**University of Oregon Graduate School Diversity Action Plan Executive Summary Overview:**

The University of Oregon Graduate School strives to provide an inclusive and welcoming environment for all Graduate Students. We recognize the pervasive underrepresentation of women, persons with disabilities, Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Asexual minorities (LGBTQIA), and ethnic and racial minorities in many graduate disciplines across the US, particularly in doctoral programs, and are committed to providing support and guidance to all graduate students, especially those who have been historically marginalized. Key challenges for graduate student success include adequate funding, an affirming and inclusive campus climate, supportive faculty mentoring and support networks inside and outside of the university, professional training opportunities, and clarity about the process for completing a graduate degree. Our efforts to remove barriers to success and identify best practices in graduate education are based on studies done by the Council of Graduate Schools (CGS), the National Research Council (NRC), and the National Science Foundation (NSF). In addition, we strive to understand the unique challenges faced by University of Oregon graduate students. Our goal is to create a campus where all University of Oregon graduate students, faculty, and staff feel respected and supported.

**Stakeholders and Developmental Process:**

The Graduate School's core purpose is to promote graduate education by fostering excellence, innovation, and inclusive communities. We began discussing the Graduate School's Diversity Action Plan in early January 2017 as part of our ongoing efforts to attract and retain a diverse and talented pool of graduate students, faculty, and staff. Our research captured practices identified through the Council of Graduate Schools and previous diversity exercises which reflect our short history as a Graduate School independent of the office of the Vice President of Research and Innovation that will help guide us towards achieving our objectives of a welcoming and supportive graduate training environment. In conjunction with the Graduate Student Advisory Board and the newly convened Graduate School Diversity Advisory Council, we identified gaps in our current practices and resources and set goals to move forward. These two groups, as well as the Graduate School staff, reviewed the Diversity Action Plan and provided valuable input.

The participation of women, persons with disabilities, LGBTQIA, racial and ethnic minorities in graduate education varies by discipline. Although data for a number of groups is not available, as of fall 2016 women made up approximately 51%, international students 13%, and graduate students from underrepresented racially and ethnically diverse populations represent about 18% of the total graduate student population.

### Fall 2017 Graduate Student Enrollment

| Race | Head Count | Percentage of Graduate |
|---|---|---|
| White | 2189 | 65.36% |
| Black or African American | 80 | 2.39% |
| Asian | 168 | 5.02% |
| Hispanic or Latino | 258 | 7.70% |
| American Indian or Alaska Native | 32 | 0.96% |
| Native Hawaiian or Other Pacific Islander | 12 | 0.36% |
| Two or more races | 76 | 2.27% |
| Race and ethnicity unknown | 84 | 2.51% |
| Nonresident alien | 450 | 13.44% |

**Tactics and Strategies**

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

(i) *Strategy 1*

   *Our tactics for creating an inclusive and welcoming environment primarily focus on increasing the visibility of our commitment to a diverse and supportive learning environment. In consultation with our Graduate School Diversity Advisory Council and the Graduate Student Advisory Board, we will create a diversity statement incorporating the values of the Graduate School and considering the unique graduate experience for individuals from historically underrepresented and marginalized backgrounds. Using student focus groups we will also identify gaps in our web content and add items which students identify as useful and timely. We will also work to increase the engagement of underrepresented graduate*

*students and faculty in our orientations, trainings, and other professional development opportunities, both as participants and advisors. In addition, by establishing a diversity advisory council and providing graduate programs with an annual report on diversity issues, we hope to elevate the awareness of inclusion and diversity in the communities we serve. We will also continue to use these data in the fellowship decision processes further incentivizing graduate programs to develop new approaches to increasing inclusivity and diversity in their admissions processes. As issues are identified we will work with our advisory groups to develop recommendations for action.*

### (ii) Strategy 2

*In order to reduce implicit bias and combat racism, as well as other forms of discrimination, inclusion and inter-cultural understanding, we will require unconscious bias training and encourage other diversity training for new Graduate School employees within their first year of employment. We will also provide regular professional development activities at Graduate School staff meetings that focus on diversity and climate issues as well as encourage staff engagement in additional diversity and inclusion activities through the use of performance evaluations, promotion, and other unit processes and policies. We will continue to include Title VI and IX training in new graduate student orientation and new Graduate Employee (GE) mandatory training.*

## 2) (D: Diversity): Increase the representation of diverse students, faculty[1], staff, and community partners at all levels of the university.

