

**A Five Year Diversity Plan Draft  
For  
The University of Oregon  
May 2005**

This plan reflects the diligent and dedicated efforts of the Diversity Work Group and Diversity Advisory Council. The University is grateful for the tireless energy, time consuming work, and heartfelt contributions of these members...

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# Prologue

The Five Year Diversity Plan stems from the true spirit of the University of Oregon's institutional mission that states in pertinent part, "The University is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service".

We take special note of the following declarations of intent:

Recognizing that knowledge is the fundamental wealth of civilization, the University strives to enrich the public that sustains it through:

- a commitment to undergraduate education, with a goal of helping the individual learn to question critically, think logically, communicate clearly, act creatively, and live ethically
- a recognition that research, both basic and applied, is essential to the intellectual health of the university, as well as to the enrichment of the lives of Oregonians, by energizing the state's economic, cultural, and political structure
- the integration of teaching, research, and service as mutually enriching enterprises that together accomplish the university's mission and support its spirit of community
- the acceptance of an evolving social, political, and technological environment by welcoming and guiding change rather than reacting to it
- a dedication to the principles of equal opportunity and freedom from discrimination for the greater campus community.
- an acceptance of individual identity within a welcoming community
- a commitment to international awareness and understanding, and to the development of faculty, staff and student body that are capable of participating effectively in a global society

Higher education exists in a "real world" of limitations and is subject to the external pressures of limited funds, legislative challenges, and often encountered resistance to change. The University of Oregon is mandated as a public institution and holds the trust of the citizens of the State of Oregon, to provide the best education in the most supportive and engaging environment possible.

The Five Year Plan establishes the vision for such a campus community. Among the initial steps taken were the appointment of a Vice Provost and the establishment of an Office for Institutional Equity and Diversity to provide leadership in this area.

The UO Office of Institutional Equity and Diversity (OIED) plays a central role in fulfilling that ongoing commitment through leadership on issues that enhance institutional fairness and equality, eradicate discrimination and celebrate the strengths of a multicultural community.

Additional steps, illustrated in the comprehensive five year diversity and equity plan, were determined through the efforts of the Diversity Work Group, a representation of campus leaders whose daily portfolios include diversity work. The process received invaluable assistance from

the Diversity Advisory Council, composed of students, faculty and staff whose professional and personal commitment to this work is inspiring.

Peer institution responses to the critical challenges and opportunities stemming from current equity and diversity issues are affirming. Their successful efforts were considered in the creation of a plan for the University of Oregon.

## Vision Statement

The University of Oregon's Institutional Plan is a long-term vision for diversity. It is a forecast of the University campus climate when the levels of commitment, leadership, resources, teamwork and dedication are raised. This vision incorporates input from all areas of the greater campus community and builds upon the foundation previously laid by those whose work over the years culminated to this point. This vision honors those who have selflessly and continuously participated in meetings and campus activities.

The UO predicts a long-term future that rises above constraints to recognize, respect and ensure diversity, including the ethnic makeup of the freshman class, the racial and gender balance of tenured faculty, accessibility for the disabled, and the range of perspectives shared in campus classrooms around issues of sexual orientation, gender identity, religious differences and other characteristics that make up the campus community.

The University of Oregon aspires to be a place where quality education is enhanced and enriched by a diverse campus community and all community members benefit from multicultural experiences throughout the institution. The campus environment will be welcoming and ALL people will feel respected. Institutional barriers historically facing people of color and other groups and individuals will be addressed and efforts made to eliminate such barriers.

Achieving a critical mass of underrepresented students, faculty and staff will build a diverse and vibrant campus community.

After the landmark Grutter vs. Bollinger Supreme Court decision, Justice Sandra Day O'Connor concluded, "By enrolling a critical mass of underrepresented minority students, the University of Michigan policy seeks to ensure their ability to contribute to the Law School's character and to the legal profession." Justice O'Connor notes this does not mean a quota or specific number of people is justification in and of itself, rather, "The Law School finds its critical mass concept by reference to the substantial, important, and laudable educational benefits that diversity is designed to produce, including cross-racial understanding and the breaking down of racial stereotypes; that such diversity promotes learning outcomes and better prepares students for an increasingly diverse workforce, for society and the legal profession."

The University supports partnerships and programs with K-12 schools that have contributed to a substantial rise in college readiness by prospective students (including students of color). Efforts to reduce gaps in test scores, high school grades and graduation rates between minority and majority populations will continue until such gaps are eliminated, leading to greater success rates during the college experience, and greater opportunity for post baccalaureate achievement in the professoriate and in all professions.

All staff members are valued for their contributions to the University's success, including campus aspirations for diversity. Consistent professional development will be provided to all staff.

People of color and others not traditional to the academy will be well represented across all levels of employment. Under-represented faculty will be recruited, hired and tenured at rates reflecting national trends among our university peers.

