May 14, 2006

Dear Colleagues:

It is my responsibility and privilege to transmit the Diversity Plan for the University of Oregon (May 14, 2006) to the University Senate and to the University community. I urge everyone to read this document with care and reflection at the earliest convenience.

This plan has undergone development and review literally by more than 1,000 people within and outside our university. Late last spring, after an early draft of a proposal met with substantial objection, a group of former leaders of the University Senate met with me and counseled the creation of the Executive Diversity Working Group (EDWG). The members of EDWG were chosen from across the university community and its many constituencies because of respect for their views and their love for this institution. They labored for many months to find common ground and did so. Their efforts in turn were reviewed by the Faculty Advisory Council, the Senate leadership, the Council of Deans, and quite literally scores of faculty and staff who expressed particular concerns and suggested significant changes and improvements.

A few weeks ago, I appointed a Diversity Advisory Committee (DAC), after consultation with the university's academic leadership and formal advisory groups. Again, this group was broadly representative of respected individuals with a variety of views. After a period of intense engagement with more than 1,000 members of our community, the DAC made its report to me on May 11, 2006. A copy of that report, which is being made available at the University Senate website, demonstrates that careful consideration was given to all major categories of concern expressed. I believe any fair-minded reader would conclude that all major arguments advanced were listened to carefully and were considered thoughtfully. Those who compare the DAC report with the plan accompanying this letter can readily see that substantial adjustments were made in the wording and policies of the plan.

This is an issue of great significance, not merely on our campus but in our society and our world. Everyone in our community has the right, as well as the license, to speak freely and without censure, to the details of the plan. These rights have been respected in development of this plan. I thank all who offered their views in good faith, and I have profound trust that formal consideration by the University Senate will be conducted with the high civility and greatness of purpose that is the bedrock value of our University of Oregon community.

With best wishes,

Dave Frohnmayer
President

OFFICE OF THE PRESIDENT

1226 University of Oregon, Eugene OR 97403-1226 ᴛ (541) 346-3036 ꜰ (541) 346-3017 www.uoregon.edu

*An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act*

# Diversity Plan
# for the
# University of Oregon

# May 14, 2006

# University of Oregon Mission Statement

The University of Oregon is a comprehensive research university that serves its students and the people of Oregon, the nation, and the world through the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions. It is the Association of American Universities flagship institution of the Oregon University System.

The university is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service. 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 commitment to graduate education to develop creators and innovators who will generate new knowledge and shape experience for the benefit of humanity

- 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 establishment of a framework for lifelong learning that leads to productive careers and to the enduring joy of inquiry

- 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 the challenge of an evolving social, political, and technological environment by welcoming and guiding change rather than reacting to it

- a dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community

- a commitment to international awareness and understanding, and to the development of a faculty and student body that are capable of participating effectively in a global society

- the conviction that freedom of thought and expression is the bedrock principle on which university activity is based

- the cultivation of an attitude toward citizenship that fosters a caring, supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life

- a continuing commitment to affordable public higher education

# Diversity Plan for the University of Oregon
## May 14, 2006

# VISION

Equality, opportunity, and pluralism are core values that the University of Oregon (the "University") embraces as an institution dedicated to the creation and dissemination of knowledge in an ever-changing, increasingly diverse world. Equality, opportunity, and pluralism are also ideals that we struggle to meet, both as a University community and within the broader society. This Diversity Plan reflects the need for direction in our continuing efforts to meet these ideals.

The University is a place where people from different cultures and experiences learn together; understanding and respecting these differences are critical for the University to be a place of open-minded inquiry where, in challenging the boundaries of knowledge, we include and value all members of our community.

We therefore affirm, in the words of the University Mission Statement, "the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community." We affirm the University's commitment to equity, to diversity, and to the development of faculty, students, officers of administration, and staff who will participate effectively in a global society.

A university that values diversity respects diversity of opinion. As the Mission Statement avows, "freedom of thought and expression is the bedrock principle on which university activity is based." The exercise of that freedom also carries responsibilities. Intellectual honesty asks us to acknowledge the right of others to examine our assumptions, facts, and conclusions. Intellectual rigor asks that we assess the grounds on which we base our opinions and remain open to alternative analysis. Ethics and evenhandedness commits us to consider the effects on others of what we say.

As members of the University community, we take it upon ourselves to protect and enhance all intellectual discourse and to discharge the obligations such investigation requires of us. To that end, we should constantly work to make ourselves more adept at understanding how race, ethnicity, national origin or citizenship, gender, religious affiliation or background, sexual orientation, gender identity, economic class or status, political affiliation or belief, and ability or disability affect the way we live and learn, so that we are better able to respond to intolerance and prejudice, which violate our purpose and mission.

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The University will not sacrifice quality for diversity because diversity is an important component of quality and the aspiration to enhance quality is at the heart of our University mission statement itself.


As the University Mission Statement says, we live in a global society. We therefore affirm that we should develop "international awareness and understanding."  And we affirm that we should, in all we do, work collectively to create and promote "a caring, supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life."

# NEED FOR A DIVERSITY PLAN

The University's Mission Statement emphasizes many of the issues addressed in this Diversity Plan.  The Diversity Plan will assist the University in carrying out its Mission Statement.

Many current University programs focus on the nature of diversity on campus; on creating greater diversity at the University; on improving the ability of faculty, students, officers of administration, and staff to interact respectfully and effectively with each other; and on helping the University community address diversity-related conflicts.  Although many programs exist, coordination has been haphazard.

In an effort to coordinate and support diversity efforts, in 2002 the University created the Office of Institutional Equity and Diversity ("OIED"), headed by a Vice Provost of Institutional Equity and Diversity.  The charge given to OIED and the Vice Provost was to provide central leadership for campus diversity efforts, to coordinate and support existing diversity initiatives, to rethink the administrative structure of existing offices to ensure the most efficient use of administrative time and ensure the benefits of coordination, and to help the University develop new initiatives in the most cost-effective and productive ways possible.  Through OIED the University sought to fulfill its commitment to its mission, as articulated in the University's Mission Statement.

An initial project of the Vice Provost of OIED was to convene a Work Group on Diversity (the "Work Group"), bringing together persons from around campus who work on diversity-related matters.  The Work Group developed six points as a structure for thinking about diversity at the University and then generated ideas about new diversity initiatives and programs that the University might consider.  Their goal was to create a Diversity Plan for the University.  The reasons for the creation of a Diversity Plan for the University included:

> Recognition that top-tier research universities have diverse faculties, students, officers of administration, and staff and that increasing diversity at the University will improve the University's ability to attract intelligent, productive, and successful faculty, students, officers of administration, and staff.  The quality of the University is directly related to the diversity of the faculty and the student body.

> Recognition that more specific ideas and initiatives were needed to further the University's mission.

> Recognition that some members of the University community do not feel included, respected, and safe.

Recognition that changing demographics will bring challenges to the University.

The Work Group issued a draft Diversity Plan in May 2005 (the "May Draft") that generated much comment from members of the University community. Following a recommendation from the Senate Ad Hoc Committee on Diversity, the President appointed an Executive Diversity Working Group ("EDWG") to review the May Draft and to develop a second draft. EDWG developed a second draft, the March Comment Draft, building on the work done by the original Work Group.

Neither the initial Work Group nor EDWG has undertaken a systematic review of current diversity efforts at the University. This sort of planning – the review and analysis of existing programs to determine how to improve those programs and how best to develop new programs – falls squarely within the charge to OIED and should be an important part of the work of that office. In addition, each unit will engage in this planning as it develops its own strategic action plan as detailed in this Diversity Plan.

