Following the adoption of the Diversity Plan for the University of Oregon in May 2006, each college, school, and administrative unit on campus developed and adopted a Strategic Action Plan (SAP). Implementation of those SAPs began in the fall of 2007. The timelines set by the President following adoption of the UO Diversity Plan stipulated that the first formal progress report to the University Senate and the larger campus community would occur during the spring 2008. This document provides a summary of trends in the activities and progress reported by units during the fourth year of implementation of unit SAPs.
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Executive Summary of Progress
2010-2011

After four years of implementation of diversity strategic action planning, campus units continue to be productively engaged in activities related to specific Strategic Action Plan (SAP) goals. Moreover, while the University has a long way to go in reaching its goals, these efforts have lead to sustained improvements in the diversity-related outcomes for the campus.

Sustained leadership for diversity is more apparent, and many units have regularized processes for advancing diversity goals through active committee structures and dedicated staff time. Many diversity-related professional development opportunities have been organized by University central units and by individual departments, and these offerings have frequently included students, faculty, staff, and external community members in shared learning experiences. While variance in the depth of engagement among units persists, the availability of diversity-related conferences, course offerings, symposia, and speaker events continues to grow at a rapid pace and widespread participation in such activities is apparent across colleges, schools, and central administrative units. Importantly, many of such efforts to build a more culturally responsive campus community have deepened in their level of content sophistication and are more likely to address more complex issues of intersectionality among social identities in their content. Many units have begun to use data to develop new innovative strategies or to redirect goals, and there is a growing call for the University to work more closely with unit leaders to provide relevant data to drive future practices.

Additionally, there is ongoing progress in diversity related metrics. For example, as of fall 2010, students of color make up 16% of the total University student population, compared to 13% in 2005. This reflects a gain of more than 34% (or more than 950 students) since 2005 compared to a growth rate of 9% for white students since 2005. Similarly, tenure-related faculty of color, who now make up almost 17% of the tenure-
related faculty, grew more than 34% between 2005 and 2010, compared to a growth rate of about 1% among white faculty during this period.

In addition to many strengths noted about the progress this year, significant challenges persist or are newly noted. Variance in the engagement of units continues to be a challenge. While outright resistance is infrequent, an ongoing sense of apathy or a loss of momentum challenges progress for some units. Another ongoing challenge is the potential for complacency among some units that appear willing to accept a limited, if successful, engagement in unit diversity goals rather than using such early successes to establish more extensive and comprehensive efforts. The consequence of this challenge is the potential loss of boldness and innovative spirit that has accompanied the work of the institution thus far.

A related challenge noted this year is the potential disconnect between the activities units are engaged in and the underlying goals of the SAPs. Beyond the five-year revision/renewals that will come after next year, the goals of unit SAPs are expected to evolve on a yearly basis as progress is made and new challenges emerge, and this needs to be better reflected in unit efforts.

Constituent engagement continues to be a challenge for some units. In terms of diversity initiatives at the central administrative level, limited engagement of faculty continues to be a challenge, whereas within some academic departments challenges center on engagement of students and/or external community stakeholders. While many more units are collecting relevant diversity related data, more must be done to provide central administrative support to units to collect and analyze diversity metrics. Finally, as institutional efforts mature, more needs to be done to enhance internal and external communication about successful programs, progress on institutional diversity measures, and ongoing challenges.

Overall, the University continues to make significant progress on the goals articulated in the Diversity Plan, even while challenges persist. Looking forward, while new University leadership in key areas over the past two years has lead to a strong reaffirmation of campus
diversity goals, the search for a new Vice President for Diversity provides a critical opportunity for the campus to renew its focus on inclusive excellence and to continue the transformation that has been seeded over the past five years. Likewise, the renewal of the University Diversity Plan during the next academic year and the renewal/revision of the SAPs the following year provide important opportunities to consider the full efficacy of current efforts and to use this information to deepen our commitments to inclusive excellence.

Introduction

Background
Following the adoption of the Diversity Plan for the University of Oregon in May 2006, each college, school, and administrative unit on campus developed and adopted a Strategic Action Plan (SAP). Implementation of those SAPs began in the fall of 2007. The timelines set by the President following adoption of the UO Diversity Plan stipulated that the first formal progress report to the University Senate and the larger campus community would occur during the spring 2008. This document provides a summary of trends in the activities and progress reported by units during the fourth year of implementation of unit SAPs.