The University environment is to be characterized by equity and mutual respect for all, a learning environment that values and promotes diversity and prepares graduates to be technically competent and culturally conscious.

## CONCEPTUAL FRAMEWORK

Critical self-awareness is an important factor in the development of a diverse culture. Examining values, motivations, beliefs and expectations, both individually and collectively allow for reflection and understanding of how they affect what is done and said. The University's knowledge of diversity issues and competence in effective approaches to creating a culture appreciative of and reflective of diversity will affect its ability to attain such a culture. Resources provide by the UO, instrumentally and thru social supports will reflect our value of diversity and enable its achievement and development.

## ASSUMPTIONS AND GOALS

The Diversity Plan is designed around the following underlying assumptions:

- Racism and other forms of discrimination continue to exist and must be challenged at the institutional and individual level.
- Inclusiveness is essential. Individuals can learn to appreciate and value differences. Personal commitment and resources are necessary to create and sustain an environment that fosters a culture of diversity.
- Developing the cultural competence of individuals is essential to evolving the kind of community described in our vision statement and to improving quality of our educational experiences thereby reducing disparities for all.
- Cultural sensitivity and knowledge are necessary but not sufficient for individuals to behave in a culturally competent way. What gets rewarded gets done.
- Intellectual ability is not a function of race, ethnicity, or class. Academic achievement is influenced by access to resources and opportunities and disparities are related to race, ethnicity, and class.
- Focusing on numbers only without making required system changes continues to distort the real issues of equity and encourages the pursuit of tokenism.

## Conclusion

The Diversity Plan's aspirations are ambitious and reflect the perceived needs of the UO campus as well as the concept of the UO's proper role as Oregon's Flag Ship AAU\* University in an increasingly diverse state. This agenda is unswerving and our efforts must be resolute.

\*Association of American Universities

**The six points of the plan**

- 1. Developing Cultural Competency**
- 2. Building Critical Mass**
- 3. Expanding & Filling the Pipeline**
- 4. Developing & Strengthening Community Linkages**
- 5. Developing & Reinforcing Diversity Infrastructure**
- 6. Improving Campus Climate**

## The plan...

### **Developing Cultural Competency**

#### ***Cultural Competency Project – Initiated & led by CoDaC***

1. Begin a pilot program to help generate innovative, replicable best practices on increasing, infusing and institutionalizing cultural competency across the University of Oregon. Start with staff and faculty; move to graduates and undergraduates.
2. Secure funding for the project.
3. Begin research on the process.
4. Over a 4 year period achieve the following goals:
  - Year 0 (2004 –2005)***
    - a. Recruit project pilot partners.
    - b. Develop pilot instruments (cultural competency tool).
    - c. Deliver campus-focused event on cultural competency in higher education.
  - Year 1***
    - a. Develop cultural competency training module with identified pilot programs.
    - b. Deliver campus-focused event on cultural competency in higher education.
  - Year 2***
    - a. Continue pilot activities with other 3 identified groups.
    - b. Begin research and planning on cultural competency certification program.
  - Year 3***
    - a. Identify UO researchers interested in publishing results from cultural competency project.
    - b. Conduct campus-wide pre-surveys and interventions.
    - c. Expand and adapt cultural competency tools for entire campus.
    - d. Host major event for UO and OUS schools regarding cultural competency.

#### ***Cultural Competency in General***

1. Continue with the Cultural Competency Project (Initiated and led by the Center on Diversity and Community – CoDaC).
2. Provide cultural competency development opportunities for the campus community.
3. Develop accountability measures related to cultural competency.
4. Recommend the University Senate revise the faculty evaluation.

#### ***Students***

5. Recommend that incoming students participate in a first-year learning experience (e.g., FIG, TRIG, Pathways) with a cultural competency component.
6. Recommend that the University Senate revise the University's Multicultural Requirement to include a fourth category: Developing Cultural Competency/Proficiency.
7. Offer Cultural Competency Certification Program.
8. Recommend the student government revise the ASUO leadership preparation to incorporate appropriate measures and methods for evaluating cultural competency.
9. Provide cultural competency development opportunities to various student organizations (e.g., student unions, IFC/Pan-Hellenic, GTFF).

10. Include meaningful emphasis on cultural competency development in all orientation programming

***Faculty – in conjunction with the University Senate & Senior Administration***

1. Require faculty course evaluation forms to assess classroom content, climate, and openness to multiple viewpoints.
2. Revise 3rd year, tenure, and post-tenure evaluation criteria to assess ongoing skill building and demonstrable commitment to cultural competency.
3. Tie evaluation of cultural competency to raises, promotions etc.
4. Provide cultural competency development opportunities for faculty skill-building.
5. Recommend that all instructional faculties participate in ongoing cultural competence professional development, including a module from the Cultural Competency Project.
6. Include meaningful emphasis on cultural competency development in all orientation programming.