### (i) Strategy 1

*The general strategy proposed for this element of our plan includes securing permanent funding for the Promising Scholars Fellowship awards, gaining membership in the National Name Exchange, and working with the Oregon Tribal Liaison to increase the promotion of the Future Stewards Program with the goal of increasing participation. In addition, we will fund travel expenses for representatives from graduate programs to attend minority recruiting conferences (e.g. SACNAS, NOBCChE).*

### (ii) Strategy 2

*In order to retain diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally-underrepresented communities we will strengthen our connections and exchanges by cultivating mutually beneficial strategic alliances with UO chapter of American Indian Science and Engineering Society (AISES), National Organization for Professional Advancement of Black Chemists and Chemical Engineers, and Society for Advancement of Chicanos/Hispanics and Native Americans. Specifically, we will add representatives from these groups to our Graduate Student Advisory Board starting fall 2018 In addition we are in the process of piloting a cohort model for Promising Scholars (students who have received UO recruitment fellowships designed to increase diversity) in order to increase retention and promote inclusiveness of these exceptional scholars.*

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

### (i) Strategy 1

*We plan to enhance access and inclusiveness by evaluating selectivity and yield of applicant pools for majority and minority populations and identify areas for improvement using peer data. We have also begun planning the development of online and in-person content which will provide underrepresented applicants with resources for success when applying to University of Oregon graduate programs, as well as supporting continuing students with information on how to secure funding and skills for thriving in graduate school including working successfully with advisors.*

### (ii) Strategy 2

*Our strategy to 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 and prestigious awards includes establishing a leadership series of workshops. Collaborations are already underway between the*

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[1] The concept of Graduate Faculty was refined and clarified in 2016. The Graduate School is currently in the process of compiling the current list of Graduate Faculty and will then be able to explore the demographic make-up of this group.

*Graduate School and the Alumni Association to establish one or more alumni and graduate student networking events. In addition we will actively recruit and provide training for students who wish to apply for prestigious external awards and fellowships.*

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

(i) *Strategy 1*

*We will look for ways to expand opportunities for participation in formalized leadership training and leadership development through job shadowing programs and co-curricular activities. A key part of this initiative will be to cultivate mutually beneficial alliances across UO to respond to leadership development needs.*

(ii) *Strategy 2*

*We will increase support for students from underrepresented groups and for research related to diversity and work to create new recognition awards for outstanding minority students.*

**Lessons Learned:**
Key to our plan was identifying areas of strength as well as gaps in what we do. We found that we are already engaged in many ways to increase our diversity efforts. However, since the Graduate School became an independent unit, we have not had time to assess the impact of these efforts. Insofar as possible, we incorporated existing qualitative and quantitative assessment measures.

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 Create a strong and accepted diversity and inclusion mission statement with a yearly review and update process. | The creation of a diversity and inclusion statement and its incorporation and use in Graduate School communications. | Graduate School Diversity Committee; Graduate Student Advisory Board, Graduate Council and Graduate School Staff. | Professional Development-Career Planning Manager | Year 2 (March 2018) |
| 1.2 Assure diversity and inclusion and equity efforts are visible and consistently presented. | Add a diversity tab to the Graduate School web site to better highlight student opportunities and resources; Incorporate an analysis of content during the redesign of the new Graduate School web site to assure alignment with the Graduate Schools and University's inclusion and equity goals. | Graduate School Diversity Committee; Graduate Employees; Associate Dean; Central Communications Liaison | Professional Development-Career Planning Manager | Year 2 (Website redesign) |
| 1.3 Establish a Graduate School Diversity Committee to advise on diversity and inclusion issues as they relate to and impact graduate education and the Graduate School. | Graduate School Diversity Committee will meet at least once each quarter and will advise on areas for improvement. The initial committee will create processes for member selection. | The committee will be chaired by a member of the Graduate School and consist of approximately 6 graduate students and 6 faculty. | Professional Development-Career Planning Manager | Year 1 (April 1, 2017) |

| 1.4 Increase engagement and visibility of underrepresented graduate students and faculty. | Expand the representation of diversity in graduate students and faculty at new student orientation, and professional development events, and communications. | Collaboration with Title IX Office, Student Life, DEI, and Rehearsals for Life. | Professional Development-Career Planning Manager | Year 1 (Fall 2017 forward) |
|---|---|---|---|---|
| 1.5 Annual report on diversity issues in Graduate Education will be included with the annual program reports distributed to the School/Colleges/Depts. | Reports will include climate data and demographic profile information for each graduate program. We will add appropriate questions specific to the experience of students from underrepresented groups to the Graduate Experience Survey and the Graduate School Alumni Survey to benchmark student experience. Departments will be made aware that central funding decisions will be made based in part on these metrics. | Standard program reports, Student Experience Survey Data, Exit Survey Data, AAUDE comparative data; UO Institutional Research; one-one meetings of Grad School Dean with Deans of Colleges and Department Heads. | Professional Development-Career Planning Manager | Year 2 (around November 15 annually) |

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

**Graduate Student Experience Survey:** Since 2009, an online survey is administered every three years exploring key facets of our current graduate students' experience, including program satisfaction, the quality and value of the advising relationship, program climate, student life, demographics, and recommendations for changes to improve their experiences. These data will include demographic breakouts based on self-identified response to demographic questions (e.g., women in science, race, first generation, etc.)

