Undergraduate Studies Diversity Action Plan Executive Summary

Stakeholders and the developmental process

The Division of Undergraduate Studies (UGS) has taken up the charge of guiding and implementing a strategic vision for UO undergraduate education. Currently the division is focused on a variety of initiatives (summarized below) to impact student success for all students. Our stakeholders include undergraduate students, faculty, and 71 full-time equivalent staff.

The UGS Diversity Action Planning process began by forming a committee of 10 staff members pulled from the UGS Executive Committee and the UGS Leadership Council. These 10 staff members self-selected into two subgroups to address the two prongs of our work – student support (i.e. advising, tutoring, etc) and academic engagement (i.e. first year experience programs, undergraduate research and engagement opportunities, and curriculum/general education reform). The groups each drafted tactics that align with the 2016 UGS Strategic Plan and move us toward a more diverse, equitable, and inclusive division and university.

Many of the personnel involved in the DAP process were simultaneously engaged in strategic work around the UGS-led campus-wide Student Success initiative: an initiative that entails as one of three strategic levers, working on campus-wide opportunity gaps and questions of belonging that disproportionately impact students from underrepresented populations. Because this Student Success work seems so fundamentally aligned with the work of this DAP, the committee often expressed uncertainty about how much detail from that work to map into this document. The decision was reached to avoid recapitulating student success strategies and tactics into the DAP – but a separate Student Success briefing can be provided as needed during DEI's review of campus DAPs.

Briefly summarize the unit's demographic context and tactics for each of the identified strategies

UGS consists of four units: the Office of Academic Advising, the Accessible Education Center, the Teaching and Learning Center, and the Office of the Vice Provost and Dean. In recent years, the division has moved toward a more diverse staff and leadership; however, we are far from where we would like to be with only 9 of 71 full-time equivalent staff identifying as people of color. Given that many of the services provided by the division are student-facing, we should have a staff that better reflects our student population.   On other measures of diversity, 22% of staff are men, and 72% are women, and staff range from their early 20s to their 70s. We don't currently have data about disability, nationality, or religion.

Current Initiatives: Student Success
Undergraduate Studies completed a strategic vision process in 2015-16, articulating three interwoven initiatives designed to "accelerate the impact" of a liberal arts education and ultimately lead to success for all

student: *Coordinated Advising and Removing Academic Barriers*, *Curricular Reform and Coordinated Teaching Development*, and *Student Engagement*. Below is a brief description of each initiative. These three initiatives work together to ensure a holistic approach to student success.

- **Coordinated Advising and Removing Academic Barriers**
In July 2015, President Schill established improving student retention and graduation as one of his key priorities. He articulated a goal of improving four-year graduation rates by ten percentage points in five years, and made initial investments in that effort via state money appropriated for student success, and through internal resource allocation. In the summer of 2016, a student success team, led by the Dean and Vice Provost of Undergraduate Studies, and including two new positions—Associate Vice Provost for Student Success (UGS) and Associate Vice Provost for Academic Excellence (Office of Provost and Academic Affairs)—was formed to begin work on this goal. The team also established a campus-wide leadership structure, the Student Success Advisory Council, to facilitate this work.
Early data analysis suggested that approximately 20% of our students are lost in the first two years of attendance and approximately 20% of students graduate in just over four years. A notable percentage of each of these two at-risk cohorts are drawn from our underserved and underrepresented student populations. These observations prompted a strategy focused on retention efforts in the first two years and on efforts to remove academic barriers to timely graduation in the succeeding years, with an equity lens focused on questions of belonging and opportunity gaps.

- **Curricular Reform and Coordinated Teaching Development**
Our last systematic undergraduate educational reform effort dates to the early 1990s, and took effect just as the university began to wrestle with the devastating impact of Oregon's Measure 5 (1990). Curricular reform is long overdue. At the same time, the UO is in the position now to leapfrog the mistakes made by other universities, who have seen 5 and 10 year investments in task-force led general education reform yield little institutional progress. Cutting edge educational research now suggests that educational reform is best and most substantively achieved via heightened awareness of pedagogy. Accordingly, in Winter 2016 UGS began an initiative entitled "trED" (Transforming Education by Design), that builds communities of practice among instructional faculty, coordinating our investments in faculty teaching development with the goal of renovating our core undergraduate curriculum from the ground up.

