SCOPE OF THE DIVERSITY PLAN

This Diversity Plan for the University of Oregon provides guidance for the University, for each school, college, and administrative unit, and for the faculty, students, officers of administration, and staff. It purposely identifies strategic directions that should be taken by the University, sets the boundaries for the types of activities that should be undertaken, and empowers individual colleges, schools, and units to create diversity plans with specific prescriptive actions. The Diversity Plan reflects the University's strongly held belief in the importance of creating and maintaining an inclusive learning and working environment at the University and in the benefits gained by all members of the University community from learning and working with people who come from a variety of backgrounds and perspectives. The Diversity Plan recognizes that problems and conflicts related to diversity exist on our campus and that changing demographics will present future challenges for the University. The Diversity Plan should be viewed as a call to action, one that requires attention at all levels and hard work by all members of the University community and of the external community. Perhaps the most important directive embodied in the Diversity Plan is the expectation that each unit undertake strategic planning focused on diversity issues. The Diversity Plan provides guidance on issues that those unit-developed Strategic Action Plans should address.

STRUCTURE OF THE DIVERSITY PLAN

RESOURCES

Stipulations about specific allocations of University resources are beyond the scope of this the Diversity Plan. Although many of the strategic directions contained in the Diversity Plan will not require financial resources, success of some aspects of the Diversity Plan will depend both on finding new resources and on the creative and strategic reallocation of existing resources. Given the financial constraints on all University resources, reallocations of existing resources should be managed carefully to accomplish as much as possible, as cost-effectively as possible. The Diversity Plan identifies areas in which allocation of additional financial resources may be particularly useful, but the Diversity Plan does not determine the priority of these initiatives vis-à-vis other areas of critical financial need at the University. The University should make it a high priority to find new resources to commit to the strategic directions set forth in the Diversity Plan. OIED should review existing resources devoted to diversity matters to determine whether those resources are being used in the most effective way possible.

The strategic directions ultimately contained in the Diversity Plan should not be forwarded as unfunded mandates to departments or units. Although the Diversity Plan identifies strategic directions to be carried out by academic and nonacademic units, and although some initiatives will be cost-neutral, the Diversity Plan does not assume that units will be asked to reach new goals with existing resources.

CREATION OF STRATEGIC ACTION PLANS ON DIVERSITY BY EACH SCHOOL, COLLEGE, ADMINISTRATIVE UNIT, AND BY THE ASUO EXECUTIVE

Each school (for example, the Music School), college (for example, the College of Arts and Sciences), and administrative unit (for example, the Admissions Office), and the ASUO Executive will develop a Strategic Action Plan to guide its efforts on diversity, focusing on the relevant issues for that unit. This Diversity Plan can provide guidance on issues to consider. The Plan identifies areas in which actions by units rather than by the University as a whole will be appropriate. Each Strategic Action Plan should address issues relating to faculty, students, officers of administration, and staff, as appropriate to that unit. Involvement of faculty, students, officers of administration, staff, and members of the external community in the planning of these Strategic Action Plans will be critical to their success. A successful Strategic Action Plan will: (1)

provide details with data (where appropriate) about the specific diversity challenges that will be addressed in the Strategic Action Plan and why these targets are the most appropriate, (2) include specific actions that will be taken to address the diversity issues within that unit's particular context, and (3) provide measurable markers of progress that will be assessed during implementation.

Some strategic directions identified in this Diversity Plan will best be carried out by the schools, colleges, administrative units, and the ASUO Executive while other strategic directions will apply at the University level. This Diversity Plan will identify which strategic directions should be included in the Strategic Action Plans, and which strategic directions will be more directly the responsibility of the University.

Each unit will probably find that creating a committee to work on developing and implementing its Strategic Action Plan will be an effective approach. The committee can organize the work while involving all constituencies in the unit in the process of thinking through ideas and strategies. In creating a committee for the unit and in delegating work at the unit and department level, it is imperative that the development of the Strategic Action Plans be viewed as the responsibility of all faculty, students, officers of administration, and staff in each unit, and each of these constituencies along with external community members should be considered for membership in committees. The administrative burden should be shared equitably by members of the unit. In the past, work concerning diversity has often been relegated to one or two people, often people of color. Deans should be firm in requiring that departments and units delegate the work in a manner that is fair and that does not unduly burden persons of color. Simply expecting faculty and staff from underrepresented groups to speak for their departments or units is not acceptable.

Each school, college, and administrative unit, and the ASUO Executive, should develop a Strategic Action Plan within the timelines specified below. Some units, for example the School of Journalism, have already done so. As units work on their Strategic Action Plans they should consult with OIED. OIED will review each plan and provide input and assistance as appropriate. Final decisions with respect to each Strategic Action Plan rest with the dean of that school or college, or the administrative head of that unit or the ASUO Executive, subject to the authority of the Provost.