Progress Reporting Requirement
Language adopted in the UO Diversity Plan describes the general requirement for unit leaders to report progress on their SAPs:

Every year, each school, college, and administrative unit, and the ASUO Executive will submit to the Vice President 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 President] for Institutional Equity and Diversity will also present summary information about yearly progress in an open meeting of the Senate (p.9-10).

Reporting Units
For the purposes of developing and implementing SAPs, 19 academic and administrative units are currently identified: Office of the President, Office of the Senior Vice President and
Provost, Office of the Vice President for Finance and Administration, Office of the Vice President for Research and Graduate Studies, Office of the Vice President for Student Affairs, Office of the Vice President for Institutional Equity and Diversity, Office of the Vice President for University Relations, Office of the Vice President for Development\(^1\), College of Arts and Sciences, Lundquist College of Business, College of Education, School of Architecture and Allied Arts, School of Journalism and Communication, School of Law, School of Music and Dance, Clark Honors College, Associated Student Union, Department of Intercollegiate Athletics, and UO Libraries.

**SAP Development and Organizing Elements**

The Diversity Plan called on each college, school, and unit to develop an SAP that: (1) provided details and data (where appropriate) about the specific diversity challenges to be addressed in their plan and why these targets are most appropriate; (2) included detailed descriptions of the specific actions to be taken to address those diversity challenges; and (3) provided information about the measurable markers of progress to be assessed during implementation. The university plan also described six main points to be addressed in each strategic plan: (1) Developing a Culturally Responsive Community, (2) Improving Campus Climate, (3) Building a Critical Mass, (4) Expanding and Filling the Pipeline, (5) Developing and Strengthening Community Linkages, and (6) Developing and Reinforcing Diversity Infrastructure.

Each of these units developed and adopted a unit SAP during the 2006-2007 academic year, with support and assistance from the Office of Institutional Equity and Diversity (OIED) and the University Diversity Advisory Committee (DAC).

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\(^1\) Previously there was a single SAP to reflect the work of University Relations and Development since they were combined into a single Vice Presidential portfolio. Now that the two units are distinct and a new Vice President for Development has been hired, this unit is working with OIED to develop a unique SAP to guide their diversity efforts for the coming academic year and beyond.
SAP Progress Reporting Guidelines

Each year, OIED provides units a detailed set of guidelines for reporting progression the unit’s SAP. In general, the purpose of progress reporting is to provide a record of activities, accomplishments, and notable challenges related to implementing activities contained in units’ SAPs during the year. Information contained in progress reports is designed to mark campus-wide trends in diversity activities, identify and disseminate innovative practices, identify cross-unit collaboration opportunities, identify shared challenges in implementing diversity goals, and maintain transparency and accountability for activities related to SAPs. Ultimately, progress report information should facilitate feedback to campus stakeholders about successful efforts and ongoing challenges in our collective efforts to realize diversity goals.

Units are asked to include the following information in their 5-page progress report:

- **Summary of Activities.** Provide an overview of the main actions that were addressed during the year. If actions specified in the adopted SAPs were modified or if new actions were undertaken during the year, describe these revisions along with the reasons for modification. Also, describe any actions specified in the SAP to be taken up during the year that were not pursued and the reasons for this.

- **Progress and Results.** Describe the activities directed toward specific actions during the year and the results obtained. Describe the results of any planned analyses (qualitative or quantitative) related to program outcomes. Background information for specific program activities, flyers, marketing materials, etc. may be included in appendices. Describe any unanticipated consequences and any challenges encountered. If technical problems were encountered in carrying out particular activities, describe any modifications.

- **Impact.** Describe the aggregate impact of unit efforts towards the goals of SAPs.

- **Future Plans.** Summarize plans to address ongoing and/or new activities related to the SAP during the next year. Include any important modifications to the original plans.

After receipt of SAP progress reports, OIED staff and small subgroups of DAC members met to review each SAP progress noting major strengths, major challenges, and major innovations to be shared with the campus community. These individual unit reviews were utilized in the development of this general progress report summary in an effort to identify broad campus-wide themes.
In addition to preparing and disseminating this summary report, beginning for SAP progress reports submitted in the 2008-2009 academic year, a process has been developed to provide more direct feedback to individual units about progress on their SAPs. This unitspecific progress report feedback includes a discussion of individual strengths and weaknesses and quantitative impression ratings from OIED and DAC members in key areas including: overall impact; leadership engagement; constituency engagement; innovation; linking actions to goals; and evaluation/outcomes.