***Officers of Administration***

1. Ensure that vice presidents are responsible for working with department heads and directors to develop and implement accountability measures for faculty/staff cultural competence.
2. Revise annual reviews of directors to include criteria for assessing ongoing skills building and commitment to cultural diversity.
3. Revise performance appraisals of officers of administration to include relevant measures of cultural competency to be assessed annually.
4. Recommend that all officers of administration participate in ongoing cultural competency professional development, including a module from the Cultural Competency Project.
5. Include meaningful emphasis on cultural competency development in all orientation programming

***Classified Staff – In Conjunction with the Union***

1. Revise supervisors' preparation to incorporate appropriate measures and methods for evaluating cultural competency.
2. Revise yearly performance appraisal to include criteria for cultural competency.
3. Recommend that all classified staff participate in ongoing cultural competency professional development, including a module from the Cultural Competency Project.
4. Include meaningful emphasis on cultural competency development in all orientation programming.
5. Develop new partnerships with other offices which have established resources and expertise in the areas of cultural competency, such as the Teaching Effectiveness Program, the Office of Human Resources, and the Counseling and Testing Center.

**Building Critical Mass**

***Faculty Recruitment and Retention***

1. Enhance the emphasis on diversifying the faculty through existing search procedures.
  - a. Require academic units to develop long-term (three to five year) hiring plans. These plans would be evaluated by the Equity & Diversity committee of the unit's respective college or school. Plans would be evaluated with an attention to how they meet some aspect of the University's affirmative action, equity or diversity



- goals. Units that attend to these objectives in their long-term planning will be given priority in the funding of new positions.
- b. Require that all requests for new tenure-track searches include an explanation of how the new hire furthers the unit's long-term hiring plan (and therefore meets some aspect of the University's affirmative action, equity or diversity goals). If a unit believes that a particular hire, by its nature, cannot address these priorities, it needs to provide a rationale for such a claim.
  - c. Require departments to create and regularly update lists of recent Ph.D.s who identify as belonging to underutilized groups (as they are identified by the Affirmative Action Office).
  - d. Include language in job announcements indicating that people of color, women, LGBT, and disabled people are strongly encouraged to apply.
2. Implement cluster hire initiatives. To maximize their effectiveness, the University of Oregon should conduct one cluster hire (at three to four lines per cluster) during a five year period.
- a. Hold competitions for cluster hire initiatives that would create and fill a set of faculty lines across departmental units. Preliminary proposals would be evaluated by the diversity advisory committee of respective school or college. Final proposals (as well as proposals that involve units from more than one college or school) would be evaluated by the University's standing diversity committee (along with the Provost).
  - b. Evaluate cluster hire proposals by the following criteria:
    - i. How effectively does the proposed cluster hire address campus diversity needs?
    - ii. Will the pool of candidates sought for this cluster include persons with diverse personal and professional backgrounds and experience?
    - iii. Does the proposal have the potential of diversifying faculty and staff?
  - c. Conduct pilot cluster hire in 2005-2006 with an objective of making at least five appointments. Potential cluster hires themes include: critical race studies; critical gender studies; queer studies; and disability studies. Competition for pilot cluster hire initiatives should be overseen by the Office of Institutional Equity and Diversity and the Provost's Office.
  - d. To maximize their effectiveness, the University should conduct two cluster hires per year (at three to four lines per cluster), beginning in 2006-2007, over five consecutive years. This would result in thirty to forty new hires by 2012.
3. Maintain the objective of using the Minority Recruitment and Retention Fund (MRRF) to attract and support faculty members from the four federally recognized minority Groups: African American, Asian/Pacific Islander, Hispanic/Latino, and Native American/Native Alaskan.
4. Develop a University-wide policy of administering MRRF monies that includes:
- a. Requiring units applying for MRF to indicate how they will use the money.
  - b. Requiring units to periodically account for how they have spent the money.
5. Give faculty members more control over the management of their MRRF monies.
6. A robust visiting scholar program should be established on a 1-2 year rotational basis.

### ***Student Recruitment and Retention***

1. Increase the money available for DBS, (Diversity Building Scholarships) in order to award approximately 170 additional scholarships each year for the next five years, reaching a total of 800 students served by the program in five years.

