

# 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 [vpinclusion@uoregon.edu](mailto:vpinclusion@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 VP Alex-Assensoh at [vpinclusion@uoregon.edu](mailto:vpinclusion@uoregon.edu) or via telephone at 6-3175.

## 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 four goals:
  - (a) creating an environment that is welcoming and respectful for all;
  - (b) recruiting excellent, diverse faculty, staff and students;
  - (c) retaining excellent, 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	Lead	Timeline
1.1 Provide regular open hours for AIAN populations		Existing budget allocation including staff time/support	Yunker	ongoing
1.2 Post MNL rules and regulation to maintain cultural protocols to promote opportunity		Existing budget allocation including staff time/support	Yunker	ongoing
1.3 Regularly update MNL website to provide opportunities for inclusion in sponsored activities		Existing budget allocation including staff time/support	Yunker	ongoing

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

MNL's Steward provides annual reporting and this determines what adjustments need to be made. AVP Yunker will quantify adjustments and appropriate budget resources where necessary and when possible.

**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	Lead	Timeline
2.1 Engage in communication with MNL Steward to ensure diverse access		None needed	Yunker	weekly
2.2 Maintain quarterly meetings with Native American Advisory Council to identify collaborative efforts in support of NA students		Existing budget allocation including staff time/support	Yunker	ongoing
2.3 Promote inclusion for the Thursday potluck with NASG, NALSA, and NASA		\$2,500 (no budget)	Yunker	

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
Monthly meetings with President Schill to report progress/success

**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	Lead	Timeline
1.1 Work with Native American Strategies Group to identify areas of need	Participate in NASG meetings when requested	Existing budget allocation including staff time/support	Yunker	ongoing
1.2 Work with Native American student groups to promote the inclusion of more students	Participate in NA student group meetings when requested	\$2,500 (no budget)	Yunker	ongoing
1.3 Work with Native American Advisory Council to identify areas	Schedule, organized, participate in NAAC meetings	Existing budget allocation including staff time/support	Yunker	ongoing

Tactics	Target Measures	Resources	Lead	Timeline
where collaboration can increase diversity				

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

Monthly meetings with President Schill

<b>School, College, Research or Administration</b> <b>Strategy 2 – Use promising practices and effective strategies to retain diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally-underrepresented communities.</b>  Tactics	Target Measures	Resources	Lead	Timeline
2.1 Support inclusive activities and an “at home” atmosphere in the MNL	Thursday night potluck; study groups; culture nights	Existing budget allocation including staff time/support	Yunker	ongoing
2.2 Provide support for inclusive activities that benefit NA students where budget resources fall short	Mother’s Day Powwow; NA graduation ceremony; craft nights	Existing budget allocation including staff time/support	Yunker	ongoing
2.3				

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

Quantify activities and budget expenditures. Identify areas of need and budget shortfalls. Make adjustments annually.

**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	Lead	Timeline
1.1 Support NA graduation ceremony by collaborating with CMAS and where budget resources fall short		\$1,000 (no budget)	Yunker with CMAS	ongoing
1.2 Support Weekly study groups sponsored by the CMAS and MNL		Existing budget allocation including staff time/support	Yunker with CMAS	ongoing
1.3 Participate in the annual fund raising effort for the Native American Duck Fund		\$10,000 (annual goal)	Yunker Klopotek	ongoing

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

Quantify activities and budget expenditures. Identify areas of need and budget shortfalls. Make adjustments annually.

**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	Lead	Timeline
2.1 Participate in faculty searches, when requested, that include Native American course coverage		Existing budget allocation including staff time/support	Yunker	ongoing
2.2 Work with Provost and College Deans to identify opportunity and cluster hires		Existing budget allocation including staff time/support	Yunker	ongoing
2.3 Continue as university representative for Morris K. Udall Fellowship		Existing budget allocation including staff time/support	Yunker	ongoing

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
Monthly reports to President Schill

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

**School, College, Research, or Administrative Strategy –** Develop and promote programs that support, mentor and prepare members of under-represented groups for leadership opportunities (i.e. department heads, directorships, deanships, vice presidencies, etc.) at the UO.

Tactics	Target Measures	Resources	Lead	Timeline
1.1 Support annual fundraising activities for the Native American Duck Fund		\$10,000 (annual goal)	Yunker Klopotek	ongoing
1.2 Support quarterly meetings of the Native American Advisory Council		Existing budget allocation including staff time/support	Yunker	ongoing
2.3 Support Native American student and faculty groups		\$5,000 (no budget)	Yunker	ongoing

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

Monthly reports to President Schill

**School, College, Research, or Administrative Strategy** – Utilize philanthropy and other resources to advance the work of diversity, equity and inclusion in your unit and across the University.

Tactics	Target Measures	Resources	Lead	Timeline
2.1 Support annual fundraising activities for the Native American Duck Fund		\$10,000 (annual goal)	Yunker Klopotek	ongoing
2.1 Work with UO Advancement for NA fund raising with Oregon tribes		Existing budget allocation including staff time/support	Yunker Andreasen	ongoing
2.3				

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

Monthly reports to President Schill

# 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?