Status of Progress Reports
Progress reports from all units were received by OIED in May 2011 and were considered during the review for this summary. Consistent with prior years, each unit was assigned staff support from OIED to regularly obtain consultation about unit SAP activities, and to support report preparation.

Diversity Profile Data Summary

Introduction
While the data summarized below suggest a sustained pattern of progress related to some diversity goals, it must be noted that we have much more work ahead: the overall representation of people of color continues to be low among all University constituents, and important disparities emerge once racial/ethnic subgroups or other relevant diversity variables are considered and as more complex issues (e.g., retention, and success) are considered. Moreover, these data do not necessarily reflect patterns within particular units, some of which may have experienced greater success and others which may have made little progress.

Student Access

- Students of color make up 16% of the total student body as of fall 2010, compared to 13% in fall 2005. This reflected a 34% increase among students of color since 2005 compared to a 9% increase among white students since 2005.

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2 The phrasing of the Race/Ethnicity question on UO’s admission application changed beginning in Fall 2010, to comply with updated federal guidelines. The new phrasing has altered how students self-identify, as well as how various race/ethnicity combinations are reported. For example, there is a tendency for more students to be categorized as “Hispanic or Latino” compared to the phrasing that was used prior to Fall 2010. The change makes it difficult to compare 2010 with prior years.
• Among first-time freshmen, representation of students of color increased 46% between 2005 and 2010 compared to an increase of 17% among white students during this period. New freshmen of color accounted for 16% of the population of new students in 2009-10, while students of color represented 21% of the population of Oregon high school graduates (with diplomas) in 2008-09 according to the Oregon Department of Education.

• Among transfer students, the population of students of color increased by 9% between 2005 and 2010, while the population of white students decreased by 3% during that same period.

• Among graduate students, students of color account for 10% of the population in 2009-10, up from 8% in 2004-05. This reflected an increase of 9% since 2005 compared to the population of white graduate students, which decreased by 3% since 2005.

**Student Success**

• Within the cohort of first-time freshmen who enrolled in fall 2009, 87% of students of color were retained in their second year compared to 86% of white students.

• Pooled across all available cohort years between 2000 to 2009, the first-to-second-year retention rates were 87% for Asian students, 86% for multiracial students, 85% for black or African American students, 84% for white students, 83% for Native Hawaiian or other Pacific Islander students, 80% for Hispanic or Latino students, and 79% for American Indian or Alaska Native students.

• In terms of retention among students continuing to their fourth year, pooled data showed a retention rate of 73% for Asian students, 71% for white students, 70% for multiracial students, 67% for Hispanic or Latino students, 67% for black or African American students, 66% for Native Hawaiian or other Pacific Islander students, and 62% for American Indian or Alaska Native students.

• The overall six-year graduation rate among the cohort of students who enrolled as first-time freshmen in 2004 was 68% for white students and 66% for students of color.
• Across all available pooled data for cohorts of first-time freshmen who enrolled between 2000 and 2004, the six-year graduation rate was 69% for Asian students, 67% for white students, 65% for multiracial students, 63% for Native Hawaiian or other Pacific Islander students, 62% for Hispanic or Latino students, 59% for black or African American students, and 56% for American Indian or Alaska Native students.

Faculty and Staff Diversity
• Among tenure-related faculty in 2010, faculty of color accounted for 17% of the population, up from 13% in 2005. This reflects an increase of 34% among tenure-related faculty of color since 2005, compared to an increase of 1% among white tenure-related faculty during this period.

• Women accounted for only 36% of tenure-related faculty in 2010, up very slightly from 35% in 2005. Between 2005 and 2010, the representation of women and men among tenure-related faculty increased similarly (7.6% and 7.1%, respectively).

• Among officers of administration, people of color represented 12% of the population in 2010, up from 9% since 2005. This represents an increase of 66% in the representation of people of color since 2005 compared to an increase of 17% among white administrators of color during this period. In the five year period before 2005, the increase among people of color in the officers of administration rank was 8%.

• Women accounted for 56% of the officers of administration in 2010, down from 59% in 2005.

