

## **Jordan Schnitzer Museum of Art Diversity Plan**

Nine years ago, with the appointment of Jill Hartz as the new executive director of the Jordan Schnitzer Museum of Art, the museum created a Long-range Planning Committee, composed of representatives from its advisory board, staff, students, faculty, and off-community members. Over the next six months, committee members drafted a new mission, values, and key strategies, which were shared with focus groups, revised, and approved by the Office of the Provost in 2009. Continuing efforts over the past eight years have resulted in the creation of a strategic plan whose four pillars—Bridging Cultures, Learning Together, Engaging Community, and Sustaining Tomorrow—inspire our three-year action plans. These plans have always affirmed inclusion and identified specific ways for the JSMA to learn from and build engagement among diverse constituents on and off campus as best practices in the museum field. As a result, the museum is well positioned to support the UO Diversity Plan.

**Our Mission:** The Jordan Schnitzer Museum of Art enhances the University of Oregon's academic mission and furthers the appreciation and enjoyment of the visual arts for the general public.

**Our Belief:** We believe the knowledge of art enriches people's lives.

**Our Vision:** We will become one of the finest university art museums in the world.

**Our Constituents:** The museum's primary constituents are the University of Oregon's students, faculty and staff as well as regional residents and visitors. Our varied activities extend our service to an even wider audience of scholars, artists, collectors, critics, and museum professionals.

**Our Values** (selected for this summary):

- We contribute to the education of university students and help them become culturally competent global citizens.
- We recognize our visitors' different learning styles and the needs of multigenerational and culturally diverse audiences.
- We find collaborative opportunities on- and off-campus that make the museum central to learning and build diverse audiences.
- We value our visitors' feedback and incorporate their recommendations to improve future visitor experiences.

**Key Strategies** (selected for this summary):

*Programs:* The museum presents stimulating, innovative, and inclusive programs and exhibitions that enhance the academic curriculum, emphasize cross-culture understanding, provide broad education experience, and support collaborative and interdisciplinary opportunities on and off campus.

*Collections:* The museum is dedicated to ... acquiring fine examples from the history of art, from earliest times to the present, representing cultures throughout the world.

*Visitor Experience:* The museum is committed to building culturally diverse audiences, reflective of on- and off-campus demographics.

Developed through and monitored by its Long-range Planning Committee, with additional input and review from a range of constituents on and off campus, by means of ad-hoc committees and staff outreach to both individuals and organizations, the JSMA's current 2016-19 long-range plan -- **Excellence, Innovation, and Service** -- supports the University of Oregon's institutional priorities, advances the museum's work and reputation as a national leader in its field, and affirms its commitment to using the visual arts to improve the lives of all Oregonians. It builds on the success of its previous three-year plan, which extended and deepened curricular and research use of the museum across the academy; strengthened inclusion and diversity goals through its Latino Engagement Plan and programs for K-12 populations, families, and other-abled youth and adults; and continued to improve its operations in all areas, from collections and exhibitions management to staff development and financial growth.

The JSMA strategic plan is founded on four pillars:

- ***Bridging Cultures*** affirms the value of the museum's collections and exhibition program and directs those activities. Through the acquisition, research, and presentation of works of art from cultures and periods across the world, the JSMA shares and extends our understanding of human history, builds discipline-based and interdisciplinary competencies, and helps to instill cross-cultural appreciation in students so they can become productive, insightful, and sophisticated global citizens.
- ***Engaging Communities*** assures that the museum strives to be deeply relevant to our diverse on- and off-campus communities. Through ongoing evaluation, innovative practice, and the input of its staff, volunteers, and constituents, the JSMA revises, refines, and creates new programs and ways of operation that advance educational goals and address societal needs.
- ***Learning Together*** activates the museum's role in both learning from others and offering effective methodologies and practices to instill a love of learning and the visual arts in our diverse constituents. It addresses our unique role as a teaching museum; as an innovative center for experiential learning, especially for UO students; and as a provider of arts education and teacher training, which strengthens academic performance and self-esteem in K-12 schools throughout our state.
- ***Sustaining Tomorrow*** identified and aims to secure the resources and growth required for a strong, practical, and yet visionary future.

