the development of new fundraising priorities to advance diversity objectives must come from interaction and leadership by academic and administrative units.

Goals	Measures of progress short / long term *(Describe the methods you will use to measure the success of the action items and note the time frames involved.)*	Responsible entity / Accountability *(Clearly specify who will be responsible for the implementation of this action item.)*	Timeline for implementation *(outline the expected time frame for beginning and / or completing your action item.)*
1. Ensure that scholarship processes and policies (administration of scholarships as well as solicitation and creation of new scholarships) enhance the university's diversity goals, provide opportunities for all qualified applicants, and meet the needs of donors. 2. Raise and distribute both need and merit-based student aid that contribute to the university's diversity initiatives. 3. Raise and distribute funds for the identified diversity initiatives and priorities of the University of Oregon			
Action #1 Determine legal parameters of targeted financial aid gifts, especially as it pertains to diversity	Parameters (and gift language) approved and established.	VP, ED - UOF, UO and UOF legal counsel	October 2007

University Advancement is a service unit with many demands on the division's resources and many opportunities to support university initiatives. The unit's organizational structure involves complex reporting relationships. For example, development officers are often responsible to both deans and University administrators. It is essential that fundraising priorities be set in consultation with academic and other leadership. As the diversity plans of other units, including schools, colleges, and departments, are developed, University Advancement looks forward to engaging in discussion about how to prioritize the diversity initiatives and opportunities to secure new resources that will ensue from those plans.

initiatives.			
Action #2 Provide and require ongoing education and training to development and foundation staff as to legal parameters surrounding targeted financial aid gifts.	Incorporate training in Development Officer meetings.	VP, ED-UOF, AVP Development	October 2007
Action #3 Provide and require ongoing education and training to Admissions, Office of Student Financial Aid, and Deans' offices as to legal parameters surrounding targeted financial aid gifts.	Implementation of annual training sessions.	VP, ED-UOF, AVP Development	January 2008
Action #4 Complete inventory of existing financial aid gift funds and determine funds appropriate for benefiting diversity initiatives.	Inventory completed and results distributed.	Director of Donor Relations	January 2008
Action #5 Establish university and unit goals for financial aid gifts that benefit diversity initiatives.	Establishment of fundraising goals.	Provost, Academic Deans, VP.	July 2008
Action #6 **Inventory existing gifts that benefit diversity initiatives**	Inventory completed and results distributed	Provost, Academic Deans, VP Advancement.	July 2008
Action #7 **Inventory fundraising priorities that benefit diversity initiatives**	Inventory completed and results distributed	Provost, Academic Deans, VP Advancement.	July 2008

External Relations Section II: Community connections, university boards, awards and events

Primary Objective: *To broaden and strengthen University Advancement and the University of Oregon's connections to its diverse constituencies*

Background: University Advancement staff members support and assist many of the university's boards of advisors and University Advancement is the primary university liaison to the University of Oregon Foundation and UO Alumni Association. University Advancement also organizes activities that showcase the university to external constituencies and communicate regularly with public policy makers on behalf of the university.

This set of goals and action items addresses the need to consider diversity in the university's external relations including how to attract and honor diverse individuals who represent the university's commitment to diversity. We describe ways to evaluate current activities and awards that are supported by University Advancement staff. We also recommend steps to better represent the university's central leadership at important forums.

Goals	Measures of progress short / long term *(Describe the methods you will use to measure the success of the action items and note the time frames involved.)*	Responsible entity / Accountability *(Clearly specify who will be responsible for the implementation of this action item.)*	Timeline for implementation *(outline the expected time frame for beginning and / or completing your action item.)*
1. Strengthen partnerships with local community, state, national and international organizations. 2. Appoint diverse constituent-based boards and committees to represent campus units, the university and its affiliated organizations. 3. Educate constituent-based boards and committees about the university's diversity initiatives and engage their expertise, support, and relationships in the process of achieving university objectives.			

4. Strengthen outreach to diverse external constituencies.			
Action #1 Evaluate current roster of significant University Advancement events in terms of inclusion and appeal to diverse audiences	Production of event roster and written review.	Director of Special Events, AVP of UOAA	October 2007
Action #2 Use Advancement-sponsored events as a cultivation tool by including community leaders and diverse constituencies	* Review invitation lists for inclusion of community leaders * Evaluate	AVPs	October 2007
Action #3 Develop resource list to be used by UA event planners to heighten awareness of making events attractive to a broad base of constituents, and to use appropriate UA sponsored events to assist the university in achieving its diversity goals.	Development of resource list.	Director of Special Events, AVP of UOAA, OIED	October 2007
Action #4 & #5 *Develop and maintain comprehensive calendar of significant external events where the university should be represented. Target events and coordinate representation by key UO personnel. *Develop and maintain comprehensive calendar of significant university-sponsored events and use events to advance the university's diversity goals	Development of calendar; annual reporting and assessment of UO participation at external events.	Public and Government Affairs, Office of Government and Community Affairs, Development Office, Public and Media Relations, UOAA	October 2007
Action #6 Publicize the purpose and history of UO awards, better communicating the diversity of individuals	Awards database updated and linked from the diversity site	Creative Publishing/Public and Media Relations	October 2007