## *CURRENT CONTEXT*

Conditions facing the University and the state of Oregon help explain the need for a Diversity Plan. Although limited in some respects, available data provide interesting information.

The University has committed a large set of resources to promote diversity, enhance inclusiveness, and strengthen the presence of underrepresented groups on campus. While there is much to be proud of in these current and past efforts, it is also clear that there is much work to be done for the University to realize its diversity goals. Despite concern that the University has insufficient financial resources to address the host of advances that must take place, substantial existing human capacity within the University can be brought to bear on these issues.

What do the University and Oregon state data tell us? An initial caveat is that the University and state sociodemographic data are insufficient to permit full examination of diversity as we broadly define it. Data regarding sexual orientation, social economic status or class, religious affiliation, language, and other factors are not widely available for University students, staff, and faculty, nor is such information widely available from the Oregon state demographic data. In terms of race/ethnicity, however, there are sufficient data to examine important issues.

Data pertaining to race/ethnicity from Oregon state data bases are merely descriptive in nature and hardly complete, but they provide a window into the broader context in which the university exists. These data are not presented as an argument regarding the sufficiency or insufficiency of diversity at the University or to imply specific benchmarks or goals towards which the University should necessarily orient its diversity efforts.

Some key points, summarized from the available data from the University, U.S. Census, and Oregon Department of Education are as follows:

*Oregon State Data*:
- Between the '90-'91 and '02-'03 school year, the Latino/a population in Oregon public K-12 schools grew 219%.
- During that same period of time there was also strong growth among African American students (44%), American Indian students (52%), and Asian/Pacific Islander students (68%).
- Meanwhile, the growth rate for white students in Oregon K-12 schools during this same period of time was less than 1%.
- Between the '04-'05 school year and the current '05-'06 school year alone, the Latino/a population in Oregon schools grew 10%.

*Mapping State Data to University of Oregon Context*:
- In 2004, while 8% of those who completed high school with diplomas were Latino/a, Latino/a students accounted for 3% of the University's student population.
- In 2004, 2% of those who completed high school were African American and another 2% were American Indian, but African American and Indian students only accounted for 1% each of the University's student population.
- Asian students accounted for 5% of those who completed high school in Oregon, and 6% of the University's student population.
- While there has been noteworthy growth in representation of international students on campus over the past decade, the growth among domestic students of color has not been nearly as strong, particularly as compared to the growth in students of color in the K-12 populations.

*University of Oregon Graduation and Retention*
- Based on an analysis of data from the cohort of first-time full-time freshmen enrolled at the University in 2000, 78% of students persisted at the University between the first and second year.
- While few group differences are observable in the second-year retention rates, Latino/a students had the lowest retention rate (74%).
- Third-year retention among African American students was 59%, while the retention for all other racial/ethnic groups was above 70%.
- Fourth-year retention among African American and American Indian students was 59% and 58%, respectively.
- 41% of white students, 37% of Asian students, 28% of Latino/a students, 22% of African American students, and 16% of American Indian students graduated from the University within four years.
- Approximately 64% of University students have graduated after six years, and the gap between students of color and white students narrows by six years. However, disparities remain; 65% of white students have graduated

after six years, compared to 56% of African American students, 57% of Latino/a students and 40% of American Indian students.

- Many potential predictors of retention and completion, such as socio-economic background, family structure, and experiences on campus, are not included in these data.

Oregon is undergoing rapid and massive sociodemographic change, and the University does not yet reflect these rapidly changing conditions in its student enrollment. We have maintained relative proportionality in some areas but have yet to catch the curve of rapid growth that we are seeing throughout the state. We can and must do better in respectfully accommodating and enhancing our diverse University community, which will continue to diversify in the decades to come. Our students must be prepared to live and work in highly diverse and challenging circumstances.

There is evidence that students of color and other underrepresented students continue to face unique challenges in successfully navigating their University experience. These student voices, captured routinely through both formal and informal channels on campus, are supported by the continued frequency of campus incidents as documented in formal complaints through the Office of Affirmative Action, Bias Response Team reports, news stories, and legal actions taken against the University. For example, the Bias Response Team, which provides informal mechanisms to mediate incidents of bias on campus, fielded 92 complaints during FY04-05. Students routinely report that they experience a lack of inclusion, respect, and safety. They testify to inappropriate comments made by University employees and fellow students and endure tense interactions in living, learning, and other public spaces.

In assessing this evidence, it is important to note that many of these incidents occur outside of the classroom, and therefore may never come to the attention of some faculty members and unit administrators. The difficulty of quantifying these experiences numerically does not justify ignoring them or rejecting their legitimacy.

We must act to support and defend those singled out by such acts. They are fellow members of our university community.

# SCOPE OF THE DIVERSITY PLAN

This Diversity Plan for the University of Oregon provides guidance for the University, for each school, college, and administrative unit, and for the faculty, students, officers of administration, and staff.  It purposely identifies strategic directions that should be taken by the University, sets the boundaries for the types of activities that should be undertaken, and empowers individual colleges, schools, and units to create diversity plans with specific prescriptive actions.  The Diversity Plan reflects the University's strongly held belief in the importance of creating and maintaining an inclusive learning and working environment and in the benefits gained by all members of the University community from learning and working with people who come from a variety of backgrounds and perspectives.  The Diversity Plan recognizes that problems and conflicts related to diversity exist on our campus and that changing demographics will present future challenges for the University.  The Diversity Plan should be viewed as a call to action, one that requires attention at all levels and hard work by all members of the University community and of the external community.  Perhaps the most important directive embodied in the Diversity Plan is the expectation that each unit undertake strategic planning focused on diversity issues.  The Diversity Plan provides guidance on issues that those unit-developed Strategic Action Plans should address.

# STRUCTURE OF THE DIVERSITY PLAN

## *RESOURCES*

Stipulations about specific allocations of University resources are beyond the scope of this the Diversity Plan. Although many of the strategic directions contained in the Diversity Plan will not require financial resources, success of some aspects of the Diversity Plan will depend both on finding new resources and on the creative and strategic reallocation of existing resources. Given the financial constraints on all University resources, reallocations of existing resources should be managed carefully to accomplish as much as possible, as cost-effectively as possible. The Diversity Plan identifies areas in which allocation of additional financial resources may be particularly useful, but the Diversity Plan does not determine the priority of these initiatives relative to other areas of critical financial need at the University. The University should make it a high priority to find new resources to commit to the strategic directions set forth in the Diversity Plan. OIED will review existing resources devoted to diversity matters to determine whether those resources are being used in the most effective way possible. The Provost will evaluate any funding for sufficiency and effectiveness. The Plan will be implemented with the full financial transparency appropriate to a public university.

The strategic directions ultimately contained in the Diversity Plan will not be forwarded as unfunded mandates to departments or units. Although the Diversity Plan identifies strategic directions to be carried out by academic and nonacademic units, and although some initiatives will be cost-neutral, the Diversity Plan does not assume that units will be asked to reach new goals with existing resources.

## *CREATION OF STRATEGIC ACTION PLANS ON DIVERSITY BY EACH SCHOOL, COLLEGE, ADMINISTRATIVE UNIT, AND BY THE ASUO EXECUTIVE*

Each school (for example, the Music School), college (for example, the College of Arts and Sciences), and administrative unit (for example, the Admissions Office), and the ASUO Executive will develop a Strategic Action Plan to guide its efforts on diversity, focusing on the relevant issues for that unit. This Diversity Plan can provide guidance on issues to consider. The Plan identifies areas in which actions by units rather than by the University as a whole will be appropriate. Each Strategic Action Plan should address issues relating to faculty, students, officers of administration, and staff, as appropriate to that unit. Involvement of faculty, students, officers of administration, staff, and members of the external community in the planning of these Strategic Action Plans will be critical to their success. A successful Strategic Action Plan will: (1)

provide details with data (where appropriate) about the specific diversity challenges that will be addressed in the Strategic Action Plan and why these targets are the most appropriate, (2) include specific actions that will be taken to address the diversity issues within that unit's particular context, and (3) provide measurable markers of progress that will be assessed during implementation.

