IDEAL Framework at the UO
(November 2015)

Diversity, equity, and inclusion are primary components of what will make the University of Oregon a competitive, world-class public research university. Our challenge is to strengthen the University of Oregon in diversity, equity, and inclusion. In this document, we present the Inclusion, Diversity, Evaluation, Achievement and Leadership (IDEAL) framework to accomplish our goals for world-class excellence. The aim is to cultivate the opportunities that diversity, equity, and inclusion present so that the University of Oregon can benefit from them. We here provide an overview of each of the five strategies and their tactics, along with plans for implementation, recording, and assessment. (The appendix summarizes the strategies, tactics, qualitative and quantitative measures for recording and assessment.)

Background

In 2013, UO President Gottfredson affirmed the centrality of diversity, equity, and inclusion to our academic mission. In his October 2013 address at our “Breakfast of Champions,” Gottfredson charged our campus, friends of the university, and our community partners to work together in assembling an overarching strategic framework for diversity, equity, and inclusion. He also charged the campus to identify clear goals, to have metrics, accountability mechanisms, and specific processes to evaluate our progress. In 2014, Interim President Coltrane and Acting Provost Bronet reaffirmed the 2013 charge, commended the University Wide Diversity Committee (UWDC) for the draft plan, and encouraged the committee to prioritize the strategies and tactics for ratification and approval.

In 2015, President Schill announced three objectives: building our tenure-related faculty and promoting academic research; ensuring affordability and access to our students; and offering a rich and high-caliber educational experience to our students. In keeping with President Schill’s expectation that diversity, equity, and inclusion are woven into each of his three objectives, we here demonstrate how each element of IDEAL addresses our campus-wide objectives.

The IDEAL framework builds on the previous 2005 Diversity Plan, which focused on six pillars: cultural-responsiveness, climate, building critical mass, expanding and filling the pipeline, developing and strengthening community linkages, and developing and reinforcing diversity infrastructure. IDEAL seeks to connect with past accomplishments and introduce new areas of opportunity by providing more opportunity for units to get to work immediately through strategies and tactics that have been devised with the assistance of students, faculty, staff, alumni, and community partners.

As the graphic below illustrates, IDEAL is a living document that represents eighteen months of data gathering, conversations, town-hall meetings, and research.
The 56-member planning team, led by the Office of the Vice President for Equity and Inclusion consulted with several universities; hosted a Diversity Expert in Residence Program, featuring colleagues from Berkeley, Cornell, and UCLA; engaged in a listening tour; and facilitated focus groups. McClaurin Solutions conducted an environmental scan of the climate and a review of previous campus-wide and unit-wide climate data. In partnership with the Center on Diversity and Community (CoDaC), the Office of Institutional Research, and the Center for Assessment Statistics and Evaluation (CASE), the planning team collected and analyzed data on faculty, staff, and students. The planning team also hosted a day-long symposium that featured best practices across a range of areas from ten peer institutions in Oregon and beyond, as well as campus forums, to get a comprehensive response to different versions of the IDEAL framework. In April 2015, we engaged more than 200 campus and community partners in a Town Hall meeting to get feedback on the full scope of the plan. That input from the Town Hall meeting has been incorporated into the current version. The eighteen-month process led to the design of this three-year IDEAL framework, the purpose of which is to engage every individual and unit on campus in our goal to make diversity, equity, and inclusion integral to the workings of the University of Oregon.

Key findings from our work identified five strategic outcomes that constitute the IDEAL framework: Inclusion, Diversity, Engagement, Achievement, and Leadership (IDEAL). Each of the strategies contains five tactics that all departments on campus will work collaboratively to achieve. IDEAL focuses on areas where policies and structures are needed to begin and sustain the work of diversity, equity, and inclusion. Taken together, the strategies and tactics are designed to improve climate, recruitment, retention, intergroup connections, graduation rates,
professional success, and leadership for all UO students, faculty, staff, and administrators, as well as for University friends and other external partners. For the IDEAL framework to become commonplace in our practices and policies at the UO, all students, faculty, and staff will need to work collaboratively to make diversity, equity, and inclusion an integral part of every academic discipline, administrative unit, and UO partnership.