and accomplishments honored by the university. Edit the current awards database site to include biographies and other information.			
Action #7 Conduct a comprehensive membership inventory of major university boards and committees (define these groups).	List of boards and committees defined, inventory completed.	VP, Asst. VP.	January 2008
Action #8 Conduct comprehensive inventory of school, college, and other unit-based advisory boards (define these groups).	List of boards and committees defined, inventory completed.	Appropriate unit heads, CDOs, OIED	January 2008
Action #9 Design procedures for annual update to board and committee membership data.	Procedures and database designed, data input.	UA Diversity Committee	January 2008
Action #10 Develop and implement board and committee orientation module dealing with university diversity initiatives and UA DAP to increase awareness of these groups .	Module developed and orientations held	AVPs, ED - UOF, UA Diversity Committee	January 2008

Action #11 Develop board and committee diversity-related subcommittees and/or goals when appropriate to make use of expertise, contacts and diversity of these groups.	Annual Report.	AVPs, ED-UOF	July 2008
Action #12 Research philanthropic behaviors of individuals from diverse backgrounds; educate development and alumni staff.	Development officer training module developed	AVP development, Director Research and Prospect Management	April 2008
Action #13 **Develop proposal for outreach program to diverse constituencies.**	Research models to identify alumni with an interest in diversity issues or alumni who would have an interest in participating in programs geared to diverse constituencies; Identify models for outreach program	AVP of UOAA, AVP of Development, Donor Relations Director, OIED	July 2008

Respectfully submitted June 15, 2007 by the University Advancement Diversity Planning Committee:

Co-chairs: Assistant Vice President for Advancement Greg Stripp and Federal Affairs Director Betsy Boyd
Members: Ed Dorsch
                  Eric McCready
                  Maureen Procopio
                  Jan Oliver
                  Lauren Peters
                  Shannon Rose
                  Lyn Smith
                  Susan Thelen

Appendix

April 24, 2007

Allan Price
Vice President
University Advancement

Dear Vice President Price:

Enclosed you will find the written review of the Strategic Diversity Plan for University Advancement.

This review has been compiled by the Diversity Advisory Committee (DAC) as commissioned by President Frohnmayer and includes comments from Provost Brady with additional remarks from the General Council to follow.

The DAC will continue to be a supportive resource as you work to revise and update your plan for final adoption by June 15, 2007.

After you have had a chance to review the critiques, I encourage you to contact my office to go over the next steps or if you would like to meet and discuss this evaluation. My assistant Jenny can help set something up and you can reach her at 346-3186 or jenb@uoregon.edu.

You can find the strategic planning template and additional resources on the OIED website at http://vpdiversity.uoregon.edu/. More information will be available periodically.

Your individual efforts are paramount to this university wide endeavor and I look forward to seeing results as these efforts begin to positively impact our campus and community.

Sincerely,

Dr. Charles Martinez
Vice Provost

Strategic Diversity Plan Review

Completed by the University of Oregon Diversity Advisory Committee, appointed by President Dave Frohnmayer and chaired by Dr. Charles Martinez, Vice Provost, in accordance with the UO Diversity Plan adopted by the University of Oregon Senate in 2006

University Advancement
(Name of School, College or Department submitting plan)

March 2007
(Date of Review)

Reviewer #1

- **Consistency with strategic directions outlined in the University Diversity Plan**

The diversity strategic action plan for UO Advancement is extremely well-aligned with the UO Diversity Plan and makes very good use of the template and resource guide provided by OIED. Each of the six content areas from the UO Diversity Plan are considered in the document, but the unit committee choose to organize the plan according to the major activities: leadership and professional development, recruit and retain a diverse workforce, provide effective communication regarding UO Diversity Plan, and external relations (student access, community connections. While this is a reasonable and appropriately contextualized approach, it would be helpful to see additional rationale for this organizational structure based on the primary functions of the unit. It also would be helpful for the unit to provide more details about how each of the six core content areas from the UO Diversity Plan are addressed within this organizing structure and the strategies that flow from it.

These concerns are minor, and there is no question that the activities proposed are very consistent with directions outlined in the UO Diversity Plan.

- **Appropriateness of targeted actions given specified college, school, and unit challenges**

This plan is exemplary in many ways. In fact, if this unit is able to realize the goals that it sets forth in the strategic plan, it may be among the units with the greatest impact on realizing the diversity goals that are part of the UO Diversity Plan.

