**Division of Student Life**

**2017-2020 UO Diversity Action Plan**

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** |
| --- | --- | --- | --- | --- |
| 1.1.1 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 |
| 1.1.2 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 |
| 1.1.3 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 |
| 1.1.4 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.**  |
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| * 1. – Meeting minutes; goals established by team and supported by divisional leadership
	2. – Goals established by team and supported by divisional MCOD team
	3. – Verification of implementation
	4. – Qualtrics online survey tool; paper surveys; other data collection appropriate for focus groups; reporting done by office of assessment and research
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**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** |
| --- | --- | --- | --- | --- |
| 1.2.1 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 |
| 1.2.2 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.**  |
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| 2.1 – Verification of implementation2.2 – 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** |
| --- | --- | --- | --- | --- |
| 2.1.1 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 |
| 2.1.2 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. – Search committee chair checklist
	2. – Annual unit assessment plans and ongoing assessment work in each department; annual reports prepared by the office of assessment and research
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**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** |
| --- | --- | --- | --- | --- |
| 2.2.1 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 |
| 2.2.2 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 research2.2 – 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** |
| --- | --- | --- | --- | --- |
| 3.1.1 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.**  |
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| 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** |
| --- | --- | --- | --- | --- |
| 3.2.1 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 |
| 3.2.2 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 implementation2.2 – 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** |
| --- | --- | --- | --- | --- |
| 4.1.1 ASUO | Provide positional leadership opportunities for students | Staff time | Becky Girvan – Director, Leadership & Engagement, ASUO | Immediate and ongoing |
| 4.1.2 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. – Verification of implementation
	2. – Student evaluation of SLEL program experiences; student projects as SLEL Interns
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**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** |
| --- | --- | --- | --- | --- |
| 4.2.1 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.**  |
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| 2.1 – Annual report on gifts received that support underrepresented populations |

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?