Some strategic directions identified in this Diversity Plan will best be carried out by the schools, colleges, administrative units, and the ASUO Executive while other strategic directions will apply at the University level. This Diversity Plan will identify which strategic directions should be included in the Strategic Action Plans and which strategic directions will be more directly the responsibility of the University.

Each unit will probably find that creating a committee to work on developing and implementing its Strategic Action Plan will be an effective approach. The committee can organize the work while involving all constituencies in the unit in the process of thinking through ideas and strategies. In creating a committee for the unit and in delegating work at the unit and department level, it is imperative that the development of the Strategic Action Plans be viewed as the responsibility of all faculty, students, officers of administration, and staff in each unit, and each of these constituencies, along with external community members, should be considered for membership in committees. The administrative burden should be shared equitably by members of the unit. In the past, work concerning diversity has often been relegated to one or two people, often people of color. Deans should be firm in requiring that departments and units delegate the work in a manner that is fair and that does not unduly burden persons of color. Simply expecting faculty and staff from underrepresented groups to speak for their departments or units is not acceptable.

Each school, college, and administrative unit, and the ASUO Executive, should develop a Strategic Action Plan within the timelines specified below. Some units, for example the School of Journalism and Communication, have already done so. As units work on their Strategic Action Plans they should consult with OIED. OIED will develop voluntary interdepartmental workgroups for those involved in the strategic planning process to share information and support. OIED will review each plan and provide input and assistance as appropriate. Final decisions with respect to each Strategic Action Plan rest with the dean of that school or college, or the administrative head of that unit or the ASUO Executive, subject to the authority of the Provost.

Every year, each school, college, and administrative unit, and the ASUO Executive will submit to the Vice Provost for Institutional Equity and Diversity and to the Provost an activity report describing that unit's activities relating to diversity during that year. The Provost will set the

beginning date for these reports and may set different dates for different units, depending upon the state of each unit's Strategic Action Plan. Each May, the Provost will submit a written report to the University Senate, outlining what has been accomplished and what remains to be accomplished under the Strategic Action Plans and articulating the goals and objectives to be addressed over the next academic year. The Provost and the Vice Provost for Institutional Equity and Diversity will also present summary information about yearly progress in an open meeting of the Senate.

Every five years, each school, college, and administrative unit, and the ASUO Executive will review the Strategic Action Plan for that unit, assess the unit's progress toward the goals articulated in its plan, and consider whether revisions in the plan are needed. Each unit will submit to the Vice Provost for Institutional Equity and Diversity and the Provost a report describing its progress under the plan, including data about outcomes if applicable, and any changes the unit has made to its plan. The Provost will include information from these reports in the Provost's annual reports to the Senate.

Every two years, OIED will solicit feedback on campus climate from faculty, students, officers of administration, and staff. OIED will prepare a report describing the feedback and will circulate the report to deans and department heads for use in their diversity planning. The feedback will inform the reviews of the Strategic Action Plans at the unit level and the review of the Diversity Plan itself.

The University will reevaluate its Diversity Plan every five years.

## *RESPONSIBILITY*

The Provost and the Vice Provost for Institutional Equity and Diversity will review the Strategic Action Plans, the activity reports submitted each year, and the progress reports submitted every five years. The Provost, in consultation with the individual units, will determine whether the units have reasonable target goals and are making reasonable progress toward those goals. The Provost will use established personnel/governance policies and practices to reinforce success of units that have made progress in their diversity efforts and to bolster efforts by units that are having difficulty making progress toward their goals.

In addition to the review of University efforts on diversity by the Provost and Vice Provost, all members of the University community are collectively accountable to one another as we progress in our diversity initiatives. Yearly public disclosure of our progress, achievements, and challenges, as well as of all budgetary resources employed, will provide an important accountability mechanism. In addition, the University will

provide venues to reinforce success and publicly acknowledge those individual and organizational innovative efforts that lead to lasting positive change.

## *TIMELINE*

The Provost and the Vice Provost for Institutional Equity and Diversity, in consultation with the unit administrators, will set a timeline for implementation of the strategic directions identified in this Diversity Plan. In particular, the Provost and Vice Provost will set a timeline for the development of the unit-level Strategic Action Plans and for the submission of activity reports and progress reports under each plan. The timeline may vary by unit, depending upon the particular circumstances facing each unit.

# SIX POINTS

The Diversity Plan is organized under **six points**:

**POINT 1:  Developing a Culturally Responsive Community**

**POINT 2:  Improving Campus Climate**

**POINT 3:  Building a Critical Mass**

**POINT 4:  Expanding and Filling the Pipeline**

**POINT 5:  Developing and Strengthening Community Linkages**

**POINT 6:  Developing and Reinforcing Diversity Infrastructure**

The strategic directions envisioned by the Diversity Plan will be discussed under these six points and will include both **1) the issues to be addressed in the Strategic Action Plans and 2) the issues to be addressed at the University level**.  These six points are mutually reinforcing.  The order in which they appear does not suggest priority.

# POINT 1:

## DEVELOPING A CULTURALLY RESPONSIVE COMMUNITY

### *DEFINITION OF DIVERSITY FOR PURPOSES OF THIS DIVERSITY PLAN*

In this Diversity Plan, diversity refers to the differences or variations of people based on their different backgrounds and experiences related to identification with particular groups or communities. Such identification (often in multiple groups) influences but does not determine individuals' lives. At times, we might not recognize how our group memberships affect our own worldviews or how others will regard or treat us. The university is an ideal setting to develop consciousness of these differences and use them to promote knowledge and cultural understanding. For purposes of this Diversity Plan, the term diversity is given a broad meaning and includes, but is not limited to, differences based on race, ethnicity, national origin or citizenship, gender, religious affiliation or background, sexual orientation, gender identity, economic class or status, political affiliation or belief, and ability or disability.[1]

We are committed to the fair and just treatment of every person on campus. Those historically disempowered sometimes need affirmative actions to help them. We need to be selective and responsive in each situation.

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[1] We recognize the difficulty of using a term like diversity that is subject to multiple interpretations. We intend to be inclusive when we use this term. The risk of listing examples of diversity is that no list can be all inclusive. In defining diversity for use in this document, we do not intend to leave out any group nor is it in any particular order. In this document when we discuss persons "of diverse backgrounds or experiences" we mean by that description to refer to the broad range of diversity intended by our definition here. Further, when we discuss "underrepresented groups" we intend to refer again to the broad definition of diversity.