• Among classified staff, people of color accounted for 13% of the population in 2010, up from 10% in 2005. This reflected an increase of 46% among classified staff of color between 2005 and 2010 compared to an increase of 12% among white classified staff since 2005. In the five years prior to 2005, the increase among classified staff of color was 19%.

• Women accounted for 62% of the classified staff in 2010, down from 64% in 2005.
Summary of Unit Activities

Introduction
This section summarizes major activities of units during the 2010-11 academic year organized by each of the six major content areas that are addressed in the UO Diversity Plan. In addition to the general summary information for each content area, specific examples of unit actions are provided to illustrate the types of activities underway in each area. The examples should not be viewed as a comprehensive listing of all efforts, nor should activities excluded from the lists of examples here be viewed as less important or noteworthy.

1. Developing a Culturally Responsive Community
The UO Diversity Plan describes a number of areas for action in this area including development and implementation of diversity professional development opportunities for faculty and staff, enhancement of teaching effectiveness, creating more inclusive classroom environments, integrating issues of diversity into coursework, and integrating diversity questions into student course evaluations.

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<td>This content area accounted for a large portion of unit activities this year. SAP-related professional development activities, courses, invited speakers, and conferences were all common occurrences this year, and many of these activities involved collaborations across units. The depth and sophistication of content for courses, conferences etc. has expanded. In part because of the high volume of diversity related offerings, OIED has launched an emerging initiative to create an electronic searchable database/calendaring system know as The MAP (Multicultural Activities and Programs) for units to communicate and promote programs and events and to allow units to better synchronize offerings around other units’ offerings.</td>
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Examples:

- For the fourth year, OIED and the Office of the Senior Vice President and Provost administered the Innovations in Diversity and Academic Excellence RFP program. The competitive award program provides financial resources directly to academic leaders and faculty to support development of new initiatives that directly
address diversity goals in unit SAPs. This year, 10 new proposals were funded across the colleges and schools supporting a broad set of activities (e.g., development of a new graduate course on the Intersectionality Paradigm; creating a center and repository for Native American history and culture; a program on race, identity, and cultural production in music; an effort to expand the defining of “top scholars” for recruitment purposes; holding a annual Northwest Undergraduate Women in Physics conference; and expansion of a number of early outreach and pipeline programs.

- Last year, the Associated Students of the University of Oregon (ASUO) institutionalized cultural responsiveness trainings for the Executive as well as for Senators. Two training sessions were held this year attended by multiple units of the student government.

- A collaboration between Undergraduate Studies, the Office of Multicultural Academic Success (OMAS), OIED, University Housing and other units led to the first Undergraduate Symposium to celebrate the achievements of undergraduate students in the Arts, Humanities, Social Sciences and Natural Sciences, and includes a strong focus on the representation of students of color.

- The College of Arts and Sciences (CAS) developed a new Freshman Interest Group (FIG) course “The Physiology of Diversity” through Human Physiology and Anthropology that emphasizes the connections between human diversity and health.

- The Ethnic Studies Department in CAS has engaged in a process to consider creating a graduate program in Ethnic Studies (also supported by an OIED Innovations in Diversity and Academic Excellence award).

- Within the Division of Student Affairs (DSA), Residence Life staff planned and implemented a two-day diversity conference that focused on social justice and multicultural awareness, knowledge, resources, and skills.
• Within the DSA, the Holden Leadership Center developed and initiated 11 Alternative Spring Break experiences, each having a strong social justice focus and including pre-trip cultural competency education.

• The Office of Admissions, the Office of the President, and the Office of the Vice President for University Relations continue to collaborate with OIED on projects designed to enhance the availability of Spanish-language material on University websites.

• In CAS, the English Department implemented expanded course offerings in African American, Asian American, Native American, and Latino/a literatures.

• In CAS, the Linguistics Department and the Northwest Indian Language Institute have offered a two-year sequence in the Yakima Sahaptin language, a highly endangered Native language of Oregon and Washington, and are currently working with OIED and Academic Affairs to explore how Native language instruction might be delivered more broadly via the use of various technologies.

• In CAS, the Latin American studies program in collaboration with the Center for Latino/a and Latin American Studies and the Americas “Big Idea” organized and sponsored a year-long speaker series, “African Diasporas in the Americas.”

• University Libraries in partnership with other campus units has begun acquiring the permanent archives of Oregon’s farmworker’s union PCUN (Píneros y Campesinos Unidos del Noroeste / Northwest Treepplanters and Farmworkers United) to strengthen research and learning opportunities for students, faculty, and visiting scholars and support ongoing Latino community linkages.