**Alumni Survey:** A new instrument designed to collect data from Graduate School alumni regarding the impact of their study at the UO including employment pathways. The survey will be administered to alumni one, five, and ten years post-graduation.

**Content Analysis:** We will start with a conceptual analysis in order to quantify the number of times we represent marginalized groups on our website and in what manner (reinforcing vs. challenging stereotypes). Once quantified

**School, College, Research, or Administration Strategy 2 –** Incorporate promising practices that reduce 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 Provide support and training that promote respectful, inclusive, and equitable behavior in all university environments. | Provide Title VI and IX training for new Graduate Employees; include unconscious bias training for new Graduate School employees within first year of employment. | Graduate Employee Mandatory training; Title IX, AAEO, Student Life (in-service training, campus workshops, and professional development opportunities); Annual review process. . | Professional Development-Career Planning Manager; appropriate supervisors | Year 1 |
| 2.2 Increase awareness of mentoring best practices by coordinating Mentor Training Workshop hosted by the National Research Mentoring Network (NRMN). | The development and addition of the workshops; training of graduate mentors. | Graduate School Diversity Committee; Directors of Graduate Study. | Associate Dean | Year 2 |

| Describe the evaluation tool that you will utilize to measure progress and ensure accountability. |
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| **Employee annual reviews**: Track Graduate School Employee training records. |
| **Graduate Employee Training:** Track mandatory training of GEs |

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 Invest in recruitment programs which target students from traditionally under-represented communities by securing fellowship funding and expanding support programs. | Secure permanent funding to maintain Promising Scholars Awards, a recruitment award for applicants from underrepresented populations (current program provides 40 first year awards) | Work with Provost, President, and University Advancement to secure sufficient on-going funding. | Graduate School Dean | Year 1 |
| 1.2 Increase recruitment and admissions incentives and tools to enhance access, inclusiveness of underrepresented groups. | Secure membership in the National Name Exchange; increase the promotion of the Future Stewards Program[2] with the goal of increasing participation; educate and encourage degree programs about application fee waivers for participants in undergraduate research programs for minority students such as the McNair Scholars Program. | University data and Graduate School personnel. | Professional Development-Career Planning Manager; Graduate School Dean; Admissions Manager; Tribal Liaison. | Year 1 (fall 2017) |
| 1.3 Strengthen recruitment of underrepresented group members by establishing a fund to offset travel expenses for representatives from graduate programs to attend minority recruiting conferences (e.g. SACNAS, NOBCChE). | Track the number of contacts generated, applications, admissions and matriculations of students recruited via this program. | Designate $12k to fund active recruitment efforts. | Admissions Manager | Year 2 (beginning 2017-2018 for Fall 2018) |
| **Describe the evaluation tool that you will utilize to measure progress and ensure accountability.** | | | | |

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[2] Tuition waivers for graduate students who are members of the nine federally recognized tribes of Oregon

**Admissions data:** Track the number of Future Stewards Awards, Promising Scholar Awards and application fee waivers for participants in undergraduate research programs for minority students such as the McNair Scholars Program. Track outcomes of graduate program representative's attendance at recruitment conferences and events.

**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 Maintain and strengthen intercultural exchange by having a diverse intellectual mix of faculty, staff, and students, including women and those from underrepresented groups, by broadening financial and programming support. | Review and assess student organizations supported by the Graduate School (e.g., UO Women in Grad Science, Rehearsals for Life) with the goal of supporting ongoing and new diversity efforts. | Develop an assessment method in conjunction with the UO Women in Grad Science and Rehearsals for Life membership to evaluate impact of programming; assess retention of Promising Scholars. | Professional Development-Career Planning Manager | Year 3 |
| 2.2 Cultivate mutually beneficial strategic alliances with UO chapter of American Indian Science and Engineering Society (AISES), National Organization for Professional Advancement of Black Chemists and Chemical Engineers and Society for Advancement of Chicanos/Hispanics and Native Americans. | Add representatives from these groups to the Graduate Student Advisory Board. | | Associate Dean; Professional Development-Career Planning Manager | Year 2 |
| 2.3 Invest in mentoring initiatives and programs such as the National Research Mentoring Network for graduate faculty as a method to improve student engagement and to change the norms surrounding the attributes of student success. | Explore mentor training programs such as the National Research Mentoring Network as a way to train faculty mentors. | Assessment tools and focus groups; Graduate Student Experience Survey | Professional Development-Career Planning Manager | Year 2 |
| **Describe the evaluation tool that you will utilize to measure progress and ensure accountability.** | | | | |

**Graduate Student Experience Survey:** An online survey is administered every three years exploring key facets of our current graduate students' experience, including program satisfaction, the quality and value of the advising relationship, program climate, student life, demographics, and recommendations for changes to improve their experiences.