## *CULTURAL COMPETENCE*

Although the Diversity Plan does not use the term cultural competence in describing the strategic directions that follow, the Executive Diversity Working Group thought it useful to include an explanation of the term in this document.  The term "cultural competence" or "cultural competency" is a well-established concept and professional standard in such fields as health care, education, psychology, social services, and increasingly in the corporate world but is a less used term in other disciplines.   For some people the term is a useful way to address the need to develop a set of skills to promote cross-cultural effectiveness.  For others, the term is unfamiliar, its meaning unclear, and its use problematic.  We recognize that the term carries a range of usages, meanings, and implications, and we do not necessarily endorse all ways that the term is or has been employed.  Nonetheless, recognizing its value after extensive listening and discussion, the Executive Diversity Working Group crafted its own working definition to promote clarity:

> Cultural competence is an active and ongoing process of self-reflection, learning, skill development, and adaptation, practiced individually and collectively, that enables us to engage effectively a culturally diverse community and world.  Cultural competence allows us to recognize that our statements, convictions, and reactions are conditioned by the culture in which we live.  Cultural competence enables us to bring this knowledge to bear in our interactions so that we can participate respectfully and effectively in our pluralistic University, state, country, and world.

In addition, it may be helpful to understand that cultural competence is a developmental process rather than an endpoint.  The term should not connote a dichotomy, the idea that a person is either culturally competent or incompetent, but rather that all of us can seek to become more culturally competent.  Cultural competence is about addressing culture in the broadest sense and does not refer only to race.  Goals of cultural competence are to promote the importance of multiple viewpoints, to encourage critical pedagogy, and to engage in critical discussion about diversity and equity issues.  Cultural competence should not be viewed as advocating political correctness or as any sort of infringement on academic freedom.

No matter what the process is called, when units work on diversity matters, the units need to engage these issues.  We urge the University community to be generous in its consideration of the concept, focusing on the spirit behind it, to ensure respectful and productive interactions that reflect recognition of the variety of contexts and experiences from which individuals and groups come.

Although the Diversity Plan does not use the term cultural competence, some units will find the term useful in developing their own diversity plans.  Others might not.  Each unit should feel able to use the term in a way that makes sense for that unit or to employ other ways of articulating the same goals.  Either approach is valid.  The Diversity Plan should not be viewed as opposed to the use of the term cultural competence; neither should the Diversity Plan be viewed as mandating its use.  In the end, better understanding and a sense of common purpose will emerge as we move beyond discussion of terminology to deeper, honest conversation, listening, and learning to achieve the goals articulated in the University's Mission Statement.

# *STRATEGIC DIRECTIONS INVOLVING THE FACULTY*

This section discusses the strategic directions that affect faculty most directly.  The Strategic Action Plans developed by each school and college will address many of these issues, because specific implementation will differ by unit.

In this section the strategic directions involving the faculty's role as instructors apply to all who teach at the University of Oregon, including graduate teaching fellows and non-tenure-track faculty.

## 1. Strategic Action Plans Developed by Schools and Colleges

### a. Course Content

As a signal characteristic of the United States and the world, diversity itself is a subject worthy of study, as much current teaching and research at the University shows.  As faculty become more aware of diversity issues appropriate to their courses, they should work to incorporate them further into the curriculum. While matters of culture and diversity are prominent in many fields in the humanities and social sciences, they may be less likely to apply in the physical sciences and mathematics.  Each discipline, college and school should devise the best approach with regard to the treatment of diversity issues in the curriculum.  The content of any particular course remains under the control of the faculty member teaching the course.

**Include issues of diversity in course content where appropriate.** Each Strategic Action Plan created by an academic unit should address the steps the school or college will take to encourage faculty to determine whether including the study of issues related to diversity in the substance of their classes is appropriate and to outline the strategies the school or college will take to encourage discussion of these issues in courses where appropriate.

### b. Teaching Effectiveness

**Create inclusive classroom environments.**  Every faculty member in every discipline is expected to create an intellectually challenging and inclusive classroom environment in which students are encouraged to engage the professor and each other in a respectful and thoughtful manner.  Because our student population is diverse, every faculty member needs to develop the tools to teach all students effectively.

**General expectation to participate in professional development.** To improve each faculty member's ability to teach all students effectively, deans and department heads should stress the importance of participation in professional development opportunities to nurture good teaching. Faculty should consider regular participation in professional development seminars, which improve teaching and service across cultural divides, to be an important part of ongoing professional development.

**Professional development workshops.** Each school and college must determine what professional development programs with respect to issues of diversity will most benefit the faculty in that school or college or in departments within the school or college. Each school or college should determine whether a professional development workshop offered to all faculty in the school or college would be appropriate or whether workshops geared toward particular departments would be more effective. For example, in the College of Arts and Sciences a workshop might be developed specifically for the departments of Mathematics, Anthropology, or Philosophy. Alternatively, workshops might be arranged for similar disciplines, such as for all who teach in the social sciences, sciences, or humanities. Each academic unit (school, college, or department, as determined in the Strategic Action Plan for the school or college) should offer appropriate workshops annually, geared toward the particular teaching concerns of the faculty in that unit and available to all faculty in that unit. Each yearly activity report submitted by the unit should include summaries of the workshops offered during the prior year.

**Evaluating teaching.** Because excellence in teaching involves the effective engagement of all students, the creation of a classroom in which students from diverse backgrounds and experiences[2] can learn effectively is an essential aspect of instruction. Departments and programs need to develop appropriate ways to evaluate a faculty member's teaching that allow for assessment of such differentiated teaching effectiveness.

**Student evaluations.** In order to assist faculty in evaluating student experience in their classes and to cultivate an inclusive and fair learning environment, each academic department and program must reevaluate its course evaluations and add questions as necessary to provide information about the classroom environment and students' ability to participate equally. Open-ended questions are likely to be most helpful in generating useful feedback, which professors and departments can use to improve classroom teaching.

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[2] The broad definition of diversity applies throughout this document.

When evaluations indicate particular classroom climate problems, the department must address these concerns.

### c. Training Graduate Students

Faculty who work with graduate students must help these students learn to become effective teachers. All graduate students who may one day teach should learn how to create an intellectually challenging, inclusive, and respectful classroom. Faculty who train these graduate students should include instruction about the need to be aware of differences among their students[3] and should help the graduate students develop the appropriate tools to teach all students effectively.

## 2. Issues to be Addressed at University Level

**Teaching Effectiveness**

**OIED seminars.** In addition to the trainings offered by each unit, faculty would be well served by meeting with faculty from other disciplines to reflect on, critically assess, and transform those instructional and institutional practices to which cross-cultural communication is integral. To this end, OIED should coordinate annual professional development seminars, perhaps with the same faculty cohorts participating every five years or so. At these seminars, faculty from different disciplines might participate in a day-long discussion of problems and success stories on campus relating to diversity, cross-cultural communication, and campus climate. OIED should develop a structure that will provide an opportunity for each faculty member to participate in this program, at least once every five years.

**Orientation.** Orientation for new faculty should continue to include information on the diversity of the University community and on the skills needed to work effectively with students drawn from an increasingly diverse state, nation, and world. New faculty should be informed about the University's efforts and expectations regarding the faculty member's need to interact respectfully and effectively with diverse members of the University community and about the need to create and maintain a safe, inclusive, and just campus climate.

**Incentives.** The University should consider incentives to encourage faculty to participate in trainings and seminars.

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[3] "Differences" refers to the many different backgrounds and experiences that underlie the broad definition of diversity used in this document.

## *STRATEGIC DIRECTIONS INVOLVING STUDENTS*

All of the Strategic Action Plans will include strategies that involve students, and schools and units should seek input from students as they develop their Strategic Action Plans. This section of the Diversity Plan focuses on the Strategic Action Plan of the ASUO Executive and then on University-level strategic directions.

## 1. Strategic Action Plan Developed by the ASUO Executive

**Members of the University community.** The ASUO Executive should develop strategies to improve students' abilities to learn and interact respectfully and effectively with diverse members of the University community.

**Student organizations.** The ASUO Executive should work with student organizations to encourage their members to participate in activities, programs, and courses that assist the students in living, working, and studying in a diverse community.

