

**Office of the Vice President for Research and Graduate Studies**  
**Strategic Diversity Action Plan**  
**Updated 09/19/07**  
**Executive Summary**

The mission of the Office of the Vice President for Research and Graduate Studies (OVPRGS) is to support the University of Oregon in its development as an Association of American Universities (AAU) research university by enhancing the scope, quality, and impact of its scholarship and associated academic programs. Led by the Vice President for Research and Graduate Studies, the office promotes organizational change and targeted initiatives supporting research excellence, graduate training, and their connection to societal concerns.

The OVPRGS invests substantial resources to support diversity-related graduate education and research. Primary goals exemplified in this plan are to elevate diversity-related scholarship, to expand the diversity of the University's graduate population and to connect research and outreach efforts to serve more diverse communities in Oregon and beyond.

The OVPRGS Strategic Diversity Action Plan is inclusive of reports from the Graduate School, the 30 research Centers and Institutes that report to the OVPRGS and from the associated research administrative offices. Each of the three areas are distinct in their activities and missions, and the format of the plan reflects those distinctions.

The OVPRGS intends to engage in the following actions to develop its diversity plan within four primary focus areas.

Developing a Culturally Responsive Community

- Continue to support the research centers and institutes in their efforts to enhance our culturally responsive community through research projects, outreach, and program development.
- Encourage members of the research centers and institutes to develop new programs and seek outside funding for relevant projects and activities, and provide administrative and financial support for these endeavors.
- Encourage unit members to engage in formal and informal opportunities to address issues related to improving campus climate and in supporting our diverse community such as those programs offered by the Office of Equal Opportunity, CoDaC, the Office of Institutional Equity and Diversity, and the Oregon Humanities Center.
- Provide information about various diversity initiatives, services, and resources in all graduate school materials.
- Incorporate more relevant information regarding diversity in our GTF training sessions.
- Identify “best practices” for GTF training sessions
- Build more diversity information into new graduate student orientations.

- Form a graduate student advisory group to help the Graduate School develop additional programs and services. (Note: This group will likely have suggestions that also serve the other areas of emphasis.)

### Improving Campus Climate

- Work with the relevant central administrative units to ensure that all administrators and leadership in all OVPRGS units understand current UO policies related to personnel and hiring practices, particularly as they relate to a diverse workplace.
- Continue GTF support for administrative units that support the goal of improving campus climate (e.g., Bias Response Team).
- Explore increased opportunities for graduate students from the new Conflict and Dispute Resolution degree program to become involved with diversity-related issues on campus.
- Work with office of AAEO to make sure that Graduate School staff members who regularly interact with graduate students clearly understand the discrimination complaint process.
- Add content related to diversity and campus climate on OVPRGS websites.

### Building Critical Mass

- Encourage all units to undertake targeted and strategic recruitment efforts for all employment opportunities.
- Work with the Provost's Office and the schools to increase the opportunities for interdisciplinary hires and programming, particularly when there is an opportunity to enhance the diverse nature of our community.
- With regard to strengthening existing academic programs, the Graduate School will actively look for opportunities to support academic programs with a scholarly or creative focus on diversity.

### Expanding and Filling the Pipeline

- Explore the possibility of developing work opportunities for students in the area of research administration.
- Continue to offer professional development opportunities to the campus community in the area of research administration.
- Encourage research centers and institutes to participate in federally and privately funded programs that target research opportunities for under-represented groups.
- Increase Graduate School and/or faculty involvement in targeted recruiting fairs.
- Continue and expand the Fighting Fund Fellowship program in the Graduate School.
- Formalize a Graduate Student Merit Fellowship that helps continuing and completing students successfully graduate.
- Continue and expand support for the McNair program.

**Office of the Vice President**  
**for Research and Graduate Studies**  
**Diversity Strategic Plan**  
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## Introduction

As a leading public research university, the primary mission of the University of Oregon (UO) is to sustain and transform society through the creation and dissemination of scientific and humanistic knowledge that addresses the economic, social, and environmental needs of Oregon, the nation, and the world. Research initiatives at the UO can be examined in the same terms as the university as a whole: interconnection, pluralism, and a commitment to sustaining future generations through innovations that elevate economic competitiveness, global stewardship, and quality of life.

Faculty within the schools and colleges are among the leading scholars in their fields and they form the basis for Oregon's interconnected research initiatives and programs. These initiatives, in the many forms in which they are presently manifest, have their roots in a long tradition of interdisciplinary research, beginning with the establishment of the Institute of Molecular Biology in 1959. Outstanding faculty members and graduate students from many disciplines take advantage of diverse insights and methodologies to conduct collaborative research unique to Oregon. The UO has more than 60 interdisciplinary institutes and centers, approximately half of which are organized under the Vice President for Research and Graduate Studies to focus on interdisciplinary scholarship. The remainder are organized under deans, departments, and programs. The interdisciplinary institutes and centers provide opportunities for research and graduate training but most importantly contribute, through truly innovative scholarship, to both today's world and the prospect of a sustainable future.

UO research programs integrate diverse disciplinary, cultural, and international perspectives that enhance the development of critical thinking, communication, and interpersonal skills that are essential to its mission. UO research centers at the intersections of the humanities and social sciences promote dialogue, inquiry, and appreciation of international issues and cultural diversity including aspects such as religion, gender, race, and ethnicity. Programs that focus on issues of diversity include those in well-established centers such as the Center on the Study of Women in Society, the Center on Applied Second Language Studies, the Center for Indigenous Cultural Survival, the Center on Asian and Pacific Studies and the Center on Diversity and Community as well as emergent research centers including the Northwest Indian Language Institute and the Center for Race, Ethnicity, and Sexuality Studies. Brief descriptions of these centers follow:

- The Center for the Study of Women in Society (CSWS) is a multidisciplinary research center that generates, supports, and disseminates research on gender and all aspects of women's lives. A member of the National Council for Research on Women (NCRW), CSWS is one of 95 women's research and policy centers in the U.S. and among 300 centers in more than 80 countries. CSWS creates and disseminates knowledge about how gender, race, ethnicity, class, sexual identity and culture shape women's lives. The Center develops alliances with other universities and outside organizations sharing interests in women and gender-related issues, and creates bridges between research, teaching, public understanding, and discussion about women's lives.

- The Center for Applied Second Language Studies (CASLS) is a National Foreign Language Resource Center promoting international literacy by supporting communities of educators and by partnering with those communities to develop a comprehensive system of proficiency-based tools for lifelong language learning and teaching.
- The Center for Indigenous Cultural Survival (CICS) focuses on educational, cultural, and research activities. It serves as a liaison between the University of Oregon and indigenous communities in the United States and around the world. The Center collaborates with researchers and students in the International Studies Program, Ethnic Studies, CSWS and other departments at the university to offer undergraduate and graduate degrees that focus on indigenous cultural survival. Primary activities have included: internships, collaborative research with Indigenous communities, curriculum development, graduate student training, and developing relationships with universities in countries outside the US that share an interest in indigenous cultural survival.
- The Center for Asian and Pacific Studies (CAPS) brings together the UO's diverse programs and expertise related to the study of Asia and the Pacific. The Center's affiliated faculty members are engaged in teaching and research on the peoples, histories, languages, cultural traditions, and economies of East, Central, South, Southeast Asia, and the Pacific Islands. CAPS organizes lectures, conferences, and workshops to inform the community about major trends and developments in the Asia-Pacific region. It is also building educational connections with key institutions in the countries of the region with growing economic and cultural links with the Pacific Northwest. A major grant application to the US Department of Education for Foreign Language and Area Studies (FLAS) Fellowships in East Asian Studies was funded in 2006. This grant supports fellowships for graduate students who are U.S. citizens and permanent residents studying Chinese, Japanese, and Korean in conjunction with area/international studies.
- The Center on Diversity and Community (CoDaC) is an interdisciplinary research center whose mission is to promote inquiry, dialogue, and effectiveness on issues of cultural diversity. CoDaC fulfills its mission through basic and applied research, outreach programs and public events, consulting services, and information networks to serve the UO campus as well as stakeholder individuals, communities, and organizations. CoDaC promotes interdisciplinary scholarship in areas of cultural competency in higher education, cultural diversity, diversity, and conflict and resolution.
- The Northwest Indian Language Institute (NILI) provides Native language teachers and community members with training in language teaching and linguistics. With tribal partners, NILI supports and strengthens language preservation efforts by establishing collaborative, on-going projects which meet the specific needs and desires of each language community.
- The Center for Race, Ethnicity, and Sexuality Studies (CRESS) facilitates intellectual conversation and critical engagement among scholars of race and sexuality. CRESS has three primary goals: 1) to connect the field of sexuality studies with race and ethnicity studies; 2) to highlight current research being undertaken by UO faculty and others,

especially interdisciplinary research such as studies of class, disability, and other nonracial/ethnic minority identities; and 3) to foster a diverse intellectual climate at the UO, in part by contributing to the recruitment, retention, and success of faculty and students working in the fields represented by the Center's mission.