The five parts of our strategic framework for diversity, equity and inclusion are inextricably linked to the University of Oregon’s academic mission to be a competitive public research institution. Using the language of students, staff, faculty, friends, and external partners, we here define each part of IDEAL, enumerate the outcomes that we will achieve, and explain the strategies and tactics that will lead to these achievements. It is important to note that this plan will operate in partnership with a campus-wide strategic plan that also affirms diversity, equity, and inclusion as core institutional values and principles. In the sections below, we outline the five strategic priorities and the five tactics of the IDEAL framework.

Strategic Priorities and Tactical Mechanisms of the IDEAL Framework

Inclusion
From all indications, students, staff, faculty, and community partners desire a more positive and inclusive working, learning, and teaching environment. Time and again, people expressed the idea of “creating a community and a supportive environment for diverse populations” as well as “creating a welcoming and attractive community for diversity.”

An inclusive climate is foundational and must be addressed if other aspects of the framework are to succeed. Most students, staff, faculty, and community members expressed a desire to have more professional development opportunities regarding issues of cultural agility and interpersonal communication. They expressed the need for a regular assessment of “why people exit and remain at the university” and recommended “equity, implicit bias, and cultural-agility training for committees responsible for recruitment, hiring, annual evaluations, tenure, promotion, and awarding university-wide resources.” Indeed, they insisted that these data need to be utilized not merely to “check off the box” but to drive change in ways that make the University of Oregon a better place to learn, conduct research, teach, and work. Campus climate is clearly an urgent issue for our students. In 2014, the Associated Students of the University of Oregon (ASUO) initiated a cultural competency campaign about how to improve the ways faculty and staff teach and engage with students. Taken together, these concerns suggest a need to focus more intentionally on the factors that combine to create our campus climate.

Inclusion Strategy
Make the University of Oregon a “welcoming, loving, supportive, and respectful community” for people diverse in identity, interests, perspectives and culture. Improve feelings of trust, mutual respect and goodwill in every department on campus.
Inclusion Tactics

**Tactic A:** Develop and engage our university communities in opportunities that enhance campus climate and interpersonal communication.

**Tactic B:** Model, teach, and reward students, faculty, and staff for behavior that contributes to a “welcoming, loving, supportive, and respectful community.”

**Tactic C:** Develop and/or enhance statements about diversity, equity, and inclusion in departmental documents, websites, internal and external communication.

**Tactic D:** Institutionalize exchange and visitation programs that enhance student access, affordability, faculty diversity, community engagement, and UO’s academic distinction.

**Tactic E:** Design and arrange classrooms, pedagogy, and technology to enhance access and learning opportunities for all students.

Diversity

Diversity is defined in a number of ways. Our definition must be broad and inclusive and encompass groups that are historically underrepresented, such as people of color, people with disabilities, women in science, LGBTQA people, and religious minorities. As we reviewed the data collected through a variety of mechanisms, the “recruitment and retention of students, faculty, and staff of color” was one of the most frequently mentioned needs of the University of Oregon. Others commented on the need for our diversity efforts to embrace accessibility issues, given Eugene’s prominence as a global model for disability access. In this regard, we seek to go beyond compliance and to exceed non-discriminatory Equal Employment Opportunity (EEO) and Americans with Disabilities Act (ADA) requirements. Some think that the UO is doing a much better job at recruiting diverse undergraduates than diverse graduate students. However, there are gains to be made in all areas. Demographic evidence supports the widespread perception that the UO is not as diverse as opportunities could provide. For example, the 2014 Faculty Report demonstrates that while women are overrepresented in humanities and some social science fields, they are increasingly underrepresented in the sciences. There is also the concern that when women are disaggregated, the overrepresentation occurs primarily among non-tenure track female faculty rather than tenure track female faculty. Asian American faculty, followed by Latino/a faculty, represent the highest contingent of faculty of color, but there is still a need to be diligent in recruitment and retention of such faculty; the percentage of Native American and Black faculty remains below availability in many schools, colleges, and departments. Diversity among staff is represented primarily in the area of gender, with few staff members of color in the highest echelons of university administration.

