

must reevaluate its course evaluations and add questions as necessary to provide information about the classroom environment and students' ability to participate equally. Open-ended questions are likely to be most helpful in generating useful feedback, which professors and departments can use to improve classroom teaching. When evaluations indicate particular classroom climate problems, the department must address these concerns.

### **c. Training Graduate Students**

Faculty who work with graduate students must help these students learn to become effective teachers. All graduate students who may one day teach should learn how to create an intellectually challenging, inclusive, and respectful classroom. Faculty who train these graduate students should include instruction about the need to be aware of differences among their students<sup>3</sup> and should help the graduate students develop the appropriate tools to teach all students effectively.

## **2. Issues to be Addressed at University Level**

### **Teaching Effectiveness**

**OIED seminars.** In addition to the trainings offered by each unit, faculty would be well served by meeting with faculty from other disciplines to reflect on, critically assess, and transform those instructional and institutional practices to which cross-cultural communication is integral. To this end, OIED should coordinate annual professional development seminars, perhaps with the same faculty cohorts participating every five years or so. At these seminars, faculty from different disciplines might participate in a day long discussion of problems and success stories on campus relating to diversity, cross-cultural communication, and campus climate. OIED should develop a structure that will provide an opportunity for each faculty member to participate in this program, at least once every five years.

**Orientation.** Orientation for new faculty should continue to include information on the diversity of the University community and on the skills needed to work effectively with students drawn from an increasingly diverse state, nation, and world. New faculty should be informed about the University's efforts and expectations

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<sup>3</sup> "Differences" refers to the many different backgrounds and experiences that underlie the broad definition of diversity used in this document.

regarding the faculty member's need to interact respectfully and effectively with diverse members of the University community and about the need to create and maintain a safe, inclusive, and just campus climate.

**Incentives.** The University should consider incentives to encourage faculty to participate in trainings and seminars. The stipend provided for faculty who participate in educational technology training sponsored the Provost's office and run by TEP provides an example of the use of a financial incentive to encourage faculty to work on teaching skills.

## ***STRATEGIC DIRECTIONS INVOLVING STUDENTS***

All of the Strategic Action Plans will include strategies that involve students, and schools and units should seek input from students as they develop their Strategic Action Plans. This section of the Diversity Plan focuses on the Strategic Action Plan of the ASUO Executive and then on University-level strategic directions.

### **1. Strategic Action Plan Developed by the ASUO Executive**

**Members of the University community.** The ASUO Executive should develop strategies to improve students' abilities to learn and interact respectfully and effectively with diverse members of the University community.

**Student organizations.** The ASUO Executive should work with student organizations to encourage their members to participate in activities, programs, and courses that assist the students in living, working, and studying in a diverse community.

**Students working with students.** The ASUO Executive should create ways for students to engage one another on issues of diversity.

### **2. Issues to be Addressed at University Level**

**Orientation.** Orientation for new students should continue to include information on the diversity of the University community and on the skills needed to work, learn, and live with students drawn from an increasingly diverse state, nation, and world. Students should be informed about the University's efforts and expectations regarding each student's need to interact respectfully and effectively with diverse members of the University community and about the need to create and maintain a safe, inclusive, and just campus climate.

**Training for student leaders.** Workshops on working and interacting with diverse students should be made available to ASUO leadership and to student organizations, including, for example, student unions, IFC/Pan-Hellenic, and Residence Hall Advisors.

**First-year learning experience.** Prior to registration, students should be strongly encouraged to participate in a first-year learning experience (e.g. FIG, Transfer Seminar) that includes a discussion of diversity issues. For example, FIG programs contain a one-credit College Connections course with outside speakers, discussions led by faculty members, and other activities designed to help first-year

students negotiate the complexities of the university and achieve academic success. Directors of these programs and faculty teaching in them should be encouraged to incorporate a unit on diversity in each College Connections course in which a diversity unit would further the intellectual goal of the course.