- **Student engagement**
In undergraduate education, "engagement" is a term of art that encompasses those high-impact educational practices – like academic residential communities, undergraduate research, service and engaged learning – that help students connect the dots between their studies and their post-graduate aspirations, while at the same time connecting more deeply with the university community as a whole. Beginning in 2013-14, UGS began to bring leadership to a number of campus engagement opportunities, like the Common Reading program, investments in "Inside-Out" prison education, and academic programming in the residence halls. In January, 2016, a new Associate Vice Provost (AVP) position was created in Undergraduate Studies. At .50 FTE, AVP Josh Snodgrass has hit the ground running in this role, launching a Center for Undergraduate Research

and Engagement, and taking the institutional lead for Distinguished Scholarships and Fellowships. We will also be reviewing and revitalizing the first-year experience for our entering first-year students.

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 Incorporate best practices for working with diverse populations into advising standards of practice and SSC trainings (our campus-wide advising platforms) to create a more welcoming and inclusive climate for undergraduates.	100% of advisors campus-wide will receive this training. We will aim to give advisors a survey prior to the training and following the training to help assess the effectiveness of the training and revise as needed. For advisors in UGS, incorporating these best practices into their work will become part of their yearly evaluations.	Approximately 0.60 FTE will be devoted to developing and giving these trainings. This FTE will come from a small group of 5 – 6 advisors in UGS and CMAE, each devoting approximately .1FTE to this work.	Doneka Scott, AVP Student Success	Training materials will be developed by UGS that incorporate national best practices complete by end of Winter term 2018. Implementation begins spring term 2018 and is complete by end of spring 2019. Ongoing for new staff after that.
1.2 Incorporate best practices and growth-mindset messaging in all student-facing communications originating from UGS and coordinate messaging coming from other departments.	Form a Student Communications committee to review all communications to students and revise with mindset best practices in mind. Present best practices for student communication to personnel responsible for crafting and promulgating student-facing messaging campus-wide.	UGS has committed $90,000 over three years to the Stanford University sponsored College Transition Collaborative that is the basis for this tactic. Forming the committee and presenting to UO communications will be cost neutral for the most part. However, because communications to students come from a variety of stakeholders	Doneka Scott, AVP Student Success Grant Schoonover, Director, Pathway Oregon.	Committee forms Winter 2018.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
		across campus (Admissions, Registrar, Advising, Student Life, Housing, etc) we can only coordinate the work in UGS, rather than committing the personnel to get the work done.		
1.3 All UGS staff attend "cultural agility" (or similar) training, with option either to achieve basic competencies or to complete in-depth modules (professional development model).	100% of UGS staff will attend one or more trainings. Additionally, to help hold staff accountable, this will become an explicit and standardized aspect of such evaluations following implementation of training. (See also 2.1.3 below.)	TBD based on cost of training – UGS to designate specific funding source/amounts to meet staff needs.	VP and Dean Undergraduate Studies	Winter 2018 and Spring 2018 work with DEI to identify and acquire training resources. By Fall 2019 begin training UGS staff.
1.4 Convene an UGS Access and Equity Committee charged with ongoing review and assessment of climate issues division-wide – as well as opportunities for organizational change and divisional impact.	Monthly meetings of the committee, with ongoing development of agenda and subsequent action items, to be considered by the UGS Leadership Council and Executive Committee.	Cost neutral. Similar committees already exist in two out of four UGS departments; developing a division-wide committee is a natural extension of this work.	Maeve Anderson, Admin Manager	Convene group in Spring 2017. First report in Fall 2018, at UGS Division Retreat.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
Staff survey before and after competency training. Incorporate action items from the ESJC into Executive Committee meetings, and implement annual reports of the ESJC at the September UGS Division Retreat.