**Assessment Tools:** Develop assessment tools to measure student perspectives as they relate to inclusiveness

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 Align student recruitment, admissions, and retention to enhance access and inclusiveness. | Evaluate selectivity and yield of applicant pools for majority and minority populations and identify areas for improvement using peer data; move towards equitable ratios for time to degree (TTD), retention and completion rates for majority and minority populations. | Grad Web data and Institutional research data for 10 years; AAU data comparisons | Admissions Manager; Professional Development-Career Planning Manager | Year 2 |
| 1.2 Develop online and in person content which will provide underrepresented students with resources for success in applying to UO graduate programs, identifying funding sources, thriving in graduate school, and working with advisors, as well as how to recognize and manage imposter syndrome and test anxiety. | Begin to identify and add content in Year 2; evaluate impact using Graduate Student Advisory Board and Promising Scholars; assess using selectivity and yield of applicant pools for majority and minority populations retention and completion rates for majority and minority populations. | Multiple offices, organizations and Council of Graduate Schools' research into best practices. | Admissions Manager; Professional Development-Career Planning Manager. | Year 2 |

| 1.3 Increase recognition and reward Graduate Student achievements. | Publish student achievements each term on the Grad School website and work to get broader exposure using UO center communications (achievements such as advancement to candidacy, prestigious fellowship and awards, grants, etc.). | Work with the office of the Vice President for Research and Innovation, departments, and graduate students to list awards in electronic communications. Work with University Communications to coordinate with university-wide communications | Associate Dean; Admissions Manager. | Year 2 |
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| Describe the evaluation tool that you will utilize to measure progress and ensure accountability. |
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| Work with the Office of the Vice President for Research and Innovation and with graduate programs to identify grants, fellowships and other awards graduate students may apply for.<br><br>**Alumni survey:** Assess impact of resources on alumni success |

**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 Produce graduates who are highly sought by employers by strengthening leadership development training and opportunities. | Establish a leadership series of workshops; develop one or more alumni events each year for students to network with alumni. | Leadership resources workshops; Alumni Association; Duck Career Network | Professional Development-Career Planning Manager; Associate Director, Member Services, Alumni Association. | Year 1 |

| 2.2 Increase engagement and recognition of graduate students' scholarship, creative work, and leaderships at all levels of the institution, the state and the nation. | Actively recruit under-represented students from departments for awards and fellowships; increase awards to underrepresented groups over current baseline. | Professional development resources to assist students in application processes. | Professional Development-Career Planning Manager. | Year 3 |
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| **Describe the evaluation tool that you will utilize to measure progress and ensure accountability.** |
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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 Expand opportunities for personal growth and leadership development through job shadowing programs and co-curricular activities. | Pilot leadership shadowing programs for women and members of underrepresented groups. | Campus and community leaders; advisors and mentors; | Professional Development-Career Planning Manager | Year 3 |
| 1.2 Expand student learning opportunities and participation in formalized leadership training. | Implement a pilot course for leadership training and mentoring opportunities for Promising Scholars in Year 2; expand to other scholars in Year 3 | Faculty and external leaders; | Professional Development-Career Planning Manager; Associate Dean. | Year 2 and 3 |
| 1.3 Cultivate mutually beneficial alliances across UO and respond to leadership development needs. | Work with colleges and administrative areas such as the Office of Equity and Inclusion, Office of the Provost and Academic Affairs, and University Communications to identify leadership training opportunities at UO. | | Professional Development-Career Planning Manager. | Year 3 |

| Describe the evaluation tool that you will utilize to measure progress and ensure accountability. |
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| Training and mentoring evaluations. |

**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 Increase support for students from underrepresented groups by working with Development; research the development of an alumni mentoring network to support students. | Increase funding for Promising Scholars; pilot an online alumni mentoring network; increase funds for new recognition awards for outstanding minority students. | The Graduate School has no dedicated development staff, so fundraising efforts are limited to the Dean. The Dean will work development staff to make sure that they are aware of the Graduate School's fundraising priorities. | Graduate School interim Dean; Executive Assistant to the Deans. | Year 1 |
| **Describe the evaluation tool that you will utilize to measure progress and ensure accountability.** | | | | |
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