## **Specific Achievements and Challenges**

2013 Latino Engagement Plan: With funding from the Oregon Cultural Trust, we engaged Gail Anderson, a nationally respected museum consultant, who helped us create our first plan. Through town hall meetings, focus groups, and surveys, we identified what Latino communities (including organizations representing immigrants, families, churches, schools, UO students, and Latin American Studies) valued at the JSMA and how we might better serve them. We created a Latino Advisory group, which recommended and guided new engagement programs: Spanish translations, Latino/Hispanic exhibitions and collection acquisitions, hosting Dia de los Muertos, starting a Madres club, adding Latino/a representatives to our advisory board and committees, and reorganizing staff positions so we could have a curator specializing in Latin American art. This was always envisioned as a template for engagement with other constituencies. We also offer World of Work, a program for high-school students, aimed at offering apprenticeships and university experience to students who are identified as at-risk, including many Latinos. The

program, first funded through a state grant, is now supported by a private foundation. Many of the programs noted above are highly successful, with Latino engagement increasing on an ongoing basis. Challenges include funding (we continue to apply for state grants but these offer minimal support) and staff time to strengthen and expand engagement, increasing fears about deportation with the result that families may stay close to home more often, increasing demand on- and off-campus to participate in more Latino activities, at the museum and elsewhere, and the need for ongoing evaluation. We recently learned that our recent grant proposal to the Cultural Trust to evaluate the plan and create Phase II was not funded. With Phase II, we hoped to build both cross-cultural engagement and the participation of other targeted communities.

Art of the Athlete: Six years ago, the JSMA created a summer course, “Art of the Athlete,” aimed at orienting new student athletes to the university and giving them creative tools to express their identities and challenges. In addition to the course, the athletes, who are mostly from football and primarily people of color, have their work in a museum exhibition and volunteer for other JSMA programs, including World of Work and Kennedy Center workshops for children with disabilities. The success of this program is garnering national attention.

Special Exhibitions & Programs: In 2016-17, the JSMA launched a thematic year, which asked “What does it mean to be American?” and “What does the rest of the world think of us?” These questions guided our selection of the exhibitions *Sandow Birk: American Qur’an*, *Cuba Ocho*, *Diálogos*, and *Cultural Revolution* and related programs on religious tolerance, immigration and security, historical perspectives, cultural diversity, and national values. We partnered with faculty, students and community groups, and offered a place for dialogue and reflection. In previous years, through exhibitions and related programs, we have examined Oregon’s African American history, affirmed transgender rights, and turned a spotlight on the disappeared and dispossessed in Latin America. For the first time in 2016, the JSMA offered a “Common Seeing” exhibition that supported the UO’s Common Reading. Our exhibition, *Between the World and Me: African American Artists Respond to Ta-Nehisi Coates*, engaged 60 classes across campus, as well as numerous K-12 students. If the UO could identify its book earlier, the additional lead time would allow us to develop even stronger exhibitions and programs.

Action Teams: For major exhibitions and occasional other programs, the JSMA creates Action Teams, composed of advisory board members, students, staff, and faculty and community members who represent our identified target audiences. With the American Qur’an exhibition, we held regular meetings with members of UO student Muslim groups as well as immigration lawyers, mediators, historians, and others whose advice helped us develop programs, marketing, and evaluation plans.

Academic Support Grants and Courses: Now in its 6<sup>th</sup> year, the JSMA Academic Support Grant program, made possible with funds from the museum, CAS, and the College of Design that are matched by the Office of the Provost, awards competitive grants to faculty in those colleges who use the museum as a site of learning. Grants support exhibitions, acquisitions, visiting speakers, and more, and by bringing their classes to the museum, they support our teaching mission as well as our goal to help students become culturally competent global citizens. This program and the creation of an academic curator position have enabled the museum to serve 7,000-10,000 UO students annually directly through courses held in the museum.