It is clear that the unit made a strong effort to assess the current environment in advancement through internal engagement. The strategies that are put forth from this analysis are generally clear, salient, measurable, and realistic. In terms of targeted strategies, there simply are no glaring weaknesses in this plan. There are some missed opportunities, however. For example it is disconcerting that despite the thoroughness of the proposed efforts, there appears to be little reference to accessing other support services on campus to assist the unit in realizing the goals (particularly glaring is that there are very few references to possible collaboration with OIED). Also, given the important role that Advancement plays in generating pathways for external support for UO initiatives, it is disappointing that the only reference to fund-raising activity was directed toward student scholarships. What Advancement activity could be harnessed to support seeking resources to support campus diversity initiatives and/or initiatives that would generate from the schools and colleges?

The planned strategies involving enhancing communications about UO diversity initiatives and more broadly engaging alumni are particularly laudable focal areas in this plan that could dramatically impact overall campus diversity efforts.

- **Appropriateness of measures to track progress on strategic actions**

One positive side-effect of the focus on realistic strategies is that the measurement plan is straightforward, specific, and likely to yield useful data about progress towards outcomes for this unit. In most cases the progress markers seem appropriate and sensitive to change. Excellent work in this area.

- **Clarity of responsibility for implementation of each proposed action**

All proposed strategies address implementation responsibility. This is a noteworthy strength of the effort in this unit. One issue to consider prior to adoption is about how those individuals and groups steering these efforts will coordinate interaction across this substantively and geographically diverse unit. Also, it would be useful to more fully describe the role that the committee that developed the strategic plan might play in tracking progress as the plan is implemented.

- **Sufficiency of resource allocations**

There is no substantive discussion in the plan about what unit resources (e.g., time, energy, and budget) will be brought to bear on the proposed actions. There is an apparent commitment to bring some resources to bear as the plan is implemented but this aspect is not adequately addressed. While the "wait and see" approach is somewhat understandable given that the UO administration has not directed any new funding to units to support diversity efforts, this unit is among the most important unit to lead efforts to identify new resources that might allow the UO to more effectively prioritize new initiatives.

- **Feasibility of implementation**

This plan is immensely implementable and the majority of proposed strategies proposed seem very feasible. The widespread involvement of unit constituencies in the planning contributes further to confidence that plan is likely to be implemented successfully. The timelines provide more clarity about implementation sequencing, but it would be helpful to see additional rationale for why certain strategies will be initiated at particular times.

- **Level of involvement of unit constituencies during the planning process**

There is evidence of widespread engagement in the planning process among staff in this very diverse unit. This is a remarkable achievement. While many Advancement staff were engaged in the planning process, it is unfortunate that there seemed to be minimal effort by the unit to seek information from external constituencies (e.g., alum, donors, etc.) about the strengths and weaknesses of the unit and the merits of the proposed efforts.

- **Reviewer Summary**

The diversity strategic plan for Advancement is superb in many ways. Even in this immensely diverse and heterogeneous unit, there was a very successful effort to engage unit members in this proactive and thoughtful planning effort. The proposed actions are well-aligned with the UO Diversity plan, flow from identified challenges in the unit, and are innovative and proactive. There is little doubt that this unit will accomplish many of the goals that are set forth in this plan, assuming sufficient resources and progress tracking efforts are put into place. The committee and unit leadership are to be commended for an exemplary effort. While there were many strengths, a few weakness are also noted including lack of focus on funding-raising potentials other than student scholarships, lack of involvement of external constituencies in the planning process, lack of a centralized plan to coordinate efforts across the unit, and lack of analysis of the resource needs for the plan. These minor concerns are very addressable in an otherwise superb plan.

Reviewer #2

- **Consistency with strategic directions outlined in the University Diversity Plan**

This plan responds well to all six points in the University Diversity Plan

- **Appropriateness of targeted actions given specified college, school and unit challenges**

See page 15 of this Plan; Action #5 indicates that UA staff will be given time necessary to meet both ongoing responsibilities and diversity indicatives; good idea, and is there a way that one may inform the other and they are in fact, one responsibility? Desire is to ensure that initiatives are ongoing as well and are integral to what is perceived as an ongoing responsibility. Refer to 'Action #4 above, in integrating coverage of "diversity items/agenda" as part and parcel of the ongoing employee newsletter. News, reports that engage these issues should of course be an expected part of any communications.

See page 16; Action #9 indicates, in pertinent part, the intent to: "make diversity resources readily available and visible to departments and division for presentations/discussions…" This is to be accomplished by "Inclusion of speakers and materials in staff meetings retreats and other professional development forums" as the measures of progress toward this action. It is unclear, however, how these speakers and materials will be identified, who what resources currently exist or from where this information will be gleaned. This information would help determine how successful these efforts may be in reaching the desired end; can also provide information to determine what is not known so that it can be sought.