• The Department of Intercollegiate Athletics applied and received funds from the NCAA to provide diversity professional development to its diversity committee members, classified staff, officers of administration, coaches, and student athletes.

• The Office of the Vice President for Research and Graduate Studies (OVPRGS) has reallocated more than $650K from the ICC budget to centers that produce
and disseminate scholarship on diversity-related themes and provided direct support for a host of diversity related activities and programs such as the faculty-in-residence program in the Center on Diversity and Community (CoDaC) (also supported by OIED and Academic Affairs).

- The School of Journalism and Communications (SOJC) has developed an Introductory Gateway course challenging students to address topics such as gay marriage, civil rights, Native American culture, homelessness, and underrepresented voices.

- OIED continues to promote greater cross-unit collaboration and sharing of promising practices through organizing and facilitating many professional development opportunities including the UO Diversity Plan in Action Luncheons, which offers an informal, collegial opportunity for participants to share experiences about challenges and successes in implementing SAPs. This year’s theme organized topics related to reflecting and evolving equity efforts (e.g., “Assessment Tools to Know and Love”; “Beyond the Numbers: Recruiting a Critical Mass of Students”; “How to Make MLK Day More Than a One-Time-Per-Year Event”; “Sharing SAP Success and Failures”).

2. Improving Campus Climate
As described in the UO Diversity Plan, every member of the University community has the responsibility to make the University a supportive and inclusive place. Efforts 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.

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<td>Both academic and administrative units continue to be widely engaged in activities related to assessing and improving campus climate. Unit-level surveys, interviews, and town hall discussions were common again this year. There is widespread interest in collecting information about campus climate in a manner that can drive changes in practice. The campus will need to commit to a comprehensive institution-wide plan to assess the campus climate for inclusion on an ongoing basis. While there has been progress in this area overall, there continues to be a climate at the University that makes many faculty, staff, and students from underrepresented groups feel unwelcome, thus jeopardizing their retention and success.</td>
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Examples:

- The ASUO Executive added an Accessibility Advocate to its staff. This position has engaged in research and interviews in order to thoroughly and effectively complete an evaluation of the accessibility of ASUO spaces and has increased collaboration with the AccessABILITY Student Union and Disability Services on campus to coordinate events.

- Within DSA, the Student Affairs Assessment program added an Assessment Ethics section to its online library which included topics such as “Best Practices for Asking Questions about Sexual Orientation on Surveys.”

- Within International Affairs, AHA Travel Abroad program has collaborated with other units to create website resources that address diversity, inclusion, and access issues for students of color, students with disabilities, LGBTQ students, and students with dependents.

- The Office of University Relations (UR) has worked the OIED and others to ensure diversity is reflected everywhere on the UO home website, not just places labeled “diversity.”

- Within DSA, the Diversity Education and Support Program in the Dean of Students Office doubled the number of first-year students of color participating in the Intercultural Mentoring Program Advancing Community Ties (IMPACT).

- Within Undergraduate Studies, the Office of Academic Advising created a two-term advisor development program focused on understanding the needs of Native American students after an early survey indicated fewer visits by Native students than expected.

- The School of Architecture and Allied Arts (AAA) has drafted an inclusion statement for integration into course syllabi, and developed an addendum to syllabi that lists a host of campus inclusion resources available to students.

- The SOJC diversity committee focused two formal meetings on engaging faculty in communicating diversity goals and philosophy via syllabi and class discussion.
• OIED continues to build on its redesigned website that features information about campus-wide diversity efforts, provides information for students, faculty, staff and our wider community about concurrent activities, links to other campus diversity resources, and provides information about diversity programming and professional development opportunities. The website also features a regularly updated links about weekly OIED activities, provides current information about the UO Diversity Plan and unit SAPs, and provides statistical information about the campus context and progress towards diversity goals.

3. Building a Critical Mass
The development of a critical mass of persons from underrepresented groups is critical to cultivate and maintain a campus environment that embraces diversity and works toward inclusive excellence. Critical mass is important to ensure that we provide our students with the tools to become global citizens. Building diversity across our faculty, students, officers of administration and staff will benefit the University in countless ways. Increasing the diversity of our faculty is important to provide our students with role models and to secure the scholarly and intellectual benefits that a diverse faculty will bring to the University. Equally important is the recruitment and retention of undergraduate and graduate students from diverse backgrounds and experiences.