Creating Cross-Cultural Dialogue: One of our greatest challenges is to bring different communities together in a shared dialogue. Each group we engage – including African Americans Latinos/as, Native Americans, Asian and Asian Americans, LBGTQ – come for the exhibition or program that represents them but rarely come to others. What strategies might we use to build cross-cultural dialogue and broader engagement? Perhaps the “Hair” exhibition, being planned with the Office of Equity and Inclusion, will provide a model in this regard.

### **The UO Diversity Plan**

In the following JSMA Diversity Plan, we have affirmed our commitment to current programs and initiatives that are working well or show promise and added new ones that we have prioritized as goals for the coming years, based often on funding, staff expertise, and constituency interest. We know that some of our goals are shared across campus and will build new relationships and exciting and productive collaborative opportunities.

## 2017-2020 UO Diversity Action Plan Template

### Instructions

This template is for deans and vice presidents to use in preparing plans to increase diversity, equity, and inclusion in their units consistent with our [university mission](#), [strategic priorities](#), and the [IDEAL Framework](#). **Action plans will include a brief executive summary and a structured format for delineating tactics, measurement plans, lead personnel, and timelines.** Plans should cover three years, with priorities addressed in year one. Yearly progress reports will provide opportunity for ongoing consultation and collaboration. Plans for the first year are due no later than March 17, 2017 and should be submitted to [IDEAL@uoregon.edu](mailto:IDEAL@uoregon.edu). Additional resources and assessment data are available to assist in creating plans at [inclusion.uoregon.edu/IDEAL/resources](http://inclusion.uoregon.edu/IDEAL/resources). For technical assistance and advice, please contact DEI colleagues at [IDEAL@uoregon.edu](mailto:IDEAL@uoregon.edu) or via telephone at 6-2206.

### Executive Summary (1-2 pages)

- Statement from the unit's leadership that:
  - Describes the stakeholders and the developmental process
  - Briefly summarizes the unit's demographic context and tactics for each of the identified strategies
  - Explains lessons learned along the way, and any recommendations for university-wide action plan initiatives

### Goals, Strategies, and Tactics

- Consistent with the president's priorities and the *IDEAL Framework*, the Action Plan should focus on five goals:
  - (a) creating an environment that is welcoming and respectful for all;
  - (b) recruiting diverse faculty, staff and students;
  - (c) retaining diverse faculty, staff and students;
  - (d) facilitating achievement at all levels of the university and;
  - (e) inspiring leadership to prioritize equity, inclusion and diversity in plans as well as actions.
- The appendix includes foundational questions that will be helpful as units engage in discussion and develop tactics for each of the identified strategies.
- For each of the identified strategies, list your unit's tactics (including the specific target groups of students, staff, faculty, alumni, etc.), measures of success, lead personnel and their titles, timeline, the resources you plan to deploy, and also how they will be identified (e.g., reallocating staff time, reallocating funds, fundraising). Advancement will work with VPEI to develop a "clearinghouse" for fundraising proposals to minimize duplication or conflict.