## **About the Office of the Vice President for Research and Graduate Studies**

The mission of the Office of the Vice President for Research and Graduate Studies (OVPRGS) is to support the UO in its development as an Association of American Universities (AAU) research university by enhancing the scope, quality, and impact of its scholarship and associated academic programs. Led by the Vice President for Research and Graduate Studies, the office promotes organizational change and targeted initiatives supporting research excellence, graduate training and their connections to societal concerns. The Research Office and the Graduate School have independent administrative structures and these are reported in a distinct manner throughout this plan.

### ***Research Administration***

The administrative departments offer support for sponsored programs, including identification of funding opportunities, proposal submission, research compliance (including human and animal subjects research), contracts and grant administration, as well as the translation of basic research into commercial products or services through technology transfer, and the Riverfront Research Park activities. Total sponsored program awards have grown to over \$96 million in FY06 supporting hundreds of active UO research, instruction, and community service projects.

The Research Office has nine major objectives as it strives to support research excellence:

- grow resources supporting the cycle of innovation
- strengthen collaborative research
- foster interdisciplinary research initiatives and associated investments
- expand the diversity of scholarship
- build research capacity and infrastructure
- promote the responsible conduct of research
- connect research to outreach and service
- improve performance benchmarking and accountability
- enhance communication to stakeholders

There are five major administrative departments responsible for supporting and promoting these objectives.

### **Office of Research Services and Administration (ORSA)**

[http://research.uoregon.edu/research\\_orsa.html](http://research.uoregon.edu/research_orsa.html)

ORSA provides assistance to faculty, researchers, and students who seek to obtain and manage grants and contracts in support of research, instructional programs, and public service projects;

also, it has institutional authority to submit applications and accept awards on behalf of the UO. ORSA provides services in three major areas: 1) proposal preparation and clearance; 2) grant and contract administration; and 3) institutional systems development in support of grant and contract management.

Office of Research and Faculty Development (RFD)

[http://research.uoregon.edu/research\\_rfd.html](http://research.uoregon.edu/research_rfd.html)

RFD provides services to faculty and researchers seeking support for research, performance, public service, and scholarly projects. Services include funding source information dissemination, proposal development, and management of internal research support programs. RFD also coordinates funding information, proposal development workshops, and other research related services to advanced graduate students.

Office of Technology Transfer

[http://research.uoregon.edu/research\\_tech-transfer.html](http://research.uoregon.edu/research_tech-transfer.html)

The Office of Technology Transfer focuses on helping university inventions successfully make the transition from academia to the commercial marketplace. The office identifies promising early stage research with strong commercial potential, and it brings in investors and support from corporate partners and moves aggressively to license inventions to an existing company or to a spin-off company for further product development.

Office for Responsible Conduct of Research (ORCR)

[http://research.uoregon.edu/research\\_orcr.html](http://research.uoregon.edu/research_orcr.html)

ORCR provides leadership in fostering a culture of research integrity and compliance with a focus on education, training, and technical assistance. The office also serves as the institution's research standards office in matters of conflict of interest, misconduct in research, and responsible conduct of research that is governed by federal, state, and UO rules and policies.

Office of the Riverfront Research Park (RRP)

[http://research.uoregon.edu/research\\_riverfront.html](http://research.uoregon.edu/research_riverfront.html)

RRP connects university research with economic development, with responsibility for developing the Riverfront Research Park and creating an environment that fosters technology related businesses and start-up companies in close partnership with university research. RRP activities assist in diversifying the region's economy and creating quality employment opportunities for students, faculty, and the community.

## *Centers and Institutes*

[http://research.uoregon.edu/research\\_institutes.html](http://research.uoregon.edu/research_institutes.html)

Currently there are 30 centers and institutes that report to the Vice President, with several others pending approval; the Office of the Vice President is responsible for the formal establishment, review, and termination of research centers and institutes. These 30 centers are the principle recipients of external research funds. While the Centers and Institutes directors' report to the Vice President, their governance and administrative structures vary as does the strength of their relationship to any specific academic unit(s). Most members of centers and institutes hold faculty appointments in related academic departments and graduate students working with them must satisfy the graduate degree requirements of the related departments through which they will earn their degrees.

Centers and Institutes include the following:

### *Natural Sciences and Technology*

- Center for Advanced Materials Characterization in Oregon
- Center for Ecology and Evolutionary Biology
- Center for High Energy Physics (in process of formal establishment)
- Computational Intelligence Research Laboratory
- Computational Science Institute
- Institute of Molecular Biology
- Institute of Neuroscience
- Institute of Theoretical Science
- Lewis Center for Neuroimaging
- Materials Science Institute
- Neuroinformatics Center
- Oregon Center for Optics
- Oregon Institute of Marine Biology
- Solar Energy Center

### *Social Sciences and Humanities*

- Center for Applied Second Language Studies
- Center for Asian and Pacific Studies
- Center on Diversity and Community
- Center on Indigenous Cultural Survival
- The Center for Race, Ethnicity, and Sexuality Studies (in process of formal establishment)
- Center for the Study of Women and Society
- Northwest Indian Language Institute (in process of formal establishment)
- Oregon Humanities Center



### *Allied Arts and Architecture*

- Center on Housing Innovation
- Community Service Center
- Institute for Community Arts Studies – Center for Community Arts and Cultural Policy (in process of formal establishment)
- Institute for Policy Research and Innovation
- Institute for a Sustainable Environment

### *Education and Family Issues*

- Center on Human Development
- Center on Violence and Destructive Behavior
- Child and Family Center

### *Graduate School*

<http://gradschool.uoregon.edu/>

The Graduate School has administrative oversight of all degree and certificate granting graduate programs (except Law) at the University of Oregon. The mission of the Graduate School is to support, develop, and oversee graduate education at the UO. The guiding principles of the Graduate School are equity, fairness, collaboration, and shared responsibility. These principles are embedded in one of its most important publications, “Guidelines for Good Practice in Graduate Education,” which can be found on the Graduate School website.

The Graduate School reports directly to the Vice President for Research and Graduate Studies, Richard Linton. Recently, the current Associate Dean of the Graduate School, Marian Friestad, was appointed Vice Provost of Graduate Studies, which has created a second reporting relationship to Provost Linda Brady. Because of the reporting relationships, all elements of the OVPRGS diversity plan essentially are unique components of the broader Academic Affairs plan under the Provost. In addition to the Dean and Associate Dean, the Graduate School has a professional staff of nine individuals, one of whom is from an under-represented group.

## **OVPGRS Diversity Plan Process and Design of Report**

As we considered the process for developing a plan for the OVPGRS, we did so from a shared understanding that the value of having researchers and graduate students and research activities and graduate programs that bring diverse experiences, interests, and ideas to the university is at the core of our mission to create and transfer knowledge. The absence of diversity (e.g., sameness, uniformity) is antithetical to the process of discovery.

### ***Definitions***

As a guiding principle, we adopted UO's Diversity Plan definition of diversity, "differences 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," as the basis for our discussions and for the purpose of writing the plan. Additionally, we note that in our discussions we found that we often defined diversity to include variety and complexity in the experiences, perspectives, and interests that researchers, research activities, graduate programs, and graduate students bring to the institution. In some cases the indicators of those varied backgrounds and experiences may fall into categories traditionally associated with race, gender/gender identity, ethnicity, abilities, exposure to higher education, or national origin. However, in other cases they may represent alternative areas of study (e.g. interdisciplinary work) or alternative methods of knowledge creation (e.g. those associated with indigenous cultures). These additions to the general University definition add richness and greater dimensions to the overall conversation.

### ***Process***

The OVPGRS has three distinct branches: central research administrative offices, centers and institutes, and the Graduate School. Each major section of the plan is generally divided into three separate subsections to reflect those distinctions. In terms of process, all three units participated in conversations led by the Vice President and worked in parallel during the months of development.

During the fall meeting of the Research Center and Institute Directors, Vice President Linton discussed the campus diversity plan process with the Directors and the group discussed an appropriate process for developing a plan for the OVPR. The matter was further discussed during meetings with his research administrators and also with senior leadership in the Graduate School.

A steering committee was formed, which included Moira Kiltie, Mary Fechner, and Diane Wiley, to coordinate the development of the plan for the research administrators and the research centers and institutes. The research administrators and the center and institute directors were asked to provide information to the subcommittee on the areas of emphasis described in the template provided by the Office of Institutional Equity and Diversity. The material was reviewed by the subcommittee and after some iteration, a draft was developed.

As agreed upon earlier, we did not request that each Center and Institute create its own plan, choosing instead to roll up relevant Center and Institute activity into one comprehensive document from the OVPR. Primarily this was done because the faculty are addressing diversity

plans within their home academic departments. In developing the OVPRGS plan we asked the researchers to focus on how, through research activities, we currently enhance diversity in the UO community and how we can go forward to insure that the research community is accessible to individuals from under-represented groups.