Indeed, there is particular concern about the “lack of racial and ethnic diversity in upper-level administration,” which is predominantly male and white. The dearth of systematic data on disability, sexual orientation and religion is problematic because it prevents an analysis of how members of these protected groups are faring in terms of access and advancement. Further complicating the challenge is that even when diverse students, faculty, and staff are recruited,
there is a perception that retention rates are far below optimal. The IDEAL plan therefore includes an opportunity for the campus to analyze data that will allow us to provide evidence regarding patterns of recruitment and retention.

When asked how to address the issue of diversity, UO community members pointed to the importance of progressive enrollment management and policies for students at the undergraduate and graduate levels; active recruitment initiatives for faculty like those led by Academic Affairs, VPEI and CoDaC; and more intentional focus on all kinds of diversity in the hiring of classified and unclassified staff. Special attention should be focused on groups that are currently underrepresented and underserved. Explicit retention efforts are needed to ensure that we don’t create a “revolving door” institution where diverse colleagues come—but rarely stay. We need to achieve quantitative availability, or better, in all underrepresented demographic groups by 2018.

**Diversity Strategy**

Diversify our student body, staff, and faculty through active recruitment, onboarding, and intentional retention strategies. Achieve availability or better in all measureable categories by 2018.

**Diversity Tactics:**

**Tactic A:** Improve recruitment as well as retention rates for graduate and undergraduate students. Diversify recruitment and funding resources for international graduate students.

**Tactic B:** Support interdisciplinary research collaborations, community-university research partnerships, diversity-related curriculum development, and inclusive pedagogical strategies.

**Tactic C:** Develop a network of colleagues serving as community liaisons in departments, schools, and colleges to support faculty and staff professional goals and strengthen community bonds with the UO.

**Tactic D:** Scale up UO’s existing Employee Resource Groups (ERGs) to enhance professional development and community building experiences for all members of the UO community.

**Tactic E:** Develop departmental learning requirements, internships and/or certificates for students, faculty, GTFs and/or staff, to acquire knowledge and skills in diversity.

**Evaluation**

Universities preserve and produce knowledge. As a Research1 institution, the UO should generate and rely on evidence to guide our priorities and decision-making processes. While the use of evidence to guide decision making is common in some areas of the university, evidence in the form of empirical data is often missing from many of the policy, process, and financial decisions surrounding diversity, equity, and inclusion. To this end, staff, students, faculty, external partners, and friends of the university asked for accessible and consistent data on a wide variety of indicators, ranging from demographic composition to inventories about diversity.
resources, policies, and practices. It is important to note that the participants did not merely want access to data but wanted university leaders to use the data to reward progress, intervene in problematic situations, and drive sustainable change. To this end, they called for regular and consistent surveys on satisfaction, climate, departures, and focus-group discussions, to find out why some people stay and why some leave. They asked for “studies of search committees” to understand the current hiring processes and how the university can better support the work of search committees in ways that enhance diversity, equity, and inclusion in hiring. Members of our diversity committee encouraged more reliance on UO faculty and staff, who are working and researching right here on campus in areas that that will inform and augment our efforts.

Because evaluation is fundamental to determining the progress that we are making with our IDEAL framework, our tools of evaluation must avoid bias. Unbiased evaluation should be an ongoing activity that is integral to the University’s regular work.

Currently, there are no consistent, annual, university-wide reports that focus on diversity. The 2013 Provost’s report, Benchmarking the University of Oregon, included a focus on some aspects of diversity. The VPEI completed the 2014 UO Faculty Report featuring a ten-year study of racial and ethnic diversity in all departments, schools, and colleges. While some of our publications feature anecdotal stories about diversity, the IDEAL framework for diversity, equity, and inclusion provides an opportunity to design and implement a university-wide strategy for regularly reporting on the important work of assessing/evaluating our efforts.

**Assessment/Evaluation Strategy**

Encourage and support a culture of institutional learning, evaluation, and assessment that enhances our institutional commitment to diversity, equity, and inclusion. Establish baseline benchmarks for every department, and achieve and measure meaningful progress on a bi-annual basis.