See page 23; Action #1 is an excellent recitation of an initiative that has been reviewed and established for enactment, with a timeline established for implementation. It is a most appropriate target to reach a considered goal in response to achieving a specific end.

- **Appropriateness of measure to track progress on strategic actions**
See page 22; Action #4 is, on its face, responsive to the goal to: "provide effective communication about the University of Oregon Diversity Plan" to the University Advancement Infrastructure (see page 20). It is an excellent idea for communicating information with and among those who share these goals and do this work so as to stay abreast of current developments.

However, there is no wording present to indicate how these proposed semi annual forums will serve the UA infrastructure, measures to determine their efficacy in this regard. As to when they will occur. (I know that the date indicated January 3008 is a typo) I trust that the timelines are noted as estimates of the time needed to develop these plans, but it is always helpful to be able to parse out the work to be accomplished in developing this idea so that you can be best informed about the work to be done/who is needed/what information is required/etc.

See page 17: UA Section II: Recruit and retain a diverse workforce. On page 19, Action #7 is certainly responsive to the goal, and includes important collaborations with campus units. This is also a place to ensure that these groups being engaged are representative bodies of the diversity that you seek.

I note specifically, the UOAA student alumni association, and, if this information is not known already, would suggest engaging them in conversation about the width and breadth of their outreach and membership; not unlike the challenges and opportunities that are faced by the UO Alumni Association. If they are not as representative as would support the University's diversity mission, they are clearly missed, invaluable opportunities for the associations, for the institutions and for potentially interested alumni.

- **Clarity of responsibility for implementation of each proposed action**
Generally, there are names provided as centers of responsibility for each action proposed. I would caution, however, to be as specific as possible so that there is an assumed or assigned individual/group/team that represents the unit's shared mission. This is also a good way to gauge the representation of the constituents who are to be served by this plan to ensure their inclusion in both the creation of the plan and its execution.

- **Sufficiency of resource allocation**
There appears to be no concern expressed about a lack of resources, either time or money or personnel. It is helpful, however, to ensure as much specificity as possible in delegating responsibility so that it is clear who is responsible, and provides a fuller picture of how many of the targeted constituency is included in the process.

- **Feasibility of implementation**

The initiatives suggested seem feasible given the care with which goals were considered, actions designed to respond. I am not clear, however, with how the timelines were determined, and while I trust that they are appropriate, an explanation of how the actions would be implemented would serve as a point of reflection by which the progress could be measured and, where appropriate, recalibrated to portray a more accurate date for completion

- **Level of involvement of unit constituencies during the planning process**

As explained on page 5 of the UA Plan, the committee responsible for creating this writing represented each unit within University Advancement and opportunities were made available for review and input from all members of UA. While this representation is truly thoughtful, I believe that the inclusion of student and greater University community voices would have provided important perspective and agenda considerations. These voices included in both the planning process and with the opportunity to weigh in via community focus groups or other gatherings, would have enhanced the development of the wide ranging agenda and ideas that emanated from the committee.

- **Overall Comments**

This is a very thoughtful plan that has defined the work of diversity for this unit as particularly wide-ranging and intrinsic to those issues that touch our University lives and mission in profound ways; from the way in which messages are conveyed, to defining which messages are communicated, what kind of information is promoted, whose voices are represented and whose presence informs the work of University Advancement.

The strengths are the involvement with each unit to look carefully about how decisions within that group's purview are reflective of all the public, with some noted attention to the alumni of color who are least represented either in employment or service or widely included in University affairs. It is comprehensive in reach and commits the entire unit to reflect fully on the individual work of each office, but with an eye to its relationship to the whole.

The challenges remain in more fully defining the expertise or training needed to accomplish tasks, i.e. identification of what kind of training in diversity or cross cultural communication or cultural competence is required. As UA has defined outreach for employment and professional development as a goal, extending itself to minority media and other media contacts not historically engaged, may also result in access to alumni not currently involved in UO affairs. These contacts can be sustained relationships that encourage internship and other pipeline programs that open up career options to campus communities with whom there is no historical interaction.

Because of the strength of the commitment made to creating a diverse unit that is responsive and responsible to the entirety of the constituency served, there is a very high likelihood that it can contribute mightily to realizing a more diverse employment pool for both internal positions and external. The success in communicating to a wider range of the community augurs well for important collaborations with media, funding, and alumni service rolls.

Reviewer #3

The Vice President for University Advancement Plan was consistent with the 6 key elements. The plan clearly states the Mission, Values and Goals of the Unit that ties back to the University of Oregon's Diversity Plan. It detailed with extreme clarity the how the unit was involved and the ownership that everyone felt in developing the plan and in the implementation of the strategies.