Vice Provost and Associate Dean Marian Friestad coordinated the Graduate School plan. The Graduate School has engaged in a series of discussions with faculty through the Graduate Council to help us identify the types of support that would be most helpful in increasing graduate student diversity. It is expected that these conversations will continue throughout the planning process, and beyond. During the 2007-2008 academic year we intend to form a graduate student advisory group to help identify graduate student needs that are not currently being met, and that the Graduate School would seek to address.

### ***Report Design***

This plan is structured under the following headings:

- 1) Programs and Activities that Encourage a Diverse Campus Community
- 2) Building a Critical Mass and Filling the Pipeline
- 3) Community Engagement: Linkages to Civic Organizations, Public Schools, and Governmental Units
- 4) Suggestions to Enhance Existing Activities and Ideas for New Initiatives
- 5) Resources
- 6) Identifying Markers of Progress

Each major header is generally broken into three sections to reflect the three separate units: Research Administration, Centers and Institutes and Graduate School. Where there are only two subsections, that is because the topic does not directly relate to one of the units. Due to the extensive number of initiatives, under each heading we include only a select number of examples to provide a sense of the breadth of activities and initiatives.

## **1) Programs and Activities that Encourage a Diverse Campus Community**

### **Research Administration**

A. Recruitment: Through search and recruitment processes, the departments reach out to under-represented groups and communities through advertising strategies and interpersonal networking to announce and promote job opportunities. Recent examples include filling the positions of Associate Vice President for Research and Director of ORSA and Associate Director for Technology Transfer; the advertising strategy included national professional journals and newspapers, on-line job search engines, and job lists targeted to higher education professionals indicating an interest in universities with strong diversity programs. A woman of color will begin in the ORSA position as of July 1, 2007. As part of the search for an Associate Director for Technology Transfer, OTT made direct, one-on-one contact with women and minority candidates in the profession, to ensure that these potential candidates were aware of the opening at UO, to invite them to submit an application, and to encourage them to inform other potentially interested parties of UO's search.

B. Procedures and Policy: The OVPR has worked closely with the Office of Affirmative Action and Equal Opportunity (OAAEO) to develop policies and guidance for appointment procedures that insure affirmative hiring and appointment processes. For example, a formal procedure appointing internal candidates to the position of director for research centers and institutes, in cooperation with OAAEO, insures all qualified candidates are aware of the opportunity and all formally eligible candidates are considered deliberately for the position.

The departments also seek out businesses owned and managed by under-represented groups through recruitment, solicitation, and advertising in focus publications, such as the Portland Observer, the Skinner, and the Hispanic News. As an example, the Riverfront Research Park, which solicits architects, contractors, and consultants and has a substantial purchasing volume, hires and/or makes purchases from minority and women run/owned companies whenever practicable.

C. Professional Development: The Office of Research and Faculty Development offers workshops on proposal preparation and one-on-one consulting for researchers seeking external funding for their research activities. While these activities are not solely targeted to individuals from under-represented groups, they provide support for individuals with an opportunity to refine skills and acquire tools necessary to write successful grant applications. For those who enter the research enterprise from less than traditional backgrounds, the competition can be even fiercer. Programs are designed to work with individuals to help them develop relationships with relevant UO faculty and administrators and the strong skill sets for articulating their research agenda within the proposal framework. An introduction to a broad array of funding opportunities that supports a great variety of research activities also is shared, providing researchers with critical tools enabling them to receive external funding for their research.

D. Research Compliance: The University of Oregon's Federal-wide Assurance with the Department of Health and Human Services assures that all of its activities related to human subjects' research, regardless of funding source, are guided by the ethical principles in the Belmont Report. This report was created to assist scientists, subjects, reviewers, and interested citizens in understanding the ethical issues inherent in human subjects' research. It describes three basic principles or general prescriptive judgments that need to be considered when working with human subjects. These principles are:

1. Respect for persons – individuals should be treated as autonomous agents and persons with diminished autonomy are entitled to protection;
2. Beneficence – people conducting human subjects' research should do no harm, and maximize the possible benefits and minimize possible harms to subjects.
3. Justice – all research participants should be treated equally.

The Office for Protection of Human Subjects (OPHS) requires all researchers, staff, and students who work with humans subjects to take into account these ethical principles as they conduct their research. OPHS staff also upholds these principles when working with the University and

community by supporting open communication, active listening and educational tools regarding human subject issues.

Further, as of February 15, 2007, all student and faculty researchers, OPHS staff and Institutional Review Board (IRB) members are required to complete the Collaborative IRB Training Initiative (CITI). CITI is comprised of compliance training modules which include use of vulnerable populations (children, prisoners, and pregnant women). It also contains modules on international research emphasizing cultural and social awareness. CITI courses are available in Spanish, French, Portuguese, and Chinese. Russian modules are currently under development. UO participants can complete their training requirements in any of the available languages. Not only have the training requirements been broadened to include all University individuals taking part in human subjects' research or the administrative processes surrounding human subjects' research, but the new training course is far more comprehensive than the one formerly offered. The CITI website is accessed through the UO human subjects' web site <http://humansubjects.uoregon.edu/>.

In addition to CITI, the OPHS home page also contains a link to the Office of Research Integrity's project, Ethics and Research in the Community. This is an educational website intended for researchers who work closely with the members of the local community. The site emphasizes professionalism and social awareness, and is available in both English and Spanish. Web access is available at:  
[http://humansubjects.uoregon.edu/education/mass\\_cphs/training\\_staff/index.htm](http://humansubjects.uoregon.edu/education/mass_cphs/training_staff/index.htm).

Special in-class presentations are made throughout the year to graduate students engaging in human subjects' research, including training on cultural sensitivity. Prospective researchers are informed of the need to understand their subjects' culture and how that may affect research methodology and consent processes. Adequate knowledge of local research conditions is necessary for researchers to conduct the research in such a way that protects the rights and welfare of the subjects. Researchers are encouraged to consult with local community leaders and stake holders to obtain pertinent information about local customs and laws.

### Centers and Institutes

Faculty affiliated with centers and institutes work with their home departments on faculty searches, recruiting efforts, and in the strategic recruitment process for diverse and talented candidates. Centers and institutes offer valuable research opportunities to faculty candidates and are often used as a tool in the recruitment process. Centers and Institutes abide by university hiring practices for non-faculty researchers and staff. In so doing, they attempt to reach out to the broadest pool of eligible candidates possible for the positions by conducting national, regional, and local searches as applicable, using traditional and non-traditional sources for advertising and announcing open positions.

In terms of engaging students, the centers and institutes have aimed for many years to assist departments in effectively recruiting under-represented minority students into graduate and undergraduate programs. In general, the efforts parallel those of the National Institutes of Health and the National Science Foundation, which have aggressively promoted diversity. Diversity

plans are required for many long-standing NIH and NSF training grants for Ph.D. graduate students and are often required in non-training grants as well.

Below are examples of Center and Institute programs and activities dedicated to encouraging a diverse campus community:

#### A) Center on Diversity and Community (CoDaC)

CoDaC promotes the development of a culturally responsive community through all of its focus areas. Its individual and collaborative research initiatives are geared toward advancing inquiry and understanding on cultural diversity issues and topics (broadly construed) across many contexts. Some initiatives promote research that deepens awareness, knowledge, and skills, while others promote evaluation and assessment of multicultural effectiveness. Examples include the CoDaC-funded Campus Climate Research Interest Team (RIT) that conduct more extensive research based on the findings of Dr. Susan Rankin's 2001 campus climate survey and the Center's Graduate Summer Research Award program.

The Center's consulting initiatives emphasize knowledge, awareness, and skill building at the professional and organizational level. Through the Cultural Competency Project and related training and organizational development efforts, CoDaC works with UO colleges, schools, and other campus units to enhance cultural responsiveness in these communities.

To date, the following campus units have participated in (or will soon participate in) CoDaC's consulting activities: Academic Advising, Academic Learning Services, Architecture and Allied Arts, Career Center, College of Education, Counseling and Testing Center, Erb Memorial Union, Housing/Residence Life, Physical Activity and Recreational Sports, Registrar's Office, Student Affairs (Directors), Office of Student Life, and Teaching Effectiveness Program.

The Center's events advance outreach efforts by providing opportunities for academic and wider communities to engage with one another on issues related to the Center's mission. Examples include the 2006 conference, "What is Cultural Competency?: A Series of Conversations" and the 2003 Oregon Summit, "After Grutter: Affirmative Action and Our Compelling Interests in Diversity."

Finally, CoDaC's information resources connect the campus and wider community and communicate key information for those who are interested in issues and opportunities related to the center's mission. These include housing the Eugene/Springfield and UO Multicultural Resource Guide, databases, and reading lists, as well as CoDaC-developed video and print materials.

#### B. Community Service Center (CSC)

The CSC manages the Housing and Urban Development Community Development Work Study Program (HUD Fellows). For each of the past four years, the HUD Fellows Program at the UO has supported between three and five graduate students; it is focused on supporting minority or low-income graduate students in a graduate program on community development. The goal is to

support students so that they can graduate with minimal debt, and therefore can commit to a career in public service or in the non-profit sector. HUD Fellows make a commitment to pursue these careers.

