

**Division of Student Life**  
**2017-2020 UO Diversity Action Plan**

**Submitted to IDEAL**  
**March 17, 2017**

# 2017-2020 UO Diversity Action Plan Template

## Instructions

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

## Executive Summary (1-2 pages)

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

## Goals, Strategies, and Tactics

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

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

**School, College, Research, or Administration Strategy 1 – Create a more welcoming, respectful and inclusive climate for all.**

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1 Maintain active divisional team dedicated to creating a more welcoming, respectful, and inclusive climate for all	Divisional team will maintain active representation from all major departments	Staff time; VPSL funding for events, professional development, and consultations	R. Kevin Marbury – Vice President, Student Life	Immediate and ongoing
1.2 Maintain active departmental teams dedicated to creating a more welcoming, respectful, and inclusive climate for all	Each department of the division of student life will maintain an active team of staff members dedicated to advancing this work	Staff time	R. Kevin Marbury – Vice President, Student Life	Immediate and ongoing
1.3 Integrate education on a culture of diversity, equity and inclusion into divisional new employee orientation	At least one session of the division of student life new employee orientation will be dedicated to orienting new staff to the division's strategic goal and ongoing efforts at creating a more welcoming, respectful, and inclusive climate for all	Staff time; VPSL funding for event	Kathie Stanley – Associate Vice President and Chief of Staff	Immediate and ongoing
1.4 Conduct an annual climate survey within the division, supplemented by additional measures such as focus groups	Climate survey (inclusive of classified, OA, GE, and undergraduate student staff) completed each academic year	Staff time; marketing and communications; Qualtrics	Renee Delgado Riley – Director, Student Life office of Assessment and Research	Immediate and ongoing

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

- 1.1 – Meeting minutes; goals established by team and supported by divisional leadership  
 1.2 – Goals established by team and supported by divisional MCOB team

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

1.3 – Verification of implementation

1.4 – Qualtrics online survey tool; paper surveys; other data collection appropriate for focus groups; reporting done by office of assessment and research

**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 Maintain practice of integrating supplemental question on diversity, equity, and inclusion for all divisional staff hiring processes	Every staff hire process within the division will incorporate the use of supplemental questions on diversity, equity, and inclusion	Search committee time	Kathie Stanley – Associate Vice President and Chief of Staff	Immediate and ongoing
2.2 Maintain practice of integrating diversity, equity, and inclusion in all divisional leadership annual review processes	Every annual review for divisional leadership (VPSL, department directors, etc.) will incorporate evaluation on diversity, equity, and inclusion efforts	Staff time	Kathie Stanley – Associate Vice President and Chief of Staff	Immediate and ongoing

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

2.1 – Verification of implementation

2.2 – Documentation of review processes

**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 Integrate bias training for all divisional search chairs; make available for committees	Bias training will be required for divisional search chairs; made available for search committees	Staff time	Kathie Stanley – Associate Vice President and Chief of Staff	Immediate and ongoing
1.2 All departments in the division will consider targeted recruitment and equitable access to student programming	Demographic data will be used to analyze participation rates in programs; action steps will be developed from this analysis	Staff time; technology needs for tracking participation/attendance	Renee Delgado Riley – Director, Student Life office of Assessment and Research	Immediate and ongoing
Describe the evaluation tool that you will utilize to measure progress and ensure accountability.				
1.1 – Search committee chair checklist 1.2 – Annual unit assessment plans and ongoing assessment work in each department; annual reports prepared by the office of assessment and research				

**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 Conduct an annual climate survey within the division, supplemented by additional measures such as focus groups	Climate survey (inclusive of classified, OA, GE, and undergraduate student staff) completed each academic year	Staff time; marketing and communications; Qualtrics	Renee Delgado Riley – Director, Student Life office of Assessment and Research	Immediate and ongoing

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
2.2 Exit surveys	VPSL will conduct periodic exit surveys to better understand staff member's motivations for leaving the institution/division	Staff time	Kathie Stanley – Associate Vice President and Chief of Staff	Immediate and ongoing

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

2.1 – Qualtrics online survey tool; paper surveys; other data collection appropriate for focus groups; reporting prepared by the office of assessment and research

2.2 – 1:1 interviews with summary reporting and theme identification

**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 Annual assessment will be conducted analyzing achievement gaps between majority and under-represented students in divisional programming and learning opportunities	Where appropriate, we will eliminate gaps between majority and under-represented students in divisional programming and learning opportunities	Data from co-curricular involvement tracking; staff time	Renee Delgado Riley – Director, Student Life office of Assessment and Research	To begin summer 2017

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

1.1 – UO Advantage; SAIT card-swipe attendance tracking system; OrgSync; reports generated in the office of assessment and research

**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 Maintain annual student awards that celebrate student excellence, involvement, and community impact	The division of student life will hold an annual student awards ceremony that	Donor gifts; staff time; event planning and catering; marketing and communications	Amy Quiring – Director of Major Student Events	Immediate and ongoing
2.2 Assist students in making meaning of, and tracking, their co-curricular experiences	Division will maintain an online platform that assists students in tracking their involvement and making meaning of their co-curricular experiences	Staff time; funds for program developer; office of assessment and research	R. Kevin Marbury – Vice President, Student Life	Immediate and ongoing

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
2.1 – Verification of implementation
2.2 – Annual reports based on co-curricular tracking and involvement numbers prepared by the office of assessment and research; tool (UO Advantage, OrgSync) utilization rates

**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 ASUO	Provide positional leadership opportunities for students	Staff time	Becky Girvan – Director, Leadership & Engagement, ASUO	Immediate and ongoing

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.2 Student Life Emerging Leaders (SLEL) Internships	Division will provide opportunities for student leaders to learn more about the profession of student affairs; provide a means for students to directly influence divisional programs, services, and policies	Staff time	Kathie Stanley – Associate Vice President and Chief of Staff	Immediate and ongoing
Describe the evaluation tool that you will utilize to measure progress and ensure accountability.				
1.1 – Verification of implementation 1.2 – Student evaluation of SLEL program experiences; student projects as SLEL Interns				

**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 Use philanthropy to strategically support underrepresented populations in significant co-curricular experiences with student fees	Philanthropic asks will, when appropriate, be used for increasing access and reducing costs for underrepresented populations in student development experiences	Staff time; donor gifts	TBD– Senior Associate Director of Development, Student Life	Ongoing (Example: this has already happened in the Holden Center)

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
2.1 – Annual report on gifts received that support underrepresented populations



# APPENDIX

## Foundational Questions to Consider

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

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

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

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

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