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
<p>1.1 Hospitality and Diversity Training for Visitor Services workers, staff, and volunteers, including Exhibition Interpreters (EIs).</p> <p>Note: This could be combined with Implicit Bias training.</p>	Annual training with refreshers for current staff and 100% attendance for new hires and new volunteers	The JSMA has a staff person responsible for making sure this happens, working with staff on orientations and hospitality training. We will provide refreshment funds. UO equity and inclusion staff provided diversity training in the past and will be asked to do so again.	Jamie Leaf, Visitor Services Coord., with Lisa Abia-Smith, director of education (for EIs)	Annual program
1.2 Hiring students that represent international and cultural diversity	<p>Visitor services student represent UO student demographics and, as noted in visitor surveys, are effective culturally aware ambassadors for the JSMA and UO.</p> <p>Visitor evaluation and attendance record are revised to track diversity, as much as possible, so we can note increases/decreases and see if there's a correlation with types of programs</p>	Hiring preferences include speaking multiple languages and being cultural sensitivity and/or having relevant experiences with diverse audiences. JSMA promotes openings through student groups, residence halls, multicultural representatives on campus	<p>Jamie Leaf; Anthony Cranford, Museum Security Admin.;</p> <p>Debbie Williamson-Smith, communications manager</p>	Posting and hiring is ongoing, as positions open; visitor survey is conducted twice annually.
1.3 Assess and refine language interpretation	Conduct focus groups and use visitor surveys to assess usefulness and welcoming environment that language interpretation provides. Currently JSMA offers Spanish	On-site surveys and focus groups are managed by JSMA; funding needs to be identified for revising and reprinting welcome brochures.	Lisa Abia-Smith, Cheryl Hartup, and Debbie Williamson-Smith are point team for managing this priority.	Surveys and focus groups begin in fall 2017 and continue annually thereafter; Brochures are printed as needed, and as funds are available. Based on

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
	<p>translation throughout and other languages specific to collections areas (Korean, Japanese, Chinese), and produces welcome brochures in multiple languages. For our general brochures, the need to reprint indicates use. We will review and revise locations where potential visitors can pick up our foreign language brochures.</p> <p>Large print materials will also be available for visitors with visual impairments.</p>	JSMA has earmarked funds for Spanish translation each year		fall 2017 report, we will determine how to proceed.

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

Our twice yearly visitor surveys will ask if receptionists/monitors were welcoming and inclusive and ask visitors to add examples, if possible. The survey will be revised in September 2017, fall survey evaluated during the winter, survey revised, as needed in spring, with second survey in April/May. Assessments of both will include attendance, breakdown of audiences, and visitor comments. Those to whom visitor staff report will be evaluated in their performance appraisals with regard to diversity training of their staff (was it done, who did it, what were the results?). The JSMA's long-range plan also prioritizes these goals, and staff are evaluated in their annual performance appraisals with regard to their achievements in the areas for which they are responsible.

**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 Implicit Bias training for staff, students working in JSMA, and volunteers (docents and advisory board members)	All JSMA staff and volunteers have taken the training.	This will either be conducted on line or, if UO identifies sufficient leaders, in person.	Kurt Neugebauer, associate director	To be completed by Dec. 2017; potentially annually as refresher and for new staff
2.2 Performance reviews of staff include support of equity and inclusion priorities as identified in JSMA long-range plan and UO Diversity Plan	Performance reviews indicate greater sensitivity to cultural differences and advance specific planning goals.	JSMA will work with HR to assure that language and evaluation are legal and supportive of UO goals.	Jill Hartz, executive director	Annual
2.3 Assure representation of diverse cultures, social justice, and equity and inclusion in exhibitions and collections development, public programs, and JSMA branding	Annual exhibition program foregrounds diverse cultures  Collections development goals reflect community and faculty interests and identities  JSMA programs support social justice initiatives, are relevant, and inclusive  JSMA marketing/branding champions inclusion and equity	Action Teams created for major projects with faculty, students, and community members who represent diverse audiences to assure best programming and engagement.  Internal Assessment meetings that identify project, goals, evaluation, constituents, etc.  Subcommittees for collections development that includes faculty, students, and collectors for Asian, Latin American, and contemporary art  Marketing materials, events, and programs with visiting speakers supported by grants and other special funding	This includes a variety of initiatives that different staff are responsible for, including  Anne Rose Kitagawa, chief curator; Lisa Abia-Smith, Director of Education; Cheryl Hartup, Associate Curator of Latin American Art and Academic Programs; Debbie Williamson-Smith, Communications Manager	Action Teams: approx.. 4 per year, meeting 1-2 times  Collections subcommittees: 2-3 times annually until plan is developed; then reviewed annually thereafter  Programming: 3-times annually, in conjunction with deadlines for Members Magazine  Branding/Marketing: Weekly, with strategies based on Action Teams and Assessment meetings