Due to the critical mission of this Unit I would highly recommend the creation of a new position that would have multicultural skills to be able to enhance the outreach for this unit.

DAC Summary Review

Additional DAC members concur with the evaluations as submitted above. This document is easy to read, thoughtful, and reflects great effort in engagement.

The appendix of information regarding the unit is helpful and appreciated. The environmental scan is also good. The goals were well formatted and feasible. The detail in the plan is impressive. Consider adding rationalization for setting target dates and making clear who needs to be involved to inform and initiate. Reviewers understood the trickle down theory regarding time and money but not how this works for action items to get from 'point a' to 'point b'.

There are no glaring weaknesses in this plan however, there may be missed opportunities. The base building is really great but the commitment to accomplish the goals could be better. Leadership, time and the need for adequate benchmarks are addressed but do not reflect the consideration of this units own natural resources. For example, beyond proposed scholarship work there is no real commitment to generate dollars. Have you considered reaching out to alumni of color?

The recognition that Public Relations and Marketing is a major issue for the UO can also be an indicator for great opportunity to set goals and promote skill around this.

The Office of Institutional Equity and Diversity is not mentioned in the plan but could be acknowledged as a resource.

The Office of the Vice President for University Advancement may possibly have the most opportunity to influence the university wide strategic plan efforts through the work done by the unit. This plan is a great start for those efforts and if the suggestions are considered and implemented, this may be the best plan on campus. This is exemplary work and a job well done.

Comments form Linda Brady, Senior Vice President and Provost

A very thorough plan. Well-defined process involving all relevant constituencies and good leadership (Betsy Boyd & Greg Stripp) that enhances potential for successful implementation. Consider fund-raising opportunities beyond scholarships (Office of Provost plan proposes collaboration in development support.) Leverage work of OIED and strengthen outreach to alumni of color.

Procedures for Review and Comment

Reader's Guide:

Background on the development of the plan: **In May, 2006, the Provost's office asked campus organizations to develop strategic diversity plans. Vice President for Advancement Allan Price appointed the University Advancement Diversity Plan Committee in October 2006. The committee was charged with developing an action plan for advancement staff members to use in implementing the University Diversity Plan. The university president, vice presidents, schools and colleges, and the ASUO are also developing diversity plans specific to their day-to-day responsibilities and organizational missions.**

The University plan describes six main points that are to be considered in each strategic plan. All of the plans are expected to address these six strategic directions:

1. Developing a Culturally Responsive Community
2. Improving Campus Climate
3. Building Critical Mass
4. Expanding and Filling the Pipeline
5. Developing and Strengthening Community Linkages
6. Developing and Reinforcing Diversity Infrastructure

The University of Oregon definition of diversity is:

"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."

Broadly speaking, committee members represented all aspects of Advancement. The committee approached its work by participating in the university-sponsored sessions on how to develop diversity plans and in sub-committees organized around the university plan's six strategic directions. Periodic updates on the diversity advancement plan have been made at all advancement staff meetings. Some units have regularly discussed the diversity plan at standing staff meeting.

Commenting on the Draft Advancement Diversity Plan: The committee respectfully requests all members of the advancement staff to review the draft plan. Comments will be accepted until Friday, February 16, 2007. Comments can be submitted via the following vehicles:

- Written comments are preferred.

- Written or verbal comments may be provided to:
    - UA Diversity Committee members from your department (see below for complete committee listing)
    - Any UA Diversity Committee member
    - Your supervisor or AVP
    - Betsy Boyd or Greg Stripp

- Written comments only:
    - Online form: http://advancementdiversity.uoregon.edu
    - Nancy Fish (nfish@uoregon.edu)

- All department heads are encouraged to formally address this plan at a staff meeting. If a staff meeting is not scheduled prior to February 16, you are encouraged to gather staff to discuss this plan and its impact on your department.

- A forum open to all UA employees will be held from 10:00 – 12:00 on Wednesday, February 14, 2007 in the EMU Maple Room.

The committee particularly encourages units to consider the plan's recommendations for work plans and to provide comments and recommendations for additions, deletions, or other modifications for the plan. After the comment period closes, the committee will submit a final draft plan to the Vice President for Advancement and his AVPs for review and submission to the Provost.

This plan is intended to be a living document subject to modifications and adjustments. Once adopted, it will be evaluated and updated continuously with an annual required progress report to the Provost.

Note to readers: The plan was developed using a template that was provided by the Office of Institution Equity and Diversity. The template emphasizes short-term achievable steps that can be evaluated and monitored. In the sections that follow, you will see goals and action items that include ways to measure progress, the person or unit responsible for the action item, and dates when action is expected or required on the item.

