

University of Oregon Services for Student Athletes Diversity Action Plan

Submitted December 1, 2017

By the SSA Executive Committee

Description of Academic Center for Student Athletes

Services for Student Athletes provides academic support to approximately 450-500 student-athletes each year. Key areas of support include: advising, tutoring, academic progress monitoring and reporting, on-campus recruiting, new student transition programs, learning assessments, faculty relations, post-eligibility support, and assistance with special academic needs.

Structure of Academic Center for Student Athletes

Services for Student Athletes is a unique department on campus as we serve as a bridge between Athletics and Academics. We have over 20 staff members including learning specialists, advisors and IT staff. We also employ 65-70 tutors each academic year. Our tutors are primarily upper division undergraduate students or graduate students from campus. We work with students year-round and provide services during the three terms of the school year as well as during all three summer terms.

Stakeholders in Academic Center for Student Athletes

The stakeholders in Services for Student Athletes include senior and support staff, advisors, and learning specialists. Our athletes are our most important stakeholders, as they are the reason we do what we do. It is to our student-athletes we feel the most responsibility to do good work and it is with them in mind we have created this Diversity Action Plan.

Tactics and Goals for Academic Center for Student Athletes

Goal 1 (Inclusion) focuses on two areas. The first includes bolstering staff understanding of diversity and inclusion. We are committing to participating in events and professional development opportunities in our unit, on campus, and at other universities. We are also committing to showing our support and understanding of diversity and inclusion by adding positive and inclusive language to our communications and recruiting materials. Student-athletes spend up to eight required hours in the Jaqua Center each week and they notice what we promote, how we act, and how we communicate. Our second area of focus is around providing more robust onboarding for new hires as well as providing more opportunities and expectations for intentional professional development for current staff. We need to communicate our beliefs and our expectations around inclusion with the students and the staff.

Goal 2 (Diversity) provides an opportunity for us to put our beliefs into practice. We will assess and challenge our beliefs, engage with each other and on campus around our issues impacting people of color, and hire diverse staff members. Our student-athletes are diverse and our staff should reflect the diversity of students with whom we work.

Goal 3 (Achievement) focuses on student-athlete achievement. We want to direct our focus to make sure student-athletes in under-represented groups are prepared to graduate and that our staff members are prepared to support them. We want to create a Peer Mentorship program to target groups who historically struggle to graduate, distribute clear graduation plans to all student-athletes, and provide information around learning opportunities, scholarships, and awards.

Goal 4 (Leadership) Better prepare and promote staff members from groups under-represented in student-athlete academic support and higher education. We are committing to having staff members expand the scope of their current jobs by participating in campus committees and professional development. Leadership also includes helping the next generation of professionals, so we want to investigate internship possibilities for students on campus and also reward student-athletes who are already working in areas of diversity and inclusion at the University and in the community.

Academic Center for Student Athletes Diversity Value Statement

The University of Oregon is committed to ensuring that all students have access to a quality learning experience and the opportunity to pursue their academic goals in a safe, supportive learning environment. The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other extraneous consideration not directly and substantively related to effective performance. Services for Student Athletes at the University of Oregon is committing to establishing a supportive culture for all student-athletes and staff. This includes individuals who identify within the queer-spectrum (bisexual, gay, lesbian, queer, pansexual, same-gender loving, etc.) or the trans-spectrum (androgynous, gender-nonconforming, gender-queer, trans feminine, trans masculine, transgender, etc.). (*UO Student-Athlete Handbook*)

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

Strategy 1 – Create a more welcoming, respectful and inclusive climate for all.

Tactics	Target Measures	Resources	Lead Personnel	Timeline
1.1 Promote and advertise events; measure and evaluate SSA staff participation in PD that contributes to increase in cultural awareness, diversity, inclusion (e.g. implicit bias training) on	# of SSA staff that participates in campus/Athletic Dept professional development	Reallocation of staff time, UO workshops and campus PD, MyTrack Learning, eLearning with Skillport; staff meetings	SSA Diversity Committee	Year 1: locate and communicate opportunities on campus + keep track of staff who participate. Year 2: Edit performance review category if needed;

campus				communicate and add more participation in on campus/Ath Dept PD opportunities. Highlight and promote the most useful ones.
1.2 Include SSA Diversity Value Statement (above and in SSA Handbook) in SSA communication with internal and external constituents	Add to email correspondence, website, recruiting materials, meetings w/ Prospective Student-Athletes.	Time allocation, IT and administrative staff, recruiting events, printed materials.	Executive Committee	Year 1: Diversity statement on SSA website and in information provided to prospective S-A. Year 2: Add diversity statement to printed recruiting materials given to prospective S-A. Edit/expand diversity statement, if needed.
1.3 Promote campus events developed for education, celebration, and recognition of diverse person(s) and groups (i.e. Heritage months) and/or dates related to cultural inclusion	# of cultural event/ celebrations attended by staff and/or hosted in Jaqua	Campus partners, community partners, SSA Diversity Committee; staff meetings. Staff time to participate	SSA Diversity Committee	Year 1: Provide dates specific to each event. Add events to website and email. Add item to staff survey asking about participation. Year 2: Add and promote different events and/or make changes based on staff survey results.
Describe the evaluation tool that you will utilize to measure progress and ensure accountability.				
Staff survey to unit staff to get feedback on effectiveness and involvement in PD. Annual staff performance review. Catalog of events attended.				

