GOAL #1 (I: Inclusion): Create an inclusive and welcoming environment for all.

School, College, Research, or Administration Strategy 1 – Create a more welcoming, respectful and inclusive climate for all.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1 Educate current and new employees on the University' Mission, Purpose, Vision, and Values in an effort to produce a more inclusive climate for all within Information Services.	• Number of new staff presented with Mission, Purpose, Vision, and Values • Number of current employees exposed to Mission, Purpose, Vision and Values during all staff meetings	• Time • Planning	IS Leadership Team	Year 1: Create a IS new employee orientation presentation and include information on the Mission, Purpose, Vision, and Values of the University. During all staff meetings discuss the Mission, Purpose, Vision and Values to all staff Year 2: During Transform IT, ensure all employees integrated into Information Services have been presented with the Mission, Purpose, Vision and Values of the University as a means to create an inclusive climate. Year 3: Continue to provide information to new employees as well as current employees and employees integrated into Information Services as part of IS. Continue to integrate the Universities Mission, Purpose, Vision, and Values in other ways such as student hire orientation.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.2				
1.3				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
1. Send out a yearly survey engaging staff if they feel Information Services is align with the Mission, Purpose, Vision and Values of the University.

School, College, Research, or Administration Strategy 2 – Incorporate promising practices that eliminate implicit bias and combat racism as well as other forms of discrimination. Incorporate promising practices to increase equity, inclusion and inter-cultural understanding in onboarding, performance evaluations, tenure and promotion, and other unit processes and policies in ways that allow all members of the unit to thrive and succeed.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
2.1 Extend UO Implicit Bias training to all staff.	• Attendance • Self-evaluation	• Internal resources • Rely on external staff to assist in training	IS HR Unit	Year 1: Have all current staff take the implicit bias training. Year 2: continue to offer implicit bias training to staff and have new staff take training. Year 3: Continue to offer implicit bias training and offer continuing resources.
2.2 Employees of IS that have taken UO Implicit Bias training will be listed on a spreadsheet and search committee chairs can have access to this list to add committee members to a search	• Number of search where a search committee has Implicit Bias training	• Implicit Bias training	IS HR unit	Year 1: identify staff that have completed implicit bias training. If number of employees that have completed training is

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
that can provide guidance on implicit bias.				low, actively advertise the benefits to staff. Year 1 & 2: Create a list of employees that have created the training and publish the list in a centralized area for staff. Work on communication to staff letting them know the list is available and what is the benefit of having someone on the search committee that has had the Implicit Bias training. Year 3: Review the list of staff that have completed the training and making any necessary changes to the process.
2.3				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
1. Send out evaluation survey to staff once training is completed to assess information effectiveness. Also engage staff through the survey to see if other items need to be addressed in the training, expanded on or clarified.   2. Track the usage of the search committee chairs having staff that have had the Implicit Bias training sit on search committees.

GOAL #2 (D: Diversity): Increase the representation of diverse students, faculty, staff, and community partners at all levels of the university.

School, College, Research, or Administration Strategy 1 – Incorporate active recruitment strategies, processes to eliminate conscious and unconscious bias, and other promising practices to

recruit diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally under-represented communities.

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
1.1 Create a Search Plan for each recruitment. The Search Plan will indicate who the search committee will be, advertising resources used, and basic info about the position. This document will help to ensure all avenues of the search are established to have a diverse and wide search.	• Self-evaluation	• Time • Creating of a Search Plan document	IS HR Unit	Year 1 & 2: Create a search plan document for all searches in IS addressing points listed in Tactic. Year 3: All search committee's in IS will have a Search Plan and search committee's will be able to review recruitment efforts.
1.2 Put together a diverse list of recruitment options for Information Service searches.	• Number of applicants apply from targeted diverse recruitment avenue	• Time • Budget (using existing budget) • Survey/question to applicant	IS HR Unit	Year 1: Research and gather a list of diverse recruitment options for the leadership team to review. Year 1&2: For all recruitments in IS advertise on one diversity recruitment. Year 3: Review the list and success and adjust as needed.
1.3				
Describe the evaluation tool that you will utilize to measure progress and ensure accountability.				
1. When interviewing applicants/on-boarding, ask individuals how they heard about the position. 2. When asking applicants how they heard about position, create a recruitment source spreadsheet to track advertisement avenues.				

School, College, Research or Administration Strategy 2 – Use promising practices and effective strategies to retain diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally-underrepresented communities.

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
2.1 Put together an employee engagement plan targeted at retaining employees by providing opportunities for unit engagement.	• Number of employee participating • Number of employees engaged in activities	• Budget (using existing budget) • Time • Put together IS engagement committee	IS Leadership	Year 1 &2: Put together an Employee Engagement Team and create a yearlong action plan to present to leadership team. Implement engagement plan and track results among staff. Year 3: Put together a report looking at the success of the Engagement Plan and make changes based on findings for future needs/requests.
2.2				
2.3				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
1. Once the employee engagement plan is in place, track the number of employee's participating in engagement opportunities and send out survey's after each engagement opportunity to understand what employees thought.