#### C. Center for the Study of Women and Society (CSWS)

For the past 35 years CSWS has been actively engaged in promoting diversity on campus. Starting with its specific mission of generating, supporting, and disseminating research on women, the Center has expanded the focus of its programs, research, and awards to include the intersections of gender with race, ethnicity, sexualities, class, age, nationality, and ability.

CSWS has hired staff and recruited affiliates with an explicit concern for diversity broadly construed. This concern is reflected in programming and sponsored research. Two recent examples:

- CSWS-sponsored professional development seminars for women faculty. Most recently the Center organized a Women's Leadership workshop (co-sponsored with Academic Affairs) that has led to the re-formation of a women faculty leadership forum and listserv; and
- Agnes and David Curland Grants, a collaboration with the Yamada Language Center to strengthen the internationalization of gender research by providing grants to faculty and graduate students to study languages not usually taught at the University.

#### D. Center for Asian and Pacific Studies (CAPS)

CAPS is, by its very nature, a research unit committed to diversity. The Center sponsors talks and conferences aimed at a broad audience within and beyond the university community related to Asian themes and often feature Asian speakers. Virtually all programming, in one way or another, is premised on the goal of enhancing cultural diversity at the UO. On average, 25 public events are held throughout the year that have 100% Asia content. Last year, over 3,900 people attended Asia-related public events on campus.

#### E. Center for Evolutionary and Ecological Biology (CEEB)/ Institute of Molecular Biology (IMB)/Institute of Neuroscience (ION)

Through efforts related to the Summer Program for Undergraduate Research (SPUR), CEEB, ION, and IMB have forged relationships with many colleges and universities with large minority enrollments: e.g., Grambling State University, Xavier University of Louisiana, University of Maryland Baltimore County, University of New Mexico, Chaminade University in Honolulu, Alabama State University, University of Arkansas, Howard University, and University of Texas at San Antonio. These connections are invaluable in recruiting under-represented minority candidates more assiduously and effectively to our graduate programs. At the ABRCMS meeting (Annual Biomedical Research Conference for Minority Students) in November 2006, SPUR Director Dr. Peter O'Day succeeded in making many new contacts with other programs, aiming to establish a stable recruitment base for SPUR and for UO graduate programs. These

include Morehouse College, City College of New York, and Florida A & M University, and the American Indian Research Opportunities program at Montana State University. This will enable the Centers to be more effective at ABRCMS and the SACNAS (Society for the Advancement of Chicanos and Native Americans in Science) meetings in the future. Though SPUR representatives have consistently attended these conferences, the UO presence has not been effective in recruiting students in the past. Now, the program is recruiting SPUR scholars from previous summers to attend these meetings, together with their UO faculty mentors. The Directors of CEEB, ION, and IMB believe that these new alliances and improved approaches are impacting faculty networking more generally by providing easy contacts with institutions of high minority representation. The hope and expectations are that this will yield results in graduate recruiting as well.

Another example of minority recruiting efforts involves individual contacts between researchers – often the most successful kind of recruitment tool. The research lab of Professor John Postlethwait and Professor Alan Rhoades' lab at Howard University have developed a robust collaborative relationship. Several Howard University undergraduates have worked in the Postlethwait lab, and Professor Postlethwait has visited Howard several times, discussing the UO graduate program with prospective applicants.

### Graduate School

For at least the last decade, the Graduate School has provided support for a variety of programs that strive to enhance the diversity of the University. Most of these programs provided direct financial support to graduate students who add to the cultural, ethnic, experiential, intellectual, racial, or socio-economic diversity of our community. In other cases, the support was used for events that focused on research related to diversity or that provided opportunities to build community. Descriptions of current and future activities can be found below.

#### A. Fighting Fund Fellowships

This program is central to our diversity goals, as they are broadly defined above. It is designed to help graduate programs recruit students who enhance the diversity of their discipline and/or the university. The Graduate School provides a full tuition waiver and/or a non-service stipend for the first year of an incoming student's graduate program. To obtain this funding the department must commit to at least a comparable level of funding for the student's second year, and provide a mentor to help the student make the transition into their graduate program. Departments are enthusiastic about this program because it helps them recruit strong applicants who often have multiple offers from other institutions. The non-service stipend also provides an incoming student with financial support that does not require them to work on anything except their academics. However, the program is flexible so that in disciplines where all incoming students are given a GTF appointment, the Fighting Fund award can be added to the normal funding package. For the 2006-2007 academic year, 18 students received one of these awards. This represents an investment of just over \$188,000.



## B. Academic & Research Support

The Graduate School has regularly provided support for Native American and Indigenous Peoples initiatives. Since 1995 the Graduate School has provided support to the Southwest Oregon Research Project (SWORP), which recovered thousands of ethnographic and military documents in the Smithsonian Institution and National Archives. These documents have been brought back to the regional tribes and to the UO Knight Library. Support for students doing this research, trips to Washington, D.C., local events (e.g., Potlatch), and continuing acquisitions all help scholars doing work in this area and enhance the university's relationships with various tribes in the pacific northwest. The Graduate School has also provided support for the Center for Indigenous Cultural Survival (CICS), the Northwest Indian Language Institute (NILI), and the Long House. In each of these cases, the support is focused on graduate students who are from the communities served by these initiatives and/or doing research related to those communities.

The Graduate School also provides funding (\$5000 each year) to support CoDaC graduate summer research awards. These are competitively-awarded summer stipends for graduate student research projects that are directly related to the Center's mission, which promotes "research and best practices on issues of cultural diversity, equity, and access."

## C. McNair Program

Although the McNair program at the UO deals with undergraduate students, the Graduate School sees this as an excellent opportunity to be involved in a program that directly deals with the "pipeline" issue. Currently, the Graduate School waives the application fee for any McNair student (from any university) who applies to one of our graduate programs. The Graduate School also provides funding to McNair Fellows as they begin their graduate programs; and provided the funding for a spring event that brought Carl S. McNair, founder of the Dr. Ronald E. McNair Foundation, Inc. to campus for a graduation ceremony in 2005. Earlier this year, the Graduate School provided funding to send Assistant Vice Provost Emilio Hernandez to a national McNair Scholars conference to help identify and recruit talented undergraduate students to the UO. Finally, the Graduate School publicizes a national list of McNair scholars who can be recruited by graduate programs at the University of Oregon.

In the past, the Graduate School had also provided funding to under-represented students through the Target of Opportunity – Laurel Awards (TOLA) program. However, after consultation with the then titled Office of Multicultural Affairs (OMA), and with the development of the Diversity Building Scholarship (DBS) program, it was decided that the Graduate School should focus its resources on graduate students.

## D. Institutional Priority & Strategic Alliance GTFs

The Graduate School allocates funding for 50-60 GTF positions in administrative units across campus. This funding covers the tuition waiver, fee subsidy, and health insurance for each of these positions. Although this program serves many purposes, the following funded positions are diversity related: disability services reading coordinator, multicultural recruitment specialist, family issues advocate, international student positions (multiple), bias response team, OIED, and

Chinese Flagship program. The positions listed above represent an investment of approximately \$70,000 for the current academic year. Each of the units where the GTF works pays the student's salary, and those amounts are in addition to what the Graduate School contributes.

#### E. Other Support

The Philosophy Department began the Minority Recruitment Initiative (MRI) in 2002 with the goal of increasing the diversity of the applicant pool for philosophy and by extension the diversity of its graduate student body and the university. The Graduate School joined this endeavor in 2004 by providing both Fighting Fund Fellowships and an additional three years of summer research support for two students admitted to the doctoral program in philosophy in fall 2005.

The Graduate School has provided matching funds to departments if faculty members are traveling to graduate student recruitment fairs that focus on under-represented students.

The Graduate School has also provided some "completion" fellowships to students from under-represented groups. Some of these awards have been called Graduate Merit Fellowships, while others may take the form of a tuition waiver, typically for the student's last term. These awards have not yet become part of a formal program, but it is our hope that funding will become available so this becomes possible.

## **2) Building a Critical Mass and Filling the Pipeline**

### Research Administration

Research administrators recognize that many of the largest funding agencies are increasingly sensitive to issues related to diversity and access, and therefore work with researchers preparing proposals to consider how their proposals will engage audiences beyond their focused research area and how the proposal will contribute to building greater diversity among the research community.

Since 2004, the Office of Research and Faculty Development has sponsored a series of workshops that are specifically geared to assist faculty and graduate students in refining the skills necessary to preparing successful research proposals. In the current funding climate, the ability to secure external research support is critical to success in the academy and for those working with community organizations. Graduate students and junior faculty make up the bulk of our contacts. Many of the clientele have interests in humanities and social science disciplines involving diversity related scholarship and research. The workshop activities are of particular importance for those individuals who are in the building phase of their career and need strong peer networks and mentoring to support their research activities including the preparation of applications for funding. The Director of Faculty Development, Dr. Mary Fechner, works individually with researchers on the proposal preparation but also provides introductions to individuals doing related work or who have had success with particular funding agencies. In the past, Dr. Fechner has included formal mentor partnering as part of her summer workshops for faculty.