Every year, each school, college, and administrative unit, and the ASUO Executive will submit to the Vice Provost for Institutional Equity and Diversity and to the Provost an activity report describing that unit's activities relating to diversity during that year. The Provost will set the beginning date for these reports, and may set different dates for different

units, depending upon the state of each unit's Strategic Action Plan. Each May, the Provost will submit a written report to the University Senate, outlining what has been accomplished and what remains to be accomplished under the Strategic Action Plans, and articulating the goals and objectives to be addressed over the next academic year. The Provost and the Vice Provost for Institutional Equity and Diversity will also present summary information about yearly progress in an open meeting of the Senate.

Every five years, each school, college, and administrative unit, and the ASUO Executive will review the Strategic Action Plan for that unit, assess the unit's progress toward the goals articulated in its plan and consider whether revisions in the plan are needed. Each unit will submit to the Vice Provost for Institutional Equity and Diversity and the Provost a progress report describing its progress under the plan, including data about outcomes if applicable, and any changes the unit has made to its plan. The Provost will include information from these reports in the Provost's annual reports to the Senate.

Every two years, OIED will solicit feedback on campus climate from faculty, students, officers of administration, and staff. OIED will prepare a report describing the feedback and will circulate the report to deans and department heads for use in their diversity planning. The feedback will inform the reviews of the Strategic Action Plans at the unit level and the review of the Diversity Plan itself.

The University should reevaluate its Diversity Plan every five years.

RESPONSIBILITY

The Provost and the Vice Provost for Institutional Equity and Diversity will review the Strategic Action Plans, the activity reports submitted each year, and the progress reports submitted every five years. The Provost should determine whether the units have reasonable target goals and are making reasonable progress toward those goals. The Provost can take whatever actions the Provost deems appropriate to reinforce success of units that have made progress in their diversity efforts and to bolster efforts by units that are having difficulty making progress toward their goals.

In addition to the review of University efforts on diversity by the Provost and Vice Provost, all members of the University community are collectively accountable to one another as we progress in our diversity initiatives. Yearly public disclosure of our progress, achievements, and challenges will provide an important accountability mechanism. In addition, the University should provide venues to reinforce success and

publicly acknowledge those individual and organizational innovative efforts that lead to lasting positive change.

TIMELINE

The Provost and the Vice Provost for Institutional Equity and Diversity, in consultation with the unit administrators, will set a timeline for implementation of the strategic directions identified in this Diversity Plan. In particular, the Provost and Vice Provost will set a timeline for the development of the unit-level Strategic Action Plans and for the submission of activity reports and progress reports under each plan. The timeline may vary by unit, depending upon the particular circumstances facing each unit.

SIX POINTS

The Diversity Plan is organized under <u>six points</u>:

POINT 1: Developing a Culturally Responsive Community

POINT 2: Improving Campus Climate

POINT 3: Building a Critical Mass

POINT 4: Expanding and Filling the Pipeline

POINT 5: Developing and Strengthening Community Linkages

POINT 6: Developing and Reinforcing Diversity Infrastructure

The strategic directions envisioned by the Diversity Plan will be discussed under these six points and will include both **1) the issues to be addressed in the Strategic Action Plans and 2) the issues to be addressed at the University level.** These six points are mutually reinforcing. The order in which they appear does not suggest priority.

POINT 1:

DEVELOPING A CULTURALLY RESPONSIVE COMMUNITY

DEFINITION OF DIVERSITY FOR PURPOSES OF THIS DIVERSITY PLAN

In this Diversity Plan, diversity refers to the differences or variations of people based on their different backgrounds and experiences related to membership in particular groups or communities. Such membership (often in multiple groups) influences but does not determine individuals' lives. At times, we might not recognize how our group memberships affect our own worldviews or how others will regard or treat us. The university is an ideal setting to develop consciousness of these differences and use them to promote knowledge and cultural understanding. For purposes of this Diversity Plan, the term diversity is given a broad meaning and includes, but is not limited to, differences based on race, ethnicity, national origin or citizenship, gender, sexual orientation, gender identity, economic class, political affiliation or belief, religious affiliation or background, and ability or disability.[1]

CULTURAL COMPETENCE

Although the Diversity Plan does not use the term cultural competence in describing the strategic directions that follow, the Executive Diversity Working Group thought it useful to include an explanation of the term in this document. The term "cultural competence" or "cultural competency" is a well-established concept and professional standard in such fields as health care, education, psychology, social services, and increasingly in the corporate world. For some members of the University community, the term is well understood, but others may have never encountered the term or may not have had a chance to develop an understanding of the term. For some people the term is a useful way to address the need to develop a set of skills to promote cross-cultural effectiveness. For others, the term is unfamiliar, its meaning unclear, and its use problematic. We recognize

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[1] We recognize the difficulty of using a term like diversity that is subject to multiple interpretations. We intend to be inclusive when we use this term. The risk of listing examples of diversity is that no list can be all inclusive. In defining diversity for use in this document, we do not intend to leave out any group. In this document when we discuss persons "of diverse backgrounds or experiences" we mean by that description to refer to the broad range of diversity intended by our definition here. Further, when we discuss "underrepresented groups" we intend to refer again to the broad definition of diversity.

that the term carries a range of usages, meanings, and implications, and we do not necessarily endorse all ways that the term is or has been employed. Nonetheless, recognizing its value after extensive listening and discussion, the Executive Diversity Working Group crafted its own working definition to promote clarity:

> Cultural competence is an active and ongoing process of self-reflection, learning, skill development, and adaptation, practiced individually and collectively, that enables us to engage effectively a culturally diverse community and world. Cultural competence allows us to recognize that our statements, convictions, and reactions are conditioned by the culture in which we live. Cultural competence enables us to bring this knowledge to bear in our interactions so that we can to participate respectfully and effectively in our pluralistic University, state, country, and world.

