

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

Participate in programs for K-12. Programs that help prepare students for the University cut across disciplines and will benefit from coordination at the University level. Units around campus are already engaged in many of these programs. Communication through OIED will help ensure cross-fertilization of ideas and efforts. OIED can serve as a central office that can initiate new programs and support existing programs. Goals of the programs will include the following:

- Increasing the academic skills and college preparation of historically underrepresented students, particularly low income students and students of color;

Increasing interest in college among African American, Asian/Pacific Islander, Latino/a, and Native American students, low-income students, and other students who are underrepresented at the University;

- Building a group of young scholars who will participate in academic, social, community, and cultural activities that increase their ability to flourish in an educational setting, improve study skills, and improve analytical, writing, math, and science skills;
- Increasing the interest of parents and families in higher education, leading to increased communication with teachers and administrators, volunteer experiences, and lifelong learning; and
- Producing students with analytical, creative, practical, and communication skills who will be prepared to (1) fill management and technical positions in the public and private sectors, (2) pursue graduate studies leading to careers in academia or the professions, and (3) assume civic or organizational leadership positions locally, statewide, nationally, or internationally, as well as within particular communities.

Recognize faculty involvement. Units should recognize the time and commitment of faculty involved in programs for K-12 students. This work falls outside the scope of traditional scholarship, but the work is important and should be valued when faculty are evaluated for the contributions to their disciplines, programs or departments, and the University.

2. Issues to be Addressed at University Level

President's Office. As the external voice of the University, the President's office should support and promote programs for K-12 students.

Financial incentives. The University should provide financial incentives for units to undertake programs for K-12 and should provide additional rewards for successful programs.

Student outreach. Student outreach programs such as the Multicultural Center's Bridges Program have created linkages with the community. The University should continue to support these efforts.

Summer bridge programs. OIED should create summer programs, to occur before IntroDUCKtion Days, that will orient students to the University, inform them of academic opportunities and related resources, and facilitate the establishment of relationships with faculty in their areas of academic interest. The goal will be to provide a preview of the institution and to begin to establish an ongoing relationship between each student and the University. The programs could be held at high schools, community colleges, or at the University, and might be in the form of workshops or social gatherings.

Summer programs for younger students. The University should develop summer programs for middle school and high school students who are members of groups that are underrepresented at the University. Summer programs can help students develop leadership skills, prepare students for college, and strengthen students' academic interests and skills.

POINT 5:

DEVELOPING AND STRENGTHENING COMMUNITY LINKAGES

WHY COMMUNITY LINKAGES ARE IMPORTANT

The University is situated in the Eugene/Springfield community and in the State of Oregon. Developing and strengthening connections with civic organizations, the public schools, governmental units, and individuals living in Eugene and Springfield and throughout Oregon is important. As a public institution the University serves the public. The University should be seen as a resource and should reach out to provide opportunities for people outside the University. The University should be both a leader and a listener. By working together, the University and external communities can find ways to address changes within the state. The University, the Eugene/Springfield community and the State of Oregon will all benefit from increased connections.

Just as the University has developed linkages with Asian countries to recruit the best students from those countries, linkages with the local and state communities will help the University attract the brightest students from Oregon.

The University has engaged in a number of programs that have been cited as “excellent examples of really partnering with the community” by members of the Interagency Diversity and Equity Coalition. The Office of Multicultural Affairs and the Office of International Programs both work with community schools and organizations to help students succeed, the Wayne Morse Center and the Law School bring speakers to campus and encourage community participation in forums, CoDaC has provided forums and other venues for critical conversations, and the Assistant Vice Provost for Institutional Equity and Diversity has visited many organizations, schools, and groups to talk about diversity issues, community issues, and the University’s work on institutional equity. In addition, students have served as tutors and mentors to middle school students.

The University needs to play a more active role in the community and should encourage faculty, students, officers of administration, and staff at the University to become involved in community groups whose mission is tied to promoting and encouraging diversity. Likewise the University

should enlist community members in its diversity programs and projects when it is appropriate and possible.

1. Strategic Action Plans Developed by Schools, Colleges, Administrative Units, and the ASUO Executive

Each Strategic Action Plan should consider ways to develop and strengthen linkages between that unit and communities outside the University.

2. Issues to be Addressed at University Level

OIED Leadership

OIED should work with University departments and offices to explore current collaborations between the University and the community, to promote effective relationships, and to develop new programs that promote community links. OIED should consider the creation of an advisory board of community leaders.

University Participation in Community Initiatives

The University should continue to participate, and seek new ways to participate, in community initiatives that explore, evaluate, and promote concepts of diversity. For example, the University should continue to participate in the Interagency Diversity and Equity Coalition, the staff arm of the Diversity and Human Rights Consortium. The University should encourage and support innovative programs that involve the community.

POINT 6:

DEVELOPING AND REINFORCING DIVERSITY INFRASTRUCTURE

RESPONSIBILITY OF THE ENTIRE UNIVERSITY COMMUNITY

Although the offices and programs that work directly with OIED will provide the overall infrastructure for the University's diversity efforts, and senior administration, together with the Senate and committees of the faculty, will provide leadership, all members of the University community share in the responsibility of creating and maintaining a learning and working environment that recognizes the value of diversity. All members of the University will benefit from increased diversity at the University and from the efforts to build a safe, inclusive and just campus climate.

CURRENT AND FUTURE ACTIVITIES OF OIED

Developing a core vision/mission. In conjunction with other University diversity offices and programs, OIED should establish a set of guiding principles, along with a clearly articulated mission statement for how it will function within the University structure.

Strategic planning. OIED should engage in strategic planning with respect to diversity efforts on campus. Strategic planning will involve identifying existing individual and program-level diversity efforts on campus, analyzing the effectiveness of these efforts, coordinating services and facilitating a collective approach to diversity efforts, developing new initiatives targeted at each of the six points of the Diversity Plan, and prioritizing new initiatives so that any available resources can be directed in a manner that will best improve overall diversity efforts.

Supporting school, college, and unit planning processes. As indicated elsewhere in this Diversity Plan, OIED will work with schools, colleges, administrative units, and the ASUO Executive to develop Strategic Action Plans. OIED will also review and provide feedback on the Strategic Action Plans and will review progress on the Strategic Action Plans in conjunction with the Provost.

Improving supports for students. OIED will work with other units to strengthen supports for students who feel unsafe or experience disrespectful, hostile, and/or discriminatory treatment at the University. These efforts will include providing more information about existing support services to students, identifying and creating new ways for students to bring concerns forward in both formal and informal manners (e.g., through ombudspersons), and promoting educational opportunities for the entire campus community to create a more welcoming and supportive environment.

Improving supports for faculty, officers of administration, and staff. OIED will work with other units to strengthen supports for all members of the University community.

Developing best practices and sharing ideas. As it reviews reports submitted by schools, colleges, administrative units, and the ASUO Executive, OIED should collect information about programs and initiatives developed by individual units that can be shared with other units.

Education about cultural competence. OIED should take the lead in educating the University community about the term cultural competence and effective ways to use the concept in planning.

DEVELOPING PROGRAMS AND DEPARTMENTS THAT SUPPORT DIVERSITY

The University should continue to develop programs and departments that address issues of diversity, and the University should support programmatic enhancements and innovations that support diversity.