Strategy 2 – Incorporate promising practices that address 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 for new hires and for new students.

Tactics	Target Measures	Resources	Lead Personnel	Timeline
2.1 Onboarding: Include DAP and exposure to campus initiatives and associated groups in training/orientations. Incorporate BEOREGON ¹ initiatives and connect new hires with campus groups (e.g. BSG, LSG, APIG)	# of new hires given information about DAP, BEOREGON, and campus groups.	SSA DAP Committee Time allocation; new employee and supervisor time	Office Manager	Year 1: develop onboarding materials for new hires and plan for time to provide information to new hires. Ask for feedback during annual review about onboarding. Year 2: refine materials and delivery of information.
2.2 Enhance summer bridge/orientation programs to include diversity and inclusion. Incorporate BEOREGON into orientations (summer bridge, fall) Inform new student-athletes about student groups (e.g. BSU, BMA, ISA, MECHA, LGBTQIA)	% of summer bridge groups and orientations that add information to their sessions.	Summer bridge leaders' time; tutor group time; orientation leaders' time; IT staff.	Summer bridge and orientation leaders.	Year 1: develop materials and methods for informing new students. Add question to orientation and bridge student survey. Year 2: refine

¹ The initiative, BEOREGON, is being termed "a call to action for all Ducks to be their most authentic selves." It represents the practice of standing against bigotry and discrimination. BEOREGON is a University of Oregon Athletic Department initiative inspired by Nike's "BeTrue" campaign.

				materials and methods based on survey and add any new information from developments on campus.
Describe the evaluation tool that you will utilize to measure progress and ensure accountability.				
Annual survey and evaluation of new staff onboarding process (staff, GE) End of summer survey for summer bridge students and orientation students about education and awareness curriculum.				

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

Strategy 1 – Incorporate active recruitment strategies, processes to mitigate 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	Lead Personnel	Timeline
1.1 Enhance and modify hiring practices to actively recruit diverse pools of candidates (job descriptions, posting, candidate assessments, implicit bias training). Advertise to encompass all organizations that serve diverse groups within NACDA ² for all professional searches	# of outreach contacts and postings. # of hires from diverse groups.	Funds for advertising from general recruitment budget Time allocation for research posting placement Hiring committee self-assessment of level of diversity in candidate pool	Executive Director, HR, Committee Chairs	Year 1: increase advertising and recruitment locations. Assess whether those placements were successful based on answers to question on application: “where did you hear about this job?” Year 2: refine advertising locations and add placements.
Describe the evaluation tool that you will utilize to measure progress and ensure accountability.				
Hiring protocols; organization chart of faculty and staff in leadership roles and new hires. Search committee candidate evaluation and scoring matrix.				

Strategy 2 – Use promising practices and effective strategies to **retain** diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally underrepresented communities. Use short surveys annually to monitor satisfaction levels.

Tactics	Target Measures	Resources	Lead Personnel	Timeline
2.1 Participate in short Qualtrics surveys regarding perception around cultural awareness and workplace climate, rotating topics.	# of surveys sent # of responses	Qualtrics account; staff time to send, monitor, and compile results; staff meetings.	SSA DAP Committee	Year 1: initial survey to get baseline satisfaction level. Year 2: survey + compare with Year 1 results. Year 3: survey + compare with Year 1 & 2 results.
2.2 Ensure staff and students are aware of campus groups and campus resources to engage each other and campus around issues affecting people of color	# of staff participating # of media platforms and methods used to provide information to staff and students	Personnel & Campus Information; staff time; staff meetings; IT staff;	SSA DAP Committee	Year 1: research groups and resources on campus and provide information at staff meetings, on website and through email. Add question to annual staff survey. Year 2: refine and improve information dissemination; add new resources and opportunities, as they arise.
Describe the evaluation tool that you will utilize to measure progress and ensure accountability.				
Qualtrics annual survey of staff, GE, tutors and student-athletes. Catalog of groups and resources on campus.				

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

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.