All of the FIGs have benefited from the hiring of diverse student FIG leaders and from trainings developed for student FIG leaders that prepare the students for work on the topics of human diversity and human interactions. The trainings may provide a useful model for other groups.

**Multicultural requirement.** In light of the adoption of this Diversity Plan, the University Senate should initiate a reevaluation of the multicultural requirement, through the Undergraduate Council, the Curriculum Committee, and other appropriate bodies, to consider whether the courses listed as complying with the requirement are the appropriate ones.

## ***STRATEGIC DIRECTIONS INVOLVING OFFICERS OF ADMINISTRATION***

### **1. Strategic Action Plans Developed by Schools, Colleges, and Administrative Units**

Each academic and nonacademic unit's Strategic Action Plan should include a discussion of measures to assist officers of administration in improving their abilities to interact respectfully and effectively with diverse members of the University community and should be made in consultation with the officers of administration in that unit.

**Professional development.** All officers of administration should be encouraged to participate in ongoing professional development in improving their abilities to interact respectfully and effectively with diverse members of the University community.

**Evaluations.** Because excellence in working at the University demands on-going improvement in the ability to interact respectfully and effectively with diverse members of the University community, performance appraisals of officers of administration should include consideration of their on-going efforts in this regard.

### **2. Issues to be Addressed at University Level**

**Orientation.** Orientation for new officers of administration should continue to include information on the diversity of the University community and the skills needed to work effectively with faculty, students, faculty, officers of administration, and staff drawn from an increasingly diverse state, nation, and world. New officers of administration should be informed about the University's efforts and expectations regarding each person's need to interact respectfully and effectively with diverse members of the University community and about the need to create and maintain a safe, inclusive, and just campus climate.

## ***STRATEGIC DIRECTIONS INVOLVING CLASSIFIED STAFF***

### **1. Strategic Action Plans Developed by Schools, Colleges, and Administrative Units**

Each academic and nonacademic unit's Strategic Action Plan should include a discussion of measures to assist classified staff in improving

their abilities to interact respectfully and effectively with diverse members of the University community and should be made in consultation with the Union.

**Professional development.** All classified staff should be given the opportunity and encouraged to participate in ongoing professional development in improving their abilities to interact respectfully and effectively with diverse members of the University community.

**Evaluations.** Because excellence in working at the University demands on-going improvement in the ability to interact respectfully and effectively with diverse members of the University community, performance appraisals of classified staff should include consideration of their on-going efforts in this regard.

## **2. Issues to be Addressed at University Level**

**Orientation.** Orientation for new staff members should continue to include information on the diversity of the University community and on the skills needed to work effectively with faculty, students, officers of administration, and staff drawn from an increasingly diverse state, nation, and world. New staff members should be informed about the University's efforts and expectations regarding each person's need to interact respectfully and effectively with diverse members of the University community and about the need to create and maintain a safe, inclusive, and just campus climate.

### ***UNIVERSITY SUPPORT FOR DIVERSITY TRAINING***

To the extent resources permit, the University should provide financial support and assistance to units that conduct diversity training sessions for members of the unit.

## **POINT 2:**

### **IMPROVING CAMPUS CLIMATE**

#### ***STRATEGIC DIRECTIONS IN THE DIVERSITY PLAN***

The goal of the strategic directions provided in this Diversity Plan is to improve campus climate with respect to diversity.<sup>4</sup> In particular, work by faculty, students, officers of administration, and staff to improve their abilities to work and learn respectfully and effectively in a diverse community should make the University a more welcoming and productive place for all of us. Efforts undertaken with respect to building a critical mass and expanding and filling the pipeline will also improve campus climate by increasing diversity on campus. The continuing work envisioned by the Diversity Plan should be an ongoing means of improving campus climate.

Every member of the University community has the responsibility to make the University a supportive and inclusive place. Any interaction at the University – in a dormitory, a classroom, an office, in the library or other University building, or outside on the campus – should be respectful and safe. Everyone has the responsibility to act respectfully and also to watch out for each other.

