

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 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. Additional resources and assessment data are available to assist in creating plans at inclusion.uoregon.edu/IDEAL/resources. For technical assistance and advice, please contact DEI colleagues at 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
1.1.1 Articulate the UO IDEAL Framework as a part of onboarding and extrapolate its meaning and expectations at the departmental level - able to translate into our department's mission and employee's own work	12/12 directors confirm this tactic has been implemented	HR personnel at the departmental level, IDEAL framework 1-page document	Jett Nilprabhassorn	DEI 1-page document provided to department HR managers by August 15, 2017 Tactic fully integrated by Fall 2018 (repeated annually)
1.1.2 Incorporate diversity, equity and inclusion related performance measures into selected SSEM OA employees' position description, annual goals, and performance reviews where appropriate.	All department practices and policies have been inventoried Pilot revising position descriptions so that selected new OA positions include cultural competence as a core competency for all employees and vacancy announcements to identify a criterion of demonstrated, measurable commitment to diversity. Number of employees evaluated using diversity and inclusion as a metric 12/12 directors confirm full implementation of this goal has been achieved	UO HR and/or DEI to suggest best practices in assessing, providing clear expectations around, and performance management principles related to inclusion, to incorporate into PDs and performance reviews.	Department directors and department HR managers	Inventory practices and policies by December 2017 Establish and provide to departments language that can be used in new OA position descriptions by December 2017 Selected new OA position descriptions include cultural competence language beginning with position descriptions developed after January 2018. Department managers revise selected OA evaluation practices to include diversity and inclusion metric(s) by August 2018
1.1.3 Offer and explicitly support opportunities for SSEM personnel to participate in at least two training opportunities on issues of	Number of SSEM employees attending inclusion-focused events	UO HR and campus and community experts on various inclusion topics (I.E., from SSEM, DEI,	SSEM diversity task force	Develop method of communicating SSEM and other campus

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
diversity, equity, and inclusion annually.	and trainings; number of trainings offered.	Student Life, Accessible Education, Affirmative Action, etc.) to provide recommendations and/or trainings; departmental HR Partners to track employee participation in trainings. Develop notification options to include all staff. This may be emails, and posters to accommodate staff who do not have access to electronic communications.	SSEM Strategic Communication staff Department directors and SSEM Extended Leadership Team	training opportunities by August 2017. Begin regular communication of training opportunities by September 2017

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

We would initiate a division-wide climate survey. It would measure the general satisfaction with workplace, comfort with grievance process, relationships with peers and supervisors. We would create and administer the climate survey to establish baselines, analyze by group (where possible while maintaining anonymity) during year 1, follow up to establish reliability in year 2. In addition, develop and implement an SSEM director/leadership team diversity plan progress survey to monitor and track progress toward goal completion.

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
1.2.1 Require that members of SSEM search committees undergo implicit bias training prior to serving on search committees.	SSEM search committee members participated in live or videotaped implicit bias training	Division of Inclusion and Equity Erik Girvan	SSEM Department Directors SSEM HR managers	Identify implicit bias training methods and communicate to department directors and other SSEM

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
	Admin for search committee confirms using SSEM search checklist that tactic has been implemented	UCLA implicit bias videos SSEM search checklist <i>Consider a cross-divisional search committee</i>	OSFAS & Health Center implement pilot initiatives.	leadership by September 2017 Pilot with two SSEM searches by January 2018
1.2.2 Articulate the UO IDEAL Framework as a part of onboarding and extrapolate its meaning and expectations at the departmental level - able to translate into our department's mission and employee's own work	12/12 directors confirm this tactic has been implemented	HR personnel at the departmental level, IDEAL framework 1-page document	Department Directors	1-page document developed by end of FY 16-17 Tactic fully integrated by Fall 2018 (repeated annually)
1.2.3 Design and implement exit interview processes to promote constructive feedback that can be used to improve the staff member experience.	Number of employees participating in survey and exit interviews Percent of employees leaving who participate in survey and exit interviews Number of actionable suggestions received and considered by the CoS	HR personnel at the departmental level Qualtrics survey software HR employee separation data <i>Data on all staff as well as student staff</i>	HR Personnel	Develop Qualtrics Exit Survey by December 2017 Implement survey for all outgoing employees by January 2018

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

Develop and implement an SSEM director/leadership team diversity plan progress survey to monitor and track progress toward goal completion. Utilize a search committee checklist. In addition, a Qualtrics Exit Survey to be used for exit interviews.