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 Equity and Inclusion will become a key part of the human resources and performance evaluation processes (in collaboration with HR to ensure alignment with CBAs) including 2.1.1 Implicit bias training for all UGS staff 2.1.2 Revise recruitment and hiring procedures to result in more diverse staff (at all levels) including ensuring that position descriptions highlight a value for diversity, search committees look for transferable skills and use alternative recruitment routes, and a campus interview experience that is inclusive for diverse candidates. 2.1.3 Equity and inclusion measures and IDEAL goals added to yearly performance evaluations for UGS staff and factor into merit increases	2.1.1 All UGS staff will receive implicit bias training annually. 2.1.2 New language and target measures reflecting best practices and according with the recommendations of the 2016 Black Student Task Force working groups convened by DEI, will be implemented division-wide. All UGS position search announcements will include language that emphasizes UGS diversity values and encourages minority applications. UGS position searches will be advertised in a wide variety of publications/ online resources in order to reach a broad, diverse audience. 2.1.3 New performance evaluation measures in place and matrix for determining merit increases.UGS currently use a matrix	UGS will contribute $5,000 to institution wide efforts to provide institutional bias training and looks to partner with DEI and HR to implement within UGS.	2.1.1 VP and Dean, Undergraduate studies; 2.1.2 and 2.1.3 Liesl Johnson, UGS Business Manager	2.1.1 By Fall 2018 all staff have gone through implicit bias training 2.1.2 Fully implemented by Winter 2018 2.1.3 Fully implemented by Winter 2018

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
	(rating system that indicate whether a staff member meets, does not meet or exceeds expectations for merit review.) In addition to that, we will include the new performance evaluation criteria that include equity and inclusion measures.			

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

Our revised hiring protocols, whose success will be reviewed on an ongoing basis by the VP and Dean, will require that we evaluate candidate pools at each step in the process (initial review, phone interviews, on-campus interviews) to mitigate implicit bias and to ensure that qualified candidates are moving forward.

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
See Goal #1 strategies and tactics				
1.1. Recruit and hire diverse tutors, peer advisors, and FIG assistants.	Staff responsible for recruiting and hiring student staff will be	Do not anticipate that additional funding or FTE will be needed, but rather a	VP and Dean Undergraduate Studies.	Review and adjust recruitment process and procedure by Spring 2018 for

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
	required to attend implicit bias training. In Winter 2018, we will review our current diversity in student hiring to give us a base line. By year 2 we will have increased diversity by 10% overall with yearly increases thereafter to, within 5 years, have our student staff diversity match that of UO population.	shift in recruiting and hiring priorities	Division directors Maeve Anderson, Admin Manager	implementation during hiring for Fall 2018.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
Success of the revised recruitment processes will be reviewed on an ongoing basis by the VP and Dean.

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
See Goal #3 strategies and tactics				
2.2 Form a transfer student committee to map challenges and	Committee formed, report filed. At this time, we're still in the discovery process to	Cost neutral	Doneka Scott, AVP Student Success	Committee formed by Fall 2017. Report filed by Spring 2018.

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
needs for transfer student population	determine what this committee and our campus will need to accomplish in order to serve transfer students better. We will update our target measures in Spring 2018 after the committee completes their work and files their report.			

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
Evaluation embedded in target measures.

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 opportunity gaps 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 Revise University Multicultural Requirement (MCR) and underlying MCR curriculum 1.1.1 Form a Community for Accelerating Impact in Teaching (CAIT) – a faculty teaching development community	Within 5 years, 100% of UO MCR courses will conform to new standards and the majority (at least 51%) of departments campus-wide will house at least one faculty member incorporating inclusive	TBD. Funded at best-practice levels, the annual cost of a CAIT is ~ $20K.	Lee Rumbarger, Director of the Teaching Engagement Program	Spring 2017 present to Undergraduate Council on multicultural requirement reform; Summer 2017 implementation committee formed to develop resolution