In addition, it may be helpful to understand that cultural competence is a developmental process rather than an endpoint. The term should not connote a dichotomy, the idea that a person is either culturally competent or incompetent, but rather that all of us can seek to become more culturally competent. Cultural competence is about addressing culture in the broadest sense and does not refer only to race. Goals of cultural competence are to promote the importance of multiple viewpoints, to encourage critical pedagogy, and to engage in critical discussion about diversity and equity issues. Cultural competence should not be viewed as advocating political correctness or as any sort of infringement on academic freedom.

The Executive Diversity Working Group feels that no matter what the process is called, when units work on diversity matters, the units should engage these issues. We urge the University community to be generous in its consideration of the concept, focusing on the spirit behind it, which is to ensure respectful and productive interactions in all University settings, in keeping with the University's Mission Statement.

Although the Diversity Plan does not use the term cultural competence, some units will find the term useful in developing their own diversity plans. Others might not. Each unit should feel able to use the term in a way that makes sense for that unit, or to employ other ways of articulating the same goals. Either approach is valid. The Diversity Plan should not be viewed as opposed to the use of the term cultural competence, and neither should the Diversity Plan be viewed as mandating its use. In the end, better understanding and a sense of common purpose will emerge as we move beyond discussion of terminology to deeper, honest conversation, listening, and learning to achieve the goals articulated in the University's Mission Statement.

STRATEGIC DIRECTIONS INVOLVING THE FACULTY

This section discusses the strategic directions that affect faculty most directly. The Strategic Action Plans developed by each school and college will address many of these issues, because specific implementation will differ by unit.

In this section the strategic directions involving the faculty's role as instructors apply to all who teach at the University of Oregon, including graduate teaching fellows and non-tenure-track faculty.

1. Strategic Action Plans Developed by Schools and Colleges

a. Course Content

As a signal characteristic of the United States and the world, diversity itself is a subject worthy of study, as much current teaching and research at the University shows. As faculty become more aware of diversity issues appropriate to their courses, they should work to incorporate them further into the curriculum. While matters of culture and diversity are prominent in many fields in the humanities and social sciences, they may be less likely to apply in the physical sciences and mathematics. Each discipline, college and school should devise the best approach with regard to the treatment of diversity issues in the curriculum. The content of any particular course remains under the control of the faculty member teaching the course.

Include issues of diversity in course content where appropriate. Each Strategic Action Plan created by an academic unit should address the steps the school or college will take to encourage faculty to determine whether including the study of issues related to diversity in the substance of their classes is appropriate and to outline the strategies the school or college will take to encourage discussion of these issues in courses where appropriate.

b. Teaching Effectiveness

Create inclusive classroom environments. Every faculty member in every discipline is expected to create an intellectually challenging and inclusive classroom environment in which students are encouraged to engage the professor and each other in a respectful and thoughtful manner. Each faculty member needs to be aware that there are differences among students based on race, ethnicity, national origin or citizenship, gender, sexual orientation,

gender identity, economic class, political affiliation or belief, religious affiliation or background, and ability or disability, and each faculty member needs to develop the appropriate tools to teach all students effectively.

General duty to participate in professional development. To improve each faculty member's ability to teach all students effectively, deans and department heads should stress the importance of participation in professional development opportunities to nurture good teaching. Faculty should consider regular participation in professional development seminars, which improve teaching and service across cultural divides, to be an important part of ongoing professional development.

Professional development workshops. Each school and college must determine what professional development programs with respect to issues of diversity will most benefit the faculty in that school or college, or in departments within the school or college. Each school or college should determine whether a professional development workshop offered to all faculty in the school or college would be appropriate or whether workshops geared toward particular departments would be more effective. For example, in the College of Arts and Sciences a workshop might be developed specifically for the departments of Mathematics, Anthropology, or Philosophy. Alternatively, workshops might be arranged for similar disciplines, such as for all who teach in the social sciences, sciences, or humanities. Each academic unit (school, college, or department, as determined in the Strategic Action Plan for the school or college) should offer appropriate workshops annually, geared toward the particular teaching concerns of the faculty in that unit and available to all faculty in that unit. Each yearly activity report submitted by the unit should include summaries of the workshops offered during the prior year.

Evaluating teaching. Because excellence in teaching involves the effective engagement of all students, the creation of a classroom in which students from diverse backgrounds and experiences[2] can learn effectively is an essential aspect of instruction. Departments and programs need to develop appropriate ways to evaluate a faculty member's teaching that allow for assessment of such differentiated teaching effectiveness.

Student evaluations. In order to assist faculty in evaluating student experience in their classes and to cultivate an inclusive and fair learning environment, each academic department and program

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[2] The broad definition of diversity applies throughout this document.