Departments are increasingly taking advantage of targeted marketing and advertising vendors to reach out to under-represented candidates when searching to fill administrative positions. Examples include Hispanic Outlook Magazine, Diverse Issues in Higher Education journal and higheredjob.com diversity posting option.

The Office of Technology Transfer is a key partner of the University of Oregon's Technology Entrepreneurship Program (TEP). TEP helps Oregon by fostering entrepreneurial skills and providing experience for the next generation of leaders in law, business, and the sciences, and past TEP teams have included women and minorities. TEP has reached out to focused business organizations such as the Oregon Associate of Minority Entrepreneurs (OAME). OAME is a non-profit, tax exempt organization formed to promote and develop entrepreneurship and economic development for ethnic minorities in the State of Oregon. OAME works as a partnership between ethnic minorities, entrepreneurs, education, government, and established corporate businesses.

Individuals in the OVPR units are members of their professional organizations which each have their own diversity enhancement activities in place. These professional organizations provide continuing education and training opportunities that can be accessed by individuals who wish to pursue career advancement in specific areas. ORSA offers free access to videoconferences and training opportunities produced by the National Conference of University Research Administrators to the campus community. This opportunity allows individuals, regardless of current position, to become familiar with research administration as a career and to keep up with new and upcoming issues in research administration.

### Centers and Institutes

The research community is keenly aware of the many issues related to filling the pipeline both for academic researchers and for research administrators. Some of the issues are common while others are specific to the individual career path. Much of the commonality has to do with providing individuals at different educational and career stages with access and information about career opportunities and pathways. UO center and institute researchers often pursue funding for formal, externally supported programs that promote engagement in and access to scientific inquiry with a strong emphasis on reaching out to individuals from under-represented minorities.

For example, the NSF and NIH actively promote opportunities to support building greater diversity in the scientific community through programs such as the NSF Integrative Graduate Research Education Training (better known as IGERT), the NSF GK-12 program, and the NIH Research Supplements to Promote Diversity in Health Related Research. In some cases, the funding agency limits the number of applications that may be submitted from the institution. As an indication of the faculty interest in these programs, there are faculty requesting an opportunity to compete for these grants every time these programs are announced and often there is more interest in proposal development than the UO is allowed to submit.

The NSF and NIH programs are conceived to insure that under-represented minorities have an opportunity to receive quality scientific education at the K-12 and higher education levels, to have opportunities to engage with well trained researchers in a wide variety of fields, and to have opportunities to engage in scientific inquiry in formal and informal settings developed and overseen by well-trained university researchers. They also have programs specifically to enhance opportunities to engage in significant research activities and access to research equipment and materials for researchers from historically black and other institutions of higher learning. The NSF and NIH define under-represented minority groups as African Americans, Alaskan Natives, American Indians, Hispanic Americans, and Native Pacific Islanders.

Further, research faculty interested in training grants from federal agencies are routinely asked to explain how the project for which they are requesting funding will lead to a more diverse academic and applied research workforce. An example comes from a typical NSF request for proposal for the 2007 Integrative Graduate Research Education Training program which states,

“In contributing to a diverse science and engineering workforce for the future, the IGERT project must include strategies for recruitment, mentoring, and retention aimed at members of groups under-represented in science and engineering, including women, racial and ethnic minorities, and persons with disabilities.”

The NIH, the UO’s second largest federal funding agency, has stated that it recognizes a unique and compelling need to promote diversity in the biomedical, behavioral, clinical, and social sciences research workforce. Further, the NIH expects efforts to diversify the workforce “...to lead to the recruitment of the most talented researchers from all groups; to improve the quality of the educational and training environment; to balance and broaden the perspective in setting research priorities; to improve the ability to recruit subjects from diverse backgrounds into clinical research protocols; and to improve the Nation's capacity to address and eliminate health disparities.” The NIH *Research Supplements for Promoting Diversity in Health Related Research* is an example of a program that UO researchers have used to help **fill the pipeline** as this is a program that makes funds available for administrative supplements to improve the diversity of the research workforce by supporting and recruiting students, post doctorates, and eligible investigators from groups that have been shown to be under-represented. The NIH includes individuals from under-represented racial and ethnic groups, individuals with disabilities, and individuals from disadvantaged backgrounds for support from this program.

#### A. Materials Science Institute (MSI) - UCORE

MSI administers an NSF-sponsored program UCORE (Undergraduate Catalytic Outreach and Research Experience) that aims to create a seamless transition between Oregon high schools, community colleges, and universities. This project is establishing a model for improving the recruitment, transfer, and retention rates of students along that spectrum of educational levels, eventually leading to baccalaureate in Science, Technology, Engineering and Math (STEM) degrees. Key elements include: early identification of community college and university students with interest in STEM fields; provision of intensive week-long camps and 10-week research projects in the summer; and training in education outreach, peer-led tutoring, and academic and

career-path mentoring. Following these activities, students serve as peer tutors at their home institutions (both community colleges and universities) during the next academic year under the supervision of graduate student and faculty mentors. The intellectual merit of the project lies in the immersion of students in early research experiences - with a special focus on community college students from diverse, non-traditional backgrounds - in order to improve completion rates of physical sciences-related transfer associate degrees, and to boost the numbers who transfer to four-year institutions and complete baccalaureate degrees in these areas. It also tests models for catalytic peer- and near-peer mentoring and tutoring at community colleges and high schools to increase interest in physical sciences and related careers. The project's broader impacts are felt in its targeting of community colleges that have the most diverse group of students engaged in post-secondary education in the state. Through the project's design, students from diverse backgrounds are able to mentor, tutor, and otherwise encourage their peers to successfully complete coursework and move into physical sciences careers.

#### B. Center for Evolutionary and Ecological Biology/ Institute of Molecular Biology /Institute of Neuroscience - SPUR

For about 15 years, a primary focus in terms of promoting diversity for the three institutes has been the Summer Program for Undergraduate Research (SPUR). This program currently brings about 15 to 20 undergraduate students from other institutions to the UO each summer for an intensive and highly successful research experience. (UO undergraduates also participate in the program.) The program aims to recruit a high percentage of under-represented minority students. In fact, the program has been increasingly successful at attracting highly-qualified under-represented minority students. With leadership from SPUR director, Dr. Peter O'Day, the institutes have developed new strategies for: a) making connections with faculty and administrators at institutions with high minority population; b) identifying and recruiting talented under-represented minority students; c) ensuring that all participants have sufficient support to successfully complete an intensive and exciting research project; and d) facilitating access to the wonderful cultural and recreational opportunities Oregon has to offer. These strategies have led to new and concrete plans for increasing UO enrollment of under-represented minority students at both the undergraduate and graduate levels.

SPUR seeks applicants who are qualified, enthusiastic, hard-working, and motivated to complete the rigors of this intensive experience. Due to improved identification, contact strategies and assiduous recruiting the number of under-represented minority students who have applied to SPUR and the recruiting index (the fraction of under-represented minority candidates who accept an offer of admission) have increased dramatically. The under-represented minority applicant pool rose by > 50%, while the recruiting index has risen to over 80% from lower than 45% in the past 4 years. As a result, the fraction of SPUR participants who are under-represented minorities has risen considerably. With this new approach, SPUR now ensures that the majority of the financial support for visiting fellows goes toward under-represented minority students. For SPUR 2006, approximately 70% of the total program costs were spent in support of under-represented ethnic minority SPUR fellows and 67% were spent in support of women SPUR fellows.

Continual improvements are made to the SPUR program itself. By ensuring that the visiting scholars have a first-rate scientific and personal experience at UO, each year a cadre of SPUR alumni are generated who carry the UO's reputation to institutions across the country. Professional development opportunities for SPUR fellows have been enhanced by instituting weekly workshops on practical features in science careers, and by facilitating attendance of SPUR fellows at national meetings. Three minority SPUR fellows attended the recent Annual Biomedical Research Conference for Minority Students (ABRCMS) and presented their SPUR 2006 projects. This is unprecedented in the history of this program. IMB provided funds to help with these conference trips. As in past years, all visiting young scholars indicated that the SPUR 2006 experience was significantly positive. Student testimonials to the richness and professional importance of the SPUR program can be found at <http://biology.uoregon.edu/spur/SPUR%20testimonials.html>.

Other important improvements made in the last four years include the director's close interactions with all of the SPUR students throughout the summer, including weekly lunchtime feedback sessions, and his fostering of their involvement with the local community outside the science environment. He arranged for undergraduate SPUR participants from UO to live with the visiting SPUR students in UO Housing, serving as residence assistants, counselors, activities coordinators, and travel guides. They motivated the visiting SPUR students to find outside activities to provide balance and a well rounded aspect, by organizing group activities outside of research. In addition to musical and theatrical events, these activities included weekend trips around Oregon – the coast, the Cascades, Columbia Gorge, Portland shopping, rafting on the McKenzie, Crater Lake, the Redwoods, Fall Creek, Silver Falls, and others. These recreational and cultural features of the program made life in Oregon a unique selling point for recruitment, and they fostered close bonding among all the students that was key to a very successful summer experience.