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
-- geared toward inclusive pedagogy. This group, reconvened annually for 5 years, will work to overhaul, from the ground up, curricula and pedagogy around principles of equity and inclusion. The group will also be charged with disseminating their learning and practices to colleagues campus-wide via TEP and the TEP Teaching Academy.	teaching practices into their curriculum and pedagogy.			Fall 2017 form CAIT

Summer 2018 review results from CAIT and revise process as needed. |
| 1.2 Align student success efforts (i.e. targeted advising) with the efforts of CMAE to allow for a cohesive strategy for underrepresented students. Assign caseloads to ensure that all underrepresented students have regular and coordinated communication from advising units and access to resources. 1.2.1 Convene regular "case management" meetings across advising departments to coordinate student support. | Incoming underrepresented students will be assigned to an advising caseload. That advisor will coordinate the student's support. | This is a rearrangement of current resources. Will be essentially cost neutral, but will require 5 dedicated CMAE FTE to work differently (revised position descriptions) than currently. | Kimberly Johnson, Director of Academic Advising | Fall 2018 students assigned to case loads

Fall 2018 case management team in place and meeting regularly (every two weeks).

Spring 2018 review caseload model and adjust based on results. |
| 1.3 Form a CAIT to overhaul pedagogy for high DFW courses that often serve as roadblocks for certain majors (business, STEM) where underrepresented students | Target measure TBD as CAIT concept developed in Spring 2017. | TBD. Funded at best-practice levels, the annual cost of a CAIT is ~ $20K. | Lee Rumbarger, Director, TEP | Fall 2017 form CAIT

Summer 2018 review results from CAIT and |

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
are often disproportionately affected.				revise process as needed.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
Evaluation embedded in target measures.

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 Develop targeted strategies to work with underrepresented students early on to connect them with faculty mentors, research opportunities, and begin preparing them for prestigious scholarship opportunities. 2.1.1 Ensure advisors and others who have early contact with students (FAs, RAs, etc) share resources and opportunities with all students, but particularly with underrepresented students. 2.1.2 Provide workshops on how to prepare applications for research opportunities	Within 5 years, students of color, first-gen, and lower income students are equitably represented in research labs, internships, and other engagement opportunities as well as distinguished scholarships. Change to number of students contacted. Reach out to people individually based on these categories.	This requires a realignment of current resources and an adjustment of clearly stated priorities, but will be essentially cost neutral.	Josh Snodgrass, AVP Undergraduate Studies	2017-18 Build Center for Undergraduate Research and Engagement (CURE) and survey current opportunities Connect CURE opportunities with Duck connect. Begin to work with advising case management group to share opportunities 2018-19 Evaluate progress toward 5 year goal.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
2.1.4 McNair student selection committee attends implicit bias training and actively works to recruit students of color to apply. 2.1.5 Work with CMAE, Pathway, SSS and other advising units to recruit more students of color to apply.	All members of the McNair student selection committee attend implicit bias training. Increase applications from students of color by at least 5% in Fall 2018. Reassess recruitment practices after year 1 and revise strategy. Increase applications from students of color by an additional 5% each year there after for 3 years.	Cost neutral	Susan Lesyk, Director TLC McNair Director, TBD	By Winter 2018 selection committee completes implicit bias training. Winter 2019 McNair director works with advising case management group to identify good candidates for application.
2.2 Develop an event for Community College future transfer students during the Undergraduate Research Symposium to better inform and connect them to research and engagement opportunities at UO. Target current LCC students that want to be UO students so they have more information about research process when they get here.	Hold two annual outreach events at Lane Community College Measure by number of attendees at outreach events. Increase total attendance by 10% each year.	Cost neutral as it's already part of existing FTE.	Josh Snodgrass, AVP UGS	First annual event will be during winter 2018 leading up to this year's Undergraduate Symposium. Twice yearly workshops/outreach events will continue thereafter.
2.4 Develop summer bridge program that aims to recruit transfer students and/or underrepresented students (including rural students, first gen students, Pell eligible, and students of color) to connect them	Within 5 years have a pilot summer bridge program	Will require fundraising (see Goal #4).	Josh Snodgrass, AVP for Undergraduate Studies. Doneka Scott, AVP for	Based on funding

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
to research and engagement opportunities.			Student Success	

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
Annual review of goals and accomplishments by AVP Josh Snodgrass. Presentation of same at the UGS Division Retreat.