**Students working with students.** The ASUO Executive should create ways for students to engage one another on issues of diversity.

## 2. Issues to be Addressed at University Level

**Orientation.** Orientation for new students should continue to include information on the diversity of the University community and on the skills needed to work, learn, and live with students drawn from an increasingly diverse state, nation, and world. Students should be informed about the University's efforts and expectations regarding each student's need to interact respectfully and effectively with diverse members of the University community and about the need to create and maintain a safe, inclusive, and just campus climate.

**Training for student leaders.** Workshops on working and interacting with diverse students should be made available to ASUO leadership and to student organizations, including, for example, student unions, IFC/Pan-Hellenic, and Residence Hall Advisors.

**First-year learning experience.** Prior to registration, students should be strongly encouraged to participate in a first-year learning experience (e.g. FIG, Transfer Seminar) that includes a discussion of diversity issues. For example, FIG programs contain a one-credit College Connections course with outside speakers, discussions led by faculty members, and other activities designed to help first-year students negotiate the complexities of the university and achieve

academic success. Directors of these programs and faculty teaching in them should be encouraged to incorporate a unit on diversity in each College Connections course in which a diversity unit would further the intellectual goal of the course.

All of the FIGs have benefited from the hiring of diverse student FIG leaders and from trainings developed for student FIG leaders that prepare the students for work on the topics of human diversity and human interactions. The trainings may provide a useful model for other groups.

**Multicultural requirement.** In light of the adoption of this Diversity Plan, the University Senate should initiate a reevaluation of the multicultural requirement, through the Undergraduate Council, the Curriculum Committee, and other appropriate bodies, to consider whether the courses listed as complying with the requirement are the appropriate ones.

*STRATEGIC DIRECTIONS INVOLVING OFFICERS OF ADMINISTRATION*

## 1. Strategic Action Plans Developed by Schools, Colleges, and Administrative Units

Each academic and nonacademic unit's Strategic Action Plan should include a discussion of measures to assist officers of administration in improving their abilities to interact respectfully and effectively with diverse members of the University community and should be made in consultation with the officers of administration in that unit.

**Professional development.** All officers of administration should be encouraged to participate in ongoing professional development in improving their abilities to interact respectfully and effectively with diverse members of the University community.

**Evaluations.** Because excellence in working at the University demands on-going improvement in the ability to interact respectfully and effectively with diverse members of the University community, performance appraisals of officers of administration should include consideration of their on-going efforts in this regard.

## 2. Issues to be Addressed at University Level

**Orientation.** Orientation for new officers of administration should continue to include information on the diversity of the University community and the skills needed to work effectively with faculty, students, faculty, officers of administration, and staff drawn from an increasingly diverse state, nation, and world. New officers of administration should be informed about the University's efforts and expectations regarding each person's need to interact respectfully and effectively with diverse members of the University community and about the need to create and maintain a safe, inclusive, and just campus climate.

*STRATEGIC DIRECTIONS INVOLVING CLASSIFIED STAFF*

## 1. Strategic Action Plans Developed by Schools, Colleges, and Administrative Units

Each academic and nonacademic unit's Strategic Action Plan should include a discussion of measures to assist classified staff in improving their abilities to interact respectfully and effectively with diverse

members of the University community and should be made in consultation with the Union.

**Professional development.**  All classified staff should be given the opportunity and encouraged to participate in ongoing professional development in improving their abilities to interact respectfully and effectively with diverse members of the University community.

**Evaluations.**  Because excellence in working at the University demands on-going improvement in the ability to interact respectfully and effectively with diverse members of the University community, performance appraisals of classified staff should include consideration of their on-going efforts in this regard.

## 2. Issues to be Addressed at University Level

**Orientation.**  Orientation for new staff members should continue to include information on the diversity of the University community and on the skills needed to work effectively with faculty, students, officers of administration, and staff drawn from an increasingly diverse state, nation, and world.  New staff members should be informed about the University's efforts and expectations regarding each person's need to interact respectfully and effectively with diverse members of the University community and about the need to create and maintain a safe, inclusive, and just campus climate.

## *UNIVERSITY SUPPORT FOR DIVERSITY TRAINING*

To the extent resources permit, the University should provide financial support and assistance to units that conduct diversity training sessions for members of the unit.

# POINT 2:

## IMPROVING CAMPUS CLIMATE

### *STRATEGIC DIRECTIONS IN THE DIVERSITY PLAN*

The goal of the strategic directions provided in this Diversity Plan is to improve campus climate with respect to diversity.[4] In particular, work by faculty, students, officers of administration, and staff to improve their abilities to work and learn respectfully and effectively in a diverse community should make the University a more welcoming and productive place for all of us. Efforts undertaken with respect to building a critical mass and expanding and filling the pipeline will also improve campus climate by increasing diversity on campus. The continuing work envisioned by the Diversity Plan should be an ongoing means of improving campus climate.

Every member of the University community has the responsibility to make the University a supportive and inclusive place. Any interaction at the University – in a dormitory, a classroom, an office, in the library or other University building, or outside on the campus – should be respectful and safe. Everyone has the responsibility to act respectfully and also to watch out for each other.

### *PROVIDE WAYS TO ADDRESS CONCERNS BEFORE A COMPLAINT ARISES*

**Informal Conflict Resolution**

The University should continue to develop better ways to address conflict before the conflict escalates and develops into a dispute. Some of the other strategic directions in this Diversity Plan are designed to create an environment in which some kinds of conflict are less likely to occur. Nonetheless, conflict among members of the University community will inevitably arise and should be addressed as quickly and effectively as possible. The Bias Response Team (BRT) and the Conflict Resolution Office (CRO) are available to help members of the University community. The University should strengthen those offices so that they will have adequate resources to meet the needs of the University community and so that they can continue to develop ways to resolve conflicts in a manner that addresses the concerns of all parties and minimizes escalation of the conflicts.

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[4] Throughout this document, the broad definition of diversity set forth in Point 1 applies.

The BRT and CRO should consider sending representatives to residence hall meetings and generating aawreness among incoming freshmen students through publicity campaigns coordinated with residence hall advisors and RHA student leadership.  It is essential that outreach efforts reach incoming freshmen

**Communication about Procedures**

The University needs to provide clear information about options available to those with concerns about discrimination or discriminatory harassment and what each of those options may accomplish.  Some conflicts can be resolved informally, and members of the University community need to know what resources are available to help them when conflicts arise.  Some conflicts rise to the level of a complaint, and persons affected need to know how and where to file a complaint.

To ensure that all members of the University community know what their options are, the University should develop written instructions about informal dispute resolution options and about the discrimination complaint process, including information about procedures to follow and resources available.  A flow chart showing various avenues available to members of the University community, depending on each person's relationship to the University, may also be useful.  The written instructions or flowchart or both should be provided to students during orientation, to new employees (faculty, officers of administration, and staff), to all faculty who advise students, and to all offices on campus.

These should also be posted in high traffic locations such as the Student Recreation Center and the EMU.  The written instructions and/or flowchart should also be permanently posted on residence hall bulletin boards.

## *IMPROVE THE DISCRIMINATION COMPLAINT PROCESS*

**Single-Complaint Process**

Sometimes concerns about discrimination rise to the level of a complaint.  While multiple entry points into the complaint process may serve the University well by encouraging a person to make contact where the person is most comfortable, multiple entry points raise potential risks in terms of whether the University acts appropriately once the University receives notice of possible discriminatory behavior.  Further, the current processes provide

more time for some members of the University community to pursue concerns regarding possible discrimination than others.