Outline of DBS expansion:

- Year 0: 300 current students – 70 graduating = 230 + 170 new recipients = 400 total enrolled
  - Year 1: 400 current students – 70 graduating = 330 + 170 new recipients = 500 total enrolled (*First full year of enrollment for freshman cohort*)
  - Year 2: 500 current students – 70 graduating = 430 + 170 new recipients = 600 total enrolled
  - Year 3: 600 current students – 70 graduating = 530+ 170 new recipients = 700 total enrolled
  - Year 4: 700 current students – 80 graduating (*assuming some three-year graduates*) = 620 + 170 new recipients = 790 total enrolled
  - Year 5: 790 current students – 160 graduating (*approx. 23% of enrolled recipients*) = 630 + 170 new recipients = 800 total enrolled (*Anticipated graduation year for first expanded cohort*)
  - Increase of 166% over five years
2. Increase the number of Math and English classes offered by the Office of Multicultural Academic Support (OMAS).
  3. Create the “Oregon Emerging Scholars Program” to be connected with OMAS and the Office of Institutional Equity and Diversity (OIED). The intent of this program will be to provide counseling, advising and mentoring for a greater number of students throughout their educational tenure with UO, as well as priority for class enrollment. The program would start with approximately 20 students and increase each year over a five year period, to a goal of 200 students served each year.
  4. Establish a goal of doubling the current representation of students in each of the four federally recognized underrepresented groups through the above initiatives combined with initiatives related to expanding and filling the pipeline and efforts by the Office of Admissions.

### ***Graduate Student Recruitment and Retention***

1. Create new or expand current efforts to recruit minority graduate students to the University of Oregon.
  - a. Require academic units to develop long-term (three-to five-year) recruitment plans for minority graduate students. Departments would develop these recruitment programs in cooperation with various supervisory and advisory entities. (The Department of Philosophy’s Minority Recruitment Initiative may serve as an example of such a program).
  - b. Require administrative unit heads (at the vice president and director level) to investigate the applicability of new GTFs to their programs. (Admissions and OMAS may be helpful examples of how these positions serve the dual purpose of achieving unit goals while also providing financial support and experience to graduate students).
  - c. Provide both academic and administrative units with the funds necessary to successfully implement new graduate student programming.

2. Create a new Graduate Merit Fellowship (UO-GMF) directed at under-represented graduate students considering the University of Oregon:
  - a. This high profile fellowship would have distinct advantages over the current Diversity-Building Scholarship as it applies to the graduate recipients:
    - i. Academic units would have the freedom to use the UO-GMF to actively recruit qualified graduate recruits. The UO-DBS program is a centrally-controlled, university-wide initiative operated out of the Office of Financial Aid and the Office of Admissions. As such, it does not serve academic units as an effective recruitment tool for prospective graduate students because the units have no influence over award decisions.
    - ii. The UO-GMF would be a ‘full service’ fellowship, offering full tuition remission plus a monthly stipend. The UO-DBS currently only offers tuition remission, with no provisions for living expenses.
    - iii. The UO-GMF would be a purely academic fellowship, allowing the recipients to focus on their scholarly work with no extraneous service requirements. The UO-DBS requires that recipients complete a community service component that may not be appropriate or effective for strict recruitment purposes.
  - b. The UO-GMF would be coordinated through a central administrative body (OIED or the Graduate School) in conjunction with admitting graduate units. Units and the coordinating body would work together to determine minimum selection criteria; academic units would have authority to make awards based on their specific recruitment needs. Ideally, the awarding unit would report to the coordinating body for final approval.
  - c. This fellowship may be tied to new cluster hire policies. (Newly hired faculty members could select a ‘trailing’ graduate student to receive the GMF.)
  - d. Estimate of Costs (assuming a cohort of five students):

One-year cost for one student:

Tuition/fees: \$10,512

Stipend: \$13,500

Total: \$24,012

One-year cost for full cohort (five students):

Tuition/fees: \$52,560

Stipend: \$67,500

Total: \$120,060

Five-year cost for one student:

Tuition/fees: \$52,560

Stipend: \$67,500

Total: \$120,060

Five-year cost for cohort (five students):

Tuition/fees: \$262,800

Stipend: \$337,500

Total: \$600,300

1. Significantly expand the OA workforce that is culturally competent and fills the problem of under representation among OAs.
  - a. Expand hires in residential complexes to provide professional diversity advising and programming in housing.
  - b. Make grant money, managed by Office of Institutional Equity and Diversity, available to OAs in various units. These grant monies would be competitive and awards would be based on the following criteria:
    - i. Does the proposal benefit the entire unit, and those the unit serves, more than it does an individual OA?
    - ii. Does the proposal move the University's larger diversity agenda forward?