Summary

Units are engaged in a broad range of activities designed to enhance the diversity of the UO workforce and student population while maintaining the highest standards of academic quality. Based on recent analyses conducted in partnership with the Office of Institutional Research (see Diversity Profile Data Summary above), it does appear that overall progress is being made at the UO in terms of enhancing the diversity of students, faculty, staff, and students on campus. However, overall representation of people of color at the university in terms of faculty, staff, and students continues to be low. Representation of women, particularly among tenure-related faculty, is also a serious challenge and one for which less institutional progress has been made.

3 Per the adopted UO Diversity Plan: “Efforts to build critical mass in this section are focused on race, ethnicity, and gender. It should be noted that different categories of diversity have different histories and require different strategies to build critical mass. The narrowing of focus in this section reflects the clear, immediate and legally sanctioned need for developing critical mass in these particular groups and recognizes as well the differences between building critical mass in faculty and staff and building critical mass for students. The university remains dedicated to pursuing long-term commitment to equality of opportunity, ability and disability access, and true pluralism (p. 27).
Moreover, there is a serious need to focus beyond diversification of the student body and workforce and ensure the retention and success of people from diverse backgrounds once they have arrived. Finally, in addition to the need to develop a stronger base of support for providing relevant institutional diversity data for individual units and to advance efforts, the institution will need to develop effective ways to consider trends in the racial/ethnic subgroup data given changes in the federal race/ethnicity reporting guidelines that will be implemented this year.

Examples:

- PathwayOregon, a University program designed to enhance access and academic success for Pell-eligible students now includes more than 1100 students including 40% who identify as first-generation students and 30% who identify as students of color.

- The Provost, Office of Academic Affairs, and OIED continue to collaborate in administering the Underrepresented Minority Recruitment Program (UMRP), which provides funds to academic departments to support efforts to recruit underrepresented candidates of color who have been selected as the top candidates during the hiring process for tenure-related faculty positions. Response time in finalizing UMRP requests has improved during the past two years along with efforts to provide information and training to deans and department heads about the program and requirements.

- Academic Affairs, in collaboration with CoDaC, the Office of Affirmative Action and Equal Opportunity, and OIED has launched an innovative project to enhance diversity of faculty by refining recruitment and appointment processes and by challenging conventional practices and implicit assumptions about faculty recruitment to ensure conscious and deliberate considerations of diversity-related issues during the search process. As the project moves towards
implementation in close collaboration with deans and department heads during
the next academic year, it will involve providing best practices from the scholarly
research to better inform the search and recruitment process via trained faculty
search committee members within departments and utilization of a host of web
based resources.

• The Clark Honors College, in collaboration with OIED, continues to support
activities of a diversity recruitment and outreach coordinator. Efforts this past year
led to an increase of more than 100% among applications by Latino/a students,
though less progress has been made with other underrepresented students.

• The Office of Admissions continues to be engaged in a many activities designed
to increase the number of students for underrepresented groups including UO
Connections, Embracing the Future, On-Site Admissions Programs, and Oregon
Native Education (ONE) Day. As one example of activities, the On-Site
Admissions Program engaged a record 29 high schools with high populations of
low-income and first-generation students.

• Within OVPRGS, the Graduate School approved 42 awards through the
Promising Scholars Award, which is designed to provide financial support and
mentorship for graduate students from underrepresented groups. New this year,
the Graduate School has begun tracking awardees to assess experience,
retention, and completion rates.

• Within CAS and supported by numerous other units, the Department of Biology
has continued to support the Summer Program for Undergraduate Research
(SPUR). This year SPUR received over 800 applications for 19 positions, which
ultimately included 15 students of color and 10 women.

• The Lundquist College of Business, supported by a grant from the OIED
Innovations in Diversity and Academic Excellence Program, has implemented a
new program to build critical mass of minority students who go from pre-
business courses to become business majors. The CEO program includes 25
students who have received a full range of mentoring, peer support, and
academic advising services.

4. Expanding and Filling the Pipeline
We need to make the University a destination for the best and brightest students graduating
from Oregon high schools. To ensure that these students reflect the diversity of our state
and to encourage students with diverse backgrounds and experiences to attend the
University, we need to provide support and encouragement to K-12 students. Our goals should be to prepare K-12 students to apply to and succeed in higher education, particularly at the University.