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 Connect underrepresented staff in UGS with mentors across campus	All underrepresented staff in UGS have the opportunity to connect with a mentor on (or potentially off) campus. Will build this into HR processes that are being developed. By Spring 2018, we will inventory of interested staff and interested mentors. Match metors and mentees by Fall 2018.	Leverage existing UGS departmental diversity committees, and ultimately new division-wide Diversity Committee, to implement structures for this work.	Vice Provost and Dean Maeve Anderson, Admin Manager	Begin by Fall 2018, ongoing thereafter

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.2 Supervisors evaluated on their mentorship of underrepresented staff with the goal of ensuring that staff service commitments align with their career aspirations and desired trajectory.	By Spring 2018, supervisors will have a clear understanding of each of their staff's university service commitments and how those align to their career goals.	Cost neutral – revised staff management and evaluation processes.	Maeve Anderson, Admin Manager Lielsl Johnson, Business Manager	Incorporated into ongoing staff management and review processes by Spring 2018.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
Yearly staff survey. Annual performance/merit evaluations for supervisors to ensure that effective mentoring and management is occurring.

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 Pursue funding opportunities for peer mentorship programs that would aim to recruit underrepresented students (lower income, first-generation, rural, transfer, students with disabilities, and/or students of color) to both serve as mentees and mentors. . Funding would cover approximately $10K in operating/programming expenses and a small stipend for a coordinator plus approximately $1000/term per mentor (each mentor serving up to 5 students,	The initial pilot would include 10 mentors serving approximately 50 students. At this size, a pilot would cost approximately $40,000 for 1 year – our aim would be to find a donor or donors to fund the initial pilot that we would then assess and use as a case student to find additional funding – perhaps including an endowed fund that	As UGS doesn't have dedicated development FTE, we will need to partner with other deans and VPs across campus to help achieve this fundraising goal on our behalf. Guidance also provided by Paul Elstone, David Frazee Johnson and other Advancement staff.	Vice Provost and Dean Doneka Scott, AVP Student Success	Development work in progress Winter 2017; conversations with other units in Spring 2017. Remaining timeline TBD.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
working approximately 10 hours a week over the term). Ideally, this could and should be part of a bigger ask that includes the summer bridge program below. Students would attend the bridge program the summer between high school and starting at UO and then be paired with a mentor for their first two years on campus – helping to improve retention and graduation results for these underserved students.	would ensure the longevity of the program.			
2.3 Pursue funding opportunities for summer Bridge program, and other pipeline and enrichment programs – aimed to develop support for undergraduate research and advanced student engagement opportunities for underrepresented students. Potentially work with and model off of SAIL. Summer Bridge would aim to recruit underrepresented students (lower income, first-generation, rural, transfer, students with disabilities, and/or students of color). Students would attend a week-long program at UO in the summer between high school and starting at UO. The program would serve to both create a sense of belonging and social engagement for underserved students and provide academic support to ready them for the rigors of university while also connecting students with the most	Pursue pilot funding ($50K) for an initial summer program for a small group of students (maybe 10). The initial pilot will likely cost approximately $50,000 to cover the staff time to develop the programming(likely will need to hire a GE), pay stipends for professional staff and student workers over the summer, and for room and board for a week on campus (seek in kind donations from SSEM). Ongoing funding would be needed	As UGS doesn't have dedicated development FTE, we will need to partner with other deans and VPs across campus to help achieve this fundraising goal on our behalf. Guidance also provided by Paul Elstone, David Frazee Johnson and other Advancement staff.	Doneka Scott, AVP for Student Success Josh Snodgrass, AVP for Undergraduate Studies.	Development work in progress Fall 2018; conversations with other units in Spring 2018. Remaining timeline TBD.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
engaging aspects of university life- research and engagement opportunities.				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
Evaluation embedded in target measures.