In addition to these gains, Dr. O'Day for the first time identified outside funding through the Federation of American Societies for Experimental Biology- Minority Access to Research Careers program, which has the goal to increase under-represented minority representation in the life sciences. In the past four years, through this program, the program has received about \$78,000 designated and spent for support of under-represented ethnic minority SPUR scholars. He has also solicited internal funding from the Offices of the Provost and the Vice President for Research which have generously contributed funding for half the UO Housing costs for the visiting students. ION, IMB and CEEB also contribute support for the SPUR program each summer from their ICC funds. Of particular note, all of the under-represented minority SPUR participants since 2003 are currently pursuing professional careers in science and medicine.

### C. Oregon Institute of Marine Biology (OIMB) – K12

OIMB has an ongoing graduate K-12 Fellows program supported by the NSF to provide targeted instruction to elementary students (grades K-6), and professional development to teachers in STEM (Science, Technology, Engineering and Mathematics) content. This GK-12 program is targeted in some of Oregon's most economically depressed communities, including Coos Bay and North Bend. STEM education is enhanced through the presentation of marine and aquatic sciences utilizing and building upon the Marine Activities, Resources, and Education (MARE)

curriculum developed at the University of California Berkeley. The intellectual merit of this proposal includes a goal to permanently improve teachers' understanding of science content, and their use of inquiry and the scientific method to teach STEM subjects. Summer workshops familiarize UO graduate student fellows with the MARE curriculum and provide practical pedagogic knowledge for teaching in K-6 classes, and an understanding of the Oregon based standards system. MARE Lead Teachers act as mentors for the fellows and as support for other teachers in the district. The broader impact of this project includes the development of a more permanent University/K-12 relationship; the development of teaching, communication, and team-building skills by the GK-12 Fellows; the opportunity for Fellows to gain knowledge and experience of the K-12 teaching community; and the formation of working partnerships with faculty, Fellows, and teachers. Teachers and their students accrue a number of benefits including up to date scientific information, experiences with real science via inquiry-based investigations, and exposure to working scientists.

#### D. MSI - IGERT

This Integrative Graduate Education and Research Traineeship (IGERT) program offers a nationally unique, comprehensive package of new and tested approaches to graduate education in materials chemistry and physics. It is designed to prepare the next generation of graduate students for the challenges of an increasingly interdisciplinary and rapidly evolving research and development arena. A primary goal of the IGERT program is "to facilitate greater diversity in student participation and preparation, and to contribute to the development of a diverse, globally-engaged science and engineering workforce." In order to successfully receive an award for this program, the faculty leaders had to clearly articulate a program strategy and plan for recruitment, mentoring, retention, and graduation of U.S. graduate students, including efforts aimed at members of groups under-represented in science and engineering (the NSF defines this as a member of an under-represented group is American Indian/Alaskan Native, Black, Hispanic, Pacific Islander (native of Hawaii, Guam, Samoa), disabled, and/or female).

The research and education activities of the MSI IGERT program are unified by the study of structure/property relations in the increasingly important class of materials that have properties dominated by critical length scales that lie between those of bulk materials and molecular species. Each of the three established research thrusts provides outstanding opportunities for interdisciplinary graduate training because the chemistry, physics, and engineering of short length scale systems are closely intertwined. A diverse group of students and scientists from the UO, Oregon State University, Pacific Northwest National Laboratory, Portland State University, and a range of other industrial and academic partners are brought together in an effort to enhance graduate training and materials research. Five key program elements interspersed in the graduate program are designed to accelerate the transition from student to scientist. These include summer immersion programs, laboratory rotations in chemistry and physics at the participating institutions, a Technology Entrepreneur Fellows program teaming IGERT trainees with MBA and law students, regular research thrust seminars, and internships in industry, academia, or a national laboratory. These program elements are designed to accelerate the transition from passive learner to scientist by training students in group-based problem solving, helping students acquire technical and time management skills, and challenging them to complete a project related to a research thrust area.

The program elements described above are expected to decrease time to degree, expand research opportunities through collaborations with the participating institutions, and enhance recruitment of excellent students, including members of groups under-represented in science and engineering. The connections established by the program will have a substantial impact on the Pacific Northwest region in particular, through the education of a workforce commensurate with its large concentration of high-technology industry. The research and education collaborations formed will strengthen the scientific basis to build nanoscience infrastructure accessible to academic and industrial partners within the framework of the statewide Oregon Nanoscience and Microtechnologies Institute.

#### E. Center for Applied Second Language Studies (CASLS) – Chinese Flagship

CASLS and the Portland Public School district are joint recipients of the National Security Education Program's (NSEP) National Flagship grant to oversee a K-16 integrated Mandarin Chinese language learning program. The Oregon Flagship program is the first of its kind nationally and will serve as a K-16 model for future NSEP programs.

The UO Chinese Flagship program is a four-year program designed to help students become linguistically and culturally competent in Mandarin Chinese. Students are able to pursue degrees in any of the 134 academic programs offered at the UO while taking college-level courses in Chinese. The expectation is that Flagship scholars will learn, grow, challenge, and support each other through the challenges of balancing their demanding course load. They will also be actively involved in sharing the Chinese culture with the larger university community. Flagship students will spend their junior year immersed in the culture and integrated into regular courses at Nanjing University in China. Flagship scholars will receive career counseling, introductions to government and private employers, and internship opportunities.

In order to recruit students from diverse backgrounds and economic status, CASLS partnered with Portland Public Schools and the World Language Institute, which serves Chinese heritage students. CASLS also contacted weekend schools in the Portland area with large Chinese heritage student populations. A vast majority of students attending these schools are multiethnic and come from a working class background. To further reach working class parents and encourage their children to apply to the program, CASLS posted flyers at local Asian markets about the program and application process. The Center and its programs have also been featured in Portland-area Chinese newspapers, a medium that reaches out to non-native speakers of English.

While 50% of these scholars are American-born, 70% of these students ethnically identify themselves as Chinese, 10% as Vietnamese, 10% as Singaporean, and 10% as American. Females make up 80% of this cohort. Currently, thirty-five students from multiethnic backgrounds have applied to become 2007-08 Flagship scholars, and this group of scholars promises to be as diverse as the first cohort.

In addition, CASLS' Tamagawa International Exchange program also draws students from diverse backgrounds to the University. Students from Tamagawa University in Japan spend six



months at the University of Oregon. The Tamagawa program helps these students develop cultural competence, and these students in turn increase the diversity of the UO student population.

#### F. Center for Asian Pacific Studies (CAPS) - FLAS

CAPS has been awarded a \$778,000 federal grant for graduate students to study Asian languages as part of the Foreign Language and Area Studies (FLAS) Fellowships Program. The grant will fund six academic-year and five summer FLAS fellowships each year from 2006 through 2010. FLAS funding is administered by the U.S. Department of Education under Title VI of the Higher Education Act.

The FLAS program provides tuition and a stipend for university graduate students who are doing advanced language training in Chinese, Japanese, or Korean in combination with area studies, international studies, or international aspects of professional studies. To be eligible for funds, students must be U.S. citizens or permanent residents. The goals of the fellowship program include:

- to assist in the development of knowledge, resources, and trained personnel for modern foreign language and area/international studies;
- to stimulate the attainment of foreign language acquisition and fluency; and
- to develop a pool of international experts to meet national needs.

#### Graduate School

*Please refer to pages 13-15, for descriptions of programs such as the Fighting Fund Fellowships and the McNair Program that are relevant also to this section on building critical mass and filling the pipeline.*

While the Graduate School does not play a direct role in the recruitment of faculty, it does actively pursue opportunities to support academic programs with a scholarly or creative focus on diversity. The Graduate School intends to continue to take a proactive role in that manner.

The Graduate School is a small unit with nine professional staff members. On the occasions when there are positions open, the Graduate School uses targeted marketing and advertising vendors to reach out to under-represented candidates for administrative positions. Examples include Hispanic Outlook Magazine, Diverse Issues in Higher Education journal, and higheredjob.com diversity posting option.

### **3) Community Engagement: Linkages to Civic Organizations, Public Schools, and Governmental Units**

#### Research Administration

While research administration is focused primarily on the support of faculty and researchers, OVPR administrators are notably engaged with the external community through a variety of means. The Vice President sits on numerous boards and workgroups on the regional, state, and local level, including appointment by the Governor as co-chair of the Oregon Innovation Council's subcommittee on Research Commercialization, OUS liaison to the Sasakawa Young Leaders Fellowship Fund (SYLFF), and chair of the OUS Research Council.

The Vice President for Research, the Office of Technology Transfer and the Office of the Riverfront Research Park are significantly engaged with business organizations and professional organizations in the region, state, and locally. They meet with federal, state, and local officials both on and off campus, and participate in groups such as the Eugene Chamber of Commerce, the Lane Metro Partnership, and the Lane Workforce Partnership.