**Evaluation Tactics**

**Tactic A:** Complete a standard bi-annual self-assessment tool to document successes, challenges, and opportunities in diversity, equity, and inclusion.

**Tactic B:** Expand CBA requirements for documentation of contributions in tenure and promotion dossiers to include all documents that support the tenure and promotion processes (third-year review, post-tenure review, salary review, and administrative review processes, etc.)

**Tactic C:** Conduct a public space audit to document the range, focus, quality, and quantity of media that address diversity, equity, and inclusion.

**Tactic D:** Review departmental partnerships with K-20 institutions, other campus entities, community partners, and other entities toward the goal of establishing partnerships that align with university priorities and community needs.
**Tactic E:** Establish and monitor annual goals for all areas of purchasing and contracting with women, Black, Native, Latino, API, and other minority-owned suppliers, outside service-providers, and vendors.

**Achievement**

One of the most refreshing aspects of our town hall meetings and surveys was the sentiment from many that the UO is not only interested in having diversity but also in ensuring equitable achievement for all. This was underscored by calls for “closing the gaps” and making sure that students, faculty, and staff who have been historically underrepresented are included in the “highest levels of university recognition.” Achievement, however, will not occur without a focused plan of action and collaborative partnerships. Together we should articulate specific goals and commit the resources necessary to improving opportunities for all undergraduates, graduate students, faculty, staff, and community members. The research, publications, and conference presentations of underrepresented graduate students and faculty in the humanities and social sciences often address historical and contemporary subjects of diversity. This work merits recognition, both as part of advanced research at the UO and as furthering the ideals and goals of equity and inclusion throughout our culture. There are emerging areas of strength in Women’s Studies, Native American Studies, Ethnic Studies, and Latino/a Studies that should be nurtured and cultivated. Additionally, there is excellent research by and about issues of diversity in the natural, biological and social sciences that must be recognized, supported and heralded. This includes research and activities in mainstream journals as well as activities focused on diversifying the pipeline.

Opportunities for achievement at the UO are currently uneven, and there is much work for departments, schools, and colleges to do as we pursue the strategic outcomes of IDEAL 2017. Most of the Knight Professorships are held by white men. UO students who participate in study-abroad programs are largely white and female, with few disabled and underrepresented students. Few disabled students and those from historically underrepresented groups are represented in the most elite recognition within the university, such as Truman Scholars and Fulbright Scholars. In contrast, however, the UO cadre of Gates Millennial Scholars is increasingly diverse in gender, race, geographical origin, religion, and other sources of identity. We should ensure that recipients of academic and professional honors and awards are representative of the diversity within our institution, as well as provide recognition for outstanding and innovative contributions in the areas of diversity, equity, and inclusion. In order for diversity, equity, and inclusion to be reflected in achievement, appropriate resources must be both available and accessible to all members of the University community. The vision here is one of equity and inclusion as an aspect of all opportunities for personal and professional growth. Every member of the UO community should be able to pursue the highest levels of professional and leadership success of which they are capable.

**Achievement Strategy**

Democratize achievement by developing a meritocracy that values diversity, equity, and inclusion. Increase the percentage of underrepresented groups in each category of departmental, campus-wide, and professional measures of prestige and excellence.
Achievement Tactics

**Tactic A:** Provide faculty and staff with enrichment opportunities that enhance UO’s academic reputation and individual professional development.

**Tactic B:** Increase undergraduate and graduate student participation in global learning study abroad leadership experiences, scholarships, professional development opportunities, inclusive teaching practices, and significant awards.

**Tactic C:** Provide enrolled undergraduate and graduate students with the social, academic, and/or financial support necessary to achieve at their highest levels.

**Tactic D:** Enhance existing pipeline programs to strengthen the academic preparation of high school, community college, and enrolled undergraduate students, for success at the University of Oregon.

**Tactic E:** Increase the number, quality and prominence of awards for diversity-related research, teaching, and community engagement, and/or for exemplary work and service by faculty.