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

Exhibition projects have assessment/evaluation templates that identify goals, audiences, resources, programs, marketing strategies, and evaluation. These are checked regularly during and after the exhibition. Action Teams meet to assess their performance and



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

program results. Performance reviews keep staff and supervisors accountable. Visitor surveys tell us who's coming, what we're doing well, and where we need to improve.

**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 At present, most museum professionals nationwide are white. The field as a whole recognizes that needs to be addressed. Working with museum field (AAMG, AAM, others), we will develop a master list of museum-related organizations that primarily serve under-represented populations (AAM committees for museum professionals who are LGBTQ, physically challenged, and with African American, Native American, South Pacific, and Latino heritage, and include those in position opening announcements.	Lists are developed that are inclusive, positions are advertised, and the pool of applicants reflect a range of cultures and identities, as noted under tactics.	AAM, AAMD, AAMG, and other museum organizations will be queried; AAMG list-serv will be used.	Jill Hartz, Executive Director	Information gathering in fall 2017; lists developed by June 2018 and revised annually.
1.2 JSMA will become informed of UO recruitment efforts and opportunities aimed at inclusion and equity that would support JSMA position recruitment.	Posting of student and staff positions will incorporate these strategies and resources	UO HR and Equity and Inclusion	Karri Pargeter, Business Manager	Fall 2017
1.3				
Describe the evaluation tool that you will utilize to measure progress and ensure accountability.				

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
JSMA will use the new museum field list developed when posting positions for museum professionals and assess whether we attract more culturally sympathetic and aware candidates.				

**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 Continue to support academically, emotionally, and socially at-risk and traditionally underrepresented students (K-12 through university), Latino/a members of our community (students, families, faculty), and children with developmental disabilities and their families through our annual Art of the Athlete, club de Arte para Mamas, and Dia de los Muertos programs, Kennedy Center workshops, and World of Work (for high school at-risk students).	The targeted populations we serve through these programs – including African American Latino/a, Native American, Asian Pacific Island UO students (Art of the Athlete), at-risk high school students (World of Work), Latino/as (club de arte para Mamas, World of Work, and Dia de los Muertos), and children with special needs – continue to enroll and benefit. Art of the Athlete expands to include a summer abroad program in 2018 and a model for other locations, including Seattle Boys and Girls Club. Coaches and student athletes continue to find mentoring of WoW and Kennedy Center youth valuable and course and art exhibition help	The JSMA applies for and received state and private foundation grants, individual and school support to fund these programs. Athletics continues to provide support and encourages student athletes to take part in this program. All programs are dependent on outside funding.	Lisa Abia-Smith, Director of Education and Museum Studio Coordinator	These are ongoing programs that rely on outside support and are evaluated annually.  We plan to refine Dia de los Muertos this year to align funding (provided mostly by JSMA) with K-12 visitor goals, allowing more time for classes to visit ofrendas and learn about the annual event.