The Office of Research Services and Administration routinely provides support and technical advice to non-profit organizations engaged in research and outreach activities with UO faculty. The Office of Research and Faculty Development provides limited assistance to external organizations requesting help with grant applications, and through its website provides information and links that are helpful to both UO researchers and outside individuals and groups seeking external funding.

The Office for the Protection of Human Subjects provides information and institutional review for outside organizations, such as K-12 schools, engaged in research with UO faculty, and individual researchers who wish to conduct research at the University of Oregon.

#### Centers and Institutes

##### A. Center for the Study of Women in Society (CSWS)

CSWS is committed to building linkages between the Center and the communities around us. Community-based scholars participate in Research Interest Groups (RIGs) and RIG dissemination activities reach diverse communities.

For example, through the CSWS Violence, Gender & Society RIG, annual forums are sponsored that bring together UO faculty and representatives of public and private agencies in Oregon to address research and practice in violence prevention, including domestic violence and violence against disabled and institutionalized people. This year, the RIG's conference "Methamphetamine, Gender, and Interpersonal Violence: Current Issues, Emerging Initiatives, and Multidisciplinary Solutions," is being funded that will be attended by service providers from throughout Oregon and UO researchers.

CSWS is reaching out to the immigrant and Latino/a community locally, throughout the state, and beyond. The CSWS Women in the Northwest Research Initiative is planning a conference in May 2008 on immigrants in Oregon. As a part of the preparation process, the members have set up a community advisory board to help plan the conference that, so far, includes four different immigrant and Latino/a organizations in the Eugene area.

The CSWS Americas RIG is building institutional links for research with organizations in Mexico. To further strengthen this international collaboration, it is bringing three scholars from Oaxaca in April 2007 to campus for class and public presentations. In addition, it sponsors a community lecture series, CSWS Road Scholars, which sends CSWS-affiliated scholars throughout Oregon to present their research to a variety of community, religious, and educational organizations.

#### B. Community Service Center (CSC)

CSC provides significant community outreach because community partnerships are at the core of its work. CSC works locally and across the state. Local partners include the City of Eugene and the 4J School District. Across the state, CSC works with 9 cities, 10 non-profits or special districts, 6 counties, and 1 tribe. The CSC's efforts assist communities in creating local change. The CSC also is the home of the PPPM Internship Program, which serves undergraduate and graduate students in the program as well as across campus. The placements for interns include a variety of local agencies that work with diverse clients and/or promote diversity, such as HIV Aids Alliance, Centro Latino Americano, and St. Vincent de Paul Society.

#### C. Institute for Policy Research and Innovation (IPRI)

Through its research and community outreach activities, IPRI contributes to the UO's efforts to build a diverse faculty, staff, and student body by working directly and indirectly with communities across the state in ways that build strong relations with the university as a whole. IPRI has 3 projects that will have a long-term impact on developing a more diverse UO community.

- The Kake community development project is re-establishing ties between UO and Southeast Alaska native peoples. UO formerly had many Tlingit and Haida students, but that pipeline has dried up in recent years. The Kake project can re-open the pipeline by creating good will and demonstrating the practical value of the university.
- The 4J project aims to (among other things) help the local school district adjust to and better serve the increasingly diverse K-12 student population. This will establish ties between the UO and local communities of color, again creating good will and demonstrating the institution's practical value.
- The Korea National Housing Corporation co-operative research project not only builds international linkages (in Korea), it also contributes to the university's ties with the large and growing local Korean community.

#### D. Oregon Humanities Center (OHC)

OHC contributes perhaps most significantly to the diversity efforts on campus by helping to develop and strengthen community linkages through public outreach efforts. This has been--and continues to be--an ongoing endeavor. To cite a current example, OHC is hosting a major symposium (in conjunction with the Judaic Studies Program) on "Witnessing Genocide: Representation and Responsibility" in April 2007 that will be open to the public.

A large percentage of the public programs OHC co-sponsors with other units on campus each year encourage an understanding of and involvement with cultural and racial diversity. A few recent examples include: the "World Music Series" and "Dance Africa" at the School of Music and Dance; the Women and Gender Studies Program's "Currents in Gender Studies" annual symposium; the Margaret Meade Traveling Film and Video Festival; many Judaic Studies events and programs; CoDaC programs; the Hawai'ian Students Association annual Lu'au and other programs; ASUO Women's Center's "Take Back the Night"; the Zeta Phi Beta (a black sorority) Step Show; ArtCessAble; a spring 2006 conference on Race and Political Development; the ASUO's annual Women of Color Conference; and this year, a conference sponsored by the Office of Student Life called "New Writing, New Thinking: The Immigrant Experience," which features a group of teachers, writers, performers, and academics who are all immigrants or first-generation immigrants to the U.S.

#### **4) Suggestions to Enhance Existing Activities and Ideas for New Initiatives**

##### Research Administration

Research administrators want to explore ways to more directly engage with the student body to encourage consideration of careers in research administration; the concept would engage students in specific schools and programs by developing more formal relationships, perhaps creating internships or workshops. To accomplish this, dedicated staff time and extra financial support would be needed to undertake a successful and strategic program including developing a focus on under-represented minorities.

RFD and ORSA will develop guidance materials for researchers applying for federal funds that are project specific but are required to address the following types of questions: a) What may be the benefits of the proposed activity beyond the specific field of study? and b) How well does the proposed activity broaden the participation of under-represented groups (e.g., gender, ethnicity, disability, geographic, etc.)?

Administrators in RFD and ORSA are available to work with colleagues on securing external funding for programs related to supporting a diverse university community and welcome the opportunity to support and partner in the future as new opportunities arise.

## Centers and Institutes

Researchers consistently request enhanced financial and administrative support for the purpose of seeking and writing applications for external funding for projects that have both research merit and provided enhanced opportunities to reach out to under-represented communities.

Researchers believe that central and school leadership is needed to give greater value to these endeavors during evaluations of an individual's workload and commitment to university, school and department. Researchers also noted there needs to be greater central support for those who, after receiving the funds, then implemented the program.

Specifically, the following needs were identified by centers and institutes as crucial to their diversity related activities:

- Assistance in seeking funding and writing grant applications
- Course buy-outs for key personnel
- Support, financial and otherwise, for recruiting faculty and research positions that will support and enhance a diverse campus community – in particular making interdisciplinary hires and developing mechanisms to provide support for those individuals once on campus
- Seed and/or bridge funding from central administration that is separate from other internal support mechanisms directed specifically to diversity related projects that have a high probability of receiving external funding
- Sources of support for research or teaching activities that are directly related to the goal of enhancing and supporting a diverse university community
- Financial support for administrative positions to coordinate the activities of existing programs and to assist those programs as they seek new funding sources
- Support for auxiliary costs such as student housing, fees, insurance, travel, and recruitment that are related to existing program (and for those we want to initiate)
- Support to more actively promote and fund regional or national level research conferences on campus. These gatherings have venues which are open to the larger university campus and as such provide opportunities for undergraduate and graduate students to engage the in the full scope of research activity.
- More graduate and undergraduate focused research conferences or poster sessions. Including funding for students to travel to academic conferences.

## Graduate School

Specific ideas for developing a culturally responsive community include:

- Continued support for CoDaC for its research initiatives.
- Provide information about various diversity initiatives, services, and resources in all Graduate School materials.
- Meet with CoDaC research award recipients to explore additional types of support.
- Incorporate more relevant information in GTF training sessions.
- Identify “best practices” for GTF training sessions (in collaboration with TEP & others).
- Build more diversity information into new graduate student orientations.
- Form a graduate student advisory group to help the Graduate School develop additional programs and services. (Note: This group will likely have suggestions that also serve the other areas of emphasis.)

Specific ideas for improving campus climate include:

- Continue GTF support for administrative units that support this goal (e.g., Bias Response Team).
- Explore increased opportunities for graduate students from the new Conflict and Dispute Resolution degree program to become involved with these issues on campus.
- Work with office of AAEO to make sure that Graduate School staff members who regularly interact with graduate students clearly understand the discrimination complaint process.
- Participate in any efforts to streamline or simplify these processes, with particular attention to how this intersects with the mandated processes in the GTF Collective Bargaining Agreement.
- Add content related to diversity and campus climate on the Graduate School website.

Specific ideas for building critical mass and expanding and filling the pipeline include:

- Increase Graduate School and/or faculty involvement in targeted recruiting fairs.
- Continue and expand the Fighting Fund Fellowship program.
- Formalize a Graduate Student Merit Fellowship that helps continuing and completing students successfully graduate.
- Participate in a proposed program that matches graduate students from under-represented groups with undergraduate students from under-represented groups to encourage the latter to consider going on for a graduate degree (under development by Tia Dumas).
- Continue and expand support for the McNair program.