² The National Association of Collegiate Directors of Athletics (NACDA)

Tactics	Target Measures	Resources	Lead Personnel	Timeline
1.1 Increase student-athlete awareness and focus on timely graduation. Connect students with major area advisors on campus as needed.	# of students provided with degree completion plan by junior year.	Advisor time and preparation; time for advisor and student-athlete meetings	Executive Director and Senior Associate Director	Year 1: Advisors plan materials, time, and tracking for providing student-athletes degree completion plan. Year 2: Implement advisor plan and assess team by team tracking. Year 3: refine strategies for plan and tracking.
1.2 Increase professional development opportunities for under-represented faculty, staff	# of staff who participate in staff development	Professional development funds; time for staff to prepare and attend; UO workshops and campus PD, MyTrack Learning, eLearning with Skillport; staff meetings; survey	Executive Director	Year 1: staff development opportunities on campus and online. Add item to survey re which professional development was useful. Assess survey results and add/edit Year 2: Implement Year 1 changes after survey and feedback; look for more professional development opportunities.
1.3 Research potential for development of a Peer Mentoring program. Pair upper-division student-athlete with first-year student-athlete targeting first generation, under-represented, international, and students with disabilities.	# of mentor pairs	Staff time to research programs, pilot, and implement	Senior Associate Director	Year 1: Research other programs Year 2: Pilot program Year 3: Initial implementation

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

Graduation Risk Overview numbers.
Post-professional development survey of staff members who participate in professional development
Pre & post surveys of mentored students; list of professional development events.

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	Lead Personnel	Timeline
2.1 Increase student athlete awareness of and participation in global opportunities and study abroad programs during summer bridge and orientations; email and post on website about opportunities and informational sessions.	# of incoming student athletes provided information and support about opportunities # of students who participate in global leadership programs and study abroad	GEO program; Athletic Department's OHeroes Courts for Kids ³ ; SAAC ⁴ , staff time to compile provide information to students during orientation and summer bridge; staff meetings.	Summer bridge coordinator; SSA DAP Committee	Year 1: Research opportunities through this campus and others; develop relationships with GEO and other campus groups; provide information in a variety of ways; add item to student athlete and staff survey about opportunities and information; collect data on how many students participate each year. Year 2: assess progress and refine
2.2 Increase awareness of opportunities, awards and scholarships for students from under-represented groups through campus, NCAA, and other local and national organizations. Add to summer bridge, summer advising, and orientation.	# of student athletes who receive information # of students who apply for awards and scholarships.	Allocation of staff time and preparation; staff meetings; website and email to students; meetings with students and/or teams.	Summer bridge coordinator; SSA DAP Committee	Year 1: Research local and national opportunities; provide information to students who would qualify for opportunities; add item to staff and student survey; collect data on participation. Year 2: assess progress and refine

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

Survey of staff and student-athletes.

³ Univ of Oregon partners with Courts for Kids, a nonprofit that builds basketball courts in underdeveloped areas around the world. courtsforkids.org

⁴ Student Athlete Advisory Committee

Student participation numbers and list of student participants; catalog of events.

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

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	Lead Personnel	Timeline
1.1 Emphasize and encourage staff to join campus committees and/or groups that focus on diversity, equity, and/or inclusion.	# of participants that participate in, join groups, or are elected to committees.	Reallocation of staff time	Executive Committee	Year 1: increased staff participation in campus meetings and groups. Year 2: staff member elected to or join a campus group or committee that focuses on diversity, equity, inclusion.
1.2 Investigate internship for student from an under-represented group in athletic administration interested in working in academic support with student-athletes.	Document of written research for internship for students completed. Proposal for internship for UO students completed and presented.	Reallocation of staff time to research internship. Campus internship dept; HR; If approved, reallocation of staff time to act as supervisor.	Executive Committee	Year 1: investigate level (undergrad v grad), develop framework and function of internship. Determine costs. Year 2: compile findings and plan next steps.

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

Survey to measure availability and efficacy of leadership opportunities.
Org chart of SSA staff on committees and in groups
Documents with internship information and research.

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	Lead Personnel	Timeline
2.1 Create a diversity engagement award for a student-athlete. Identify student-athlete participating in community efforts toward increasing diversity, equity and inclusion work in the community.	# of student-athletes who qualify for award # award given each year	Time for staff members to do required tasks for creating and giving award; Coordination of recognition with Student-Athlete Development; Athletic Department Compliance; funds for purchasing award	SSA DAP Committee	Year 1: Research awards on campus, NCAA, and other schools; Develop rubric for choosing recipient. Coordinate with SAD; determine funding needs. Year 2: First award given; Year 3: Assess and refine.

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

List of qualified applicants; Rubric for choosing award recipient(s); Survey of staff and student-athletes to assess interest and perceived value.