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
	them to learn more about themselves.			
2.2 JSMA builds collections and plans exhibitions and public programs that are inclusive, support teaching, and offer opportunities for dialogue. These position the museum as a welcome place for representing cultures and identities, so that traditionally underserved students/communities will feel welcome and engaged.	JSMA Academic Support grants are used by classes across the university. Acquisitions, exhibitions and programs, reflect diversity of cultures and identifies on an annual basis. Targeted marketing aims for inclusive visitation.	Faculty bring classes to the museum and work closely with curators on identifying goals and curricula. Action Teams evaluate and recommend programs, identify audiences, and help to engage them. Partners on and off campus help to inform and suggest programs and priorities in this area.	Cheryl Hartup, associate curator of academic programs and Latin American art, with other curators  Debbie Williamson-Smith, communication manager	Evaluate in June 2017 and annually thereafter
2.3 JSMA will benchmark its staff, student, and volunteer workers to assess its current level of diversity in relation to UO and broader area demographics and identify challenges and priorities it needs to address to be more inclusive	Strengths and weaknesses in diversity are benchmarked and a plan developed to maintain or build a more inclusive student, staff, and volunteer workforce.	Benchmarking computer program	Kurt Neugebauer, associate director, and Karri Pargeter, business manager	Winter 2017, annually

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

We will base this on fall 2017 staffing and volunteer list.

**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 Provide mentorship opportunities for UO students of color in the museum's World of Work program.	At-risk and students of color apply and are selected for program. Mentoring includes familiarizing them with the UO and campus life. A minimum of one student each year attends community college or a university.	Barker Foundation; potentially state grants and private support	Lisa Abia-Smith director of education	This is ongoing, with evaluation annually
1.2				
1.3				

**Commented [LA1]:** Already may be addressed earlier but this cites the opportunity for UO students to mentor potential UO students who are at risk and/or students of color.

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

Students will be surveyed annually with regard to target measures, especially when, upon high school graduation, they apply for higher education.

ALSO: The JSMA provides work experience and engagement opportunities for a diverse population of UO and high school students but these are not specifically aimed at closing performance gaps. We provide art education and teacher training in rural public schools that aims to strengthen achievement. By providing meaningful learning, mentoring, and creative expressive opportunities for student athletes, many of whom are African American and from the Pacific Islands, Art of the Athlete aims to provide them with coping mechanisms in times of stress, insights into their own identities, and a meaningful connection with another area (other than Athletics) at the UO.

**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 Offer a summer abroad experience and target Art of the Athletes student athletes, 99 % of	Lisa teaches a group of student athletes in southern France	Athletics funding; JSMA and Athletic staff; faculty in southern French university	Lisa Abia-Smith, director of education	Pilot in summer 2018, and possibly annually thereafter

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
student-athletes in this program identify themselves as minority.				
2.2 Encourage faculty to apply for Academic Support grants that advance student research in courses by faculty in Latin American Studies, Asian Studies, Disability Studies, Native American Studies and other areas that reflect under-represented groups. Aim to continue grant program	Grants are awarded that result in student research on JSMA collections, exhibitions, and related topics	Grants are funded through CAS, College of Design, JSMA, and Office of the Provost	Cheryl Hartup, associate curator of academic programs and Latin American art	Once funding is assured for 2019, calls for applications will be disseminated in the spring of 2018.
2.3 Partner with faculty who teach courses that offer students research, curation, writing, and public program experience, especially in areas of Asian, Native American, and Latin American art and arts education	Courses identified and projects realized with engagement of under-served students and faculty who work closely with JSMA curators and other staff, as appropriate.	JSMA staff work closely with UO faculty and students	Cheryl Hartup, associate curator of academic programs and Latin American art; other curators; and Lisa Abia-Smith, Director of Education	Every year, in spring/summer Cheryl matches faculty (research and courses) with JSMA exhibitions and related programs; faculty receive invitations to partner and meet with Cheryl to develop individual plans. Cheryl tracks courses and demographics for annual report that assesses participation.
2.4 Provide JSMA as a resource for courses approved for the undergraduate minor of Disabilities Studies as well as courses through the College of Education required for the undergraduate Ed Foundations major.	Identify courses such as AAD 420/520 Access and Lifelong Learning in the Arts & Ethnic Studies ES 101  Offer field work opportunities and credit internships for undergraduates focusing on special education	Art studio, special exhibitions and collections	Lisa Abia-Smith, director of education	Annually

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

If we are able to pilot the Art of the Athlete summer abroad program, we will evaluate student participation both formally and informally. If we received funding for the next year of Academic Support grants, we will revise priorities and disseminate to deans/faculty, meet with faculty and encourage participation. We ask faculty who bring their students to the museum for courses whether they were successful and drill down to learn more. We compile detailed information on faculty use of the museum for our annual report, from which we learn if the number of students, departments, and schools is similar to the past or what changes are happening that we might better prepare for in the future.