To avoid confusion and to ensure consistency in the University's response to issues of possible discrimination or discriminatory harassment, OIED, the Office of Affirmative Action, the Office of Student Judicial Affairs, the Student Conduct Committee, and the University Senate should consider whether developing a single-complaint process for all members of the University community would be helpful. In thinking about how the single-complaint process should be structured, issues of notification and confidentiality, current collective bargaining agreements, the Student Code of Conduct, and the Faculty Grievance Process should be considered.

## *IMPROVED COMMUNICATION ABOUT DIVERSITY EFFORTS*

Many activities, initiatives and events related to diversity take place at the University, but information about diversity efforts does not always reach members of the University community. OIED should serve as a hub for communication about diversity issues and efforts at the University and keep the University community and external communities informed about the many programs and activities related to diversity that occur on campus. OIED already maintains an "Events Calendar" on its website and should continue to look for more ways to improve communication.

## *CONTINUED CAMPUS CLIMATE REVIEW*

The University participated in the 2000 Campus Climate Survey and the subsequent national report of that information. OIED should establish a process for continuing to review campus climate and should include University-wide forums and student input as part of that process. OIED has a continuing duty to make recommendations to the University of ways to address problems identified in assessments of campus climate.

## *MAINTAIN AND IMPROVE RESOURCE GUIDE*

The Center on Diversity and Community (CoDaC) should continue to collect and make available resources for persons from underrepresented groups. The Eugene/Springfield Multicultural Resource Guide, first created by the University Library, then revised by CoDaC, and now available on the CoDaC website, is an excellent resource and should be maintained.

## *ENCOURAGE STUDENT INVOLVEMENT*

University offices and programs should continue existing efforts and develop new strategies to involve students from underrepresented groups in planning, organizing and participating in all university events. All students must be stakeholders in campus climate efforts and activities. OIED, ASUO and other units should explore ways to involve all students in the design and implementation of programs focused on awareness of and engagement in diversity building activities on campus.

## *ADVISING AND MENTORING STUDENTS*

The University should develop programs to mentor students from diverse backgrounds and experiences to ensure that they receive the personal and academic support that will enable them to succeed at the University.

# POINT 3:

# BUILDING CRITICAL MASS

## *NEED FOR CRITICAL MASS*

The development of a critical mass of persons from underrepresented groups is critical to cultivate and maintain a campus environment that embraces diversity and to provide our students with the tools to become global citizens.  Building diversity across our faculty, students, officers of administration, and staff will benefit our University in countless ways. Increasing the diversity of our faculty is important to provide our students with role models and to secure the scholarly and intellectual benefits that a diverse faculty will bring to the University.  Equally important is the recruitment and retention of undergraduate and graduate students from diverse backgrounds and experiences.

Other sections of the Diversity Report use a broad definition of diversity, and the Diversity Plan embraces and supports all aspects of diversity among members of the University community, including cultivation of a fair, inclusive, and respectful environment for all.  Point 2 focuses on the importance of recruiting and retaining faculty, students, officers of administration, and staff from groups that are underrepresented in a unit with respect to ethnic, racial, or gender diversity.  Although all kinds of diversity benefit the University, and units should seek to recruit and retain persons of diverse backgrounds broadly defined, to the extent the University devotes resources to building a "critical mass," the emphasis should be on racial and ethnic diversity and, in some departments, gender diversity.

Efforts to build critical mass in this section are focused on race, ethnicity, and gender. It should be noted that different categories of diversity have different histories and require different strategies to build critical mass. The narrowing of focus in this section reflects the clear, immediate and legally sanctioned need for developing critical mass in these particular groups and recognizes as well the differences between building critical mass in faculty and staff and building critical mass for students.  The university remains dedicated to pursuing long-term commitment to equality of opportunity, ability and disability access, and true pluralism.

# FACULTY RECRUITMENT AND RETENTION

## 1. Strategic Action Plans Developed by Schools and Colleges

This section discusses the strategic directions that affect faculty. The Strategic Action Plans developed by each school and college should consider ways to improve the recruitment and retention of faculty from underrepresented groups.

**Hiring plan.** Each school, college, and department should develop a long-range (three- to five-year) hiring plan that incorporates the University's interests in increasing diversity, both in hiring faculty with diverse backgrounds and experiences and in hiring faculty who will broaden and enrich the scholarly reach of the University in its teaching and research. Recognizing that we have limited resources, all such units should think creatively about ways to attract a diverse pool of high-quality applicants. Units should not merely seek to comply with the affirmative action rules but should go beyond those legal obligations to try to develop a diverse pool of high-quality applicants for each search. Units may also consider new strategies for hiring, including new ways to define positions.

For both recruiting and retention, schools, colleges, and departments may consider a number of strategies. Cluster hires, partner-hiring strategies, visiting scholar programs, and opportunity hires are all examples of strategies that units may want to include in their hiring plans.

- Studies have shown that partner-hiring strategies have had particular success in increasing the diversity of faculty. Bearing in mind the commitment to academic excellence, the University should strengthen the current partner-hiring program.

- Cluster hires are hires centered on a particular subject focus and coordinated by several academic departments, schools, and colleges. Potential benefits of cluster hires include creating a group of faculty with similar interests who can support each other's scholarly work, encouraging collaborative teaching and research, developing interdisciplinary depth in a particular subject, and attracting particularly accomplished senior faculty members. A theme likely to attract scholars from diverse backgrounds and experiences could increase diversity on campus.

- Visiting scholar programs would bring to campus faculty who work in areas of study that are not adequately represented at the University. They can enrich intellectual life on campus, and provide opportunities for students and faculty to benefit from the ideas and information the visitor brings.

- Units may also want to consider opportunity hires as a strategy to include in their hiring plan.

**Job announcements.**  Job announcements should indicate that persons from diverse backgrounds are strongly encouraged to apply, with language framed as broadly as possible to indicate the University's interest in attracting candidates from underrepresented groups. The Office of Affirmative Action has developed specific language for use in job announcements, but in addition units should consider consulting with the Office of Affirmative Action or with OIED to write job announcements that express a commitment to diversity in a way that will attract persons from underrepresented groups.  Job announcements should be circulated as widely as possible, using means likely to reach candidates from diverse backgrounds.  Units should not merely seek to comply with the affirmative action rules but should attempt to develop as diverse a pool of applicants as possible for each search.

**Retention plan.**  Units should develop plans for retaining all good faculty members and should pay particular attention to the problems that faculty from underrepresented groups face.  Units should consider strategies to build collegiality, create a positive work environment, and mentor new faculty, both personally and professionally.  Helping new faculty feel comfortable both on and off campus will be important for retention.  Because adjusting to Eugene may present challenges for persons from groups underrepresented in Eugene, additional mentoring may be helpful.  Some of the strategies discussed in connection with hiring, in particular the hiring of a faculty member's partner, will also aid in retention.

**Advancement.**  To ensure the highest quality of faculty, the promotion and tenure process needs to be thoughtful and proactive in assuring that assessment of all faculty is fair and takes full account of developing knowledge and fields.  Evaluators should always be alert to the value of the unfamiliar in scholarship, which can sometimes even provoke hostile reactions, and should bear in mind the complexity of assessing interdisciplinary approaches to research and teaching.

## 2. Issues to be Addressed at University Level

**Minority Recruitment and Retention Fund.**  The University should provide more resources for faculty recruitment and retention.  Some tools currently in use, for example the Minority Recruitment and Retention Fund (MRRF), have proven effective.   The University should continue the use of the MRRF but may want to consider whether changes in implementation will improve the program.