***Classified Staff Recruitment and Retention***

1. Post job announcements in statewide papers, such as the Oregonian, and media directed at under-represented communities.
2. Allow students to be eligible when qualified, to apply for classified staff positions (this will, in part, remedy the lack of available part-time work for students on campus and in the community).
3. Require academic and administrative units to have their searches reviewed by departmental, college, and University diversity committees.
4. Include language in all job postings indicating that people of color, women, LGBT, and disabled people are strongly encouraged to apply

**Expanding & Filling the Pipeline**

1. Each college or unit should create programs or partner with ongoing programs in the local school districts to prepare under-represented students for college attendance. Programs include but are not limited to Saturday Scholar's Academy, OYSP (Oregon Young Scholars Program), A GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) federally funded program administered by OUS and developed by the UO Office of Institutional Equity and Diversity.
  - a. Increase the academic skills and college preparation of historically underrepresented students, particularly low income and students of color.
  - b. Increase interest in college and the enrollment of African-American, Asian/Pacific Islander, Hispanic and Native American students, low-income students, and other under-represented students at the University of Oregon.
  - c. Build a cadre of young scholars who will participate in academic, social, community and cultural activities that increase their ability to flourish in an educational setting, improve study skills and analytical, writing, math and science skills.
  - d. Increase the interest of parents/families of under-represented students in higher education, and leads to increased communication with teachers and administrators, volunteer experiences, and lifelong learning.
  - e. Produce students who will be prepared to:
    - i. Fill management and technical positions in the public and private sectors.
    - ii. Pursue graduate studies leading to careers in academia or the professions.
    - iii. Assume leadership positions with the nation's civic and community organizations and within their own communities.

2. Create summer bridge programs. There must be concerted efforts to establish a greater institution/personal relationship of an ongoing nature with high school seniors/community college and non traditional students prior to their attendance at established University IntroDUCktion Days. This relationship will allow them to continue their association with this institution rather than initiate it as they enter the University of Oregon. These efforts could include on site (at high school/community college facility, UO site where student is enrolled prior to transition to UO, in workshops and other gatherings to orient students to the university, inform them of academic opportunities and related resources, and facilitate relationships with faculty in their major discipline or discipline of interest areas in which they intend to major. It will provide both a preview of the institution, but more importantly, begin to establish an ongoing relationship.
3. The Graduate School is encouraged to consider expanding their financial support for incoming and ongoing graduate students of color and other students who represent underrepresented groups. With the ending of TOLA support, new Graduate School awards are strongly recommended to provide start-up funding for first year students, as well as renewable continuing funding for those who show academic success at the university.
  - a. Awards could be centered on asking or assigning students to select a mentor-professor who is either inside or outside their department, who would guide them through the graduate experience and provide support at both personal and academic levels.
  - b. Stipends of \$1000 should be offered to 10-12 incoming students with renewable support in Year II for an additional \$1000.
  - c. All tuition costs would be covered for awardees.
  - d. Departments should make a matching contribution to student support each year to ensure that they 'buy-in' to admitting and working with incoming diverse students.
  - e. Improve the University's role as an effective partner with community agencies including civic organizations, public schools, and governmental units. This role includes acting as a clearing house and facilitator of information; providing support for initiatives congruent with University of Oregon's Diversity Plan; and, remaining an active member in the Diversity and Human Rights Consortium.
  - f. The University of Oregon must provide opportunities for the larger community to be meaningfully involved in campus activities and programs. The greater community, and particularly underserved members of that community, needs to feel invited and welcomed to the campus.

### **Developing & Strengthening Community Linkage**

1. Develop a Community Relations Committee that includes members from both relevant University departments and offices (i.e. Career Services, Communications, School of Business, College of Education, Alumni Association, and University of Oregon Foundation) and offices and individuals who focus on inclusive and equitable academic and service provision (i.e. members from Vice Provost for Institutional Equity and Diversity, Office of Multicultural Academic Support, Disability Support Services, LGBT

Educational and Support Services, Women's Center, Multicultural Center). The charge of the Community Relations Committee would be to explore current collaborations, map successful and ineffective relationships and link departments and programs to promote community links as they relate to academic and career relationships.