**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 Evaluate and refine Dia de los Muertos annual event; offer more K-12 tours	Partners for this event, who include MEChA, Adelante Si and Oak Hill School, agree that goals for event are met and that student leadership opportunities are well defined and performed effectively. Under the direction of Armando Morales (Oak Hill School) high school students and MEChA students are given important responsibilities	Partners noted under target measures. The JSMA provides significant resources. The Office of Equity and Inclusion also supports this program, and we continue to seek additional support.	Cheryl Hartup, Curator of Latin American art and Academic Programs; Debbie Williamson-Smith, communications manager; Sherri Jones, Tour Coordinator	Fall 2017, annually
1.2 UO continues to fund JSMA GE for education department and JSMA provides support for graduate student to serve as president of student membership group	Students hired for these positions are culturally sensitive and JSMA (student membership group) becomes more inclusive	Email advertising to targeted groups and UO recruitment websites	Karri Pargeter, Business Manager	Spring 2018, annually
2.3 Mentor Latinas in club de arte para Mamas to become Exhibition Interpreters and volunteers for other JSMA	1 Mama joins EI or helps with Dia each year	Club participation	Lisa Abia-Smith, director of education	Spring 2018; annual

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
programs, including Dia de los Muertos				
2.4 Partner with the Office of Equity and Inclusion and Black Student Task Force on outreach programs for campus and K-12 students supporting the exhibitions documenting the renaming of Dunn and Deady Halls.	Exhibitions are completed as envisioned.	Office of Equity and Inclusion; staff time	Lisa Abia-Smith, Director of Education	2017-18; exhibitions may vary and continue based on UO priorities and funding
2.5 Create an exhibition focusing on the politics of hair and partner with campus groups to offer a forum for learning, dialogue and advocacy, aiming for cross-cultural participation.	Exhibition is realized and campus groups are engaged positively.	Office of Equity and Inclusion	Cheryl Hartup, curator or academic engagement, with guest curator Meredith Lancaster, and Lisa Abia-Smith, director of education	2017, with show open through early March 2018

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

Student applications are evaluated for cultural sensitivity and diverse experiences and excel in these positions, according to supervisor performance evaluations. The exhibition program related to Dunn and Deady Hall renaming and "hair" exhibition are completed and comment sheets indicate exhibitions are appreciated by students, in particular. One or more of the "Mamas" joins the EI group and/or participates as a volunteer in other JSMA programs, such as Dia de los Muertos.

**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 Incorporate diversity initiatives into university and state grant proposals; apply to Cultural Trust for Phase II of the Latino Engagement Plan	Grants received, diversity initiatives implemented	Oregon Arts Council and Cultural Trust, Oregon Humanities Center	Jill Hartz, Executive Director	Grant deadlines are ongoing  Note that we did not receive grant for Phase II. We will need to identify other possible sources of funding.
2.1 Submit foundation proposals that offer learning and leadership opportunities for under-represented students through World of Work and workshops for developmentally and physically challenged youth.	Funding received	Barker Foundation, Kennedy Center	Lisa Abia-Smith, Director of Development	Annual grant deadlines
2.3 Exhibit works that reflect inclusion and access in the museum's Education Corridor Galleries and provide programs for diverse community audiences. These have focused on participants with PTSD, autism, and adults with brain injuries.	Funding received	Oregon Arts Commission OHSU	Lisa Abia-Smith, Director of Development	Grant deadlines are ongoing

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

Grant and foundation submissions are successful and evaluations for these programs shows that goals were achieved.