## **5) Resources**

### ***Research Administration and Centers and Institute***

The Office of the Vice President provides administrative and financial support to a wide array of existing programs and units that relate to diversity and campus climate. This includes providing over \$985,000 in funds over the last three fiscal years to existing centers with missions specifically relevant to diversity (i.e. CoDaC, CASLS, CSWS, CAPS and CICS). The Vice President's Office also provides financial support for specific projects and activities initiated by center and institute members including those indicated in earlier in this plan. In the last two fiscal years, the Vice President's office has provided over \$90,000 in financial support for emerging research centers including NILI and CRESS (also described above). Additionally, the Vice President's office provides GTF waivers to groups and project focused on diversity related issues. As an example, in the FY05-FY07 period, the Vice President provided over \$425,000 in GTF support to CICS, CSWS, CRESS, CASLS and CAPS alone.

Offices reporting to the Vice President have provided and will continue to provide administrative support as requested to support outreach and research activities relevant to enhancing a diverse university community and scholarship. Examples of this include personnel and finance management as well as proposal development assistance and external funding searches. The Vice President for Research is exploring ways to expand interdisciplinary initiatives in areas related to diversity scholarship.

While there are many research needs that have to be addressed by the Office of the Vice President, we encourage faculty, researchers and research administrators to come forward with requests for support when developing new projects and programs related to supporting diversity and enhancing the campus climate. A recent example (March, 2007) is support for a major research project entitled "Understanding the Immigrant Experience in Oregon" that assists faculty in Geography and Anthropology as well as the Labor Education Research Center.

### ***Graduate School***

The primary type of resource that the Graduate School has available is financial. These financial resources take the form of tuition waivers and/or cash payments. In the former case, the Graduate School has approximately \$400,000 in tuition remission funds available for distribution. In the latter case, the sources for cash payments currently consist of private gifts or funds allocated from the state lottery system. The lottery funds provide virtually all of the non-service stipend funds that are used for the Fighting Fund Fellowships (FFF). Recent changes in lottery funding have cut the total amount of money available for the 2006-2007 and 2007-2008 academic years, but may increase the total amount beginning in 2008. Currently, the Graduate School has requested and received assurances that the FFF program will be supported at its current levels through the 2008-2009 academic year. However, long term dependence on lottery funds is an inherently risky situation. There is only one privately funded award in the Graduate School Office (Southeast Asian Study Grant) that has an explicit diversity component.

A second resource that the Graduate School has available is its ability to advocate for programs and practices that enhance diversity within the university. The public advocacy activities fall

primarily on the shoulders of the Dean and Associate Dean. However, all staff members within the Graduate School are aware of the importance of diversity in graduate programs. The Graduate Council, and elected body of faculty, is another resource for information gathering and advocacy.

A third and final resource that the Graduate School can provide is through its role in reviewing academic programs. An example of this is the Program Review Process, which was revised two years ago. The required self-study document now explicitly asks the department being reviewed to describe its diversity initiatives for undergraduate students, graduate students, and faculty.

## **6) Identifying Markers of Progress**

Primary metrics for OVPRGS success will be the extent of sponsored program and sponsored research activity involving diversity-related topics, the overall diversity of the graduate student population and the extent of connection of research units through their outreach activities to diverse communities.

We have identified the following as examples of markers of progress:

- More targeted recruitment efforts will be pursued for administrative jobs using professional Associations and targeted paid media postings for all units. The advertising strategies will clearly identify contacts, media or otherwise that are specifically targeting individuals from under-represented groups.
- Research centers and institutes will be encouraged to participate in federally and privately funded programs that target research opportunities for under-represented groups.
- Centers and institutes will be encouraged and supported to continue engaging in activities that enhance greater diversity on campus and scholarship that focuses on diversity-related topics.
- ORSA will develop a tracking method for diversity related proposals for external funding through its Early Proposal Clearance System (EPCS). Researchers will indicate on one of the required screens whether the proposal application is related to diversity issues. On an annual basis, ORSA will report out the number of self-reported proposals related to diversity have been submitted to external organizations and will track those to the awards received.
- The establishment of a graduate student advisory group will be considered to help the Graduate School develop additional programs and services.



- Formalization of a Graduate Student Merit Fellowship program will be pursued that helps continuing and completing students successfully graduate including students from diverse backgrounds.
- Updated print and web materials will be produced incorporating enhanced information related to diversity and campus climate for all units.

**Office of the Vice President for Research and Graduate Studies**  
**2007 Diversity Plan**  
**Addendum- June 11, 2007**

**Hiring Practices**

In response to an implication made by reviewers about our hiring practices (review, page 7), it is important to reiterate that our approaches are in solid conformity with the policies and procedures endorsed by the Office of Equal Employment and Affirmative Action (EEAAO). The example in question was meant to demonstrate that our strong commitment to the recruitment practices suggested by EEAAO resulted in the recent hire of a person of color for a senior leadership position within research administration. This is particularly significant for a position where people of color are highly underrepresented nationally.

Additionally, our Centers and Institutes follow the university rules and procedures in their hiring practices of both faculty and staff. We have no reason to believe that there are inconsistencies in hiring practices among these units given that they work within university guidelines as do the departments, schools and other organizational units.

**Other Policies and Procedures**

Where we discussed our proactive stance on diversity policies and procedures, we selected a few units to highlight best practices. This should not be interpreted to mean that these are the only units actively engaging in efforts that diversify our campus through hiring, business practices, research, outreach, and cross-cultural engagement. They were only meant as exemplars and were not to imply inconsistency in the division.

**Filling the Pipeline through Training Opportunities**

The reviewers asked whether we provided any professional training for administrators and staff, aside from faculty training and workshops. We refer the reviewers to page 16 of the plan where we noted, "The Office of Research Services and Administration (ORSA) offers free access to videoconference training opportunities produced by the National Conference of University Research Administrators to the campus community. This opportunity allows all, regardless of current position, to become familiar with research administration as a career and to keep up with new and upcoming issues in research administration." Additionally, ORSA offers access to free videoconferencing and other training materials to all UO employees. For example, the NIH and NSF offer sessions on issues and practices involving research administration. ORSA announces these events on their website and also by email.

**Compliance Training for Graduate Students**

The reviewers asked if graduate students were trained by the compliance administrators to consider their own cultural influences on their choice of research methodology and design. It is not the place of the research administrators to train graduate students on their specific research methods or experimental design techniques. This is in the province of the academic disciplines and the faculty mentors. The CITI training is specifically aimed to inform and educate both faculty and student researchers on the

process of obtaining consent from human subjects in ways that are compliant with federal regulations and sensitive to the norms and cultures of the individuals who are to be the subjects.

### **Measurement**

The reviewers asked for more reflection on measurement of effectiveness of current programs, and the consideration of additional measures.

### *Graduate School*

The Graduate School has mechanisms in place that provide data on the overall effectiveness and impact of the graduate student experience. The Graduate School is working to incorporate and capture metrics of specific relevance to the diversity mission. These measures also will provide annual and ongoing information for the Graduate School and the Provost's Office to gauge the impact and effectiveness of specific scholarship programs such as the McNair and the Fighting Fund.

Additionally, the Graduate School plans to use the Graduate Council and the proposed student advisory group to help in formulating and evaluating specific metrics. Inclusion of representatives from the Office of Institutional Equity and Diversity in both of these working groups will serve to strengthen assessment of outcomes relevant to institutional diversity.

### *Centers and Institutes*

Many of the programs described in our plan involving the Centers and Institutes are funded by competitive grants and validated through national peer review processes. Almost all of these sponsored programs are required to have explicit evaluation plans in place as a prerequisite to being funded. The University has access to these plans at the time they are submitted to the funding agency. In order to get continuation funding or to seek new funding, the Centers and Institutes rely on the data from the evaluations to substantiate their requests for funding in the next round of proposals. Therefore, evaluation is a very important component of the program for any Center that hopes to receive funding from outside sources.

There are periodic meetings and reports made to the VPR office on center/institute activities. We are working to formalize these reports in ways that are most effective without being overly burdensome. We anticipate that the more formal review processes will certainly include specific consideration of efforts promoting diversity at the UO. Annual evaluations of unit heads reporting to the VPR typically occur in the fall. We anticipate gathering information in these annual evaluations about our administrative leadership in enhancing diversity.

### **Additional Future Steps**

The original university diversity plan called for the development of a Graduate Merit Fellowship program aimed at supporting minority and non-traditional graduate students. The Graduate School is committed to committing additional revenue from enhanced lottery funds towards such a program. The Graduate School will develop a pilot program

next year with a formal evaluation process. We anticipate the results of the pilot will elevate fundraising efforts to support this program. A new development position reporting to the VPR will assist in private fund-raising to enhance diversity in graduate education.

Nurturing and sustaining the programs and activities that are in place now and finding ways to insure sustainability for these important programs are major goals for administrators in Research and the Graduate Studies. Many of these programs are funded by competitive grants and cannot continue without that funding. We will continue to provide support and encouragement to those faculty who are working proactively to find the funding that will sustain these programs. For those programs that rely primarily on internal support, we will work with the faculty and administrators to diversify sources of funding. As additional funds become available, programs that enhance and support the goals of our diversity plan will have a high priority for support.