To read the University of Oregon Diversity Plan or for information this planning process, please see http://vpdiversity.uoregon.edu/.

Questions? Committee members are available to answer questions and discuss the plan. Please feel welcome to contact any of the committee members with comments or questions.

UNIVERSITY ADVANCEMENT
Mission and Primary Objectives
Adopted March 2002

Mission Statement of University Advancement:

University Advancement serves the University of Oregon by building and strengthening relationships with diverse constituencies, which encourage investment in, and support of the University of Oregon, its programs, and its initiatives.

Primary Objectives of University Advancement:

- Position the university strategically in the minds of our various constituencies.
- Acquire the resources—public and private—to finance the strategic directions of the university.

University of Oregon
UNIVERSITY ADVANCEMENT
Updated 8/8/07

UO President
Dave Frohnmayer

University Advancement
Allan Price
Vice President

Barbara Moore
Special Assistant
to the Vice Prsident

Greg Stripp
Assistant Vice President
for Advancement

Development Office
Shane Giese
Associate Vice President

Alumni Association
Dan Rodriguez
Associate VP for Alumni Affairs

Jordan Schnitzer Museum of Art
Robert Melnick
Executive Director

Institutional Affairs
Jan Oliver
Associate Vice President

Public and Government Affairs
Michael Redding
Associate Vice President

Central

Special Events

Donor Relations

Corporate and
Foundation Relations

Gift Planning

Research and
Prospect Management

Annual Giving

Regional Program

Constituencies*

Architecture and
Allied Arts

Law

Arts and Sciences

Lundquist College
of Business

Oregon Bach Festival

Education

Knight Library

Music

Museum of Art

Museum of Natural
and Cultural History

Journalism and
Communication

Athletics

Public and Government Affairs

Public and Media Relations
Phil Weiler
Senior Director

Creative Publishing
Guy Maynard, Director
Editor, Oregon Quarterly

Development Comms
Ann Mack
Director

Trademark Management
Matt Dyste
Director

Government & Cmty Rela's.
TBA (new)
Director

KWAX
Paul Bjornstad
General Manager

*Constituency Development Officers report jointly to
the dean or director of the designated academic unit
and the Associate Vice President for Development.

University of Oregon
UNIVERSITY ADVANCEMENT
Updated 8/8/07

UO Foundation
Board of Trustees
ExecutiveCommittee

University Advancement
Allan Price
Vice President

Staci Knabe
Executive Assistant
to the VP

DeAnna Hoying
Office Specialist 2

Karen Kraft
President and CEO

Barbara Moore
Special Assistant
to the Vice President

Greg Stripp
Assistant Vice President
for Advancement

Nancy Fish
Operations Coordinator
(.80)

Development Office
Shane Giese
Associate Vice President

Leslie Wolgamott
Executive Asst.

Karen Scheeland
PGA
Coordinator

Public and Government Affairs
Michael Redding
Associate Vice President

Julie Gray
Administrative
Program Spec (.75)

Institutional Affairs
Jan Oliver
Associate Vice President

Julie Jensen
Executive Support
Specialist 1

Alumni Association
Dan Rodriguez
Associate VP, Alumni Affairs

Jordan Schnitzer Museum of Art
Robert Melnick
Interim Executive Director

Miriam Jordan
Executive Assistant

Development Office branch

Susanne Queck — Office Specialist 2
Carole Daly — Senior Dir., Development and Leadership Gifts
Jay Nelapati — Budget Manager
Kim Molinari — Personnel Services Manager
Tina Fenley — Budget Assistant
Laura St. John — Office Specialist 1
TBA (new) — Office Specialist 2
David Jones — Information and Technology Manager

Fundraising Programs

Shawn Fincher — Assistant Development Officer
Peg Renkert — Corty Partnerships
Deon Black — Info Tech Consultant
Ellen Bryan — Director, Strategic Prospect Donor Rsch

Constituency Development

Jane Scheidecker — Oregon Bach Festival Dir., Major Gifts
Patty Krier — Museum of Natural and Cultural History
Karen Shaw — Director of Development
Amy Marschall — Office Specialist 2

Public and Government Affairs branch

Shannon Rose — Administrative Program Assistant

Public and Media Relations
Phil Weiler
Senior Director

Pauline Austin — Deputy Director
Jim Barlow — Dir., Science, Research, and Internal Commns.
Zack Barnett — Publications Editor
TBA (new) — Director Media Relations

Gov't & Cmty Relations
TBA (new)
Director

Betsy Boyd — Federal Affairs Director (.75)
Tim Black — Director PGA Projects
Eric Stilwell — Administrative Program Specialist

KWAX
Paul Bjornstad
General Manager

Catriona Bolster — Music Director
Rocky Lamanna — Operations Director
Jack Fleming — Program Director (.25)