## APPENDIX

### Foundational Questions to Consider

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The following questions will assist in developing unit plans. Please note that you are not required to answer these questions or submit a separate document addressing them.

School, college, and research units will likely find all questions helpful, while administrative units should focus on questions 1 and 6-9.

1. What steps will you take, in the next few months, to assess and improve the unit's "climate" and demographic context as it relates to faculty, students and staff who are from underrepresented groups such as people of color, women, and people with disabilities, international students and faculty, and people who identify as LGBTQA? Consider evaluating your unit's mission, vision, values and data points as part of your assessment and planning processes.
2. What steps will you take, over the next year (short-range) and three years (long-range), to foster inclusion and equity among diverse student populations? How will you promote their academic achievement(s) and success(es), including timely graduation? For example, how does your unit plan to incorporate best practices in inclusive pedagogy to ensure that the needs of diverse students are being met? How will your unit use curricular and co-curricular resources to provide students with an understanding of the unique experiences faced by minorities in the US context in ways that sharpen critical thinking and encourage an inclusively-vibrant intellectual community? What efforts will be engaged to ensure that students from diverse backgrounds are being prepared to pursue such highly competitive scholarships and/or professional opportunities as Fulbright, Rhodes and other scholarship programs?
3. What categories of excellent faculty are needed most to improve the diversity of the school's faculty? What efforts will the school take, in the next year and three years, to increase the diversity of its faculty (e.g. active recruitment processes, implicit bias training, targeted hiring, cluster hiring, visiting professorships, pre-doctoral/post-doctoral programs, recruitment from Minority Serving Institutions, including Historically-Black Colleges and University, Hispanic-Serving Institutions, Tribal Colleges and Women's Colleges)?
4. How will your unit support faculty, including faculty of color, women, international faculty, faculty with disabilities, and faculty who identify as LGTBQA, as they move toward tenure, into full professorships, and into the positions of academic leadership? For example, how will your unit use best practices in mentoring, onboarding, professional development, coaching, and other resources to support, retain, and advance faculty? What current practices, policies, and processes related to teaching, research, and service need to be examined to ensure that all

faculty members have an equitable opportunity to succeed? What opportunities exist for partnering with other schools and colleges in meeting the needs of diverse faculty?

5. How will the unit allocate resources to achieve the diversity and inclusion goals, strategies, or tactics that require resources? If fundraising is required, please indicate how the leader of your unit will identify sources of funds.
6. What categories of staff and administrative support are needed most to improve the diversity of the unit's staff? What efforts will the school take, in the next year and three years, to increase the diversity of its staff (e.g. active recruitment processes, implicit bias training, targeted hiring, cluster hiring, visiting professors, pre-doctoral/post-doctoral programs, recruitment from Minority-Serving Institutions, Hispanic-Serving Institutions, Historically-Black Colleges and University (HBCU), Tribal Colleges, and Women's Colleges)?
7. How will your unit support the retention and advancement of staff, including staff of color, women, international staff and staff with disabilities, and staff that identify as LGTBQA as they advance through the organization? For example, how will your unit use best practices in mentoring as well as onboarding, professional development, coaching, and other resources to support, retain and advance staff? How will current evaluative processes be examined to insure that they are inclusive? What steps will your unit take to provide these staff employees with the skills that are needed to become candidates for leadership either here or at other universities?
8. How is your unit working to support the recruitment and retention of diverse graduate and undergraduate students? For example, what training is being offered about issues of implicit bias, equity in evaluations and cross-cultural understanding? How are expectations in this regard being generally communicated? How is achievement in these areas being encouraged, rewarded, and incorporated into evaluative and salary processes?
9. How will your unit communicate its plan to internal and external stakeholders? What aspects of communication and marketing are you envisioning? What steps will your unit take to ensure accountability and transparency?