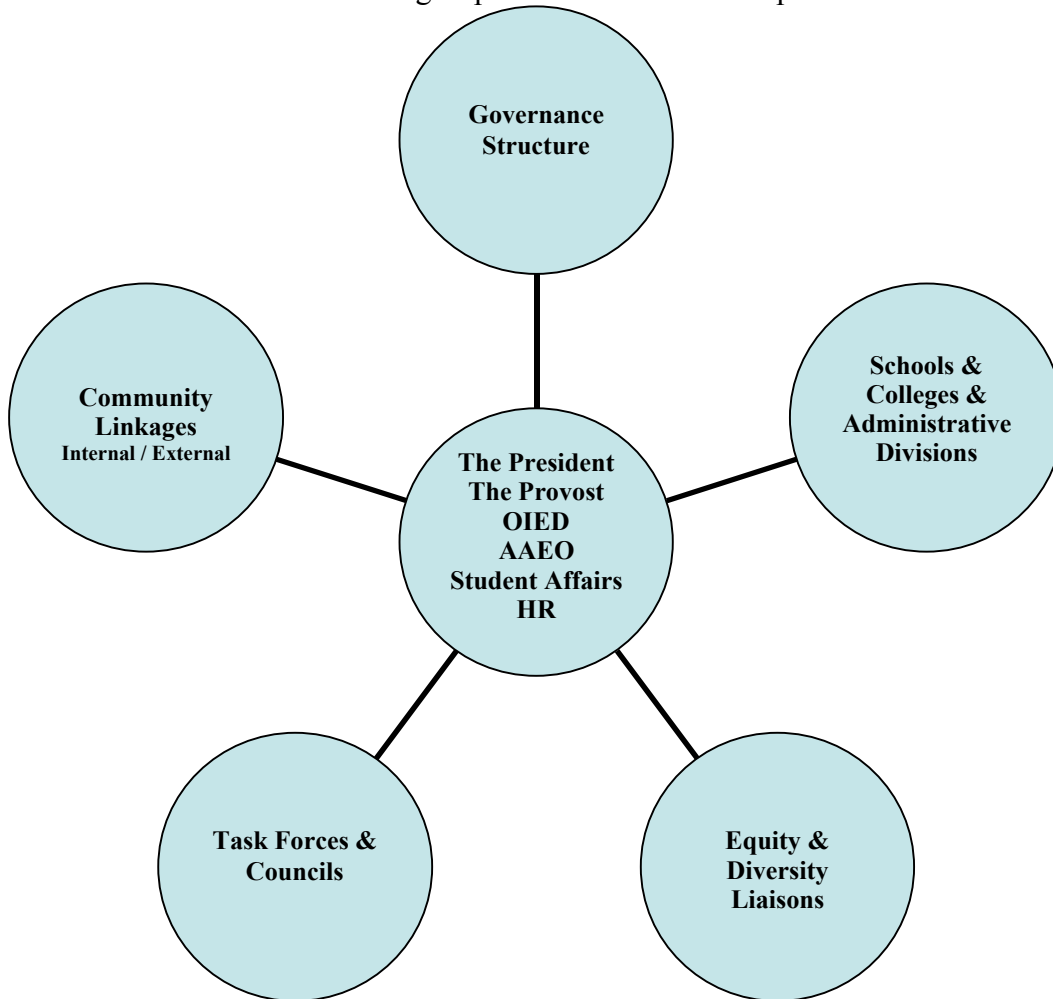
2. Require each University department and office to compile an initial report on their current community connections, both formal and informal, and how these connections relate to the University's mission as well as their own diversity initiatives. These reports would be forwarded to the Community Relations Committee, through the Office of the Vice Provost for Institutional Equity and Diversity, and will act as baseline data for the Committee's work.
3. Participate in community initiatives that explore, evaluate, and promote concepts of diversity. This would include ongoing participation in the Interagency Diversity and Equity Coalition, the staff arm of the 10 agency Diversity and Human Rights Consortium.
4. Support the involvement of campus community leaders on the boards of community groups whose mission is tied to promoting and encouraging diversity, including counting board time as paid time for their positions.
5. Establish an external advisory board to the president.
6. Encourage programs on campus to add community members from sibling organizations to their advisory boards.
7. Hold all offices, programs and departments accountable for strengthening appropriate community linkages on issues of equity, access, recruitment, retention and climate. This would include, but not be limited to:
  - a. Requiring an annual report from departments, through the Office of the Vice Provost for Institutional Equity and Diversity, to the University's Community Relations Committee, on relevant linkages.
  - b. Including, as a part of that report, the identification of barriers to effective community involvement, particularly for members of underserved communities, as well as a plan to eliminate said barriers.
  - c. Developing an incentive program that would recognize and reward departments, offices and programs that show marked and sustained improvement in reaching and addressing the needs of underserved communities.

## **Developing and Reinforcing Diversity Infrastructure**

### ***Building a Communication/Coordination Hub for Diversity Issues***

1. Create the Office of Institutional Equity and Diversity, to be overseen by the Vice Provost for Institutional Equity and Diversity. At a minimum, staffing for that office should include the vice Provost and four assistant vice provosts; one managing pipeline programs and building/preserving linkages in the Portland area; one directing the day-to-day activities of the Office of Multicultural Academic Support; one providing on-going stewardship for the Many Nations Long House and serving as point person for Native American issues; and one serving as point person on all diversity-related scholarship programs and assisting with Latino outreach, (done 1-05).
2. To improve communication and coordination of diversity-related activities, those offices whose work focuses specifically and entirely on diversity-related issues will work

together in close coordination and with support from the university’s senior administrative leadership. Those offices include the Office of Institutional Equity and Diversity, the Office of Affirmative Action & Equal Opportunity, programs within Student Life that provide services to non-dominant or non-traditional students (Diversity Education & Support Services, LGBT Education & Support Services, and Non-Traditional Student Programs), and Disability Services. The collaborative work of that group will serve as a hub for operational diversity-related efforts on campus. In turn, the hub will work with other groups and units across campus on issues of diversity.