Trademark Management
Matt Dyste
Director, Brand Management

Nita Nickoll — Assistant Director
Lisa Cannell — Administrative Program Assistant
Gail Wilkie — Office Specialist 1 (.60)

Development Comm
Ann Mack
Director

Ed Duench — Public Info Rep 2
Melody Leslie — Public Info Rep 2 (.75)

TBA (Gray) — Office Specialist 2 (.50)

Shelly Cooper — Office Specialist 2 (.50)

Creative Publishing
Guy Maynard, Director and Editor, Oregon Quarterly

Susan Thelen — Director, Advertising and Marketing
Taper Wickel — Info Tech Consultant 1
Stephanie Chaney — Administrative Program Assistant
Colin Miller — Design Director
Ross West — Managing Editor OQ (.75)
Tim Beltran — Public Info Rep 1 (web designer)
Jeanne Maasch — Director Special Projects (.50)
John Crosiar — Assistant Director/ Senior Editor
Scott Skelton — Publications Editor (.75)

Lori Howard — Public Info Rep 2
Tim Jordan — Public Info Rep 2
David Goodman — Public Info Rep 2
Marlitt Dellabough — Public Info Rep 2

Institutional Affairs branch

TBA (new) — GCR Assistant

Alumni Association branch

TBA (Kloiber) — Associate Executive Director
Lyn Smith — Accounting Manager
Mary Glenn — Office Specialist 2

Jennifer Casey — Deputy Director Alumni Comms.
Lisa Fortin — Assistant Director Student Mbrship
Paula Jensen — Office Specialist 1
Christine Wilde — Data Entry Operator
TBA (new) — Asst Dir. Mbrship and on-line Comms
Lauren Peters — Office Specialist 2
Shelley Lowery — Office Specialist 1
TBA (Curry) — Sr. Asst Director Alumni Relations

Emily Boyd — Assistant Director Alumni Relations
Stephanie Edwards — Assistant Director Alumni Relations
MaryLou Singleton — Office Specialist 2

Jordan Schnitzer Museum of Art branch

TBA (new) — Director Communications

Lisa Abia-Smith — Director Education
Sharon Kaplan — Museum Educator
Liz Parr — Studio Coordinator (.5)

Kurt Neugebauer — Interim Dpty Director Operations
Brian Grass — Facilities Services
Jonathan Smith — Tech-Preparator
Jackie Barbera — Assistant
Christy McMannis — Financial Services Coordinator
Jason Anlicino — Custodian (.5)

Larry Fong — Associate Director Interim Dpty Curator
Jean Nattinger — Registrar, Collections Manager
Richard Gehrke — Exhibitions Manager
Deborah Smith — PR/Marketing/ Membership
Charles Lachman — Curator of Asian Art (.10)

CENTRAL

Charity Feeney — Office Specialist 2
Special Events — Tammy Lutz, Director
Steven Remington — Assistant Director

Corp.n Fdn Relns.
Paul Elstone
Senior Director

Anne McGinley — Program Manager (.75)
TBA (new) — Grant and Proposal Manager
Jennifer Flores — Director of Development (PDX)

Sarah Koski — Office Specialist 2

Kathy Holsten — Executive Support Specialist 1

Donor Relations
Janet Fratella
Director

Jeff Brown — Office Specialist 2
Dale Gant — Associate Director Scholarship Mgt.
Marisa Thompson — Assistant Director
Ann Reeder — Assistant Director (.50)

Gift Planning
Hal Abrams
Senior Director

David Gant — Director of Development
TBA (new) — Director of Development
Lynn Cole — Assistant Director
Debbie Andux — Administrative Program Assistant

Rachel Hall — Office Specialist 2

Rsch/Prospect Mgt.
Priscilla Elder
Director

Dale Luxford — Program Manager
Ryan Stoner — Office Specialist 2
Maureen Procopio — Associate Director
Denise Storr — Research Analyst 2
Cary Lieberman — Research Analyst 2
TBA (Andrews) — Office Specialist 2
TBA (Procopio) — Assistant Director Donor Research
Shannon Cocke — Research Analyst 2
Mary Larios — Research Analyst 2

Annual Giving
Carlyn Schreck
Director

Donelle Manton — Office Specialist 2

Ryan Hire — Associate Director President's Assoc's
Regan Moreland — Program Manager
Jennifer King — Dir. of Development Qualifications
Richard Ericson — Program Manager Telefund
Beverly Day — Program Manager

Regional Program

TBA (Shaw) — Pacific Northwest
Martie Steiginder — Office Specialist 2
John Manetti — N. California and eastern states
Kathryn Owen — So. California, and San Diego Cty
Eric McCready — Int'l Devel. and Scholarships
Luz Keilis — Regional Program Assistant
Candace Horter — Portland
TBA (Horter) — Director of Development
Sheila Harrison — Office Specialist 2