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<td>Participation in efforts to expand the pipeline of underrepresented students at the UO continues to be widespread among both academic and administrative units. Many of these programs are engaging students early in the pipeline (e.g., middle school or earlier) and new programs have emerged that rely on significant external community partnerships. An ongoing challenge for the further expansion of UO pipeline programs is the need to better coordinate efforts across units and departments. New leadership in Enrollment Management creates an important opportunity to advance this goal. While there is clearly a place for local unit-directed pipeline programs, better collaboration and communication across units will ensure more positive outcomes, provide a venue to discuss common long-term evaluation methods, and reduce redundancies (or competition) of efforts. Moreover, coordination of efforts will make it more efficient for the University to track participants over time as they advance towards high school graduation and participation in post-secondary education.</td>
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Examples:

- A partnership between Undergraduate Studies, the Clark Honors College, the Office of Admissions, OIED/OMAS and external community partners led to the development of the Opportunities (Oportunidades) Program last year, which is designed to provide community-relevant information about university experience, to enhance confidence in the feasibility of college, and to encourage academic engagement of students and families. During its first year, the program drew participation from a total of 518 parents and students across five school districts. This past year, the program was expanded to work with Native American tribes and communities and focused specifically on the Klamath, Siletz, Warm Springs, Umatilla, and Burns Paiute tribes, as well as Portland’s more urban Native American community.

- The Office of the President, Office of University Relations, College of Education (COE), Clark Honors College, and OIED collaborated this year in the creation of a GTF position to assist the University and local school district partners in the coordination and support for the Ganas program which is designed to empower middle school Latino/a students in engaging their education and leading for social justice.
• Now entering its seventh year, OIED in partnership with numerous academic departments continues to run the Oregon Young Scholars Program (OYSP), which is a multi-year intervention program for underrepresented minority and low-income high-school students. The program includes an intensive 10-12 day residential component each year and cohort-based learning in specific academic disciplines. With additional support from colleges and schools this year, along with ongoing support from private donors and foundations, OYSP served 48 students in the residential program.

• In CAS, the Summer Academy to Inspire Learning (SAIL) program continues to expose middle school students to the college environment, and expects to enroll about 100 students. The program, which was launched by the Department of Economics, includes representation from five departments/units within and beyond CAS, and this summer plans to include two new departments.

• Within the Department of Intercollegiate Athletics, the O Heroes program continues formal partnerships with local school districts, the Boys and Girls Clubs of Emerald Valley, KidSports, and United Way to reach thousands of local children and exposing them to higher education through college athletics.

• OIED continues to collaborate with Lane Community College on each of the four pipeline-related Rites of Passage programs: African American, Asian American/Pacific Islander, Latino/a (Puertas Abiertas), and Native American (Bridge of the Gods).

5. Developing and Strengthening Community Linkages
As a public institution the University serves the public. The University should be seen as a resource and should 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.
Summary

Many units continue to enhance collaborations with external communities. Yet, effort in this area is still inconsistent, with some units deeply engaged in such partnerships and others only minimally engaged. In order to fully realize the goals espoused in the Diversity Plan, more concerted effort needs to be placed in this area. The University is well positioned to enhance these efforts, particularly given the focus in enhancing community ties by the President and institutional leadership. Greater collaboration across units will be needed to draw on the credibility of established relationships where they exist.

Examples:

- This year, the Office of the Vice President for Finance and Administration (VPFA), in collaboration with UR, the Office of the President, and OIED organized and held the second institutional Reverse Vendor Trade Fair that included a strong emphasis on supporting minority owned, women owned, and emerging small businesses (MWESB) in efforts to link to opportunities to engage in contracting services with the UO. The effort this year drew 360 vendor companies, 593 vendor attendees, and 75 registered MWESB. Sixty display tables included 39 UO departments and 17 outside agencies. Beyond the strong participation, this effort has led to a number of significant changes in procurement procedures and has enhanced the University’s ability to attract qualified bids and proposals from MWESB.

- A partnership between UR, Office of the President, and OIED led to collaboration with the Oregon League of Minority Voters to host a candidate’s forum on the state of civil rights in Oregon.

- UR, along with the Office of the President and OIED, will host the African American Leaders of Portland luncheon.