- A. The President
- B. The Provost
- C. The Office of Institutional Equity & Diversity
  - The Office of Multicultural Academic Services (OMAS)
  - The Center on Diversity and Community (CoDaC)
  - The Multicultural Center (MCC)
  - The Many Nations Longhouse
- D. The Office of Affirmative Action and Equal Opportunity
- E. The Division of Student Affairs

- Lesbian, Gay, Bisexual, and Transgender Educational Support Services
- Non Traditional Student Program
- Diversity Education and Support
- Disability Support Services
- The Office of Human Resources

#### Governance Structure

- The University Senate Diversity Committee (Proposed)
- The Student Senate Diversity Committee (Proposed)

#### Task Forces and Councils

- President's Council on Race
- President's Native American Advisory Board
- LGBTQ Concerns Committee (Appointments made thru UO Senate Committee on Committees)
- Standing Committee on the Status of Women (Appointments made thru UO Senate Committee on Committees)

#### Schools, Colleges and Administrative Divisions

- College of Arts & Sciences – No committee at this time
- Charles H. Lundquist School of Business – Setting up a Diversity Committee
- School of Architecture and Allied Arts – Equity & Diversity Committee
- School of Journalism and Communication – Setting up a Diversity Committee
- School of Law – Diversity Programming Committee
- School of Music – No committee at this time
- College of Education – Diversity Steering Committee
- Robert D. Clark Honors College – No committee at this time
- Library Diversity Committee
- Graduate School Diversity Committee
- Research
- Academic Affairs
- Student Affairs
- Administration
- University Advancement

#### Equity and Diversity Liaisons (Proposed)

- Americans with Disabilities Act
- Sexual Harassment

#### Community Linkages

- Internal
  - External
3. There are a number of task forces and councils on campus that focus on diversity-related issues. Those serve a valuable purpose, but could contribute more effectively to diversity-related efforts if utilized to research and/or discuss issues of specific interest or concern. Existing task forces and councils include: President's Council on Race, President's Native American Advisory Board, LGBTQ Concerns Committee, Committee on the Status of Women, and Disability Issues Administrative Council.
  4. To ensure that diversity is an integral consideration and core value throughout the institution, the Faculty Senate and Student Senate have been asked, and have agreed, to form standing committees to deal with diversity issues.
  5. All of the above offices, committees and other bodies will provide the overall infrastructure for the university's diversity efforts, with leadership provided by senior administrators and the offices identified in item 2, most particularly the Office of Institutional Equity and Diversity. However, while there are offices, committees and other bodies that have a primary operational responsibility for diversity, it is important that in all communications to the UO community regarding diversity it is clear that all



members of the community share in the responsibility of creating and maintaining a learning and working environment that embraces and recognizes the value of diversity.

6. A first rate Multicultural Center should be created.

#### ***Building Organizational Unit Action Plans that Support Diversity***

1. All schools, colleges, the library, the graduate college and major organizational units within Student Affairs, Administration and University Advancement will be asked to establish committees to address issues of equity and diversity within their units. Depending on the nature of the organizational unit, those committees will develop an action plan addressing recruitment and retention of students/employees from underrepresented backgrounds, culturally competent hiring practices, climate issues within the unit, curriculum development, community outreach and involvement, and other activities intended to support and strengthen the university's core value of diversity.
2. Each committee will be asked to designate one member to serve as liaison and point person for the unit on diversity-related issues. Appropriate training will be provided for equity and diversity liaisons on a regular basis. It is not expected that the liaisons will be or become experts in matters of diversity. However, it is expected that they will know enough about diversity, affirmative action, accessibility or other related issues to know when it is appropriate to call on the office with appropriate expertise for guidance.
3. Departments doing a good job with diversity issues should be profiled

#### ***Improving the Current Discrimination Complaint Process***

1. To provide the greatest depth of knowledge, both of the law and institutional history, we recommend that investigative reports regarding both represented and unrepresented employee complaints involving behavior by employees also be forwarded to the AAAC, preferably for a determination of whether there has been a violation of policy or, minimally, for the purpose of advising the appropriate decision maker. Because of the unique nature and provisions that govern complaints against students, we recommend that OAAEO investigative reports regarding complaints involving behavior by students be referred to Student Judicial Affairs for review and determination of whether there has been a violation of the Student Code of Conduct, and, if so a determination of appropriate corrective action.
2. Maintaining multiple points of entry is important to the university's ability to resolve concerns internally. However, it would mandate that any employee who is an agent of the institution and who is approached informally with a discrimination concern (contact employee) notify the OAAEO regarding the concern. Depending on the nature and severity of the concern, the OAAEO in consultation with the contact employee, will determine whether to proceed with an attempt at informal resolution through that contact employee or whether to refer the person with the concern to OAAEO. That requirement would not apply to the Bias Response Team or the Conflict Resolution Office since, due to the nature of services they provide, notice to those groups does not constitute notice to the institution. Those offices will continue their practice of fully notifying those who contact them that they are not offices of record, that they can assist only informally, and that they cannot conduct any formal complaint investigation.