CDOs*

Arch. & Allied Arts
Joseph Hunter

Cindy Landeen — Associate Development Officer

Arts & Sciences
Jane Gary

TBA (Shuler) — Director of Development
TBA (Walker) — Director of Development
Sara Mason — Associate Development Officer
TBA (Leininger) — Director of Devel Communications

Education
Andrea Wiggins

Kate Feeney — Assistant Development Officer

Music and Dance
DeNel Stoltz

Dana Clark — Assistant Development Officer

Duck Athletic Fund

Law
Matt Roberts

TBA (Manton) — Assistant Director

Lundquist Coll of Busn.
Gary Cordova

Chip McPhee — Director of Development
Shauna Whidden — Director of Development
TBA (Bolin) — Director of Development
Chris Stutz — Mgr., Office and Board Relations

Knight Library
Lisa Manotti

Donna Pollinger — Development Assistant

Jour. & Comm.
Tara McMahon

Jennifer Bell — Assistant Development Officer

*Constituency Development Officers report jointly to the Dean or Director of the designated academic unit and the Associate Vice President for Development.

University Advancement
Diversity Strategic Planning Data Request

University Advancement		
Total Employees	97	
Male	30	30.93%
Female	67	69.07%
White	88	90.72%
People of Color	9	9.28%
Unclassified Employees	59	60.82%
Women	36	61.02%
People of Color	4	6.78%
Classified Employees	38	39.18%
Women	31	81.58%
People of Color	5	13.16%

Department within University Advancement	Women	People of Color
UA Development Program	79.66%	11.86%
UA Public & Govn't Affairs	50.00%	3.13%
UA Office of Vice President	66.67%	16.67%

Availability – OA Job Group External Relations	
Women	41.05%
People of Color	8.06%

Source: Penelope Daugherty, Director
Affirmative Action & Equal Opportunity
University of Oregon
Transmitted October 18, 2006 by e-mail

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University of Oregon
Strategic Diversity Action Plan

</div>

For _____

<div align="right">

College / School / or Unit

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I. Description of the units mission / guiding principals

This section should reflect the content of the units mission statement and/or vision statements with a clear description of the general principals used to direct the work of the unit

II. Organization structure / Unit org. chart

This section should reflect the members of the unit and the reporting structure that pertains to the members.

III. History of diversity efforts in unit

Please describe current or past efforts used by the unit to promote diversity or create change in the unit. Describe the effectiveness of the efforts.

IV. Resource Statement

Create a unit resource statement – talk broadly about resources, energy, time and money.

V. Detail process for plan development and describe committee

How will this Action Planning Committee operate? Who are your committee members and how were they selected?

VI. Diversity value statement

Articulate why diversity is of value to your unit? Where does it intersect with your unit's mission and vision?

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

e.g., the UO Diversity Plan describes diversity as, 'Differences based on race and ethnicity, national origin or citizenship, gender, religious affiliation or background, sexual orientation, gender identity, economic class or status, political affiliation or belief, and ability or disability.'

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***

Source: OIED Diversity Plan Template
            October 2006 workshop/web site

Strategic Diversity Plan Review Process

The Senior Vice President and Provost, the Vice Provost for Institutional Equity and Diversity, and the DAC will be actively involved in the review process, which will focus on the following areas:

- Consistency with strategic directions outlined in the University Diversity Plan
  (Perhaps didn't address six concerns of UO plan, etc.)

- Appropriateness of targeted actions given specified college, school, and unit challenges
  (Look for gaps in challenges and solutions. Does the action specified relate to the departments needs and is there evidence of an environmental scan determining this need. Check the specificity of strategies and watch for actions that aren't really actions, etc.)

- Appropriateness of measures to track progress on strategic actions
  (Look for progress markers. In addition to faculty demographics, other groups might be considered first.)

- Clarity of responsibility for implementation of each proposed action
  (Who is responsible for what should be clear and understandable)

- Sufficiency of resource allocations
  (This refers to more than money. Look at who is in place. Consider, current programming, other assets, etc.)

- Feasibility of implementation
  (Can the submitted plan be done within a reasonable period of time, etc?)

- Level of involvement of unit constituencies during the planning process
  (Was the plea to include the right voices heeded?)

Reviews should be bulleted with narrative. The DAC will share review expertise amongst each other. Strong points first then point of concern. Often present in question form. Don't dilute the actual critical feedback.

The review process will be collaborative. The University plan provides that each dean or unit leader will have final discretion as to the content of their Strategic Action Plan, subject to the authority of the Senior Vice president and Provost. Our expectation is that informal review, consultation, and discussion will occur throughout the planning process