**Other Strategies.**  The University should identify new resources to assist units in implementing new hiring and retention strategies.  For example, cluster hires will require cooperation among departments and deans.  To encourage the development of cluster hires, the University could provide financial incentives such as providing bridging funds (three years of funding to cover the period before a retirement will free a line) or extra funds to hire a more senior faculty member than the department could otherwise afford.  If new money can be raised to support a particular subject-area focus, for example if a donor could be interested in helping to underwrite development in Latin American Studies, such new funds could be used to created new lines in multiple departments.  University support will also be useful in making the University's partner-hiring program more effective, in creating visiting scholar positions, and in providing funding for opportunity hires.

**Strengthening existing academic programs**.  A number of academic programs at the University may help the University build critical mass both because the scholarly work centered in those programs addresses issues of diversity and because faculty, students, and staff who work in those programs may be more likely to come from diverse backgrounds themselves.  Strengthening programs that focus scholarship and teaching on issues of diversity will serve to strengthen diversity at the University.

# *GRADUATE STUDENT RECRUITMENT AND RETENTION*

## 1. Strategic Action Plans Developed by Schools, Colleges, and Administrative Units

The Strategic Action Plans developed by each school, college, and administrative unit should consider ways to improve the recruitment and retention of graduate students from underrepresented groups.

**Academic units.** Each academic unit's Strategic Action Plan should include a long-term (three- to five-year) plan to recruit high-quality graduate students from underrepresented groups. The Department of Philosophy's Minority Recruitment Initiative provides an example of such a program. Each Strategic Action Plan should also address the mentoring of graduate students, with a focus on particular concerns faced by students from underrepresented groups.

## 2. Issues to be Addressed at University Level

**Creation of Graduate Fellowships.** The University should create and fund graduate fellowships designed to attract high-quality graduate students from a wide variety of backgrounds and experiences who will add to the diversity of the University.

**Encourage curricular developments.** Graduate education should be at the cutting edge of scholarship, and research which deals in various ways with the diversity characteristic of the United States and the world is exciting and vibrant. Therefore, curricular and research initiatives in this area should be enhanced both as a means to advance scholarship and to recruit and develop excellent graduate students from diverse backgrounds.

## *UNDERGRADUATE STUDENT RECRUITMENT AND RETENTION*

1.  **Strategic Action Plans Developed by Schools, Colleges, Administrative Units, and the ASUO Executive**
    The Strategic Action Plans developed by each school, college, and administrative unit and by the ASUO Executive should consider ways to improve the recruitment and retention of high-quality undergraduate students from underrepresented groups.

2.  **Issues to be Addressed at University Level**
    Undergraduate recruitment issues are also addressed under Point 4.

    **Increase scholarship money.** The University should increase the financial resources available for scholarships that attract high-quality students from underrepresented groups to the University. These include Diversity Building Scholarships and need-based scholarships and may include the creation of other scholarships. Enrollment Services, working with the Offices of Admissions, Financial Aid, Multicultural Recruiting, Student Affairs, and OIED should determine how best to target financial aid dollars to reach students who will increase diversity at the University.

    **Increase programs to improve retention**. Students from underrepresented groups often face challenges at the University that additional programs in counseling, advising, and mentoring could help to address. The University should evaluate existing programs and develop new ones to promote academic success, help students navigate the requirements for majors and graduation, and assist students in developing leadership skills. Innovation in retention programs is necessary. The mathematics and English classes sponsored by OMAS provide an example of a promising strategy. The University should also consider developing an Oregon Emerging Scholars Program to advise and mentor students from underrepresented groups throughout their tenure at the University. Because active, involved students are likely to persist and thrive at the University, and because the University is well-placed to train future civic and community leaders, the University should consider developing leadership institutes or other means to teach leadership skills and encourage students to take active roles in student organizations.

    **Campus climate.** Improvements in campus climate (*see* Point 2) will make recruiting and retaining high-quality students easier. A university that demonstrates its commitment to diversity is attractive to diverse students.

# *OFFICERS OF ADMINISTRATION AND CLASSIFIED STAFF RECRUITMENT AND RETENTION*

## 1. Strategic Action Plans Developed by Colleges, Schools, and Administrative Units

The Strategic Action Plans developed by each school, college, and administrative unit should address the hiring and retention of high-quality persons from underrepresented groups as officers of administration and classified staff.

**Job announcements.** Job announcements should indicate that persons from diverse backgrounds are strongly encouraged to apply, with language framed as broadly as possible to indicate the University's interest in attracting candidates from underrepresented groups. The Office of Affirmative Action has developed specific language for use in job announcements, but in addition units should consider consulting with the Office of Affirmative Action or with OIED to write job announcements that express a commitment to diversity in a way that will attract persons from underrepresented groups. Job announcements should be circulated as widely as possible, using means likely to reach candidates from diverse backgrounds. Units should not merely seek to comply with the affirmative action rules but should attempt to develop as diverse a pool of applicants as possible for each search.

# POINT 4:

# EXPANDING AND FILLING THE PIPELINE

## *WHY FILLING THE PIPELINE IS IMPORTANT*

We need to make the University a destination for the best and brightest students graduating from Oregon high schools. To ensure that these students reflect the diversity of our state and to encourage students with diverse backgrounds and experiences to attend the University, we need to provide support and encouragement to K-12 students. Our goals should be to prepare K-12 students to apply to and succeed in higher education, particularly at the University. Middle school students are often the most vulnerable to outside pressures and yet hold great promise of reaching higher academic achievement levels if actively encouraged. In addition to targeting this important age group, our strategic directions seek to provide support throughout the high school years and to assist students in applying for admission and enrolling in classes at the University.

We believe that parents, school districts, administrators, and classroom teachers, as well as the University supporters, need to be involved to make any system of access to higher education work for students from diverse backgrounds and experiences. Thus, University pipeline programs will be more likely to be successful if the University partners with local and regional school districts, parents, community agencies, and the many nonprofit organizations that support education. A successful pipeline will link together well-prepared teachers, curricula that are rich in core content related to diversity issues, active administrators who genuinely care about maintaining the flow of the pipeline, programs offered outside the classroom by nonprofit organizations, and an increasing pool of well-prepared students who are ready for success in their academic work at the University.

In addition to work on the pipeline within Oregon, the University needs to continue to develop outreach programs to attract well-qualified international students at both the undergraduate and graduate levels.[5]

The benefits of expanding and filling the pipeline go beyond the University as a destination for these students. As they graduate from the University in greater numbers, our increasingly diverse students will be poised to take their place as community members and citizens of Oregon,

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[5] The broad definition of diversity set forth in Point 1 includes national origin or citizenship within its scope. Strategic directions throughout this document include international students, faculty, officers and administration, and staff.

and in some cases to further enrich the diversity and excellence of the University as graduate students and faculty.

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

Outreach, support, and encouragement of underrepresented and underprivileged students at the K-12 level is a practical necessity.  Middle school is a key development level that often sets youngsters towards trajectories of success or failure depending on the types of supports and interventions that are employed.  Students often make decisions about whether or not to attend college by the ninth grade.  Efforts to attract and support young students from structurally disadvantaged groups should take this into account when designing pipeline strategies.

Active cultivation of the talent and potential in Oregon's K-12 students provides the opportunity for creative collaboration between departments and among faculty, staff, and students.  University pipeline programs will be most effective if partnered with local and regional school districts, parents, community agencies, and academic non-profit organizations.  Such programs should also strive to include a range of University faculty and students in engaging Oregon's underrepresented and underprivileged K-12 students.  Such programs provide University participants with real and tangible diversity experience and training while simultaneously addressing the challenges of diversity at their roots.