### **Improving Campus Climate**

The University of Oregon participated in the 2000 Campus Climate Survey and the subsequent national report of that information because of the fundamental nature of campus climate on diversity initiatives. We are committed to the continued integration and evaluation of campus climate and support initiatives that enhance and improve our climate. A first step in that effort is the development of the campus climate component of the diversity plan. It was decided that this component necessitated its own directive in the plan therefore it was added mid way during the diversity plan development process. We are still gathering feedback and formulating the final parts of this information but we have included an outline of the general campus climate information.

1. Define campus climate.
  - a. Rankin study definition
  - b. Floyd information
2. Present commitment to institution to address campus climate issue both systemic and acute.
  - a. Safe and welcoming environment
3. Purpose of this branch of the Diversity Plan
  - a. To establish a process for continued campus climate review
    - i. Assessment
    - ii. Focus Group follow-up
    - iii. Recommendations for change
    - iv. Accountability
  - b. To support initiatives that enhance campus climate acknowledging that the design, implementation and accountability of those initiatives is embedded within another branch of the plan. (Refer to Section V for Initiatives)
4. System Plan for impacting campus climate
  - a. Involves a 6 sided approach to integrated efforts at recruitment, retention, resources, support and advising of underrepresented and/or marginalized campus community members.
    - i. Research: includes relating centers for study and research into a the physical and/or planning structure of related programs
    - ii. Resource and Referral: Continuing and developing a process for the collection of resources, for marginalized groups, campus training options and assuring appropriate referral points
    - iii. Administration and Policy: Providing for Directors and program coordinators for alleviate the processes that students undertake in the maintenance and budgeting for centers serving campus.
    - iv. Empowerment: Supporting ways to engage students in the active programming and development of each center including events and speakers
    - v. Support and Advising: Providing for resources to assure that students are receiving the emotional and academic services to succeed at the UO
    - vi. Mentoring and Leadership: connecting graduate positions, leadership initiatives, additional mentoring programs/opportunities into a cornerstone of each center

- b. This approach in the long term would establish a physical space for historically marginalized groups.
- 5. Initiatives, Programs, and Policy Changes that Support a Diverse Campus Climate Effort
  - a. Trainings
    - i. Develop and/or continue and enhance workshops and trainings for the complex directors and RA's in the residence halls around campus climate issues, with regard to race, ethnicity, gender, sexual orientation, and ableism; particularly education around transgender issues.
    - ii. Develop and incorporate diversity trainings in all student leadership training courses and workshops.
    - iii. Incorporate diversity trainings in all departmental and administrative unit trainings with benchmarks for evaluation.
    - iv. Provide space and institutional support for programs/workshops at IntroDucktion surrounding campus climate issues.
    - v. A formal Diversity Institute should be created, offering short and long courses as well as summer institutes.
  - b. Academic/Classroom
    - i. Evaluate the current multicultural requirement and provide for options that address oppression, privilege, and access. i.e., include LGBT classes in s multicultural requirement that is revised and improved to reflect issues of "difference, power, and discrimination", such as the OSU model based on a list of criteria.
    - ii. Inclusion of a gender and sexuality requirement for students.
    - iii. Support a queer/LGBT minor to attract more students and scholars in the field.
    - iv. Support full departmental status for Ethnic Studies and Women's and Gender Studies.
  - c. Human Resources
    - i. Provide a program assistant to support the work of the current LGBTQ student group. Provide for a support system much like the women's center.
    - ii. Develop a process for cluster hires for diverse faculty, staff, and OAs with the support of the SEIU collective bargaining agreement, GTFF, and with OUS/OAR policies.
  - d. Assessment and Accountability
    - i. Creating a fair accountability processes and oversight measures to enforce equal opportunity code of the university and it entities.
    - ii. Provide for campus climate assessment in at least a 5 year cycle of campus climate review including forums & student feedback.
    - iii. Address the specific accountability for issues of harassment in the classroom.
    - iv. Outline role of administration to address campus climate issues and bias.

## **Aspirational**

Create funded centers that are based on undergraduate programs serving and promoting academic and co-curricular development of student constituencies and unions with centers or homes (LGBTQ center and director; APA center and director; Chicano/Latin@ center and director; Native American center and director; African American center and director; Disability center and director; Women's center and director).