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
2.1.1 Research 10 peer institutions for national best practices and consult our peer institutions to compare current UO recruitment and retention practices related to diversity.	10/10 institutions researched and a report provided to CoS	<p>Colleagues at peer institutions</p> <p>Websites for peer institutions</p> <p>A developed framework on how to evaluate in institutions best practices</p> <p>Use student staff to assist with research.</p> <p>Touch base with Undergraduate Studies Retention staff.</p>	Led by volunteers from the SSEM diversity task force (Jen Fenderlander and Jonathan Jacobs)	By end of FY2018
2.1.2 Recruit SSEM staff members who are representative of diverse groups, and can create and develop relationships with prospective and current students.	Establish baseline of current staff demographics	<p>HR and DEI can provide resources and suggest outlets for recruitment.</p> <p>IR faculty of color representation toolset</p> <p>Document with recruiting and advertising opportunities that target diverse applicants</p> <p>Division-wide fund for paid advertisements to diverse applicant pools, if budget permits</p> <p>Review office recruitment procedures.</p>	SSEM Department directors, SSEM Extended Leadership Team, and department HR managers	Establish baseline of current staff demographics by September 2017

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
		Benchmark peers who have been successful in recruiting.		
2.1.3 Establish enrollment targets that shape the institution in a diverse way. Establish relationships with community organizations and high schools that will enhance our diversity recruitment efforts by illustrating the support and resources available to their students at UO.	Increase or maintain application and enrollment numbers of Oregon residents who are African-American/Black, Hispanic/Latino, Asian-American, Native Hawaiian/Pacific Islander, or from federally recognized Native American communities, in a way that reflects or exceeds the state's high school graduate population for each community	CRM tracking and data analytics. On-the-road person power. Granular strategic communications. Review growth to date.	Admissions and Financial Aid counselors. Jim Brooks review with Roger Thompson.	By 2018 recruitment cycle.

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

Monitor trends in admissions reports by federal ethnicity code. We would measure the relative composition of incoming freshmen and transfers at all stages of the admissions funnel. We would monitor the composition of every incoming cohort, and identify strategies to intervene. We would identify contributing factors to yield and melt, including federal ethnicity and first generation status. We would measure the relative composition of groups that enroll, do not enroll, or melt. Then identify interventions at the level of student recruitment or orientation.

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
2.2.1 Ensure SSEM staff of all employee groups have access to and are supported in participating in cultural competency training	# SSEM employees participating	Training programs done by DEI, HR, Student Life, or SSEM staff with cultural competency expertise	Strategic Communications to promote programs.	Identify cultural competency training opportunities by December 2017

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
	<p>If CRM communications to staff is used, can measure click through rates – are people paying attention</p> <p>Online training opportunities.</p>	<p>CRM communications to staff with click through tracking.</p> <p>At the end of each training a follow-up survey to measure information retention.</p>	<p>SSEM Diversity Task Force</p> <p>SSEM Directors and Extended Leadership Team</p>	Implement communication of cultural competency training opportunities beginning January 2018
2.2.2 Spread awareness of and improve access to academic and cultural support resources available on campus to SSEM staff, faculty, and students.	<p>Ongoing collaboration with Divisions of Student Life and Equity and Diversity to identify support resources</p> <p>Quarterly e-mail sent with resources</p> <p>If CRM communications to staff is used, can measure click through rates – are people paying attention</p>	<p>DEI and Student Life</p> <p>Document with inventory of resources that are available</p> <p>CRM communications to staff with click through tracking.</p>	<p>SSEM Diversity task force</p> <p>Strategic Communication and Marketing</p>	End of 2017-18 academic year
2.2.3 Form more established partnerships with student groups and campus offices (e.g., CMAE, DEI, Dean of Students, VP Student Success) to work together on recruitment and retention efforts.	Inventory current partnerships. Expand beyond those already established.	<p>Divisions of Student Life and Equity and Inclusion</p> <p>VP for Student Success</p> <p>CMAE</p>	Directors and program coordinators to reach out to campus partners	<p>Inventory current partnerships by end of Fall 2017</p> <p>Identify and establish new partnerships by July 2018</p>
2.2.4 Ensure that our physical environments are accessible and culturally representative by following established policies and best practices across higher education institutions.	<p>Department lobby and public areas confirmed to be accessible</p> <p>Lobby and public areas include culturally</p>	<p>Accessible Education Center into our work environments to evaluate.</p> <p>Artwork – potentially tap students, staff in AAA, SOJC</p>	Department Directors and SSEM Extended Leadership Team	Depends on different departments, as some will be remodeled soon.