#### ***PROVIDE WAYS TO ADDRESS CONCERNS BEFORE A COMPLAINT ARISES***

##### **Informal Conflict Resolution**

The University should continue to develop better ways to address conflict before the conflict escalates and develops into a dispute. Some of the other strategic directions in this Diversity Plan are designed to create an environment in which some kinds of conflict are less likely to occur. Nonetheless, conflict among members of the University community will inevitably arise and should be addressed as quickly and effectively as possible. The Bias Response Team and the Conflict Resolution Office are available to help members of the University community. The University should strengthen those offices so that they will have adequate resources to meet the needs of the University community and so that they can continue to develop ways to resolve conflicts in a

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<sup>4</sup> Throughout this document, the broad definition of diversity set forth in Point 1 applies.

manner that addresses the concerns of all parties and minimizes escalation of the conflicts.

### **Communication about Procedures**

The University needs to provide clear information about options available to those with concerns about discrimination or discriminatory harassment and what each of those options may accomplish. Some conflicts can be resolved informally, and members of the University community need to know what resources are available to help them when conflicts arise. Some conflicts rise to the level of a complaint, and persons affected need to know how and where to file a complaint.

To ensure that all members of the University community know what their options are, the University should develop written instructions about informal dispute resolution options and about the discrimination complaint process, including information about procedures to follow and resources available. A flow chart showing various avenues available to members of the University community, depending on each person's relationship to the University, may also be useful. The written instructions or flowchart or both should be provided to students during orientation, to new employees (faculty, officers of administration, and staff), to all faculty who advise students, and to all offices on campus.

## ***IMPROVE THE DISCRIMINATION COMPLAINT PROCESS***

### **Single-Complaint Process**

Sometimes concerns about discrimination rise to the level of a complaint. While multiple entry points into the complaint process may serve the University well by encouraging a person to make contact where the person is most comfortable, multiple entry points raise potential risks in terms of whether the University acts appropriately once the University receives notice of possible discriminatory behavior. Further, the current processes provide more time for some members of the University community to pursue concerns regarding possible discrimination than others.

To avoid confusion and to ensure consistency in the University's response to issues of possible discrimination or discriminatory harassment, OIED, the Office of Affirmative Action, the Office of Student Judicial Affairs, the Student Conduct Committee, and the University Senate should consider whether developing a single-



complaint process for all members of the University community would be helpful. In thinking about how the single-complaint process should be structured, issues of notification and confidentiality, current collective bargaining agreements, the Student Code of Conduct, and the Faculty Grievance Process should be considered.

### ***IMPROVED COMMUNICATION ABOUT DIVERSITY EFFORTS***

Many activities, initiatives and events related to diversity take place at the University, but information about diversity efforts does not always reach members of the University community. OIED should serve as a hub for communication about diversity issues and efforts at the University and keep the University community and external communities informed about the many programs and activities related to diversity that occur on campus. OIED already maintains an “Events Calendar” on its website and should continue to look for more ways to improve communication.

### ***CONTINUED CAMPUS CLIMATE REVIEW***

The University participated in the 2000 Campus Climate Survey and the subsequent national report of that information. OIED should establish a process for continuing to review campus climate and should include University-wide forums and student input as part of that process. OIED has a continuing duty to make recommendations to the University of ways to address problems identified in assessments of campus climate.

### ***MAINTAIN AND IMPROVE RESOURCE GUIDE***

The Center on Diversity and Community (CoDaC) should continue to collect and make available resources for persons from underrepresented groups. The Eugene/Springfield Multicultural Resource Guide, first created by the University Library, then revised by CoDaC, and now available on the CoDaC website, is an excellent resource and should be maintained.

### ***ENCOURAGE STUDENT INVOLVEMENT***

University offices and programs should encourage involvement of students from underrepresented groups in programming events.

COMMENT DRAFT  
MARCH 6, 2006

***ADVISING AND MENTORING STUDENTS***

The University should develop programs to mentor students from diverse backgrounds and experiences to ensure that they receive the personal and academic support that will enable them to succeed at the University.