GOAL #3 (A: Achievement): Facilitate access to achievement, success, and recognition for under-represented students, faculty, staff, and alumni.

School, College, Research, and Administration Strategy 1 – Eradicate any existing gaps in achievement between majority and under-represented students, faculty and staff in graduation rates, tenure and promotion, professional opportunities, leadership opportunities and recognition.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1 Using the O Skillport professional development portal, new employees will be asked to take the digital course: "Bridging the Diversity Gap". New employee's will learn how to identify key concepts related to diversity in the workplace, recognize how prejudice and stereotypes can cause barriers for some employees in the workplace, and recognize the importance of workplace diversity and the barriers that must be overcome to embrace its benefits.	Number of employees that take course.	• Computer • Time	IS HR Unit	Year 1&2: Have all staff taking training in phases so that tracking is easier to manage. New employee's will be asked to take training as well and this will be an ongoing goal.
1.2				
1.3				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
1. Send out a survey to employees after completing the training asking them to rate the relevance of the training and if they found the information applicable.

School, College, Research, and Administration Strategy 2 – Increase faculty, student, staff, and alumni participation (with special focus on groups that are currently under-represented) in global leadership experiences, research, professional development opportunities, and scholarships (e.g. Rhodes Scholar and Marshall Scholar competitions) as well as other prestigious awards and recognitions.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
2.1				
2.2				

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
2.3				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
1.

GOAL #4 (L: Leadership): Leadership will prioritize and incorporate diversity, equity, and inclusion in plans and actions.

School, College, Research, or Administrative Strategy 1 – Develop and promote programs that support, mentor and prepare members of under-represented groups for leadership opportunities (i.e. department heads, directorships, deanships, vice presidencies, etc.) at the UO.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1 Using the Making Tracks Professional Development portal, new supervisors will be required to take a supervisor training course. This course will provide necessary skills for leadership roles and opportunities.	• Number of employees taken supervisor course	• Making Tracks • Professional Development training staff • Time • Possibly budget	IS HR Unit/Supervisor of the employee	Year 1: Identify all employees that directly supervise student employee. Offer Training to current employees. All future employees will be asked to sign up for training as part of MyTrack onboarding. Year 2: Review all employees that have taken training to ensure unit is up to date. Year 3: follow up with supervisors to determine if there is a need for employees to take training again.
1.2 Using the Making Tracks Professional Development portal,	• Number of employees	• Making Tracks	IS HR Unit/Superviso	Year 1: Identify all employees that directly

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
new supervisors managing only student employees will be required to take a student employee supervisor training course. This course will provide necessary skills for leadership roles and opportunities.	taken student supervisor course	• Professional Development training staff • Time • Possible budget (would use existing budget if needed)	r of the employee	supervise student employee. Offer Training to current employees. All future employees will be asked to sign up for training as part of MyTrack onboarding. Year 2: Review all employees that have taken training to ensure unit is up to date. Year 3: follow up with supervisors to determine if there is a need for employees to take training again.
2.3				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
1. Once the training is completed, send out a survey to the employee to evaluate the information gathered and if it was applicable. In the survey, inquire about how relevant the training was for the employee and if they will take any of the items learned and apply them to their work.

School, College, Research, or Administrative Strategy 2 – Utilize philanthropy and other resources to advance the work of diversity, equity, and inclusion in your unit and across the University.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
2.1 Continue to increase partnership with LCC Cooperative Education to expand internship opportunities within IS to encompass more areas of IT.	• Number of students applying for internship positions	• Time • Budget (using existing funding)	IS HR unit/Unit Supervisor	Year 1: Survey IS Directors to determine new possible internship opportunities within teams. Create position descriptions for new internship positions as needed. Year 2: Reach out to LCC to provide additional information regarding new internship opportunities. Year 3: evaluate new programs, make adjustments as need and survey IS to see if there is a need for additional internship positions.
2.1 Partner with Central HR and the company Appenti to provide hands on learning opportunities for individuals interested in IT but don't have formal backgrounds. The goal of this tactic would be to provide IT experience to a diverse population	• Number of individuals placed in internship opportunities in IT.	• Time • Budget (using existing funding)	IS HR unit/unit supervisor	Year 1: Work with Central HR and the Appenti company to establish a process for hiring applicants from the Appenti program into IT internship positions. Year 2: Develop position descriptions that represent the type of work interns will be doing. In addition, create guidelines and policies for intern employees while working in IS. Year 3: Evaluate program and determine if any changes are needed to strengthen

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
				opportunities for individuals interested in the IT field.
2.3				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
1. When an individual has completed their internship, they will receive a survey asking them what they thought of the experience and program. Questions will be targeted at ways of improvement as well as things that are going very well.