- OIED and other University faculty and staff continue to represent UO on many community, city, county, and state boards and committees that address issues of
diversity and equity, participate in many community events as speakers/presenters, and collaborate with community organizations to support diversity-related programs (e.g., NAACP, Self Enhancement Inc., DisOrient Film Festival, Urban League of Portland, Hispanic Metropolitan Chamber, Cesar Chavez Leadership Conference Board, Eugene 4J Equity Committee, Educacion y Justicia para la Raza community group, Interagency Diversity and Equity Committee, Lane Education Service District Equity Committee, Farmworkers Housing Development Corporation, and Community Alliance of Lane County).

- University Relations and the JSMA continue to expand exhibit-related and permanent display language translations in Spanish and other languages, and have engaged in a comprehensive process involving external consultants to assess and build upon community relations with Latin American and Asian American audiences.

- The Office of the President and OIED continue to facilitate the President’s Native American Advisory Board, which provides invaluable counsel to the University in creating new opportunities for academic collaborations with Oregon’s tribal communities, and for addressing issues of recruitment and retention of Native American students and faculty.

- The Law School has expanded the Law School Diversity Network project to build a database of minority alumni to enhance community connection and assist with unit diversity efforts.

- The School of Music and Dance has expanded ongoing performance offerings by diverse and minority artists that draw large audiences from on- and off-campus.

- The University Portland Program hosted more than 40 events and diversity-related programs in collaboration with University and community partners (e.g., DisOrient Film Festival, Women in Sports Business Symposium, Lan Su Chinese Garden Program, Latino Leaders meeting, Oregon Commission on Asian American Affairs fundraiser).

- As noted in prior years, SAP progress reports include descriptions of innovative academic programs, symposia, and conferences throughout the colleges,
schools, and research centers that attest to the widespread creation and implementation of events that draw diverse constituencies to campus.

6. Developing and Reinforcing Diversity Infrastructure

Together with central administration, OIED, deans and academic leaders, and the Senate 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.

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<td>Many units have established diversity committees. This year, some units have refocused and/or re-energized committees or have established new areas of responsibility for diversity-related activities within the leadership structure. Based on the last four year of experience with the SAPs, there is no question that those units that have developed and empowered functioning diversity committees and unit leadership have enjoyed significantly greater success and higher levels of overall engagement within the unit.</td>
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Examples:

- Within VPFA, the Department of Public Safety has created a position of chief diversity officer to ensure DPS keeps diversity and equity as a forethought rather than an afterthought by actively maintaining a focus on strategic actions.

- Within DSA, the EMU reestablished its Diversity Committee to lead the EMU towards the goal of becoming a multicultural organization.

- The School of Law continues to support an Assistant Dean of Students whose background and expertise includes diversity issues and who has specific leadership responsibility for coordinating diversity initiatives and working with underrepresented students.
• The COE continues to support a Diversity Coordinator to oversee diversity efforts related to the unit’s SAP, to set direction for new diversity initiatives, and to be a main point of contact for students, faculty, staff, and external community as it relates to these efforts.

• Under the VPFA, Campus Operations continues to employ a part-time diversity coordinator position to advance that unit’s diversity efforts.

• Along with the University’s DAC, many units continue to have functioning diversity committees or advisory committees that play essential roles in advancing SAPs (e.g., UR, DSA, LCB, SOJC, COE, AAA, UO Libraries, Athletics).

Conclusion

Overall, the University continues to make significant progress on the goals articulated in the Diversity Plan, even while challenges persist. Looking forward, while new University leadership in key areas over the past two years has lead to a strong reaffirmation of campus diversity goals, the search for a new Vice President for Diversity provides a critical opportunity for the campus to renew its focus on inclusive excellence and to continue the transformation that has been seeded over the past five years. Likewise, the renewal of the University Diversity Plan during the next academic year and the renewal/revision of the SAPs the following year provide important opportunities to consider the full efficacy of current efforts and to use this information to deepen our commitments to inclusive excellence.

Contact Information
For more information please contact Dr. Charles Martinez, Vice President for the Office of Institutional Equity and Diversity. Copies of this report may be obtained electronically through OIED’s website at http://oied.uoregon.edu. Comments and inquiries about the report may be submitted to the OIED by email at vpdivers@uoregon.edu or by phone at (541)346-3175. Questions about diversity activities within particular units SAPs should be sent to the unit leaders directly (contact information can be found at the OIED website).