For practical and principled reasons, filling the pipeline must be a focal point in the University's diversity efforts.

## 1. Strategic Action Plans Developed by Schools, Colleges, and Administrative Units

**Participate in programs for K-12.** Programs that help prepare students for the University cut across disciplines and will benefit from coordination at the University level. Units around campus are already engaged in many of these programs. Communication through OIED will help ensure cross-fertilization of ideas and efforts. OIED can serve as a central office that can initiate new programs and support existing programs. Goals of the programs will include the following:

- Increasing the academic skills and college preparation of historically underrepresented students, particularly low-income students and students of color;

- Increasing interest in college among African American, Asian/Pacific Islander, Latino/a, and Native American students, low-income students, and other students who are underrepresented at the University;

- Building a group 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 improve analytical, writing, math, and science skills;

- Increasing the interest of parents and families in higher education, leading to increased communication with teachers and administrators, volunteer experiences, and lifelong learning; and

- Producing students with analytical, creative, practical, and communication skills who will be prepared to (1) fill management and technical positions in the public and private sectors, (2) pursue graduate studies leading to careers in academia or the professions, and (3) assume civic or organizational leadership positions locally, statewide, nationally, or internationally, as well as within particular communities.

**Recognize faculty involvement.** Units should recognize the time and commitment of faculty involved in programs for K-12 students. This work falls outside the scope of traditional scholarship, but the work is important and should be valued when faculty are evaluated for the contributions to their disciplines, programs or departments, and the University.

## 2. Issues to be Addressed at University Level

**President's Office.**  As the external voice of the University, the President's office should support and promote programs for K-12 students.

**Financial incentives.**  The University should provide financial incentives for units to undertake programs for K-12 and should provide additional rewards for successful programs.

**Student outreach.**  Student outreach programs such as the Multicultural Center's Bridges Program have created linkages with the community.  The University should continue to support these efforts.

**Summer bridge programs.**  OIED should create summer programs, to occur before IntroDUCKtion Days, that will orient students to the University, inform them of academic opportunities and related resources, and facilitate the establishment of relationships with faculty in their areas of academic interest.  The goal will be to provide a preview of the institution and to begin to establish an ongoing relationship between each student and the University.  The programs could be held at high schools, community colleges, or at the University, and might be in the form of workshops or social gatherings.

**Summer programs for younger students.**  The University should develop summer programs for middle school and high school students who are members of groups that are underrepresented at the University. Summer programs can help students develop leadership skills, prepare students for college, and strengthen students' academic interests and skills.

# POINT 5:

# DEVELOPING AND STRENGTHENING COMMUNITY LINKAGES

## *WHY COMMUNITY LINKAGES ARE IMPORTANT*

The University is situated in the Eugene/Springfield community and in the State of Oregon. Developing and strengthening connections with civic organizations, the public schools, governmental units, and individuals living in Eugene and Springfield and throughout Oregon is important. As a public institution the University serves the public. The University should be seen as a resource and should provide opportunities for people outside the University. The University should be both a leader and a listener. By working together, the University and external communities can find ways to address changes within the state. The University, the Eugene/Springfield community and the State of Oregon will all benefit from increased connections.

Just as the University has developed linkages with Asian countries to recruit the best students from those countries, linkages with the local and state communities will help the University attract the brightest students from Oregon.

The University has engaged in a number of programs that have been cited as "excellent examples of really partnering with the community" by members of the Interagency Diversity and Equity Coalition. The Office of Multicultural Affairs and the Office of International Programs both work with community schools and organizations to help students succeed, the Wayne Morse Center and the Law School bring speakers to campus and encourage community participation in forums, CoDaC has provided forums and other venues for critical conversations, and the Assistant Vice Provost for Institutional Equity and Diversity has visited many organizations, schools, and groups to talk about diversity issues, community issues, and the University's work on institutional equity. In addition, university students have served as tutors and mentors to middle school students.

The University needs to play a more active role in the community and should encourage faculty, students, officers of administration, and staff to become involved in community groups whose mission is tied to promoting and encouraging diversity. Likewise the University should enlist

community members in its diversity programs and projects when it is appropriate and possible.

1. **Strategic Action Plans Developed by Schools, Colleges, Administrative Units, and the ASUO Executive**

   Each Strategic Action Plan should consider ways to develop and strengthen linkages between that unit and communities outside the University.

2. **Issues to be Addressed at University Level**

   **OIED Leadership**

   OIED should work with University departments and offices to explore current collaborations between the University and the community, to promote effective relationships, and to develop new programs that promote community links. OIED should consider the creation of an advisory board of community leaders.

   **University Participation in Community Initiatives**

   The University should continue to participate, and seek new ways to participate, in community initiatives that explore, evaluate, and promote concepts of diversity. For example, the University should continue to participate in the Interagency Diversity and Equity Coalition, the staff arm of the Diversity and Human Rights Consortium. The University should encourage and support innovative programs that involve the community.

# POINT 6:

# DEVELOPING AND REINFORCING DIVERSITY INFRASTRUCTURE

## *RESPONSIBILITY OF THE ENTIRE UNIVERSITY COMMUNITY*

Although the offices and programs that work directly with OIED will provide the overall infrastructure for the University's diversity efforts, and senior administration, together with the Senate and committees of the faculty, will provide leadership, all members of the University community share in the responsibility of creating and maintaining a learning and working environment that recognizes the value of diversity. All members of the University will benefit from increased diversity at the University and from the efforts to build a safe, inclusive and just campus climate.

## *CURRENT AND FUTURE ACTIVITIES OF OIED*

**Developing a core vision/mission.** In conjunction with other University diversity offices and programs, OIED should establish a set of guiding principles, along with a clearly articulated mission statement for how it will function within the University structure.

**Strategic planning.** OIED should engage in strategic planning with respect to diversity efforts on campus. Strategic planning will involve identifying existing individual and program-level diversity efforts on campus, analyzing the effectiveness of these efforts, coordinating services and facilitating a collective approach to diversity efforts, developing new initiatives targeted at each of the six points of the Diversity Plan, and prioritizing new initiatives so that any available resources can be directed in a manner that will best improve overall diversity efforts.

**Supporting school, college, and unit planning processes.** As indicated elsewhere in this Diversity Plan, OIED will work with schools, colleges, administrative units, and the ASUO Executive to develop Strategic Action Plans. OIED will also review and provide feedback on the Strategic Action Plans and will review progress on the Strategic Action Plans in conjunction with the Provost.

**Improving supports for students.** OIED will work with other units to strengthen supports for students who feel unsafe or experience disrespectful, hostile, and/or discriminatory treatment at the University. . These efforts will include providing more information about existing support services to students, identifying and creating new ways for students to bring concerns forward in both formal and informal manners (e.g., through ombudspersons), and promoting educational opportunities for the entire campus community to create a more welcoming and supportive environment.

**Improving supports for faculty, officers of administration, and staff.** OIED will work with other units to strengthen supports for all members of the University community.

**Developing best practices and sharing ideas.** As it reviews reports submitted by schools, colleges, administrative units, and the ASUO Executive, OIED should collect information about programs and initiatives developed by individual units that can be shared with other units.

**Education about cultural competence.** OIED should take the lead in educating the University community about the term cultural competence and effective ways to use the concept in planning.

## *DEVELOPING PROGRAMS AND DEPARTMENTS THAT SUPPORT DIVERSITY*

The University should continue to develop programs and departments that address issues of diversity, and the University should support programmatic enhancements and innovations that support diversity.