Leadership

Leaders at the University of Oregon have an unprecedented opportunity to frame the discourse on diversity, equity, and inclusion. Students, faculty, staff, and friends of the university look to them for direction with new energy and commitment. Statements like “We need to see and hear leadership on this issue” reflect the sentiment that faculty, staff, and students who serve in leadership positions at all levels of the University of Oregon are expected to demonstrate their commitment to diversity, host diversity-related events, actively participate in campus-wide events related to diversity, and make issues of equity and inclusion an integral part of their substantive and funding agendas. While some campus leaders are active in their commitment to diversity, many survey respondents feel that too many leaders “delegate” diversity to others, fail to demonstrate its importance in the day-to-day fabric of their unit’s work, or take the passive role of supporting the work of others, without providing their own leadership and substantial resources.

While the people in central administrative positions are the ones who make final decisions, the work of pursuing goals for equity, inclusion, and diversity will be most successful when everyone assumes leadership for these goals in their areas of responsibility. From the staff colleagues who support our academic processes, implement our budgets, and keep our facilities clean and orderly, to the students in classrooms, residence halls, organizations, and volunteer positions, to the faculty in classrooms, research venues, creative spaces, and in various community locations—all should take responsibility for making diversity, equity and inclusion commonplace at the UO. The purpose of IDEAL 2018 is to provide a framework in which such individual responsibility is incentivized and realized.

**Leadership Strategy**

Put effective leadership into practice with respect to diversity, equity, and inclusion.
Leadership Tactics

**Tactic A:** Engage college and regional development officers in opportunities to raise money in support of philanthropy for equity, inclusion and diversity; Encourage volunteers to support diversity-related philanthropy.

**Tactic B:** Establish and implement an active-recruitment and hiring plan that relies on best practices for underrepresented staff and faculty in each unit.

**Tactic C:** Build evaluations of interpersonal and cultural agility into hiring, professional development, evaluation, and advancement mechanisms for supervisors, heads, deans, and senior leadership.

**Tactic D:** Develop mentoring programs for faculty and staff in departments, schools, and colleges that is supported by a university-wide network of training and support.

**Tactic E:** Share effective strategies and policies with campus colleges, schools, or units so that units successful in specific diversity-related practices can mentor and train other UO departments.

Implementation Process and Accountability Mechanisms for IDEAL Identifying Priorities

Each school, college, or unit is expected to utilize the IDEAL framework to select four of the aforementioned tactics and one of the tactics from the Inclusion strategy work on over the next two years. In some instances, and with advice and input from the University Wide Diversity Committee, the Equity Design Team, and the VP for Equity and Inclusion, a school, college, or unit may identify a tactic that is not included as part of the framework’s tactical priorities.

Once they have selected their tactics, the school, college, or unit is expected to use the prepared grid (Appendix B) to specify their identified tactics, timelines, resources, and constituency, so it is clear how they will address their priorities, and someone responsible for each unit’s plan will be identified. Ideally, this is the Dean, Vice President, Director, or someone else in the unit’s senior leadership position.

Resources for Achieving Strategic Outcomes

During the Winter and Spring terms, the University Wide Diversity Committee will host several workshops to roll out the IDEAL framework and assist units as they work to identify strategies, tactics, and resources to realize their strategic goals. In addition to attending workshops, each unit will also have the opportunity to apply for funding to support and enhance diversity initiatives. The grants will provide funding of no more than 10K, with most grants falling in the range of $5K to $7K. Priority will be given to units that can demonstrate the sustainability of their work over time, as well as proposed projects that are well positioned to leverage other forms of institutionalized support. The minimum amount of funding for these awards is $60,000 per year.
Reporting and Accountability

In March of each year, all units will have an opportunity to share information about the status of their IDEAL strategies and tactics as part of the annual review process in which all campus leadership currently participate (Appendix B, Annual Report Form). Each Dean will submit the school or college report to the Provost as part of the annual review process. Each Vice-President will submit their unit’s reports to the President as part of their annual review process. There will be an annual campus-wide presentation at an April Showcase of Diversity, where each unit will present its IDEAL strategies and tactics and report on its progress toward achieving them. Each presentation will benefit from feedback provided by members of the Equity Design Team. Successful work in this area will receive appropriate recognition.