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
	<p>reflective art, print media, etc.</p> <p>Survey staff for input on their work environment and create solutions based on responses.</p>	Student and staff focus groups		

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

Staff and student surveys/focus groups; email analytics; SSEM director/leadership team diversity plan progress survey; cultural competency training follow-up surveys

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
3.1.1 Document staff demographics by position type.	Relative composition of division staff by position and group.	HR data by employment level and race/ethnicity -- compiled by SSEM Research(?) - is there a better/existing HR data source	SSEM HR/Personnel staff	Establish baseline of current staff demographics by October 2017
3.1.2 Introduce professional development and mentoring plan.	<p># of SSEM staff participating in SSEM professional mentoring pilot program implemented</p> <p>Unit directors provide report to VPSSEM with department specific professional development formats/templates and initial implementation plans</p> <p># SSEM employees with professional development plans</p> <p>12/12 directors and VP/CoS confirm this tactic has been implemented</p>	<p>SSEM Diversity Taskforce and SSEM department directors develop structure for professional development program</p> <p>SSEM unit directors and unit leadership teams adapt SSEM program for use within unit and implement program at unit level</p>	<p>Keith Frazee and Steve Robinson</p> <p>Jim & Shelly/Diversity Task Force</p> <p>SSEM directors</p> <p>SSEM Extended Leadership Team</p>	<p>Report on progress of development of professional development/mentoring program by September 2017</p> <p>Implementation of first phase/pilot of professional development plans by end of fall term 2017</p> <p>Implementation of second phase by September 2018</p>

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

HR data; SSEM director/leadership team diversity plan progress survey

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
3.2.1 Implicit bias training for team members responsible for semifinalist selection of Stamps and Presidential awards.	Department directors overseeing awards program confirm that all selection team members participate in live or videotaped implicit bias training	Division of Inclusion and Equity Erik Girvan UCLA implicit bias videos and other online trainings	Michelle Holdway, Associate Dir OSFAS	January 2018

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
Monitor scholarship distributions relative to total student body - Jonathan Jacobs, Director SSEM Research

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
4.1.1 Articulate the UO IDEAL Framework as a part of onboarding and extrapolate its meaning and expectations at the departmental level.	12/12 directors confirm this tactic has been implemented	HR personnel at the departmental level, IDEAL framework 1-page document	Roger Thompson SSEM department directors SSEM Extended Leadership Team	DEI 1-page document provided to department HR managers by August 15, 2017 Tactic fully integrated by Fall 2018 (repeated annually)
4.1.2 Incorporate diversity related performance measures into selected SSEM employees' position description, annual goals, and performance review where appropriate.	All division and department practices and policies have been inventoried Number of employee evaluations using diversity and inclusion as a performance metric 12/12 directors confirm full implementation of this goal has been achieved	Template examples of diversity related performance measures will be available for PDs, goals, and reviews.	Roger Thompson SSEM department directors SSEM Extended Leadership Team	Templates developed by December 2017 for department leadership teams and implemented at next evaluation cycle Templates for staff supervised by department leadership teams developed by July 2018 and implemented at next evaluation cycle
4.1.3 Ensure SSEM staff of all employee groups receive cultural competency training on an ongoing basis	Number of trainings are held and # SSEM employees participating If CRM communications to staff is used, can measure click through rates – are people paying attention	Training programs done by DEI, HR, Student Life, or SSEM staff with cultural competency expertise CRM communications to staff with click through tracking.	Strategic Communications to promote programs. SSEM Diversity Task Force	Identify and establish methods for cultural competency training by December 2017 Implement initial cultural competency training opportunities beginning January 2018

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
		<p>Department directors and Extended Leadership Team will ensure that SSEM staff are aware of and support to attended trainings</p> <p>At the end of each training a follow-up survey to measure information retention.</p>	SSEM Directors and Extended Leadership Team	

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

Initiate division-wide climate survey. Determine whether group or identity is perceived as an obstacle to performance and advancement. SSEM director/leadership team diversity plan progress survey.

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
4.2.1 Monitor financial aid to students and the impact aid has on recruitment and student success of diverse populations.	Differences in impact of recruitment and student success by racial/ethnic group	SSEM Research analysis	Jonathan Jacobs, Director SSEM Research	White paper produced by December 2017
4.2.1 Solicit donations to the Pathway Oregon program to address SES diversity	Continued donations to the Pathway Oregon program		Jen Parker, SSEM Director of Development	

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

Annually review financial aid impact on enrollment of diverse populations to ensure effectiveness of awarding strategy.

APPENDIX

Foundational Questions to Consider

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 be 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?